

Nursery Curriculum Map 2018.19



	Autumn Term 1	Autumn 2	Spring	Summer
Year Group Topic/theme	All About Me The Gruffalo	The Gruffalo's Child The Nativity Story	Traditional Tales Springtime/Easter	The Great Outdoors Transition
Visits/visitors	Wish upon a star (parents invited in)	Parents invited to nativity performance. Bedtime story sessions.	Chinese New Year Month of reading (parents invited in) Charitable fundraising Easter Bonnet Parade	A nature walk/walk to the park.
Communication & Language	Baseline CL levels. Establishing confidence in S&L. Modelling explicitly what skills look like. Travel Pal. Embed S&L skills group and independent time. Repeated refrain (story language) One and two step directions.	Embed S&L skills group and independent time Focussing attention. Honing ability to follow directions. Introduce 'how and why' Building up bank of vocabulary to reflect experiences. Christmas assessment (pre reading) Confidence to communicate and perform. Use to talk to connect ideas and explain understanding.	Listening with increased attention and recall. Follow two step directions with more confidence. Maintains attention during activities. Understanding of humour/nonsense. Use talk in role play/imaging.	Use talk to organise ideas and feelings. Introduce more storyline narratives in play. Connect ideas and events and answer questions. Carrying out conversations and discussions.
Literacy including Key texts, Reading, Writing,	Early book handling (library) Early mark making – independent attempts Introduce key nursery rhymes.	Key text – The Gruffalo's child and seasonal story. Ongoing book handling (library)	Key texts – all traditional tales, Easter/spring stories Name writing Name recognition Story structure Handle books carefully	Key texts – When we went to the park, summer collection, other seasonal stories Name writing Name recognition L&S separate taught sessions for groups. Handle books carefully, independently

Nursery Curriculum Map 2018.19



<p>Handwriting, Spelling.</p>	<p>Key text – The Gruffalo and seasonal stories. Ongoing book handling (library) Giving meaning to marks. Continuing with rhyme.</p>	<p>Giving meaning to marks. Continuing with rhyme. Simple sequencing. Recognising name cards. Key text – the Nativity story and seasonal stories. Early name writing where appropriate. Range of mark making – lines, circles, shape, form. Independent book handling.</p>	<p>Sequencing Describe story settings, event, and characters. Predictions Making books</p>	<p>Initial sounds Linking sounds to letters of alphabet.</p>
<p>Phonics (L&S)</p>	<p>Phase 1 Aspect 1 Phase 1 Aspect 2&3</p>	<p>Phase 1 Aspect 4&5 Phase 1 Aspect 6</p>	<p>Recapping and embedding aspects 1-6</p>	<p>Phase 1 Aspect 7 Blending and segmenting.</p>
<p>Maths</p>	<p>Baseline Number language (counting by rote) Introducing cookery. Early positional language Now and Next (time) Visual PRACTICAL Expanding number language. Counting by rote but also counting objects (start 1:1) Arrangement and shape (construction)</p>	<p>Expanding number language. Counting by rote but also counting objects (start 1:1) Arrangement and shape (construction) Comparing quantities. Similarities and difference in shape and arrangement. SSM Language Number recognition Embedding counting with 1:1</p>	<p>Embedded number recognition 1-10. Starting to match numeral and quantity. Problem solving More and Less Representing number. Naming shapes Exploring measures</p>	<p>Consistent counting and recognition More problem solving. Representing number and some numerals. Comparing and separating. Creating and continuing pattern Shape language.</p>

Nursery Curriculum Map 2018.19

		More and Less.		
Physical Health and Self care	Big movement – supporting coordination, balance, space negotiation. Gross motor as pre writing skills. Encouraging mark making. Support independent toileting. Greater independence dressing and undressing. Ongoing big movement for pre writing but also positional language. Greater focus on tools and mark making tools.	Position and direction. Control activities to begin honing fine motor skills. Greater focus on tools and mark making tools. Manipulating materials. Tracing and shape formation on large and then smaller scales. Pincer grip with tools. Early name writing where appropriate. Fastenings on clothing.	Name writing Tracing and mark making with greater purpose and skill. Manipulate materials to a planned effect. Experiment with types of movement Healthy Eating Independence in self care – eating, dressing, washing.	Name writing (without cards where appropriate) Show confidence in variety of movement. Mark making in readiness for letters (clockwise/anticlockwise) Effects of exercise Safety and beginning to manage risks independently.
Understanding of the World	Introduce cookery Likes, dislikes, interests, homelife. Using home corner to reflect experiences. Introduce small world toys. Seasonal focus (Autumn) Observe and talk about change. Keeping safe.	Seasonal focus (Autumn/Winter) Observe and talk about change Operating simple ICT equipment.	Seasonal focus (winter) Hot and cold. Talk about decay. Seasonal focus (Chinese New Year, Spring and Easter) Growth and decay Cooking Utilising allotment/own growing space. Talking about and comparing special times. Discussion of cause and effect.	Seasonal focus (Summer and outdoors) Plants and flowers Experiences we have in summer Places we go in summer REAL LIFE EXPERIENCES to enhance UW but also CL
Expressive Art and Design	Introduce rhymes/songs. Introduce instruments (how to make sounds)	Colour mixing Begin to use joining materials.	Creating movement in response to music(performance) Simple repeated rhythms. Show enjoyment in forms of expression.	Construction and creative activities – collaboratively. Making plans before creating. Evaluating work.

Nursery Curriculum Map 2018.19

	<p>Experimenting with colour and marks Modelling “pretend” Junk modelling Choices in colour and shape – purposeful. Continue rhymes/songs. Making believe (home corner) Mud Kitchen</p>	<p>Use props to support role play. Develop preferences for expression.</p>	<p>Early cutting Construction and creative activities – collaboratively. Making plans before creating. Evaluating work. More narratives in role play. Drawing skills Cutting.</p>	<p>Developing and acting out narratives. (descriptive language) Drawing with detail/precision.</p>		
RE	<p>Belonging – family and nursery (see PSED) Diwali? Festivals from other cultures. The Christmas Story</p>	<p>Chinese New Year The Easter story</p>		<p>Special celebrations (weddings/christenings)</p>		
PSED	<p>Rules, routines, boundaries, expectations</p>	<p>Responding to wishes of others, Confidence and self awareness, taking turns, sharing resources.</p>	<p>Managing behaviour more independently, taking responsibility.</p>	<p>Coping with change, comfortable with adults and peers</p>	<p>Demonstrating friendly behaviour, forming friendships, confidence to initiate conversations & to talk about needs, wants and interests. Tolerance of other religions – respect for others</p>	<p>Resolving conflict, showing resilience. Transition – getting ready for Reception.</p>
British Values	<p>Rule of law – class Rules Democracy – new school councillors introduced</p>	<p>Individual liberty – Making good choices and seeing consequences</p>	<p>Tolerance of other religions – respect for others</p>	<p>Individual liberty – Making good choices and seeing consequences</p>	<p>Democracy – school Council election</p>	
PE (discrete sessions)	<p>See physical development OUTDOORS</p>	<p>See physical development OUTDOORS</p>	<p>See physical development OUTDOORS</p>	<p>See physical development OUTDOORS</p>		
Music (discrete sessions)	<p>Nursery rhymes Phase 1 Aspect 1,2 &3</p>	<p>Christmas music Phase 1 Aspect 4,5 & 6</p>	<p>Springtime/Easter music Recap and Embed 1-6</p>	<p>Summertime Music Aspect 7</p>		