



## Nursery Curriculum Map 2023-2024



This is a long term overview for the year of the skills and experiences we want our Nursery children to experience. It is important to note this is a working document that could change and we are not expecting children to learn in a linear way. This shows the coverage of the curriculum and outlines different rhythms of the year. Children's interests will be observed and used to inform planning to develop skills and knowledge which will be achieved through group times, provision based learning or focused activities. Children will be working within the Birth-Three, or Three-Four year old strands of the Development Matters. This is due to the varying age of the children (3, 4 or 5 term attendance).

Term	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<b>Topic</b> An overarching topic for the term, however we are adaptable depending on the cohort of children and their interests.	All about me and Autumn	Celebrations	Once Upon a Time	On the Farm	Growth and Change	The Ocean and Pirates

<b>Focus Texts</b>	<ul style="list-style-type: none"> <li>-Colour Monster</li> <li>Owl Babies</li> <li>-All about Autumn</li> <li>-The Gruffalo</li> <li>-We're going on a bear hunt</li> <li>-Supertato</li> <li>-The Leaf Thief</li> <li>-Pumpkin Soup</li> </ul>	<ul style="list-style-type: none"> <li>-Room on the Broom</li> <li>-The Best Diwali Ever</li> <li>-Stickman</li> <li>-The Christmas Story</li> </ul>	<ul style="list-style-type: none"> <li>-The Three Little Pigs</li> <li>-The Gingerbread Man</li> <li>-Goldilocks and the three bears</li> <li>-Easter story</li> <li>-The 3 Billy Goats Gruff</li> <li>-Mr Wolf's Pancakes</li> </ul>	<ul style="list-style-type: none"> <li>-Farmer Duck</li> <li>-What the Ladybird heard</li> <li>-Farmyard Hullabaloo</li> <li>-Little Red Hen</li> </ul>	<ul style="list-style-type: none"> <li>-Jack &amp; the beanstalk</li> <li>-The tiny seed</li> <li>-Jasper's Beanstalk</li> <li>-The Very hungry caterpillar</li> <li>-The Most Exciting Eid</li> </ul>	<ul style="list-style-type: none"> <li>-Sharing a shell</li> <li>-Snail and the Whale</li> <li>-Rainbow Fish</li> <li>-Barry the fish with fingers</li> <li>-Pirates Love Underpants</li> </ul>
<b>Seasonal Events / Rhythms of the Year</b>	<p>Autumn Equinox – 23<sup>rd</sup> September</p> <p>Grandparents Day – 1<sup>st</sup> October</p> <p>World Mental Health Day – 10<sup>th</sup> October</p> <p>Harvest – 1<sup>st</sup> - 23<sup>rd</sup> October</p>	<p>Halloween- 31<sup>st</sup> October</p> <p>Fireworks – 5<sup>th</sup> November</p> <p>Remembrance Day – 11<sup>th</sup> November</p> <p>Diwali – 12<sup>th</sup> November</p> <p>Nursery Rhyme Week – 13<sup>th</sup>-17<sup>th</sup> November</p> <p>Children in Need – November 18<sup>th</sup></p> <p>Christmas</p>	<p>Chinese New Year (Year of the Dragon)-10th February</p> <p>Storytelling Week – 30<sup>th</sup> January – 6<sup>th</sup> February</p> <p>Valentines Day – 14<sup>th</sup> February</p> <p>Pancake day- 13th February</p>	<p>World Book Day – 7<sup>th</sup> March</p> <p>St. Patricks Day – 17<sup>th</sup> March</p> <p>Mothers Day – 10<sup>th</sup> March</p> <p>Ramadan (10<sup>th</sup> March – 9<sup>th</sup> April TBC)</p> <p>Easter-31<sup>st</sup> March</p> <p>Eid-al-Fitr – 10<sup>th</sup> April TBC</p>		<p>Healthy Eating Week – 12<sup>th</sup> – 16<sup>th</sup> June TBC</p> <p>Father's day- 16<sup>th</sup> June</p> <p>Eid-al Adha- 17<sup>th</sup> June</p>

<b>Provocations, Parental involvement, trips</b>	Settling & baseline assessment Autumn walk Parents evening/ settling in reports Family book - photos from home	Nursery rhyme week Halloween day Nativity performance Elf Provocation Christmas fair Christmas crafts Polar Express day	Chinese New Year feast day Pancake day-cooking and tasting <b>Parent workshop - Mark Making</b> Cooking - Gingerbread men	Easter egg hunt and craft day for parents World Book Day dress up day Visit to Mosque for Ramadan? Tasting Indian food	<b>Parent workshop- Early maths</b> Growing our own plants Visit from a baby Bring in Baby photos from home	<b>Family beach trip</b> Transition to Reception Sports Day Graduation Ceremony Pirate treasure hunts
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Using the above topics, texts and provocations the children will develop the following skills and knowledge through weekly planning. These will be achieved through planning for continuous provision, group times, interventions and focused activities with adults. These are split into the 7 areas of learning.

