

## Nursery Curriculum Map

Year N	Autumn 1 7 weeks (6w +4)	Autumn 2 7 weeks	Spring 1 6 weeks (2+5w)	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 Weeks
<b>THEMES/ TOPICS</b>	What do I know about me?  Theme-Ourselves/PSED	How and why do things change? What is the Nativity?  Theme-UTW- growth and change	What is so special about our world?  Theme-UTW all around the world	'Where does the day go at night? Why are there rainbows? Theme - THE WORLD	In the Garden	Where are the wild things?  Theme - Imagination and adventure
<b>Trip Ideas 10:10 experiences</b>	Tour of the school Visit the woods Come and Play Nurse - visitor	Daphne the Lollipop lady Visit to the post box Come and Play Nativity Performance Remembrance service	Easter bonnet parade Come and Play	Postman	Come and Play	Fire engine Sports Day Transition into reception classes
<b>Topics</b>	Emotions and Friendships Sensory week and our emotions Harvest Health and Self Care Autumn Farm Animals	The Weather Bonfire Night Diwali/Superheroes National Nursery Rhyme week Dinosaurs Pet Week Nativity Christmas Crafts	The World - Adventures Fantasy Chinese New Year Adventure Traditional Tales Out and About Nature - Spring Mother's Day/Book Week	Nature and growth Space Fantasy Animals Minibeasts Easter	Jungle and animals Seasons - Summer Lifecycles Pondlife Rainbows Fantasy In the Garden SPorting events	Under the Sea Father's Day Fire Moving on Tales
<b>Key Texts</b>	<b>Little Beauty</b>  <b>Guess How Much I Love You</b>  <b>The Bear and the Piano</b>  <b>The Little Red Hen</b>  <b>The River by Tom Percival</b>	<b>A Very Froggy Day</b>  <b>The Snowy Day</b>  <b>Rama and Sita story</b>  <b>National Nursery Rhyme week</b> <b>Harry and the Bucketful of Dinosaurs</b>	<b>Sam and Dave Dig a Hole by Mac Barnett</b>  <b>Elmer</b>  <b>The Gruffalo's Child</b>  <b>The Runaway Wok by Ying Change</b>  <b>We're Going on a Bear Hunt</b>	<b>The Tiny Seed by Eric Carles</b>  <b>Whatever Next</b>  <b>There's a Monster in my Book</b>  <b>A Dog with Nice Ears by Lauren Child</b>	<b>Rumble in the Jungle</b>  <b>Sam Plants a Sunflower</b>  <b>Oi Frog</b>  <b>Noah's Ark</b>	<b>Shark in the Park by Nick Sharratt</b>  <b>The Fish Who Could Wish</b>  <b>The Little Fire Engine</b>  <b>Goldilocks and Just One Bear</b>

**Highlighted yellow =  
Picture Club**

<b>One studied each week</b>	Percy the Park Keeper Farmyard Hullabaloo by Giles Andreae	Harry the Dirty Dog Father Christmas by Raymond Briggs	Suddenly! By Colin McNaughton	The Bee Book by Charlotte Milner The Easter Story	Alien's Love Underpants The Bad Tempered Ladybird	Paddington stories Peace at Last
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<p><b>Deliberate Vocabulary Development Words displayed in the class</b></p> <p><b>Taught daily with actions and modelled by adults in continuous provision and play</b></p> <p><b>Added to tapestry for parents to use/embed at home</b></p>	<p><b>Little Beauty</b> Wonderful Ecstatic</p> <p><b>Guess How Much I Love You</b> Adoration Cherish</p> <p><b>The Bear and the Piano</b> Lonely Dejected</p> <p><b>The Little Red Hen</b> Ingredients Collaborating</p> <p><b>The River by Tom Percival</b> <b>Winding</b> Whoosh Winding Submerged</p> <p><b>Percy the Park Keeper</b> Maintain Flourish</p> <p><b>Farmyard Hullabaloo by Giles Andreae</b> Hullabaloo Commotion</p>	<p><b>A Very Froggy Day</b> Chaos Predicting</p> <p><b>The Snowy Day</b> Explores Neighbourhood</p> <p><b>Rama and Sita story</b> Tempted Mighty</p> <p><b>National Nursery Rhyme week</b> Rhyming</p> <p><b>Harry and the Bucketful of Dinosaurs</b> Beloved adventures</p> <p><b>Harry the Dirty Dog</b> Determined detests</p> <p><b>Father Christmas by Raymond Briggs</b> Celebrates Exhilarated</p>	<p><b>Sam and Dave Dig a Hole by Mac Barnett</b> Accompanied Intrepid</p> <p><b>Elmer</b> Unique Vibrant</p> <p><b>The Gruffalo's Child</b> Challenges Terrifying</p> <p><b>The Runaway Wok by Ying Change</b> Magical Adventures</p> <p><b>We're Going on a Bear Hunt</b> Brave Persevere</p> <p><b>Suddenly! By Colin McNaughton</b> Peril Escapade</p>	<p><b>The Tiny Seed by Eric Carle</b> Travels Hazards</p> <p><b>Whatever