

 Curriculum Map Nursery 2022 - 2023

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2  |
|  | All about Me | Amazing Animals | Brilliant birthdays  | Mini Beasts linked to growing  | Every day Heroes | Happy Holidays  |
| **Wow Moment** |  ‘All about Me’ posters about the nursery teachers which are shared with the children so that positive relationships are established quickly.Children can then share their posters that they have provided. | A package is delivered, inside there is an assortment of Autumnal objects and woodland animals that link to the story of Percy the park keeper. | Birthday party with party bags  | Campsite (tent etc) Nursery children to go on a mini beast hunt (mini beasts hidden around the area)  | Childs battery operated fire-engine and fireman’s outfit arrives in the nursery playground. Who uses something like this and what do they do? | Gazebo under the sea  |
| **Role Play** | Home corner  | Farm shop/ Home corner  | Birthday party/ Home corner | Campsite/ Home corner | Bus station/ Home corner | Aquarium/ Home corner  |
| **Educational Visits/ visitors** | Children meet key people in school – e.g; Headteacher, cooks, office staff etc | Visit from a local farmer  | Library  | Stick insects to come into nursery  |  Visit from a member of the emergency services. | Beach trip  |
| **Key Text Rhymes and songs** | Pete and Polo’s Nursery School AdventureLucy and Tom start schoolI’ve got a bodyTommy thumbHead shoulders knees and toes.The wheels on the busOne finger one thumb keep moving. | Percy the park-keeper Walking through the JungleDear ZooNoisy FarmBaa baa black sheepHey Diddle DiddleMoo, moo Jersey cowOne elephant went out to play | Each Peach Pear Plum5 little peas in a pea-pod pressedMary, Mary quite contrary5 little leaves so bright and gay. | The Very Hungry CaterpillarJack and the BeanstalkThe Enormous TurnipStarting SchoolInsy wincy spiderWiggly wooHere is a bee hiveArabella Miller.A centipede was seeming to need 100 pairs of boots.Little Miss MuffetA butterfly was flying through a garden in July. | A Hero like youDr FosterMiss Polly had a dollyDown at the station early in the morning. | The Journey Home from Grandpa’sRosie’s Walk.The wheels on the bus.Down at the station.Row row row your boat.Puffa Train.Twinkle Twinkle chocolate bar.  |
| PSED | * Happy classroom rules
* Mind-time
* Identifying our own emotions (happy, sad, angry, worried)
* Who is in my family- make individual family books
 | * Helping others- what makes a good friend
* Friendships/developing relationships
* Starting to think about how others might be feeling
* Healthy teeth
 | **Celebrating differences** * Being proud
* Families
* Houses and homes
* Starting to think about how others might be feeling – linked to characters from Fairy Tales
* Personal care and toileting
 | **Healthy Me*** Mindfulness
* Healthy eating
* Healthy teeth
* Stranger danger
 | * Road Safety
* Revisit feelings
* People who help us
 | * Sun safety
* Health and Wellbeing Day
* Transition
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| CAL | Listening GamesNew school songs and rhymesSchool prayers  | Key Vocabulary- theme | Key Vocabulary- theme  | Key Vocabulary- theme | Key Vocabulary- theme | Key Vocabulary- theme  |
| PD | * Develop basic FM/GM skills
* Paintbrush/ribbons
* Moving with control
 | * Develop basic FM/GM skills
* Pegboards
* Balancing
 | * Develop basic FM/GM skills
* Threading
* Climbing
* Playground games
 | * Develop basic FM/GM skills
* Tweezers
* Jumping
 | * Develop basic FM/GM skills
* Scissors
* Ball skills
 | * Develop basic FM/GM skills
* Pencil grip
* Dancing
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| L | * Key Skills linked to Phase 1 Phonics
* Listening Games
 | * Key Skills linked to Phase 1 Phonics
* Rhyme
 | * Key Skills linked to Phase 1 Phonics
* Initial sounds
 | * Key Skills linked to Phase 1 Phonics
* Alliteration
 | * Key Skills linked to Phase 1 Phonics
* SATPIN
 | * Key Skills linked to Phase 1 Phonics
* Sound talk and rhyming.
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| M | * Recite numbers to and then past 5.
* Show ‘finger numbers’ up to 5
* Compare quantities using language: ‘more than’, ‘fewer than’.
* Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc.
 | * Talk about and identify the patterns around them. For example: stripes on a zebra, designs on rugs and wallpaper.
* Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. Extend and create
* Talk about and explore 2D (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.
* Number
* Shape
 | * Say one number for each item in order: 1,2,3,4,5
* Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).
* Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
 | * Experiment with their own symbols and marks as well as numerals.
* Understand position through words alone
* Talk about and explore 3D (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round
* Ordering size
 | * Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5
 | * Solve real world mathematical problems with numbers up to 5.
* Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’
* Weight – linked to buckets
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| UTW- Science | **Natural World*** exploring and using our senses- link with naming body parts
* focus on what we can ‘see’
 | **Natural processes*** melting- in the natural environment- explore icy mornings

