

Nursery Curriculum Map 2020 - 2021



	Autumn Term 1 1st Sept – 23 rd Oct (8 wks)	Autumn Term 2 2 nd Nov-18 th Dec (7 wks)	Spring Term 1 4 th Jan-12 th Feb (6 wks)	Spring Term 2 22 nd Feb- 26 th Mar (5 wks)	Summer Term 1 12 th April-28 th May (7 wks)	Summer Term 2 7 th June-16 th July (6 wks)
Whole School Focus e.g. festivals etc	<ul style="list-style-type: none"> Harvest Festival (Sept) European Language day 26th Sept 	<ul style="list-style-type: none"> Halloween 31st Oct Guy Fawkes 5th Nov Diwali 14th Nov Remembrance Day 11th Nov Christmas - Advent 29th Nov 	<ul style="list-style-type: none"> Chinese New Year 12th Feb 	<ul style="list-style-type: none"> Pancake Tuesday 16th Feb Comic Relief 25th Feb World Book Day 4th March Children in Need 31 March Mother's Day 14th March Easter 4th April 	<ul style="list-style-type: none"> St George's Day 23rd April Queen's Birthday 21st April Ramadan 23 April – 23rd May Father's Day 20th June 	Transition
Topic/theme	123 it's good to be me! If you go down to the woods today.	If you go down to the woods today (Julia Donaldson Focus) Christmas	Once upon a time ... (Traditional Tales)	Once upon a time (Traditional Tales)	Mad about mini beasts	Down at the bottom of the deep blue sea ...
Key Texts	Fiction: Nobot the Robot From Head to toe Let's make faces You Choose If I was boss. Where's my teddy We're going on a bear hunt Brown Bear, Brown Bear what do you see? Non Fiction: PSHE books about being kind, friendly, helpful etc. Books about families and bodies. Poetry 10 fingers and 10 toes	Fiction: Room on the Broom The Gruffalo The Gruffalo's child Stick Man The Christmas Story Mog and the Christmas tree Non Fiction: Woodland books Woodland animals Firework safety Diwali Remembrance	Fiction: The Three Little Pigs Goldilocks Little Red Riding Hood The Three Billy Goats Gruff Non-fiction: Winter books/ Changing Seasons Woodlands Farm animal books.	Fiction: Jack and the beanstalk The Enormous Turnip The princess and the pea Non-Fiction: Books about vegetables and fruits. Easter texts Spring time texts.	Fiction: The Very Hungry Caterpillar The bad tempered ladybird Hairy Scary Spider Sharing a shell Non-Fiction: Texts about mini beasts Animal encyclopaedias Poetry Mad about Mini Beasts	Fiction: Commotion in the ocean The rainbow fish Barry the fish with fingers The fish who could wish Tiddler Smiley shark Non-Fiction: Books about seas, oceans, rivers. Maps and atlases Books about sea creatures Poetry Commotion in the ocean
Role Play Ideas	Home	House at Christmas - decorations, presents, wrapping	Fairy tale cottage	Garden centre	Mini beast safari	The seaside
Visits/visitors	Baby visit?	Woodland visit	Farm visit (short)	Chicks in nursery - egg hatching	Animals into school	Aquarium / beach visit
Parent links	Parents in - A wish upon a star	Christmas crafts with parents Christmas Singalong		Easter singalong Easter Bonnet parade	Animals into school - parents come in	

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PSED (objectives linked to whole school LTP)		<ul style="list-style-type: none"> I know about the rules in my class I can talk about my family I can tell you something special about me I can tell if I am happy or sad I can share and take turns 	<ul style="list-style-type: none"> I know how I am different to my friend I know what 'being kind' means I know what to do if I feel worried, upset or scared 	<ul style="list-style-type: none"> I can play with other children I can take turns when I play a game I can express my feelings when I am angry I know when I need to say sorry 	<ul style="list-style-type: none"> I can tell you what I like doing and learning I can tell you what I would like to do I can focus on a task I know if I have done a 'good job' 	<ul style="list-style-type: none"> I can talk about things I like/dislike I know what makes me excited I can stay still and quiet for a short time I can say what I need 	<ul style="list-style-type: none"> I can tell you how I have changed I can talk about what has made me feel happy, sad, excited etc I can help someone who is feeling sad I can tell you how to look after the classroom
Suggested Texts for PSED sessions		The colour Monster The Large Family books. Peace at Last	Ruby's worry Room on the Broom The smartest giant in town	Lost and Found	If I were a pilot ... You choose fairytales	Only one you	The colour monster goes to school You choose Would you rather?
