



Nursery Curriculum Map 2022 – 2023



This is a long term overview for the year of the skills and experiences we want our Nursery to 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.

Children will be working across the birth -3 and Nursery (3-4) areas due to the varying age of pupils.

Term	Autumn 1 7weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Topic- Subject to change following interests- We are flexible and adaptable and weekly planning may change by following the lead of the children.	All about me & Autumn	Celebrations	Once upon a time	Down on the Farm	Growth and Change in (plants& lifecycle)	The Seaside
Focus Texts	We are all different Only one you Owl Babies All about Autumn Leaf Man The Gruffalo	Room on the broom Stickman The Christmas Story	The three little pigs The Gingerbread Man Goldilocks and the three bears We're going on a bear hunt	Farmer Duck What the Ladybird heard Farmyard Hullabaloo	Jack & the beanstalk The tiny seed The Very hungry caterpillar	Sharing a shell Commotion in the ocean Rainbow fish Barry the fish with fingers
Seasonal events	Autumn	Halloween 31 st Oct Fireworks Diwali- 4 th Nov Christmas	Chinese New Year-1 st Feb Pancake day- 16 th Feb	Easter-17 th April	Eid al-Fitr-2 nd May Mother's day-8 th May	Father's day- 19 th June Eid-al Adha- 10 th July
Wow moments/trips/parental involvement	Settling &baseline assessment Autumn walk Parents' eve Forest Fridays/Welly Wednesdays begin weekly	Nursery rhyme week Discovery of witch's broomstick in garden Halloween party Nativity performance Christmas fair Christmas craft Polar Express day? Possible xmas trip? TBA	Chinese New Year feast day Pancake day- cooking and tasting Parent workshop- Mark Making	Easter egg hunt and craft day for parents Family farm trip	Community visit for Eid? Mother's day afternoon tea Parent workshop- Early maths Growing our own plants Visit from a baby?	Family beach trip Father's day stay and play Transition to Reception

<p>Personal, Social and Emotional Development</p>	<p>To be able to separate from main carer and begin to adapt to the new school environment. – Mum always comes back like in Owl babies.</p> <p>Develop strong relationships with key workers.</p> <p>Establish class rules together.</p> <p>Know something that make me unique. Talk about special people in my family.</p>	<p>Following classroom routine.</p> <p>Learning to share. Express own emotions and feelings. Think about some emotions/feelings if stick man</p> <p>Select activities and use resources with help and support</p> <p>Feel a sense of belonging as we celebrate Christmas together</p>	<p>Continue sharing . Begin to develop friendships with others.</p> <p>Be confident to ask adults for help if they need it.</p> <p>Begin to use resources purposefully and independently.</p>	<p>Begin to work with others to play co-operatively.</p> <p>Engage and initiate in conversation about their own life.</p> <p>Express own likes and dislikes.</p>	<p>Learn how to express our feelings hen something doesn't go our way.</p> <p>Understand that not all families are the same.</p> <p>Know some similarities and differences between themselves and others.</p>	<p>How to deal with conflict and difference of opinion through words.</p> <p>Follow rules Independently and know why we have rules.</p> <p>Feel confidence in new situations and when working on transitions to reception.</p>
<p>Physical Development</p>	<p>Explore a range of large scale equipment outside to develop gross motor skills- bikes, large brushes, climbing. Begin squiggle whilst you wiggle- up& down.</p> <p>Large scale mark making.</p> <p>Dough disco- funky finger challenges for fine motor.</p>	<p>Join in dancing and move in time to music.</p> <p>Use streamers and ribbons to create our own 'firework dance'.</p> <p>Practise climbing using alternate feet on the ladders.</p> <p>Begin squiggle whilst you wiggle- round & round</p> <p>Dough disco- funky finger challenges for fine motor.</p> <p>Learning actions to Christmas songs</p>	<p>Show more control in using small tools, jugs to pour etc.</p> <p>Be confident in using scooters and bikes, changing direction and</p> <p>Use paintbrushes, pencils and chinks with more accuracy. Drawing lines and circles and beginning to give meaning to marks.</p> <p>Explore spring scissors ad practise the open and closed motion.</p>	<p>Move like different animals on the farm. Link movements and music together- slow, fast, stomping etc.</p> <p>Develop increased control in fine motor skills such as threading, using tweezers and jugs to pour.</p> <p>Develop increased pencil control moving towards a loose tripod grasp.</p>	<p>Explore ball skills and show increasing control to kick and throw/catch.</p> <p>Move in a variety of ways such as crawling, shuffling, running, jumping all with confidence.</p> <p>Complete 'over the beanstalk' obstacle courses.</p> <p>Look at a healthy range of food and know how to keep our bodies and minds healthy. Take part in mindfulness yoga .</p>	<p>Explore team games with other children- working together for a joint achieved outcome.</p> <p>Explore some competitive running with an Early Years sports day.</p> <p>Explore running, jumping, hopping and dancing.</p> <p>Develop control to use scissors and other small tools.</p>

