



# Nursery Curriculum Map 2022-2023

<b>Core Books</b>	Goldilocks and The Three Bears  Marvelous Me	Where's Spot  The Gingerbread Man	The Train Ride  Little Red Riding Hood	Oh Dear  Jack and The Beanstalk	The Animal Boogie  The Three Little Pigs	Peace at last  The Three Billy Goats
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic – Possible Lines Of Enquiry Children's Interests</b>	Getting to know my nursery and staff getting to know children and their families	Autumn Halloween Bonfire Night Christmas	A journey Local area, Train ride Chinese New Year	Growing Spring	Music. Music, music  Listening to music Dancing to music Making music	The World
<b>Communication and Language</b>	Nursery Rhymes <ul style="list-style-type: none"> <li><input type="checkbox"/> Twinkle, twinkle little star</li> <li><input type="checkbox"/> Incy Wincy Spider</li> <li><input type="checkbox"/> Heads, shoulders, knees and toes</li> </ul> Daily stories rhymes/adults playing with children/following children's interests/listening and responding to children/strategies to	Nursery Rhymes <ul style="list-style-type: none"> <li><input type="checkbox"/> Jack and Jill</li> <li><input type="checkbox"/> Humpty Dumpty</li> <li><input type="checkbox"/> Hey diddle, diddle</li> </ul> Daily stories rhymes/adults playing with children/following children's interests/listening and responding to children/strategies to encourage peer interactions.	Nursery Rhymes <ul style="list-style-type: none"> <li><input type="checkbox"/> Row, row, row your boat</li> <li><input type="checkbox"/> The Grand Old Duke of York</li> <li><input type="checkbox"/> The Wheels on the Bus</li> </ul> Daily stories rhymes/adults playing with children/following children's interests/listening and responding to children/strategies to	Nursery Rhymes <ul style="list-style-type: none"> <li><input type="checkbox"/> Ten in a bed</li> <li><input type="checkbox"/> Wind the Bobbin up</li> <li><input type="checkbox"/> Baa Baa Black Sheep</li> </ul> Daily stories rhymes/adults playing with children/following children's interests/listening and responding to children/strategies to encourage peer interactions.	Nursery Rhymes <ul style="list-style-type: none"> <li><input type="checkbox"/> 1,2,3,4,5 Once I caught a fish alive</li> <li><input type="checkbox"/> Old McDonald had a Farm</li> <li><input type="checkbox"/> Hickory Dickory Dock</li> </ul> Daily stories rhymes/adults playing with children/following children's interests/listening and responding to children/strategies to	Nursery Rhymes <ul style="list-style-type: none"> <li><input type="checkbox"/> I'm a Little Tea Pot</li> <li><input type="checkbox"/> Little Miss Muffet</li> <li><input type="checkbox"/> London Bridge</li> </ul> Daily stories rhymes/adults playing with children/following children's interests/listening and responding to children/strategies to encourage peer interactions.