**Natural World*** Naming animals
 | **Natural Processes*** seasons- name and recognise how weather changes- link with PSED- appropriate clothing etc
* Melting

**Natural World*** Growing
 | **Natural World*** plants- looking after plants in our nursery playground
* Caring for the environment link to rubbish/ compost
* shadows- understanding that shadows make the shape of our bodies.
 | **Natural World*** magnets- continuous provision- magnets toys- cars etc.
 | **Natural processes*** floating and sinking- explore through play and continuous provision
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| UTW-Geography | * name and describe environments
* nursery
* inside
* outside
* Where do I live?
 | * Seasons- Autumn into Winter
 | * Learning about the changing seasons (Winter/ Spring)- dressing for weather
* Local geography
 | * Describing a familiar route
 | * Seasons- summer
* Revisit local geography
 | * Photographs of school/ Nursery (transition)
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| UTW-History | * Learning about me
* Days of the week
* Talk about people and events in their lives
 | * Basic time vocabulary (now, next, today, tomorrow, yesterday)
 | * Talk about past and present events in their own lives
* Listen to and talk about traditional stories
 | * Sequence a traditional tale (using first, then, etc.)
* Sequence own routines
 | * Children to talk about who helps them and when
 | * Children to discuss their own holidays and experiences
* Transition timeline
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| RE | * Families and friends- naming
* Learn and follow Happy Class room Rules
 | * Children learn the. The Nativity Story
* Talk about how they celebrate Christmas
 | * Children to talk about special events in their lives such as birthdays
 | * Children to explore similarities and differences within families
 | * Children talk about people who are important or special to them and say why.
 | * Children are aware of what makes them unique, looking at the similarities and difference between them and others.
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| EAAD- Art | * Explore different media and give meaning to their marks- chunky pencils, paint, chunky chalks, chunky crayons
* Draw a basic face taking notice of shapes e.g. representing face as a circle
 | * Experiment with joining different materials (PVA, pritt stick, cellotape, string, paperclips)
* Explore different textures using senses- soft, hard, bendy, bumpy
* Christmas cards
 | * Explore different media and give meaning to their marks- chunky pencils, paint, chunky chalks, chunky crayons
* Drawings to begin to be recognisable and with a purpose (with adult guidance)
* Textured paint
* Mud painting
 | * Explore different media and give meaning to their marks- chunky pencils, paint, chunky chalks, chunky crayons
* Exploration of colour mixing
* Create closed shapes with continuous lines to represent objects- linked to Fairy Tales e.g. castles
 | * Explore different media and give meaning to their marks- chunky pencils, paint, chunky chalks, chunky crayons
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* Exploration of colour mixing and naming the colours they have used
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| DT | **Use of tools** * continuous provision- learning to use the creative nursery environment
 | **Joining materials*** continuous provision EAD
* enabling environment- access to glue, tape etc.
 | **Use of tools*** simple scissors skills
* range of brush and pencil sizes
* tools when using playdough
 | **Structures*** junk modelling materials- continuous provision to access resources to join materials
 | **Moving parts*** explore constructions sets that include opportunities for wheels and levers to be added
 | **Structures*** using shape to create a model
* range of construction sets
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| Music | * Sing and remember songs as part of a group
* Movement and listening games
* Say what they like about a piece of music
 | * Hear and recognise changes in sounds
* Respond to music in different ways
* Sing and remember songs as part of a group
* Play an un-tuned instruments
 | * Sing and remember songs as part of a group
* Sing with an accompaniment
* Recognise how sounds can be made
* Body percussion
 | * Sing and remember songs as part of a group
* Choose a sound to match a theme e.g. animal
* Explore how sounds can be organised.
 | * Sing and remember songs as part of a group
* Listen to different music from around the world
 | * Sing and remember songs as part of a group
* Follow a beat or steady pulse
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| Computing | Children introduced to the white board to tap and drag. | Take photographs of signs of Autumn.Children to make pictures and arrangements with Autumnal objects and photograph their pictures. | Explore and operate mechanical toys linked to emergency vehiclesChildren to listen to instructions in a game- forward and backwardsSafer Internet Day | Children can use voice recorders to record themselves telling a story.Take photographs of signs of Spring. | Children to be able to use tap and drag  | Children to use camera’s to take holiday photos.  |