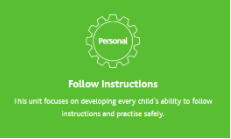




		Autumn 1	Autumn 2	Autumn 3	Spring 1	Spring 2	Summer 1	Summer 2
		Me and My World	My Heroes &	Standing Ovation	Castles, Knights and Dragons	Spring in Our Step	Where We Live	Science Detectives
Super 6	Traditional/well-loved stories							
	UL Core text							
	Rhymes, rhythm and repeated refrains							
	Multi-cultural/PSED							
	Well-being / Growth Mindset							
	Non-Fiction							
Songs, Rhymes and Poetry		If you're happy any you know it. If you go into the woods today Teddy Bear, Teddy Bear, Turn Around 5 in a Bed	5 Superheroes If I was a Superhero I'm a Superhero Superhero Parade How to be a Superhero	Let's Celebrate! Festival Poems from Around the World by Debjani Chatterjee and Brian D'Arcy The Rama and Sita song	The Grand Old Duke Sing a Song of Sixpence Humpty Dumpty Pussy cat pussy cat Old King Cole The Queen of Hearts	There's a Tiny Caterpillar on a Leaf I went to the cabbages one day Arabella Miller	3 Pigs We can build a house This little piggy Who's afraid of the big bad wolf?	Simple songs from different countries e.g. see Charanga Shake The Papaya Frere Jacques (France) Mango Walk (Trinidad) La Cucharacha Mexico

Prime Areas							
Personal, Social and Emotional Development Self-Regulation, Managing Self and Building Relationships	Self-help skills: Shoes, Coat, Coat peg Sense of self	Following rules and routines Feelings: happy, sad, angry, worried Understanding others' feelings	Feelings of characters- Sentence stems Pass the toy- turn taking	Instructions: stop/ start Speed, Negotiate space and obstacles Anticlockwise and vertical movement Take pen for a walk	Caring for animals Negotiate roles in their play Model solutions- turn taking, sharing Caring for the environment Attracting wildlife Garden tools watering and weeding	Select and use resources to help achieve a goal Develop their sense of responsibility as a member of the community Talk about feelings: happy, sad, angry, worried Begin to understand how others are feeling	Develop appropriate ways of being assertive. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people. Show more confidence in new social situations. Help to find solutions to conflicts and rivalries.
	Jigsaw Being Me in My World Week 1: Settling in, Inspire Rules and Routines Week 2: What is special; about me? Week 3: How do people show their feelings? Week 4: How do we play cooperatively with others? Week 5: Considering the feelings of others. Week 6: What is responsibility?	Jigsaw Celebrating Difference Week 1: What am I good at? Week 2: What makes me special? Week 3: What is family?	Jigsaw Celebrating Difference Week 4: What makes a good friend? Week 5: How do I stand up myself? Week 6: Recognising the emotions of others.	Jigsaw Dreams and Goals Week 1: What does challenge mean? Week 2: What does it mean to persevere? Week 3: Reflecting and setting goals? Week 4: What it means to be resilient. Week 5: What do I want to be when I grow up? Week 6: What does success feel like?	Jigsaw Healthy Me Week 1: Why must we exercise? Week 2: Why is moving and resting important? Week 3: What are healthy and unhealthy foods? Week 4: Why is sleep important? Week 5: The importance of personal hygiene? Week 6: How to keep ourselves safe?	Jigsaw Relationships Week 1: What responsibilities do family member have? Week 2: The characteristics of a health friendship. Week 3: When friends fall out. Week 4: How to mend a friendship Week 5: What does bullying mean? Week 6: Why other get angry	Jigsaw Changing Me Week 1: How have we changed from a baby? Week 2: How might I change as I get older? Week 3: Who can I talk to if I feel worried? Week 4: What in my new classroom? Week 5: How do I feel about changing classrooms? Week 6: Reflecting on positive memories – school and life.
Communication and Language Listening, Attention, and	Listen Remember and recall	Listen Remember and recall	Longer stories: remember sequence Story props	Talk to organise play Rhythm and rhyme Repeated refrains	Past event, support tenses Widen vocabulary	Understand why questions Retell a long story	Be able to express a point of view and to debate when they disagree with an adult or a friend, using