	<p>encourage peer interactions.</p> <p><b>SR-I know or can sing a few nursery rhymes</b></p>	<p><b>SR-I am beginning to use longer sentences.</b>  <b>I am beginning to listen attentively and respond to what I hear.</b></p>	<p>encourage peer interactions.</p> <p><b>SR – I am beginning to use my talk to organise my play and myself.</b></p>	<p><b>SR-I am listening and attending for longer.</b></p>	<p>encourage peer interactions.</p> <p><b>SR-I can engage in extended conversations about stories, learning new vocab.</b></p>	<p><b>School Readiness Document</b></p> <p><b>I understand questions or instructions that have two parts, such as “Get your coat and wait at the door.”</b></p> <p><b>I am able to talk about rhymes and books and tell a story.</b></p> <p><b>I use longer sentences of 4 -6 words.</b></p> <p><b>I use talk to organise my play and myself:  “Let’s go on a bus, you sit there, I will be the driver.”</b></p> <p><b>I can listen attentively and respond to what I hear.</b></p>
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<p><b>Vocabulary</b></p>	<p>Point to a picture of someone who is jumping, painting, reading, riding a bike.</p> <p>Begin to use these words when playing.</p>	<p>Use verbs when playing.</p> <p>Use the nouns</p> <p>Leaf Tree Branch Gingerbread Man Witch</p>	<p>Focus on where?</p> <p>Where is the boy?</p> <p>Where is the dog?</p> <p>Where is the train going?</p>	<p>Introduce colour semantics with the children</p> <p>Who?</p> <p>What doing ?</p> <p>Where ?</p> <p><b>Nouns</b> Spring Daffodil Lambs Chicks Egg Hatch</p>	<p>Colour semantics with the children.</p> <p>Who?</p> <p>What doing ?</p> <p>Where ?</p>	<p>5 turn conversation whilst playing</p>
<p><b>PSED</b></p>	<p>Being Me in My World</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p><b>Links to SR – I can share and take turns.</b></p>	<p>Celebrating Difference</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Play with one or more other children.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p><b>Links to SR – I play with one or more children extending and elaborating my ideas.</b></p>	<p>Dreams and Goals</p> <p>Extending and elaborating play ideas</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p><b>Links to SR- I can begin to talk about my feelings using words such as happy, sad, angry and worried</b></p>	<p>Healthy Me</p> <p>Understand gradually how others might be feeling.</p> <p>Show more confidence in new social situations.</p> <p>Links to SR- I am happy to speak to others about my wants, needs and feelings.</p>	<p>Relationships</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Remember rules without needing an adult to remind them</p> <p><b>Links to SR – I can follow rules and can understand why they are important.</b></p>	<p>Changing Me</p> <p>Talk with others to solve conflicts.</p> <p>Develop appropriate ways of being assertive.</p> <p><b>School Readiness Document</b></p> <p><b>I follow rules and can understand why they are important.</b></p> <p><b>I can talk about my feelings using words like: happy, sad, angry and worried.</b></p>

						<p><b>I can share and take turns in a group.</b></p> <p><b>I play with one or more children extending and elaborating my ideas.</b></p>
<p><b>Physical Development</b>  <b>Gross motor</b>  <b>Fine Motor</b></p>	<p>Outdoor Gross Motor  Trikes  Throwing large balls  Large Scale Mark-Making  Flags and Streamers</p> <p><b>SR-I am independent when meeting my own care needs such as going to the toilet.</b></p>	<p>Previous learning plus a focus on...  Trikes  Rolling large balls  Clever Fingers Inside/Muscle Development</p> <p><b>SR-I can put on my own coat and wellies and attempt doing up zips.</b></p>	<p>Previous learning plus a focus on...  Balance Bikes  Catching large balls  Skill development/ Using tools</p> <p><b>SR-I am independent when meeting my own care needs such as feeding myself.</b></p>	<p>Previous learning plus a focus on...  Balance Bikes  Kicking large balls  Balancing on one leg  Mark-Making  PE Lessons in the Hall</p> <p><b>SR-I can use a comfortable grip with good control when using pens and pencils.</b></p>	<p>Previous Learning plus a focus on...  Scooters  Small Ball Skills  Hopping  Designing and making own climbing equipment.  Name Writing  PE Lessons in the Hall</p> <p><b>SR- I can get dressed and undressed independently, for example putting on my own coat and</b></p>	<p>Previous Learning plus a focus on...  Scooters  Small Ball Skills  Skipping  Playing games they have made up.  Name Writing/Letter Writing  PE Lessons in the Hall</p> <p><b>School Readiness Document</b>  <b>I am independent when meeting my own care needs such as: brushing</b></p>

					shows and doing up zips..	<p>teeth, going to the toilet, feeding myself and washing my hands.</p> <p>I know and understand the importance of healthy life choices such as exercise, eating healthy foods, personal hygiene, teeth brushing etc...</p> <p>I can skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>I can use a comfortable grip with good control when using pens and pencils.</p>
<b>Literacy</b>	<p>Sharing stories in book area with a grown up.</p> <p>Songs and rhymes</p> <p>Drawing freely.</p>	<p>Previous learning plus a focus on...</p> <p>Listening to stories in small groups</p> <p>Join in with stories/repeated refrains</p>	<p>Previous learning plus a focus on...</p> <p>Bringing stories to life with role-play/small world play.</p> <p>Print in the environment/labels etc</p>	<p>Previous learning plus a focus on...</p> <p>5 key concepts of print</p>	<p>Previous learning plus a focus on...</p> <p>Extended conversations about stories</p>	<p>Previous learning plus a focus on...</p> <p>Writing (cards, letters, lists)</p>

