

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 Adventure  Lucy and Tom start school  I’ve got a body  Tommy thumb  Head shoulders knees and toes.  The wheels on the bus  One finger one thumb keep moving. | Percy the park-keeper  Walking through the Jungle  Dear Zoo  Noisy Farm  Baa baa black sheep  Hey Diddle Diddle  Moo, moo Jersey cow  One elephant went out to play | Each Peach Pear Plum  5 little peas in a pea-pod pressed  Mary, Mary quite contrary  5 little leaves so bright and gay. | The Very Hungry Caterpillar  Jack and the Beanstalk  The Enormous Turnip  Starting School  Insy wincy spider  Wiggly woo  Here is a bee hive  Arabella Miller.  A centipede was seeming to need 100 pairs of boots.  Little Miss Muffet  A butterfly was flying through a garden in July. | A Hero like you  Dr Foster  Miss Polly had a dolly  Down at the station early in the morning. | The Journey Home from Grandpa’s  Rosie’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 |
| CAL | Listening Games  New school songs and rhymes  School 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 |
| 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. |
| 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 |
| 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 |
| 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) |
| 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 |
| 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. |
| 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 | * Explore different media and give meaning to their marks- chunky pencils, paint, chunky chalks, chunky crayons * Exploration of colour mixing and naming the colours they have used |
| 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 |
| 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 |
| 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 vehicles  Children to listen to instructions in a game- forward and backwards  Safer 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. |