Next</b> Zoom Thud</p> <p><b>There's a Monster in my Book</b> Mischievous Invaded</p> <p><b>A Dog with Nice Ears by Lauren Child</b> Obsessed Defiant</p> <p><b>The Bee Book by Charlotte Milner</b> Teamwork Fascinating</p> <p><b>The Easter Story</b> Creator God the Father</p>	<p><b>Rumble in the Jungle</b> Canopy Wilderness</p> <p><b>Sam Plants a Sunflower</b> Swaying Beautiful</p> <p><b>Oi Frog</b> Boing Spring</p> <p><b>Noah's Ark</b> Safety Torrential</p> <p><b>Alien's Love Underpants</b> Infatuated Obsessed</p> <p><b>The Bad Tempered Ladybird</b> Grouchy Hostile</p>	<p><b>Shark in the Park by Nick Sharratt</b> Environment Courageous</p> <p><b>The Fish Who Could Wish</b> Desire</p> <p><b>The Little Fire Engine</b> Extendable Roars</p> <p><b>Goldilocks and Just One Bears</b> Surprised Strays</p> <p><b>Paddington stories</b> Emergency Adored</p> <p><b>Peace at Last</b> Exhausted Tranquillity</p>
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<b>Phonics</b>	General sound discrimination Environmental Listening walks, sound lotto, body percussion I-Spy game Phonics bloom - Phase 1 games	Little Wandle Letters and Sounds - Foundations in phonics Bertha the Bus What's in the Box	Little Wandle Letters and Sounds - Foundations in phonics Bertha the Bus What's in the Box	Little Wandle Letters and Sounds - Foundations in phonics Bertha the Bus What's in the Box	Little Wandle Letters and Sounds - Foundations in phonics Bertha the Bus What's in the Box	Little Wandle Letters and Sounds - Foundations in phonics Bertha the Bus What's in the Box
<b>Deliberate Vocabulary Development Words displayed in the class/modelle d by adults in continuous provision and play</b>	<b>Phoneme Grapheme Segment Initial sound Rhythm Rhyme Blending</b>	<b>Phoneme Grapheme Segment Initial sound Rhythm Rhyme Blending</b>	<b>Phoneme Grapheme Segment Initial sound Rhythm Rhyme Blending</b>	<b>Phoneme Grapheme Segment Initial sound Rhythm Rhyme Blending</b>	<b>Capital letter Initial sound Phoneme Phoneme Grapheme Segment Initial sound Rhythm Rhyme Blending</b>	<b>Capital letter Initial sound Phoneme Phoneme Grapheme Segment Initial sound Rhythm Rhyme Blending</b>
<b>Communica tion and language</b>	Listens with interest and responds to stories and rhymes. Follow simple instructions. Uses language to share feelings, Link and clarify thoughts Share family photos so children can chat about home life	Listen to others. Follow simple instructions. Repeats familiar phrases in song/story and rhyme Share family photos so children can chat about home life	Listen and respond appropriately to what others say - Understand and respond appropriately to question Able to engage in back and forth conversation - express ideas and interests Display social etiquette and manners - eye contact	Listens to stories with increasing attention and interest. Being able to recall stories. Holds and takes many turns in conversations with others	Maintains attention and sits quietly during appropriate activity. Understands why questions Uses vocabulary that reflects experiences. Begins to use because and explain own thinking	Responds to two part instructions. Beginning to understand why and how questions. Uses more complex sentences
<b>Listening and Attention</b>	Nursery welcome song Talk Boost sessions take place to develop confidence, listening and attention Introducing routines and rhythms Visual timetable to support all Learners My Family A5 books to share	Nursery welcome song Talk Boost sessions take place to develop confidence, listening and attention Developing routines and rhythms Visual timetable to support all learners My Family A5 books to share	Nursery welcome song Talk Boost sessions take place to develop confidence, listening and attention Established routines and rhythms Visual timetable to support all learners My Family A5 books to share	Nursery welcome song Talk Boost sessions take place to develop confidence, listening and attention Established routines and rhythms Visual timetable to support all learners My Family A5 books to share	Nursery welcome song Talk Boost sessions take place to develop confidence, listening and attention Established routines and rhythms Visual timetable to support all learners My Family A5 books to share	Nursery welcome song Talk Boost sessions take place to develop confidence, listening and attention Established routines and rhythms Visual timetable to support all learners My Family A5 books to share

