



## Nursery Curriculum Map 2021-2022

|   | <b>Autumn</b><br><b>Nursery</b><br>What do I know about me?<br>What makes a sound?   | <b>Spring</b><br><b>Nursery</b><br>What happened to Jack's beans?<br>Who are the famous animals in my book?  | <b>Summer</b><br><b>Nursery</b><br>How do things move?<br>How many nursery rhymes do I know?  |
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| <b>Nursery</b><br><br><b>Communication &amp; Language</b> | <b>Phonics</b><br>Phonics – Phase 1 activities – general sound discrimination – environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting<br>BLAST!<br>Auditory and visual memory activities<br><b>Listening and Attention/Understanding/Speaking</b><br>‘Give Me 5’<br>Tell me a story (assessment)<br>Talking about me<br>Nativity (oracy/performance)<br>Listen to stories with increased attention and recall<br><b>Reading</b><br>Tell me a story (assessment)<br>Questioning<br>Finger rhymes<br>Weekly rhyme time<br>Talk Bag – children to take turns to bring in an item from home which is special to them and talk about it with their group/class | <b>Phonics</b><br>Phonics – Phase 1 activities – general sound discrimination – environmental sounds, instrumental sounds, body percussion, rhythm & rhyme, alliteration, voice sounds, oral blending and segmenting<br>BLAST!<br>Auditory and visual memory activities<br><b>Listening and Attention/Understanding/Speaking</b><br>‘Give Me 5’<br>Blending and segmenting progressions<br>Oral storytelling and maps using a variety of stories<br>Tell me a story (assessment)<br>Verbal recounts of a visit they have made or from a visitor<br><b>Reading</b><br>Oral story-telling and maps<br>Tell me a story (assessment)<br>Rhyme<br>Verbal recounts<br>Non-fiction<br>Sharing library | <b>Phonics</b><br>Phonics – Phase 1 activities – general sound discrimination – environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, oral blending and segmenting<br>BLAST!<br><b>Listening and Attention, Understanding/Speaking</b><br>‘Give Me 5’<br>Tell me a story (assessment)<br>Verbal recounts<br><b>Reading</b><br>Rhymes<br>Tell me a story (assessment)<br>Introduce children to ‘Talk About Books’<br>Non-fiction work<br>Reading comprehensions skills<br>Sharing library<br>‘Over & Over’ reading project<br><b>Writing</b><br>‘Squiggle Whilst you Wiggle’ |

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|  | <p>‘Over and Over’ reading project<br/> ‘Early Words Together’ language project<br/> <b>Writing</b><br/> Opportunities for mark making activities, patterns, in sand, in shaving foam, with chalk, with paint, on large paper and mark making assessment<br/> ‘Squiggle Whilst you Wiggle’<br/> Self-portrait and name writing assessment<br/> Dough Disco<br/> <b>Books</b><br/> The baby who wouldn’t go to bed – Helen Cooper<br/> My Mum – Anthony Browne<br/> My Dad – Anthony Browne<br/> Cock-a-doodle-do, Farmyard Hullabaloo – Giles Andreae<br/> <b>Non-Fiction</b> – Diwali, Harvest Festival, The Christmas Story, Christmas stories, stories related to other cultures</p> | <p>‘Over &amp; Over’ reading project<br/> Reading comprehensions skills<br/> ‘Early Words Together’ language project<br/> <b>Writing</b><br/> ‘Squiggle Whilst you Wiggle’<br/> Self-portrait &amp; name writing assessment<br/> Mark making (assessment)<br/> Opportunities for mark making<br/> Dough Disco<br/> <b>Books</b><br/> The Tiny Seed – Eric Carle<br/> Jack and the Beanstalk – Traditional Tale<br/> Mog – Judith Kerr<br/> Dear Zoo – Rod Campbell<br/> Chicken Licken – Traditional Tales<br/> Elmer – David McKee<br/> Handa’s Surprise – Eileen Browne<br/> <b>Non-Fiction</b> – The Easter Story, The Life Cycle of a Bean, The Life Cycle of a Chicken, stories related to other cultures</p> | <p>Self-portrait and name writing assessment<br/> Dough Disco<br/> Numeral writing<br/> Mark making assessments<br/> <b>Books</b><br/> Each Peach Pear Plum – Janet and Allan Ahlberg<br/> Nursery Rhymes – Humpty Dumpty, Hey Diddle Diddle, Jack and Jill, Goosey Gander and Mary, Mary<br/> <br/> <b>Non-Fiction</b> –<br/> Facts about how things move<br/> Stories related to other cultures</p>  |
| <p><b>Nursery</b><br/><br/> <b>Maths</b></p> | <p><b>Number</b><br/> Daily counting<br/> Compare changes in numbers using ‘more’, ‘lots’ or ‘same’<br/> Says number names 1-5<br/> Beginning to count on fingers<br/> Find 2 and 3 objects from a group<br/> Beginning to notice numerals in everyday situations<br/> <b>Numerical Patterns</b><br/> Explore spaces<br/> Explores puzzles<br/> Compare objects linked to shapes<br/> Create simple patterns<br/> Anticipates repeated patterns<br/> Begin to understand immediate past and future<br/> Explore their immediate environment</p>   | <p><b>Number</b><br/> Compares small groups of up to 5 objects and saying when they have the same<br/> Recite numbers from 0-10 and backwards 10-0<br/> Explore counting numbers<br/> Subitising numbers under 5<br/> In counting identify the total number<br/> Split numbers into smaller groups<br/> Explore one before a given number<br/> <b>Numerical Patterns</b><br/> Positional and directional language<br/> Explores objects from different viewpoints<br/> Explores objects that are near or far away<br/> Creates with shapes<br/> Begins to use language related to shape<br/> Explores different shapes in the environment</p>  | <p><b>Number</b><br/> Compares small groups of up to 5 objects and saying when they have the same<br/> Active counting from 1-5 then 1-10<br/> Begin to recognise numerals 1-5<br/> Shows finger numbers to 5 (and beyond)<br/> Links numerals with amounts up to 5<br/> Explores mark making<br/> Splits a group of objects into different ways<br/> <b>Numerical Patterns</b><br/> Moves and rotates objects to create shape pictures<br/> Creates with 2D and 3D shapes<br/> Creates enclosed space with 2D and 3D shapes</p> |