<p style="text-align: center;"><b>Phonics</b></p>	<p>Phase 1 Phonics-Aspect 1 Environmental</p>	<p>Phase 1 Phonics-Aspect 2 Instrumental and Body Percussion</p>	<p>Phase 1 Phonics-Aspect 4 Rhythm and Rhyme</p>	<p>Phase 1 Phonics-Aspect 5 Alliteration</p>	<p>Phase 1 Phonics-Aspect 6 Blending</p>	<p>Phase 1 Phonics-Aspect 6 Segmenting</p> <p><b>School Readiness Document</b></p> <p><b>I have good phonological awareness and can: spot and suggest rhymes, count or clap syllables in a word, and recognise words with the same initial sound such as hat and hop, sat and sip.</b></p>
<p style="text-align: center;"><b>Mathematics</b></p>	<p>Colours (recognising, naming and sorting)</p> <p>Sorting (in different ways)</p> <p>Pattern ABAB</p>	<p>Size</p> <p>Counting</p> <p>Comparing (comparing two groups of objects, more/less/same)</p>	<p style="text-align: center;">Numbers</p> <p style="text-align: center;">1</p> <p style="text-align: center;">2</p> <p style="text-align: center;">3</p> <p>Shapes – circle, triangle</p>	<p style="text-align: center;">Numbers</p> <p style="text-align: center;">4</p> <p style="text-align: center;">5</p> <p style="text-align: center;">6</p> <p>Shapes circle, triangle, rectangle, square</p>	<p>Shapes (properties of shapes)</p> <p>My day (ordering events of the day)</p> <p>Length and Height</p>	<p>Weight (light, heavy and comparison)</p> <p>Capacity (full, half-full, empty and comparison)</p> <p>Positional Language (using language relating to position and direction)</p> <p><b>School Readiness Document</b></p> <p><b>I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). I can solve real world mathematical problems with numbers up to 5.</b></p>

						<b>I can make comparisons to objects relating to size, length, weight and capacity.</b>
<b>Understanding the World</b>	<p>Humans: learn about their senses/ how to take care of themselves Learn about the life cycle of humans</p> <p>Living things and habitats explore their environment</p> <p>Sound: Listen to sounds</p>	<p>Materials: combine and mix ingredients</p> <p>Materials: Change materials by heating and cooling</p> <p>Light: Explore light sources/ shine light through different materials</p>	<p>Living things and their habitats: explore the surrounding environment Explore natural objects</p> <p>Electricity: identify electrical devices/ use battery powered devices</p>	<p>Animals excluding humans: compare adults to their babies/ observe how baby animals change over time/ life cycle of animals</p> <p>Plants: Grow plants</p>	<p>Materials: Explore a range of materials, shape and join materials</p> <p>Forces: Feel forces, explore how objects/ materials are affected by forces</p>	<p>Sound: Make sounds</p> <p>Materials: Shape and join materials. Explore a range of materials</p>

