

Nursery Curriculum Map

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Topics</u>	My community	Transportation	Animals	Growing	Traditional Tales	Healthy me
<u>Personal, Social and Emotional</u>	This area involves developing Self-regulation, Managing Self and Building Relationships. Examples of learning in this particular area include: children selecting and using activities and resources, developing their sense of responsibility and membership of a community, developing in confidence in new social situations, beginning to understand how to manage their feelings and forming friendships with their peers, increasingly following rules, understanding why they are important, becoming independent in meeting their own needs, e.g. using the toilet, washing and drying their hands and making healthy choices about food, drink, activity and tooth brushing.					
<u>Communication and Language</u>	This area involves developing Listening, Attention and Understanding and Speaking. Examples of learning within this area include: listening to stories, using a wider range of vocabulary, understanding instructions such as 'Wash your hands and get your coat' understanding 'why' questions, such as, "Why do you think the caterpillar got so fat?" Singing a large repertoire of songs, developing their communication skills, using longer sentences of 4 to 6 words, starting a conversation with an adult or a friend and continuing it for many turns, using talk to organise themselves and their play, "Let's go on a bus...you sit there.. I'll be the driver."					
<u>Physical Development</u> Gross motor skills	Get Set 4 PE: Introduction to PE Unit 1	Get Set 4 PE: Introduction to PE Unit 2	Get Set 4 PE: Fundamentals Unit 1	Get Set 4 PE: Fundamentals Unit 2	Get Set 4 PE: Ball Skills Unit 1	Get Set 4 PE: Ball Skills Unit 2

Fine motor skills	Using one-handed tools and equipment, for example, making snips in paper with scissors, using a comfortable grip with good control when holding pens, pencils, paint brushes, showing a preference for a dominant hand.					
<u>Literacy</u>						
Class Texts	The same but different too by Karl Newson	I like trains by Daisy Hirst	We're going on a bear hunt by Michael Rosen	The Very Hungry Caterpillar by Eric Carle	The Three little pigs (Traditional Tale)	Handa's Surprise by Eileen Browne
Following the scheme CLPE Core books	I'm going to make a Friend by Darren Chett	Jabari tries by Gaia Cornwall	Dear zoo by Rod Campbell	Bloom by Anne Booth	Goldilocks and the three bears (Traditional Tale)	Oliver's Vegetables by Vivian French
	Zeky gets a check-up by Anna McQuinn	Christmas themed books	Brown Bear, Brown Bear, what do you see? By Eric Carle	Eco girl by Ken Wilson Max	Jack and the beanstalk (Traditional Tale)	Would you like a banana by Yasmeen Ismail
<u>Phonics</u>	Nursery Rhymes	Little Wandle Nursery Phonics Scheme: • What's in the box • Bertha the Bus • Play with sounds • Voice sounds • Name play				

<u>Mathematics</u>	Number rhythms and songs	Number rhythms and songs	Number rhythms and songs	Number rhythms and songs	Number rhythms and songs	<i>Recap previous learning with challenges</i>
	Numbers to 5 - counting Counting Recognition of numbers Matching numbers and quantities Naming 2D shapes: square, circle, triangle, rectangle	Numbers to 5 - rote counting in order Environmental patterns Naming 2D shapes: square, circle, triangle, rectangle Patterns and Puzzles Matching pairs Prepositions Counting	Counting to 5 - 1:1 correspondence Familiar routes Matching pairs Comparing and ordering Sorting More and less	Counting to 5 - 1:1 correspondence More and less Subitise to 3 Subitise to 5 Ordering	Counting to 5 - 1:1 correspondence Measure Weight Capacity	Matching numbers and quantities Patterns and Puzzles Matching pairs Prepositions Ordering Sorting More and less
<u>Understanding the world</u> Geography (G) History (H) Science (S)	(G) Where we live (H) People around us (S) I'm amazing /People who help us	(G) Environmental Sounds (H) Past events and celebrations (S) Transportation	(G) Animals: Habitats (H) Environment (S) Animals	(G) Easter and celebrations around the world (H) Past events and celebrations (S) Nature	(G) Once upon a time: Map skills (H) Once upon a time (S) Once upon a time	(G) Summer: Where are we going on our holiday? (H) Healthy eating: What we eat (S) Summer

	embarrassed or upset.				Youtube Kids etc).	
<u>Music</u>	My turn / your turn: To know when to listen and when to perform. Beginning to find the 'singing voice'	Moving and responding: To begin to move and respond appropriately to songs and listening examples.	Developing singing voices: To use the voice in different ways. To begin to recognise mood in music - happy, sad etc.	Classroom instruments: To know the names of basic classroom instruments. To begin to be able to play classroom instruments musically.	Pulse and beat: To perform a variety of action songs and instrumental activities which encourage awareness of a regular beat.	Creativity in Music: To creatively use instruments to accompany stories. To choose and make appropriate sounds to fit events and actions in stories.