This links with our progression document which highlights how these skills and knowledge will develop leading to our 'End of Nursery Goals'

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>-To be able to separate from main carer and begin to adapt to the new school environment.</li> <li>-Develop strong relationships with key workers.</li> <li>-Establish class rules together.</li> <li>-Know something that makes me unique.</li> <li>-Talk about special people in my family.</li> </ul>	<ul style="list-style-type: none"> <li>-Following classroom routines. Learning to share and may need support with this.</li> <li>-Express own emotions and feelings such as happy, sad.</li> <li>-Think about some emotions/feelings.</li> <li>-Select activities and use resources with help and support</li> <li>- Feel a sense of belonging as we celebrate Christmas together.</li> <li>- Show increasing confidence – Nativity performance.</li> </ul>	<ul style="list-style-type: none"> <li>-More able to manage sharing resources.</li> <li>-Begin to develop friendships with others.</li> <li>- Be confident to ask adults for help if they need it.</li> <li>- Begin to use resources purposefully and independently.</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to work with others to play cooperatively.</li> <li>- Engage and initiate conversations about their own life.</li> <li>- Expressing own likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>-Learn how to express our feelings when something doesn't go our way.</li> <li>- Understand that not all families are the same.</li> <li>-Know some similarities and differences between themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>-How to deal with conflict and difference of opinion through words.</li> <li>-Follow rules Independently and know why we have rules.</li> <li>-Feel confidence in new situations and when working on transitions to reception.</li> <li>-Able to talk about what makes a good friend.</li> </ul>