Physical Development	General	Throughout the year children will: <ul style="list-style-type: none"> Move confidently in a range of different ways on different levels at varying speeds during multi-skills and outdoor provision Build up confidence when balancing during gymnastics and outdoor provision To be confident when mark making, holding tools appropriately and practicing name writing throughout the whole year Become independent with toileting/coats/snack time 					
	Hall session	Little Movers Basic Moves	Little Movers Basic Moves	Little Movers Basic Moves	Little Movers Basic Moves	Little Movers Basic Moves	Little Movers Basic Moves
Communication and language		Throughout the year children will: <ul style="list-style-type: none"> Learn to speak with confidence during circle/carpet times Learn to listen and respond appropriately with relevant comments, questions or actions Have opportunities to have conversations and develop vocal sound formation in doing this To respond to instructions and directions through adult initiated/led and child led activities Use appropriate story language to re-enact/re-tell simple and familiar stories Learn new vocabulary relating to topics 					

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Literacy	Reading	<p>Early book handling (library) Introduce key nursery rhymes.</p> <p>Listening rules.</p> <p>Experience a range of texts.</p> <p>Develop an awareness of book handling.</p>	<p>Ongoing book handling (library)</p> <p>Experience a range of texts. Show preference for a favourite text.</p> <p>Simple sequencing.</p> <p>Develop independent book handling.</p> <p>Recognising name from a small group.</p>	<p>Recognise name in a larger group.</p> <p>Be aware of rhyming words.</p> <p>Handle books carefully with more independence.</p> <p>Simple Sequencing of main events</p> <p>Describe story settings, event, and characters. Talk about what they think will happen.</p> <p>Identify their favourite part of the text.</p>	<p>Recognise name in a larger group.</p> <p>Handle books carefully with more independence.</p> <p>Simple Sequencing of main events</p> <p>Describe story settings, events, and characters. Talk about what they think will happened and discuss what happened and why.</p> <p>Identify their favourite part of the text and what they didn't like.</p>	<p>Recognise name from whole group's name cards.</p> <p>Develop rhyming skills. Hear rhyme in words.</p> <p>Handle books carefully with more independence.</p> <p>Simple Sequencing of main events</p> <p>Describe story settings, events, and characters. Talk about what they think will happened and discuss what happened and why.</p> <p>Identify their favourite part of the text and what they didn't like.</p>	<p>Recognise name from whole group's name cards.</p> <p>Develop rhyming skills. Hear rhyme in words.</p> <p>Handle books carefully with more independence.</p> <p>Simple Sequencing of main events</p> <p>Describe story settings, events, and characters. Talk about what they think will happened and discuss what happened and why.</p> <p>Identify their favourite part of the text and what they didn't like.</p>
	Writing	<p>Early mark making – independent attempts</p> <p>Large scale, group marking making.</p> <p>Talk about marks we have all made.</p> <p>Draw a picture of you.</p>	<p>Ongoing finger gym activities</p> <p>Develop an interest in mark making.</p> <p>Tell an adult what they have drawn.</p> <p>Opportunities for a range of mark making – lines, circles, spirals. Develop vocabulary related to making marks.</p> <p>Draw a picture of the Christmas Story.</p>	<p>Be supported to talk about the marks that they are going to make and talk about the marks that they have made.</p> <p>Have a go at writing names with support.</p> <p>Opportunities for a range of mark making – lines, circles, spirals. Develop vocabulary related to making marks.</p> <p>Make a picture about a story we have read.