<p><b>Personal, social and emotional development</b> Interwoven within our curriculum are our school values of love, respect, wisdom, faith, perseverance and hope</p>	<p>Separates from main caregiver Forming positive relationships/bonds with adults and peers Expresses preferences and interest Story The Colour Monster</p> <p>Interested in others' play, sometimes joining in.</p> <p>Plays alongside others.</p> <p>COME AND PLAY SESSIONS WITH FAMILIES</p>	<p>Showing confidence to ask for help. Share and take turns with others with support as needed Values praise Seeks out others to share experiences. Respond to what others say and do. With support plays with others following same theme of play COME AND PLAY SESSIONS WITH FAMILIES</p>	<p>Select and use resources with help when needed - helping them to choose a goal that is chosen or one suggested to them Persist when challenges occur. Cooperates with boundaries and begin to understand 6 values Hope, Wisdom, Faith, Love, Perseverance and Respect Begins to be aware of the needs of others and the feelings of others. Demonstrates friendly behaviour. Forms special relationships. Initiates conversations. COME AND PLAY SESSIONS WITH FAMILIES</p>	<p>Select and use resources with help when needed - helping them to choose a goal that is chosen or one suggested to them Persist when challenges occur. Cooperates with boundaries and begin to understand 6 values Hope, Wisdom, Faith, Love, Perseverance and Respect Begins to be aware of the needs of others and the feelings of others. Demonstrates friendly behaviour. Forms special relationships. Initiates conversations. COME AND PLAY SESSIONS WITH FAMILIES</p>	<p>More outgoing towards unfamiliar people and environments, visitors to the class. Confident in talking to others. Enjoys playing in the reception classes and outdoor area Increasingly follows rules and understands their importance. Behaviour reflecting the 6 values Adapts behaviour to different social situations. Changes in routine. Plays in a group. Can extend and elaborate play ideas/builds up role play with others. Initiates ideas and shares thoughts, negotiating roles. TRANSITION INTO RECEPTION</p>	<p>More outgoing towards unfamiliar people and environments, visitors to the class. Confident in talking to others. Enjoys playing in the reception classes and outdoor area Increasingly follows rules and understands their importance. Behaviour reflecting the 6 values Adapts behaviour to different social situations. Changes in routine. Plays in a group. Can extend and elaborate play ideas/builds up role play with others. Initiates ideas and shares thoughts, negotiating roles. TRANSITION INTO RECEPTION</p>
<p><b>Physical Development</b> Weekly Gym session in hall - soft play</p>	<p>Develop spatial awareness Large vertical painting and drawings using large tools to strengthen upper body Painting with water and large brushes outdoors</p>	<p>Develop spatial awareness Large vertical painting and drawings using large tools to strengthen upper body <b>SOFT PLAY/PARACHUTE/DANCING/GAMES SKILLS/GYMNASTICS</b></p>	<p>Develop vestibular skills - balance and ability to stay still through movement games and action rhymes <b>SOFT PLAY/PARACHUTE/DANCING/GAMES SKILLS/GYMNASTICS</b></p>	<p>Develop vestibular skills - balance and ability to stay still through movement games and action rhymes <b>SOFT PLAY/PARACHUTE/DANCING/GAMES SKILLS/GYMNASTICS</b></p>	<p>Jumps, runs and stops with control. Dancing Use pedal bikes <b>SOFT PLAY/PARACHUTE/DANCING/GAMES SKILLS/GYMNASTICS</b>  <b>SPORTS DAY RACES</b></p>	<p>Jumps, runs and stops with control. Dancing Use pedal bikes <b>SOFT PLAY/PARACHUTE/DANCING/GAMES SKILLS/GYMNASTICS</b>  <b>Sports Day races</b></p>