Nursery Curriculum Map

<p>Understanding, Speaking</p>			<p>Vocab Instructions for baking</p>	<p>Sequence story</p>	<p>Vocab reflects experience of books Know many rhymes and songs Tell a long story Retell and make simple predictions</p>	<p>Use longer sentences 4-6 words</p>	<p>words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns.</p>
<p>Physical Development Gross Motor Skills, Fine Motor Skills</p>	<p>Draw a man Music and stop Run and run and stop Follow the leader Statues-balance</p>	<p>Able to chose resources Choose, use, replace Balancing Riding Ball skills</p>	<p>Clothing for the weather Warm drinks/soup Video of snow falling 'Walking in the air' movement</p>	<p>Ask questions Make links to feelings of others Feeling vocab modelled</p>	<p>Fruit and vegetables Model using a knife and fork Model range of movement, e.g. crawl Videos, non fiction farmers at work- vocab Set our routes for ploughing and sowing</p>	<p>Match their developing skills to tasks Choose resources to carry out their plan collaborate with others to manage large items Use one handed tools and equipment</p>	<p>Use a comfortable grip with good control when holding pens and pencils Continue to develop their movement, balancing, riding and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Start taking part in some group activities which they make up for themselves, or in teams.</p>
<p>PE Daily Wake and Shake & Real PE/Bursts</p>	 <p>Follow Instructions This unit focuses on developing every child's ability to follow instructions and practice safety.</p> <p>In this unit, the children will develop and apply their footwork and one leg balance through focused thematic</p>	 <p>Play with Others This unit focuses on developing every child's ability to play with others and share.</p> <p>In this unit, the children will develop and apply their jumping and landing and seated balance through focused</p>	 <p>Play with Others This unit focuses on developing every child's ability to play with others and share.</p> <p>In this unit, the children will develop and apply their jumping and landing and seated balance through focused</p>	 <p>Follow Rules This unit focuses on developing every child's ability to follow simple instructions and rules.</p> <p>In this unit, the children will develop and apply their dynamic balance on a line and stance through focused thematic</p>	 <p>Observe and Copy This unit focuses on developing every child's ability to observe and copy different movements.</p> <p>In this unit, the children will develop and apply their ball skills and counter balance with a partner through focused</p>	 <p>Move in Different Ways This unit focuses on developing every child's ability to explore and move confidently in different ways.</p> <p>In this unit, the children will develop and apply their sending and receiving and reaction and response through focused</p>	 <p>Exercise and Good Health This unit focuses on developing every child's ability to be aware of the impact of exercise.</p> <p>In this unit, the children will develop and apply their ball chasing and floor work balance through focused thematic</p>



Nursery Curriculum Map



	stories, songs and games.	thematic stories, songs and games.	thematic stories, songs and games.	stories, songs and games.	thematic stories, songs and games.	thematic stories, songs and games.	stories, songs and games.
Specific Areas							
Literacy Word Reading	Phase 1 Phonics – Environmental Sounds	Phase 1 Phonics – Instrumental Sounds	Phase 1 Phonics – Body Percussion	Phase 1 Phonics – Rhythm and Rhyme	Phase 1 Phonics – Alliteration	Phase 1 Phonics – Voice Sounds To read the first 8 letter sounds taught in RWI. To start to blend sounds into words orally.	Phase 1 Phonics – Oral Blending and Segmenting To read the first 16 letter sounds taught in RWI. To start to blend sounds into words orally.
Literacy Writing	Name card recognition L&A: listening skills Draw a man (A)	Talk about stories Rhyme- tuning in Elklan: space propositions	Cards, invitation, post box Syllables Match initial sounds Name recognition Make mark for name	Rhythm Rhyme awareness T4W mapping	Use some of their print and letter knowledge e.g. shopping list Phonological knowledge Understand key concepts of print- pages, left to right Spot rhyme Hear initial sounds Recognize and copy their name	Understand 5 key concepts about print Engage in extended conversations about stories, learning new vocabulary Use some print and letter knowledge in early writing Write some or all of their name Write some letters accurately	Use some of their print and letter knowledge in their early writing Write some or all of their name. Write some letters accurately. Understand the five key concepts about print: Develop their phonological awareness
Mathematics Number, Numerical Patterns	Explore colour and colour mixing Make comparisons between objects relating to size Complete inset puzzles	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Say one number for each item in order: 1,2,3,4,5.	Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Show 'finger numbers' up to 5	Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Understand position through words alone for example, "The bag	Explore the composition of numbers to 10 Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how