<p><b>Communication and Language</b></p>	<p>-Understand and follow simple instructions</p> <p>-Start conversation but may jump from topic to topic</p> <p>-Develop simple pretend play 'putting the baby to bed' or making tea.</p> <p>-Use a range of simple nouns in English.</p> <p>-Begin to notice that sounds are all around.</p> <p>-ECAT baseline and SALT referrals if required.</p>	<p>-Begin to listen to very short stories of interest.</p> <p>- Begin to take turns when talking.</p> <p>-Share some stories about their family and home life.</p> <p>-Develop listening skills linked to environmental and instrumental sounds through phonics sessions.</p>	<p>-Continue to develop listening skills to listen to stories for a period of time.</p> <p>-Take an interest in pictures and illustrations in books.</p> <p>-Begin to take turns when speaking with prompting.</p> <p>-Begin to expand vocabulary to describe their own experiences.</p> <p>-Speak freely with friends in their free flow play.</p> <p>-Use language to pretend.</p>	<p>-Continue to expand vocabulary linked with the topic.</p> <p>-Can use recently taught vocabulary in their spoken language..</p> <p>-Explain what is happening in a story.</p> <p>-Begin to understand longer instructions of three word level.</p>	<p>-Beginning to understand 'why' questions</p> <p>-Use longer sentences with connectives of and/but.</p> <p>-Question why things happen</p> <p>-Listens for and talks about rhyming words.</p> <p>-Use their imagination to pretend and imagine.</p>	<p>-Begin to express their point of view with why they might like/not like or agrees/disagree.</p> <p>-Use language to develop their own role play based on familiar experiences and on stories.</p> <p>-Use language to build up play with others and develop ideas when creating, imagining or exploring.</p> <p>-Speak clearly in sentences and to a range of people.</p>
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<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>-Explore a range of large scale equipment outside to develop gross motor skills- bikes, large brushes, climbing.</li> <li>-Begin squiggle whilst you wiggle-up &amp; down.</li> <li>-Large scale mark making.</li> <li>-Dough disco-funky finger challenges for fine motor.</li> <li>-Oral hygiene - 30 hours children.</li> <li>-Pencil grip assessment (Markmaking journey termly)</li> </ul>	<ul style="list-style-type: none"> <li>-Join in dancing and move in time to music.</li> <li>-Use streamers and ribbons to create our own 'firework dance'.</li> <li>-Mark making with dominant hand</li> <li>-Practise climbing using alternate feet on the ladders.</li> <li>- Squiggle whilst you wiggle- round &amp; round</li> <li>-Dough disco-funky finger challenges for fine motor.</li> <li>-Learning actions to Christmas songs</li> </ul>	<ul style="list-style-type: none"> <li>-Show more control in using small tools, jugs to pour etc.</li> <li>-Be confident in using scooters and bikes, changing direction and speed.</li> <li>-Use paintbrushes, pencils and chinks with more accuracy.</li> <li>-Drawing lines and circles and beginning to give meaning to marks.</li> <li>-Explore spring scissors and practising the open and closed motion.</li> </ul>	<ul style="list-style-type: none"> <li>-Move like different animals on the farm. Link movements and music together- slow, fast, stomping etc.</li> <li>-Develop increased control in fine motor skills such as threading, using tweezers and jugs to pour.</li> <li>-Develop increased pencil control moving towards a loose tripod grasp.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore ball skills and show increasing control to kick and throw/catch.</li> <li>-Move in a variety of ways such as crawling, shuffling, running, jumping all with confidence.</li> <li>-Look at a healthy range of food and know how to keep our bodies and minds healthy.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore team games with other children-working together for a joint achieved outcome.</li> <li>-Explore some competitive running with an Early Years sports day.</li> <li>-Explore running, jumping, hopping and dancing.</li> <li>-Develop control to use scissors and other small tools.</li> </ul>
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<p><b>Literacy - Reading</b></p> <p>(Includes Phase 1 Phonics activities)</p>	<p>-Begin to be interested in joining in with songs and rhymes.</p> <p>-Begin to listen to short stories.</p> <p>-Begin to look at books independently, turning pages and being interested in pictures.</p>	<p>-To recognise familiar logos within their environments and notice environmental print.</p> <p>- Begin to recognise their own name by sight or out of a small choice.</p> <p>-Children to vocalise their enjoyment in songs and rhymes and recognise a missing word in familiar rhymes.</p> <p>-To listen to a wide range of stories and develop a love of stories.</p>	<p>-Recognise their name independently.</p> <p>- Listen and enjoy traditional tales and explore the different characters through puppets, imaginary experiences and toys.</p> <p>-Begin to clap out syllables in their own name.</p>	<p>-Explore a range of fiction and non-fiction books and realise that they can find out information by using books.</p> <p>-Listen for the initial sound in their name.</p> <p>-Join in with some repeated refrains in familiar books.</p> <p>-Recognise and clap out syllables for different words.</p>	<p>-Listen to and retell favourite stories.</p> <p>-Know the language and understand and author, illustrator, title and blurb.</p> <p>-Listen to a new story with repeated refrains and begin to join in with them by the end of the story.</p> <p>-Choose to read books in their free play because they are enthused by them.</p>	<p>-Children to listen to stories and join in confidently with repeated refrains</p> <p>-Children to make their own predictions to what might happen next.</p> <p>-Children to identify rhyming pairs.</p> <p>-Begin to listen for initial sounds in words and notice when 2 words may begin with the same sound.</p> <p>-Listen and begin to join in with oral blending and segmenting games</p>