		<p>Mark make with a range of media using a dominant hand.</p> <p>Begin forest school activities to explore the outdoors.</p>			Health and hygiene-oral health.	
Communication and Language	<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. Begin to notice that sounds are all around.</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 of environmental and instrumental sounds through phonics sessions.</p>	<p>Continue to develop listening skills to listen to stories for a period of time and take an interest in pictures.</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- through giving children real life experiences of visiting a farm.</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>Listening for 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>
Literacy	<p>To enjoy making marks using gross motor skills and possibly giving meaning to their marks.</p> <p>Begin to be interested in joining in with songs and rhymes.</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>Recognise their name independently.</p> <p>Listen and enjoy traditional tales and explore the different characters through puppets, imaginary experiences and toys.</p> <p>Some children may use these props to</p>	<p>Recognise their name independently and show an interest in wanting to write their name.</p> <p>Children to realise writing has a purpose and to want to 'write' using emergent writing.</p>	<p>Be able to form some letter shapes in their name by copying.</p> <p>Listen to and retell favourite stories.</p> <p>Know the language and understand and author, illustrator, title and blurb.</p>	<p>Some children to write their name independently through interest using correct identifiable formation.</p> <p>Children to listen to stories and join in confidently with repeated refrains.</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>Squiggle whilst you wiggle- up and down</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 linked with Diwali and Christmas and develop a love of stories.</p> <p>To continue to make make with new medias like chunky chinks, crayons and paint brushes.</p> <p>Squiggle whilst you wiggle- side to side</p>	<p>retell some parts of the story.</p> <p>Adults to encourage mar making for a purpose through drawing pictures for wanted posters, making maps etc.</p> <p>Begin to clap out syllables in their own name.</p> <p>Squiggle whilst you wiggle- circular clockwise and anti-clockwise.</p>	<p>Explore a range of fiction and non-fiction books linked with farms 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>Squiggle whilst you wiggle- the bump</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>Squiggle whilst you wiggle- under bump</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> <p>Squiggle whilst you wiggle-criss cross</p>
<p>Mathematics- Counting will part of our daily routine and maths with a purpose such as counting out the amount of snack. Using language such as how many more?</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>Look at the value of zero.</p>	<p>To understand the value of 1 – Recognise numeral 1 Count out 1 object. 1 spot on a dice to subitise. Represent one in different ways, on fingers, with numicon, with blocks. Join in with counting songs to 5. Rote count past 5.</p> <p>Look at 2d shapes and their names.</p>	<p>To understand the value of 2 – Recognise numeral 2 Count out 2 object. 2 spots on a dice to subitise. Represent 2 in different ways, on fingers, with numicon, with blocks. Know that 2 is one more than 1. Join in with counting songs to 5.</p> <p>Explore and work on cardinal principle</p>	<p>To understand the value of 3 – Recognise numeral 3 Count out 3 objects. 3 spots on a dice to subitise. Represent 3 in different ways, on fingers, with numicon, with blocks. Know that 3 is one more than 2. Join in with counting songs to 5.</p>	<p>To understand the value of 4 – Recognise numeral 4 Count out 4 objects. 4 spots on a dice to subitise. Represent 4 in different ways, on fingers, with numicon, with blocks. Know that 4 is one more than 3.. Join in with counting songs to 5.</p>	<p>.To understand the value of 5 – Recognise numeral 5 Count out 5 objects. 5 spots on a dice to subitise. Represent 5 in different ways, on fingers, with numicon, with blocks. Know that 5 is one more than 4. Join in with counting songs to 5.</p> <p>Be interested in solving real maths problems.</p>

	<p>Complete inset puzzles.</p>	<p>Explore pattern-linked with xmas wrapping paper and using vocab such as spotty, blobs and dots.</p> <p>Explore the lang of full and empty and capacity in water tray.</p> <p>Look at language of big and aml and compare.</p>	<p>Touching counting knowing one number per object.</p> <p>Use shapes for a purpose when building or playing.</p> <p>Find numbers in the environment.</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>Touching counting knowing one number per object</p> <p>Complete and explore repeating pattern.</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>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>Understanding the World</p>	<p>Know who is in their family and lives in their house.</p> <p>Talk about their own facial features and talk about what they look like.</p> <p>Look at the changes in the trees on our autumn walk.</p> <p>Physically explore leaves, pine cones and other natural materials with magnifying glasses, and noticing texture.</p> <p>Sorting leaves by colour and shape.</p>	<p>Begin forest school sessions with a different focus each week. Children to take part in an adult led activity and have free time to explore nature and finish with a hot chocolate and story.</p> <p>Children to experience the changes in weather and temperatures.</p> <p>Explore activities to do in the rain and wind- splashing in puddles and making kites.</p> <p>Children to explore the differ</p>	<p>Notice the changes in the seasons around them – look at the changing trees and colder weather.</p> <p>Children to think about how to dress for weather.</p> <p>Experience snow and ice.</p> <p>Investigate ice and how we can melt it.</p> <p>Explore materials and the best materials to build for the 3 pigs houses. What is a strong material?</p> <p>Explore a new celebration of Chinese new year</p>	<p>Learn animals names and their babies names on the farm.</p> <p>Look at the appearances of animals and use words to describe.</p> <p>Count how many legs, if some have tails or colour and sort and classify based on their features.</p> <p>Find out where these animals live , what they eat and how to care for them.</p> <p>Gain a hands on experiences of</p>	<p>Reflect and talk about changes in their own growth from when they were a baby to now.</p> <p>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?</p> <p>Look at photos and identify themselves as a baby.</p> <p>Watch and explore how plants grow from a seed.</p>	<p>Explore our coastal location and where we live and go to school.</p> <p>Take part in a visit to the beach to learn how to manipulate sand, stay safe near water.</p> <p>Explore the beach to develop vocabulary of the seaside and give that experiential learning.</p> <p>Learnr and name some sea creatures and find about where they live.</p> <p>Look at the features of sea creatures and</p>