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|   | <p>Positional language<br/>         Make simple constructions<br/>         Predict what comes next in patterns<br/>         Compare size, length, weight and capacity<br/>         Explores routines such as mealtimes and home time</p>   | <p>Create own patterns<br/>         Creates simple repeating patterns<br/>         Finds longer, shorter, heavier or lighter and 'more'/'less'</p>  | <p>Joins in with simple patterns and predicting what comes next<br/>         Sequence familiar events using vocabulary 'before', 'after', 'soon' or 'later'</p>   |
| <p><b>Nursery</b><br/><br/> <b>Understanding of the world</b></p> | <p><b>People and Communities</b><br/>         Ourselves - similarities and differences<br/>         Family – members, who lives in my house, who is special to me and why, pets<br/>         All about me and what am I like as a person<br/>         People who are special to us<br/>         Diwali – Hindu festival of light<br/>         Christmas – Christian festival<br/>         Comparing 'ourselves' and other communities around the world<br/>         Experiences –Nativity<br/> <b>The World</b><br/>         Ourselves – where do we live, address, door colour<br/>         Our school environment – nursery environment outdoor area, small hall<br/>         Where we live<br/>         What is my house made from?<br/>         Houses from other countries<br/>         Seasonal changes – looking at colours, leaves, trees, conkers<br/>         Weather<br/>         Experiences – autumn walks, baking with autumnal fruits<br/>         Post, Christmas cards<br/> <b>Technology</b><br/>         ICT – learn parts of the computer – keyboard, mouse and monitor<br/>         Using mouse to select 2Simple and Mini Mash<br/>         Use the iPad safely – model applications<br/>         Model use of ICT equipment in areas<br/>         2Simple – firework pictures, Rangoli patterns</p> | <p><b>People and Communities</b><br/>         Chinese New Year – Chinese cultural festival<br/>         Mother's Day – traditions<br/>         Easter – Christian festivals<br/>         Holi – Hindu festival<br/>         Look at book characters from Jack and the Beanstalk and their roles in the story<br/>         Look at the role of a gardener/farmer<br/>         What does old MacDonald do?<br/>         Looking at the jobs people do with animals<br/>         Where different animals live<br/> <b>The World</b><br/>         Where would you find different animals<br/>         Where do vegetables grow<br/>         Seasonal changes<br/>         Experiences – spring walk, planting beans, growing big flowers, vegetable tasting, life cycle of an egg<br/> <b>Technology</b><br/>         ICT – media project – using a camera<br/>         Photo simple<br/>         Online safety</p> | <p><b>People and Communities</b><br/>         Eid – Muslim festival<br/>         Father's Day – traditions<br/>         People from different countries (cultures and traditions)<br/>         Similarities and differences<br/>         Who are the characters in our nursery rhymes?<br/>         Looking at how different objects move<br/>         Looking at electricity and where it comes from<br/>         Experiences – pushes and pulls, electricity, movement<br/> <b>The World</b><br/>         Maps<br/>         Where do our nursery rhymes come from?<br/> <b>Technology</b><br/>         ICT - maps – BeeBot<br/>         Begin to log on (using colour spots)<br/>         Online safety</p> |