</p>	<p>Talk about what they are going to draw / write / paint and the marks that they have made.</p> <p>Have a go at writing names with less support.</p> <p>Opportunities for a range of mark making – lines, circles, spirals. Zig zags Develop vocabulary related to making marks. Talk about the movements they make.</p> <p>Make own books</p>	<p>Make marks with a growing independence and give meaning to marks.</p> <p>Develop alliteration skills.</p> <p>Have a go at writing names with support - using handwriting scheme.</p> <p>Access a range of independent mark making</p> <p>Make fact posters.</p>	<p>Talk about what they are going to draw / write.</p> <p>Talk about the marks that they have made.</p> <p>Write name with independence.</p> <p>Make different lines independently.</p> <p>Link sounds to letters.</p> <p>Create a class guide book about the creatures in the sea.</p>

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Phonics Letters and Sounds Phase 1		Aspect 1 - General sound discrimination - environmental sounds	Aspect 1 - General sound discrimination - environmental sounds	Aspect 1 - General sound discrimination - environmental sounds	Aspect 1 - General sound discrimination - environmental sounds	Phase 1 Aspect 7 Blending and segmenting. Alongside continuing	Phase 1 Aspect 7 Blending and segmenting. Alongside continuing
		Aspect 2 - General sound discrimination - instrumental sounds	Aspect 2 - General sound discrimination - instrumental sounds	Aspect 2 - General sound discrimination - instrumental sounds	Aspect 2 - General sound discrimination - instrumental sounds	Aspect 1 - General sound discrimination - environmental sounds	Aspect 1 - General sound discrimination - environmental sounds
Mathematics		Aspect 3 - General sound discrimination - body percussion and rhythm	Aspect 3 - General sound discrimination - body percussion and rhythm	Aspect 3 - General sound discrimination - body percussion and rhythm	Aspect 3 - General sound discrimination - body percussion and rhythm	Aspect 2 - General sound discrimination - instrumental sounds	Aspect 2 - General sound discrimination - instrumental sounds
		Aspect 4-rhythm and rhyme	Aspect 4-rhythm and rhyme	Aspect 4-rhythm and rhyme	Aspect 4-rhythm and rhyme	Aspect 3 - General sound discrimination - body percussion and rhythm	Aspect 3 - General sound discrimination - body percussion and rhythm
Understanding the World		Aspect 5 - Alliteration	Aspect 5 - Alliteration	Aspect 5 - Alliteration	Aspect 5 - Alliteration	Aspect 4-rhythm and rhyme	Aspect 4-rhythm and rhyme
		Aspect 6 - Voice sounds	Aspect 6 - Voice sounds	Aspect 6 - Voice sounds	Aspect 6 - Voice sounds	Aspect 5 - Alliteration	Aspect 5 - Alliteration
People and Communities		Children to recite numbers in order using a range of number songs	Children to recite numbers to 10	To begin to recognise numbers 1-5 and practice these regularly	To recognise numbers 1-5 confidently and begin to match objects to quantity.	To begin to recognise numbers 6-10	To recognise numbers 1-10 confidently and match quantity of objects.
		To show an interest in numbers in the environment	Children to begin to count objects with accuracy,	Children to use the language of every day shapes- big/small/tall	Children to begin to notice similarities and differences and sort objects according to a given criteria.	To be secure in numbers 1-5	Talk about patterns they can see in the environment.
The World		To show an interest in shapes in the environment and use these during play	Have an awareness of time - day / night. Use time vocabulary - yesterday / last night / today	Children to construct a bridge using a variety of different shapes, investigating which shapes work and which did not work	Explore measures - length / weight/ size	To recognise a circle, square, triangle, rectangle, star, heart, diamond confidently	Children to create a piece of artwork using a variety of different shapes for a purpose-picture. To use positional vocabulary.