		<p>celebrations of Diwali and Christmas and notice some similarities and differences.</p> <p>Enjoy taking part in a range of customs such as Indian dancing and food tasting for Diwali and decorating a Christmas tree.</p>	<p>and explore any similarities of differences in the culture and celebration compared with the children in class.</p>	<p>meeting these animals at a farm.</p> <p>Look at new life and the life cycle of a chick.</p> <p>Look at the celebration of Ester and take part in some customs linked with Easter such as egg hunts and look at the Christian Eater story.</p>	<p>Know how to care for a plant.</p> <p>Develop a vegetable patch in Nursery garden for children to independently care for.</p> <p>Explore and enjoy the celebration of Eid and what that means for our community.</p>	<p>compare them to animals we learnt about in Spring. Eg comparing hooves and fins.</p> <p>Look at the seasonal change again and explore the weather outdoors.</p> <p>Think and prepare for transition to reception.</p>
<p>Expressive Arts and Design</p>	<p>Children to learn songs linked with nursery routine, for washing hands, singing hello and saying goodbye.</p> <p>Children to sit at circle time and begin to join in with actions.</p> <p>Children to begin to explore a wide range of 'messy play' to explore texture, develop vocabulary and make marks.</p> <p>Children to complete their first self-portrait as a baseline to watch progress over the year.</p>	<p>Children to learn range of songs linked with the celebrations.</p> <p>Children to perform a short nativity / songs for parents.</p> <p>Take part in nursery rhyme week and learn a new set of rhymes.</p> <p>Children to explore instruments and the sound that they make.</p> <p>Begin to take part in simple 'pretend play' eg looking after the babies or driving the cars.</p>	<p>Explore large scale building with blocks, crates and planks</p> <p>Develop a repertoire of different songs.</p> <p>Join in with dancing and begin to move rhythmically.</p> <p>Know and join in with a large range of action songs.</p> <p>Continue to explore marks in different ways.</p> <p>Copy what adults do in their play</p>	<p>Begin to explore texture of materials thinking about 'fluffy feathers' and 'rough sandpaper' etc.</p> <p>Move like different animals in time to different musical sounds.</p> <p>Learn songs linked with the farm.</p> <p>Develop own farm role plays with introduction of farm small world.</p> <p>Explore what might happen if you were to mix colours by painting both hands</p>	<p>Independently create own songs with instruments.</p> <p>Use the outdoor stage to perform for friends and make up shows.</p> <p>Build with a purpose and explain each part of a model.</p> <p>Independently enjoy creating their own pictures with media.</p> <p>Act of different role plays based on stories and their first hand experiences with friends.</p>	<p>Use and create a model with a purpose using a range of materials such as large and small scale construction materials.</p> <p>Create junk models and know how to stick and attach pieces together.</p> <p>Represent important events through drawings, collage and paintings.</p> <p>Collaboratively work with others to develop a narrative in their play.</p>

		Explore large scale marks and the effect they can have. Use brushes, mops and powder paint to create large scale fireworks.	Explore painting with poster paint with large brushes. Use glue and collage materials to make puppets	a different colour and rubbing hands together.	Begin to use colours for a purpose	Explore thinner brushes based on motor control and explore water colour paints.
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Hadrian End of Nursery Curricular Goals

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

	<p>Reading:</p> <ul style="list-style-type: none"> 1-I can retell some familiar stories 2-I can use good phonological awareness including oral blending skills, rhyme, alliteration and syllables 3-I can join in with familiar rhymes and songs (and some patterned stories)
<p>Maths</p>	<p>Number:</p> <ul style="list-style-type: none"> 1-Strong understanding of numbers to 5 2-Noticing and commenting on patterns in the environment and other places e.g. books 3-Able to compare quantities using the correct mathematical vocabulary <p>Numerical Patterns-(Note not linked to ELG in F2- but important F1 skills)</p> <ul style="list-style-type: none"> 1-Explain, continue and create patterns 2-Sequencing events using time language 3-Talk about and explore 2D and 3D shapes
<p>Understanding of the world</p>	<ul style="list-style-type: none"> 1-Understand own life story and some of the ways they have changed 2-Develop positive attitudes towards other people, cultures and communities 3-Have awareness of the natural world and show care and concern for the environment
<p>Expressive Arts and design</p>	<ul style="list-style-type: none"> 1-Explore and use a range of art materials and start to join them together 2-Sing, respond to and create music 3-Begin to develop stories through role play and small world set ups