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<p><b>Literacy - Writing</b></p>	<p>-To enjoy making marks using gross motor skills and possibly giving meaning to their marks.</p> <p>-Squiggle Whilst You Wiggle</p> <p>-Baseline assessment for mark making journey</p>	<p>-To continue to mark make with new media like chunky chinks, crayons and paint brushes.</p> <p>-Squiggle Whilst You Wiggle</p>	<p>-Adults to encourage mark making for a purpose through drawing pictures for wanted posters, making maps etc</p> <p>-Squiggle Whilst You Wiggle</p>	<p>-Recognise their name independently and show an interest in wanting to write their name.</p> <p>-Squiggle Whilst You Wiggle</p> <p>-Children to realise writing has a purpose and to want to 'write' using emergent writing.</p> <p>-Beginning to give consistent meaning to their marks.</p>	<p>-Be able to form some letter shapes in their name by copying.</p> <p>-Introduction to letter families.</p> <p>-Squiggle Whilst You Wiggle</p> <p>-Gives meaning to the marks they make.</p>	<p>-Some children to write their name independently through interest using correct identifiable formation.</p> <p>-Adds finer details to their markmaking e.g hair, fingers etc</p> <p>-Can talk in detail about their marks and what they represent.</p>
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<p><b>Mathematics</b></p> <p>Daily opportunities for number sense is embedded in the routine, such as counting how many children are in, our self-registration tree and snack, for example.</p>	<p>To begin to be able to join in with number rhymes.</p> <p>To use some language of quantities, such as 'more' and 'a lot'.</p> <p>To say what is different and what is the same.</p> <p>To begin to experiment with capacity in the sand and water tray.</p> <p>Complete jigsaw puzzles.</p> <p>Emerging awareness of the daily routine via visual timetable.</p>	<p>To understand the value of 1.</p> <p>Join in with counting songs to 5. Rote count past 5.</p> <p>Look at 2d shapes and their names.</p> <p>Explore pattern – spots, stripes</p> <p>Explore the language of full and empty and capacity in water tray.</p> <p>Look at language of big and small and compare.</p> <p>Knowing what is coming next in routines.</p>	<p>To understand the value of 2.</p> <p>Join in with counting songs to 5.</p> <p>Explore and work on cardinal principle (the total amount of objects counted)</p> <p>Touching counting knowing one number per object (one-to-one correspondence)</p> <p>Use shapes for a purpose when building or playing.</p> <p>Find numbers in the environment.</p>	<p>To understand the value of 3.</p> <p>Join in with counting songs to 5.</p> <p>Touching counting knowing one number per object</p> <p>Complete and explore repeating pattern.</p> <p>Explore some 3d shapes and exploring informal and mathematical vocab.</p> <p>Explore and work on cardinal principle</p>	<p>To understand the value of 4 –</p> <p>Join in with counting songs to 5.</p> <p>Touching counting knowing one number per object</p> <p>Complete and explore repeating pattern (ABABAB)</p> <p>Explore and work on cardinal principle</p> <p>Look at informal ways of measuring length and use language such as taller, shorter, longer.</p>	<p>To understand the value of 5 –</p> <p>Be interested in solving real maths problems.</p> <p>Create own patterns with a variety of resources.</p> <p>Show interest in writing numbers.</p> <p>Explore and work on cardinal principle</p> <p>Can use language such as yesterday, today, tomorrow</p>
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<p><b>Understanding the World</b></p>	<p>Know who is in their family and lives in their house. Talk about their own facial features and talk about what they look like. Look at the changes in the trees on our autumn walk. Physically explore leaves, pine cones and other natural materials. Sorting leaves by colour and shape.</p>	<p>Children to experience the changes in weather and temperatures. Explore activities to do in the rain and wind- splashing in puddles and making kites. Children to explore the different celebrations such as Diwali and Christmas and join in with customs linked to these.</p>	<p>Notice the changes in the seasons around them – look at the changing trees and colder weather. Children to think about how to dress for weather. Experience snow and ice. Investigate ice and how we can melt it. Explore materials and the best materials for certain briefs. Explore a new celebration of Chinese New Year.</p>	<p>Look at the appearances of animals and use words to describe. Count how many legs, if some have tails or colour and sort and classify based on their features. Find out where these animals live , what they eat and how to care for them. Look at the celebration of Easter and take part in some customs linked with Easter. Look at the Christian Easter story.</p>	<p>Reflect and talk about changes in their own growth from when they were a baby to now. Think of questions for a mum about their baby to recognise how they have changed. Eg can the baby walk? Are they born with teeth etc? Know how to care for a plant. Develop a vegetable patch in Nursery Garden. Explore and enjoy the celebration of Eid and what that means for our community.</p>	<p>Explore our coastal location and where we live and go to school. Take part in a visit to the beach to learn how to stay safe near water. Explore the beach to develop vocabulary of the seaside and give that experiential learning. Learn and name some sea creatures and find about where they live. Look at the seasonal change again and explore the weather outdoors. Think and prepare for transition to reception.</p>
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## Expressive Arts and Design