<p><b>Understanding the World</b></p>	<p>Links to Harvest</p> <p>Planting Bulbs</p> <p>Exploration of Nursery Setting indoors and outdoors</p> <p>Baking/Cooking-Crumble, porridge</p> <p>Exploration of themselves/their friends/their families.</p> <p>Building positive relationships</p>	<p>Celebrations relate to family and community and different countries</p> <p>Autumn</p> <p>Baking/Cooking-Gingerbread/Soup</p>	<p>Different jobs and occupations</p> <p>Different people who live in out local area</p> <p>Forces</p> <p>Baking/Cooking-Fairy Cakes/Pizza</p> <p>Winter</p> <p>Birds and bird feeders</p> <p>Freezing and Melting</p>	<p>Planting</p> <p>Chicks</p> <p>Farm animals</p> <p>Baking/Cooking-Rice Krispie Cakes</p> <p>Spring</p>	<p>Sorting and categorizing natural objects</p> <p>Investigate how musical instruments work</p> <p>Baking/Cooking-raspberry buns/kebabs</p>	<p>Countries of the World- what is it like in different places/look at different groups of people</p> <p>Summer</p> <p>Mini beasts and their habitats</p> <p>Baking/Cooking-Relate to other country.</p> <p>School Readiness Document</p> <p><b>I understand the need to respect and care for the natural environment and all living things.</b></p> <p><b>I know that there are different countries in the world. I can talk about the differences that I have either experienced, read about or seen in photos or media.</b></p>
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<p>Expressive Arts and Design</p>	<p>Exploring paint (hands,feet, fingers)</p> <p>Exploring colour</p> <p>Large scale mark-making</p> <p>Applying PVA</p> <p>Texture work-collage/sensory play</p> <p>Drawing faces</p> <p>Familiar Role-Play/Small World Play (home corner/dolls house/cars)</p> <p>Music- New World (Dvorak)</p>	<p>Explore paint (hands and fingers)</p> <p>Join using masking tape</p> <p>Start snipping</p> <p>Splatter Painting</p> <p>Familiar Role-Play/Small World Play (home corner/dolls house/cars)</p> <p>Texture work-Autumn</p> <p>Music-Dance of the Sugar Plum Fairy (Tchaikivsy)</p>	<p>Explore paint (using a brush)</p> <p>Know different ways to join materials</p> <p>Snipping moving forward</p> <p>Draw recognisable pictures</p> <p>Print using bikes/tyres/wheeled toys.</p> <p>Create art in response to movement and sounds.</p> <p>Texture work-collage/sensory play</p> <p>Small World Play/Construction relating to experiences in local environment.</p> <p>Role-play- from children's interests drawing from learning about various jobs. Provide a range of materials/provocations.</p> <p>Music-Rhapsody in Blue (Gershwin)</p>	<p>Use paintbrush with control.</p> <p>Add detail to paintings/drawings including emotions.</p> <p>Uses helping hand to hold and help to guide the paper when cutting.</p> <p>Knows how to use a hole punch to make holes, can connect paper using a treasury tag.</p> <p>Texture work-spring</p> <p>Repeated pattern when printing.</p> <p>Observational drawings thinking about colour and shape.</p> <p>Provide farm animals and construction in learning environment as provocations for play/learning.</p> <p>Music-In the Hall of the Mountain King (Grieg)</p>	<p>Cuts straight line</p> <p>Join boxes and paper using split pins, treasury tags, masking tape and glue.</p> <p>Knows how to make a musical instrument.</p> <p>Texture work-junk modelling</p> <p>Listen to music and draw/create in response to the sounds they hear.</p> <p>Small World Play based on children's interests- e.g. dinosaurs, zoo animals, tv characters.</p> <p>Role-Play based on children's interests e.g. superheroes, shops, fairytales.</p> <p>Various construction materials: duplo/interstar etc</p> <p>Music- Moonlight Sonata (Beethoven)</p>	<p>Cuts curved line/Cuts square shape.</p> <p>Can use a paint brush with control holding it with a pencil grip.</p> <p>Using detail in painting and pictures.</p> <p>Knows how to make a colour lighter by adding white, knows that when you mix colours you get a new colour.</p> <p>Small World Play based on children's interests- e.g. dinosaurs, zoo animals, tv characters.</p> <p>Role-Play based on children's interests e.g. superheroes, shops, fairytales.</p> <p>Various construction materials: duplo/interstar etc</p> <p>Music-Flight of the Bumblebee (Rimsky-Korsa)</p> <p><b>School Readiness Document</b></p> <p><b>I can explore different materials freely, in order</b></p>
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						<p>to develop my ideas about how to use them and the different creations I can make.</p> <p>I know and can sing a few nursery rhymes and/or songs.</p>
<p><b>First Hand Experiences</b></p>	<p>Harvest Assesmbly Planting bulbs with parents Stay and Read Celebrating the community (mental health week- Positive quotes) Stay and play Travelling Tuesday Remembrance day Visit from Father Christmas</p>	<p>Mother's day Stay and Read World book day Celebrating the community (Flowers for Mother's Day) Bedtime story Visit from Creepy Crawly man Growing vegetables in the allotment Local walk Travelling Tuesday Chinese new year Hatching Chicks Pancake Day</p>	<p>Travelling by Tuba World Vision Father's Day Queen's Jubilee Celebrating the community (chocolates for Father's Day) Sports day Growing vegetables in the allotment Learning to ride a bike Local walk Travelling Tuesday St George's Day End of year trip</p>			