Nursery Curriculum Map



<p>Understanding the World Past and Present People, Cultures and Communities, The Natural World</p>	<p>Compare sizes using gestures and language: 'bigger/little/small'</p> <p>Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total</p> <p>Show 'finger numbers' up to 5.</p>	<p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>is under the table," with no pointing</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'</p>	<p>many there are in total ('cardinal principle')</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p> <p>Solve real-world mathematical problems with numbers up to 5</p>	
<p>Understanding the World Past and Present People, Cultures and Communities, The Natural World</p>	<p>Families</p> <p>Key Vocab: mum, dad, brother, sister, grandparents</p> <p>Baby photos</p> <p>Dolls house</p>	<p>Homes and habitats</p> <p>Natural materials, textures, explore with senses</p> <p>Maps- route, sequence</p> <p>Different countries. We live here (UK)</p>	<p>Celebrations: similarities and differences</p> <p>Link to Guru Nanak (or children's own family celebrations (Diwali, Hanuka etc)</p>	<p>Vehicles</p> <p>Push/ pull</p> <p>Compare distance</p> <p>Sorting</p> <p>Elklan: movement</p>	<p>Model key vocab</p> <p>Planting- care for plants</p> <p>Grow cress</p> <p>Egg incubator (Youtube)</p>	<p>Use senses in hands-on exploration of natural materials</p> <p>Explore materials with similar or different properties</p> <p>Talk about the differences between</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>



Nursery Curriculum Map



	Jobs at home and out of home				Sequence of life cycle Vocab- animal names Similarities and differences Caring for animals- pets	materials and the changes noticed talk about what they see- widen vocab	Understand the key features of the life cycle of a plant and an animal.
Key Events	Recycle Week 14.10.24 Halloween 31.10.24	Diwali 1.11.24 Bonfire Night 5.11.24 Armistice Day 11.11.24	Christmas 25.12.24	Chinese New Year 29.1.25 Safer Internet Day 11.2.25	Pancake Day 4.3.25 World Book Day 6.3.25 Mothering Sunday 30.3.25	Easter 20.4.25	Father's Day 15.6.25
Expressive Arts and Design Creating with Materials Being Imaginative and Expressive	Draw a man: eye colour hair colour Mirror IT selfies Baby sequence role play Goldilocks house	Texture Colour mix Story map Create small worlds and Dens	Perform songs Singing voices Colour mixing Make cards, wrap, fixing tools Nativity role play	Music: name, model Link to speed of vehicles	Colour mixing Collage Printing materials	Use drawing to represent ideas Join different materials and explore different textures Create closed shapes to represent objects Draw with increasing complexity and detail	Explore colour and colour-mixing. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Draw with increasing complexity and detail. Create closed shapes with continuous lines
Curriculum Enrichment	Visitors into school – dentist Autumn Walk	Visitors into school – police, fireman, nurse	School Nativity Elf Arrival	Winter Walk	Visitors into school – Bugs Life Spring Walk Caterpillars from Insect Lore	Dartmoor Zoo	Summer Walk