		Using home corner to reflect experiences.	How we celebrate -	Celebrations for Chinese New Year.	Seasonal focus Spring	Seasonal focus (Summer and outdoors)	Preparing for changes
People and Communities		Talk about who they live with, their families and special events.	Halloween, Bonfire Night, Diwali, Christmas	Talking about and comparing special times.	Celebrations of Easter	Experiences we have in summer	
		Likes, dislikes, interests,					
The World		Introduce cookery	Seasonal focus (Autumn/Winter)	Link to winter - Hot and cold.	Seasonal focus (Spring) Hot and cold.	Plants and flowers -observe growth and discuss changes	Seasonal focus (Spring)
		Introduce small world toys.	Features of a woodland.	Growth and decay	Growth and decay	What are mini beasts and where do they live? explore habitats.	Places in the world that we have been to - sea and land. compare places.
People and Communities		Seasonal focus (Autumn)	Observe and talk about change	Talking about different materials and their properties.	Planting and growing - seeds, beans. Requirements for growth.	Utilising allotment/own growing space.	Compare sea creatures - similarities and differences
		Observe and talk about change.		Farm animals - their features.	Farm animals - their features.	Discussion of cause and effect.	
The World		Keeping safe.					

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	Technology	<p>Throughout the year children will be introduced to</p> <ul style="list-style-type: none"> To be aware of things around them, to be able to recognise common object and to talk about their characteristics and to be able to sort objects by different characteristics. To know that people can interact with electrical objects around them and people can make these work. To anticipate what will happen before a switch is pressed, To identify common electrical and electronic equipment and know what they are used for and to select the right equipment for a particular purpose. To be able to independently use a range of equipment. <p>To know that computers/ devices can be controlled.</p> <ul style="list-style-type: none"> To know that computers can be controlled in different ways – i.e. keyboards, mice, touch screens. Know that everyone has personal information – e.g. name, birthday, house address and know who they can trust to help them and keep them safe. 										
Expressive Art and Design		<p>Throughout the year children will:</p> <ul style="list-style-type: none"> Sing a variety of nursery rhymes and become familiar with these To move to music and play instruments to a variety of different songs <table border="1" data-bbox="302 558 2175 746"> <tr> <td data-bbox="302 558 622 746">Exploring making faces using junk modelling and craft materials. Self portraits.</td> <td data-bbox="622 558 943 746">Creating images of the woodland stories. Autumn leaf prints. Introduce woodwork table. Christmas crafts - cards and gifts.</td> <td data-bbox="943 558 1245 746">Creating house / bridge structures Junk modelling Developing woodwork skills.</td> <td data-bbox="1245 558 1547 746">Plant our own seeds - decorate plant pots. Retell stories using puppets. Easter songs for performance Easter cards</td> <td data-bbox="1547 558 1868 746">Create a clay insect. Explore symmetry painting.</td> <td data-bbox="1868 558 2175 746">Create sea scenes using collage and variety of media. Bubble painting, scratching, colour washes, collage materials. Summer sing along</td> </tr> </table>					Exploring making faces using junk modelling and craft materials. Self portraits.	Creating images of the woodland stories. Autumn leaf prints. Introduce woodwork table. Christmas crafts - cards and gifts.	Creating house / bridge structures Junk modelling Developing woodwork skills.	Plant our own seeds - decorate plant pots. Retell stories using puppets. Easter songs for performance Easter cards	Create a clay insect. Explore symmetry painting.	Create sea scenes using collage and variety of media. Bubble painting, scratching, colour washes, collage materials. Summer sing along
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RE	Harvest	Christmas, Nativity		Easter								
Music (discrete sessions)	<p>Throughout the year children will:</p> <ul style="list-style-type: none"> Sing a variety of nursery rhymes and become familiar with these To move to music Learn how to hold and play instruments to a variety of different songs 											