<p><b>FINGER GYM</b> continuous provision</p>	<p>Strengthening activities - Finger gym activities, dough disco, plasticine to roll, squeeze and manipulate, rubber bands Hand-eye coordination activities-threading, beads, pegs hammers, duplo etc Using tools to make marks, including writing using palm, fist grip Refining grip, pressure and control using chubby pencils/pencil grips, felts, white boards and pens Using one handed tools - loop scissors and sprung scissors <b>GROSS MOTOR SKILLS</b> Hills to roll down, Balance planks, Trikes, Water and sand play</p>					

<b>Deliberate Vocabulary Development Words used in PE lessons/ outdoor play</b>	<b>Heart, muscle, fast breathing, exercise</b>  <b>Persevere</b>  <b>Travel, slide, slither, climb, land, control, stretch, jump, hop, skip, roll, crawl, balance</b>  <b>Throw and catch</b>		
<b>Literacy</b>	<p>Shows an interest in stories and has favourites. Beginning to join in with familiar phrases. Identify characters and settings in stories shared Begin to recognise own name. Distinguishes between the marks they make. Identify characters and settings in stories shared Have a love of stories Deliberate vocabulary development - 2 target words embedded over the week linked to the story of the week</p>	<p>Enjoys rhythmic and rhyming activities. Extends vocabulary through books and stories, oral blending Shows awareness of rhyme and alliteration. Shows awareness of rhythm in spoken words. Recognise own name, sometimes give meaning to the marks they make. Knows that marks carry meaning .Identify characters and settings in stories shared  Have a love of stories Deliberate vocabulary development - 2 target words embedded over the week linked to the story of the week</p>	<p>Hears and says the initial sounds in words. Oral blending and segmenting -Robot talk Extends vocabulary through books and stories Explores a variety of books e.g. fiction, non-fiction and poems Phonological awareness - spot and suggest rhymes and rhythms Ascribes meaning to marks they see in different places. Begins to break the flow of speech into words. Begin to form letters from their names .Identify characters and settings in stories shared Have a love of stories Deliberate vocabulary development - 2 target words embedded over the week linked to the story of the week</p>
<b>Maths</b>	<p>Uses number names in play, sometimes in sequence. <b>Maths fluency - Number songs and counting stick:</b> <b>5 Little Men in a flying saucer</b> <b>5 Little Monkeys</b> <b>5 Little Ducks</b> <b>5 Green Bottles</b> <b>1,2,3, 4, 5 Once I caught a fish alive</b> <b>Peter Hammers with one hammer</b> <b>One Two Buckle my Shoe</b> <b>Two Little Dickie Birds</b> Recites number names in sequence 1-5 and sometimes beyond. Counting children in the nursery each day. Day and date changed daily. Can copy a simple two part sequence e.g. jump/clap/jump/clap... Days of the week during registration Transient art</p>	<p>Understand numbers represent quantities. <b>Maths fluency - Number songs and counting stick:</b> <b>5 Little Men in a flying saucer</b> <b>5 Little Monkeys</b> <b>5 Little Ducks</b> <b>5 Green Bottles</b> <b>1,2,3, 4, 5 Once I caught a fish alive</b> <b>Peter Hammers with one hammer</b> <b>One Two Buckle my Shoe</b> <b>Two Little Dickie Birds</b> Shows an interest in number problems. Makes comparisons between quantities. Counting the children in the nursery each day. Day and date changed daily. Maths games using dice Explore 2D and 3D shapes using informal language and common names for shapes Days of the week during registration Transient art</p>	<p>Represents numbers. <b>Maths fluency - Number songs and counting stick:</b> <b>5 Little Men in a flying saucer</b> <b>5 Little Monkeys</b> <b>5 Little Ducks</b> <b>5 Green Bottles</b> <b>1,2,3, 4, 5 Once I caught a fish alive</b> <b>Peter Hammers with one hammer</b> <b>One Two Buckle my Shoe</b> <b>Two Little Dickie Birds</b> Numerals in the environment. Know that the last number reached when counting is how many in a set. Counting the children in the nursery each day. Day and date changed daily. Hop scotch Talks about and identifies patterns e.g. in nature, stripes on the shed, pattern in leaves. Explore repeating patterns with objects e.g. natural resources stone/stick/stone/stick..</p>