Children to learn songs linked with nursery routine, for washing hands, singing hello and saying goodbye.  
 Children to sit at circle time and begin to join in with actions.  
 Children to begin to explore a wide range of 'messy play' to explore texture,  
 Develop vocabulary and make marks.  
 Children to complete their first self-portrait as a baseline to watch progress over the year.

Children to learn range of songs linked with the celebrations.  
 Children to perform a short nativity / songs for parents.  
 Take part in nursery rhyme week and learn a new set of rhymes.  
 Children to explore instruments and the sound that they make.  
 Begin to take part in simple 'pretend play' eg looking after the babies or driving the cars.  
 Explore large scale marks and the effect they can have.

Use brushes, mops and powder paint to create large scale fireworks.

Explore large scale building with blocks, crates and planks  
 Develop a repertoire of different songs.  
 Join in with dancing and begin to move rhythmically.  
 Know and join in with a large range of action songs.  
 Continue to explore marks in different ways.  
 Copy what adults do in their play  
 Explore painting with poster paint with large brushes.  
 Use glue and collage materials to make puppets

Begin to explore texture of materials thinking about 'fluffy feathers' and 'rough sandpaper' etc.  
 Move like different animals in time to different musical sounds.  
 Learn songs linked with the farm.  
 Develop own farm role plays with introduction of farm small world.  
 Explore what might happen if you were to mix colours by painting both hands a different colour and rubbing hands together.

Independently create own songs with instruments.  
 Use the outdoor stage to perform for friends and make up shows.  
 Build with a purpose and explain each part of a model.  
 Independently enjoy creating their own pictures with media.  
 Act of different role plays based on stories and their first hand experiences with friends.  
 Begin to use colours for a purpose

Use and create a model with a purpose using a range of materials such as large and small scale construction materials.  
 Create junk models and know how to stick and attach pieces together.  
 Represent important events through drawings, collage and paintings.  
 Collaboratively work with others to develop a narrative in their play.  
 Explore thinner brushes based on motor control and explore water colour paints.

**At the end of Nursery, Hadrian children will be able to...**

<b>Communication and Language</b>	<p><b>Listening and Attention:</b></p> <ol style="list-style-type: none"><li>1-Listen attentively to stories, songs and rhymes and respond by joining in</li><li>2-Understand and respond to two and three part instructions and why questions</li><li>3-Start a conversation and take it in turns to speak</li></ol> <p><b>Speaking:</b></p> <ol style="list-style-type: none"><li>1-Explain, describe, recount and retell using recently introduced vocabulary</li><li>2-Use a sentence of 4-6 words</li><li>3-Use connectives to link words and sentences e.g. and, because, or</li></ol>
<b>Personal, social and emotional</b>	<ol style="list-style-type: none"><li>1-Starting to identify feelings and follow rules</li><li>2-Handling new social experiences</li><li>3-Form positive relationships with adults and peers through cooperation</li></ol>
<b>Physical</b>	<ol style="list-style-type: none"><li>1-Manage toileting and related hygiene independently</li><li>2-Develop gross motor skills and large scale muscle movements</li><li>3-Develop fine motor skills and one handed tool control (inc. pencil control)</li></ol>
<b>Literacy</b>	<p><b>Writing:</b></p> <ol style="list-style-type: none"><li>1-Write (emergent writing) for a purpose to convey meaning eg, independent shopping list, card, story etc.</li><li>2-Orally identify the initial sound in words and recognise when 2 words begin with the same sound.</li><li>3-Apply some print knowledge to writing including writing own name</li></ol>

	<p><b>Reading:</b></p> <p>1-I can retell some familiar stories</p> <p>2-I can use good phonological awareness including oral blending skills, rhyme, alliteration and syllables</p> <p>3-I can join in with familiar rhymes and songs (and some patterned stories)</p>
<p><b>Maths</b></p>	<p><b>Number:</b></p> <p>1-Strong understanding of numbers to 5</p> <p>2-Noticing and commenting on patterns in the environment and other places e.g. books</p> <p>3-Able to compare quantities using the correct mathematical vocabulary</p> <p><b>Numerical Patterns-(Note not linked to ELG in F2- but important F1 skills)</b></p> <p>1-Explain, continue and create patterns</p> <p>2-Sequencing events using time language</p> <p>3-Talk about and explore 2D and 3D shapes</p>
<p><b>Understanding of the World</b></p>	<p>1-Understand own life story and some of the ways they have changed</p> <p>2-Develop positive attitudes towards other people, cultures and communities</p> <p>3-Have awareness of the natural world and show care and concern for the environment</p>
<p><b>Expressive Arts and Design</b></p>	<p>1-Explore and use a range of art materials and start to join them together, and use colours for a purpose including colour mixing.</p> <p>2-Sing, respond to and create music, showing an understanding of rhythm, pitch and melody.</p> <p>3-Begin to develop stories through role play and small world set ups</p>