<b>Deliberate Vocabulary Development</b>	<b>Numbers to 5</b> <b>Count in sequence/order</b> <b>Compare</b> <b>Triangle, square, circle, rectangle, cube, cuboid, roll, stack, slide, cylinder, sphere</b> <b>Subitise</b> <b>Cardinal value</b> <b>Group</b>	<b>First, Then, Now</b> <b>1 more/less</b> <b>Add, subtract, take away</b> <b>Bigger, smaller</b> <b>Subitise</b> <b>Cardinality</b> <b>Count on/back</b> <b>Group</b> <b>Altogether</b>	<b>Numbers to 10</b> <b>Infinite</b> <b>Subitise</b> <b>Addition/more</b> <b>Length, shorter, longer, taller, shortest</b> <b>Doubles</b>	<b>Number bonds/infinite</b> <b>Subitise</b> <b>Addition/more</b> <b>Length, shorter, longer, taller, shortest</b> <b>Doubles</b> <b>Cardinality/count on</b> <b>Find the difference</b>	<b>Number bonds/infinite</b> <b>Subitise</b> <b>Addition/more</b> <b>Length, shorter, longer, taller, shortest</b> <b>Doubles</b> <b>Cardinality/count on</b> <b>Find the difference</b> <b>Halve</b>	<b>Number bonds</b> <b>Infinite</b> <b>Subitise</b> <b>Addition/more</b> <b>Shape - hexagon, octagon, trapezium. Sides, faces decomposition</b> <b>Doubles</b> <b>Cardinality/count on</b> <b>Find the difference</b>
<b>Understanding the World</b>	<p>Me and my family.  Harvest celebration  Shows awareness of the environment. Explores pretend play.  Explores the school grounds making comments  Welly walks</p> <p><b>HARVEST</b></p>	<p>Diwali and fireworks.  Nativity story and Christmas show  Traditions  Develop positive attitudes about difference between people  Welly walks and exploring nature at first hand  Seasons and changes</p>	<p>Celebrations from other cultures – Chinese New Year.  Forces.  Welly walks and exploring nature at first hand  Talking about things they notice, differences and similarities  Respecting nature</p>	<p>Interested in the lives of others familiar to them. People who help us - different occupations  Easter celebrations  Growing/  Gardening.  Understanding key features of the life cycle of a plant e.g. growth and decay over time and the need to respect the natural world and the environment</p>	<p>What do I know about the world?  Knows that there are different countries in the world</p> <p>Describes special events and experiences.</p>	<p>Outdoor exploration – nursery trip  Sports day and traditions  Transitions</p>
<b>Expressive Art and Design</b>	<p>Explores music, stories and rhymes.  Continuous provision - art area, workshop and modelling  Uses representation.  Make-believe in play.  Empty boxes</p> <p><b>Song Sack</b>  <b>Traditional nursery rhymes</b>  <b>Harvest songs</b></p>	<p>Explores what happens when colours are mixed.  Continuous provision  Learn traditional carols and Christmas songs  Expresses self through movement.  Deconstructive role play</p>	<p>Explores and learns how sounds can be changed.  Explores and learns how sounds can be changed.</p>	<p>Notice differences and change in materials  Easter gardens and traditional crafts  Captures experiences with a range of media.</p> <p>Easter songs - Chick, chick chicken</p>	<p>Sing entire songs  Sing the pitch and tone of others  Tap out simple rhythms.  Exploring instruments.  Listens with increasing attention to sound</p>	<p>Selects appropriate resources.  Adapts work to achieve a desired effect and begin to explain their work  Uses available resources for play.  Creates simple representation.  Begin to create own props/resources with help to support a theme of play</p>
<b>Deliberate Vocabulary Development</b>	<b>Primary colours</b> <b>Secondary, colour mixing</b> <b>Thin, thick brush</b> <b>spring scissors, snip</b>	<b>cellotape, masking tape, pastels, wax crayons</b> <b>Manipulate, squeeze, pinch, roll</b>	<b>cellotape, masking tape, pastels, wax crayons</b> <b>Manipulate, squeeze, pinch, roll</b>	<b>Collage Colour mixing</b> <b>cellotape, masking tape, pastels, wax crayons</b> <b>Manipulate, squeeze, pinch, roll</b>	<b>Splat paint, splodge, abstract, manipulate</b> <b>Manipulate, squeeze, pinch</b>	<b>cellotape, masking tape, pastels, wax crayons</b> <b>Manipulate, squeeze, pinch, roll</b>