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|   | Online safety  |  |  |
| <b>Nursery</b><br><br><b>Physical Development</b> | <p><b>Moving and Handling</b><br/>         What do different parts of the body do?<br/>         Movement – different ways to move<br/>         Healthy movers – a variety of movement and balance activities<br/>         Action and movement songs<br/>         Squiggle Whilst you Wiggle<br/>         Dough Disco<br/>         Fine motor and nimble fingers activities<br/>         Nativity performance</p> <p><b>Health and Self-care</b><br/>         Managing own personal needs and hygiene<br/>         Hand washing and nose blowing station<br/>         Children to become independent at dressing with support e.g. putting their own coat on<br/>         Tooth brushing<br/>         Snack time – sharing healthy snacks</p> | <p><b>Moving and Handling</b><br/>         Movement – different ways to move<br/>         Action and movement songs<br/>         Squiggle Whilst you Wiggle<br/>         Dough Disco<br/>         Fine motor and nimble fingers activities<br/>         Dance<br/>         Moves to a variety of different music<br/>         Ball skills – throwing, catching, kicking, accuracy</p> <p><b>Health and Self-care</b><br/>         Managing own personal needs<br/>         Children to continue to be independent at dressing with support<br/>         Tooth brushing<br/>         Hand washing<br/>         Nose blowing station<br/>         Good hygiene<br/>         Snack time</p> | <p><b>Moving and Handling</b><br/>         Athletics – ways to move along, under, across, off different apparatus<br/>         Team games/races<br/>         Squiggle Whilst you Wiggle<br/>         Dough Disco<br/>         Fine motor skill opportunities</p> <p><b>Health and Self-care</b><br/>         Managing own personal needs<br/>         Children to continue to be independent at dressing with support<br/>         Tooth brushing<br/>         Good hygiene<br/>         Hand washing<br/>         Nose blowing station</p>  |
| <b>Nursery</b><br><br><b>PSED</b>                 | <p><b>Making Relationships</b><br/>         Talk about right and wrong choices and consequences<br/>         ‘Give Me 5’ – good listening rules<br/>         Getting to know each other<br/>         Snack time routines<br/>         Lunchtime routines – modelling with the children the routine<br/>         Modelling the areas in the setting<br/>         Modelling tidying up – where do our things go when we have finished with them</p> <p><b>Sense of Self</b><br/>         Puppets within circle time (Pickle)<br/>         Learning own name<br/>         Talk about self<br/>         Developing independence</p> <p><b>Understanding Emotions</b></p>   | <p><b>Making Relationships</b><br/>         Talk about right and wrong choices and consequences<br/>         ‘Give Me 5’ – good listening rules<br/>         Getting to know each other<br/>         Snack time routines<br/>         Lunchtime routines<br/>         Modelling the areas in the setting<br/>         Modelling tidying up – where do our things go when we have finished with them</p> <p><b>Sense of Self</b><br/>         Puppets within circle time (Pickle)<br/>         Learning own name<br/>         Talk about self<br/>         Developing independence</p> <p><b>Understanding Emotions</b></p>   | <p><b>Making Relationships</b><br/>         Talk about right and wrong choices and consequences<br/>         ‘Give Me 5’ – good listening rules<br/>         Getting to know each other<br/>         Snack time routines<br/>         Lunchtime routines<br/>         Modelling the areas in the setting<br/>         Modelling tidying up – where do our things go when we have finished with them</p> <p><b>Sense of Self</b><br/>         Puppets within circle time (Pickle)<br/>         Learning own name<br/>         Talk about self<br/>         Developing independence</p> <p><b>Understanding Emotions</b></p> |

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|  | <p>Emotions Box- looking at different emotions linked to different to situations<br/>Emotion matching game<br/>Quiet corner<br/><b>Systems and Rules</b><br/>Give Me 5 rule<br/>Circle time rules<br/>Outdoor safety area rules<br/>Sharing<br/><b>RE (special people, special stories, religious buildings, festivals and special times)</b><br/><b>Diwali Festival</b> – looking at the traditions, religion, location in the world where people celebrate Diwali, physical features, foods<br/><b>Christmas Festival</b> – looking at traditions, religion, location of key experiences, physical features, food, Nativity story/performance</p> | <p>Emotions Box- looking at different emotions linked to different to situations<br/>Emotion matching game<br/>Quiet corner<br/><b>Systems and Rules</b><br/>Give Me 5 rule<br/>Circle time rules<br/>Outdoor safety area rules<br/>Sharing<br/><b>RE (special people, special stories, religious buildings, festivals and special times)</b><br/><b>Festival of Holi</b> – looking at traditions, Hinduism, India, physical features, foods, comparison of other festivals in other religions<br/><b>Easter</b> – looking at traditions, Christianity, England, foods</p>   | <p>Emotions Box- looking at different emotions linked to different to situations<br/>Emotion matching game<br/>Quiet corner<br/><b>Systems and Rules</b><br/>Give Me 5 rule<br/>Circle time rules<br/>Outdoor safety area rules<br/>Sharing<br/><b>RE (special people, special stories, religious buildings, festivals and special times)</b><br/><b>Festival of Eid</b> – comparison with other religious traditions, Islam, special place, food</p>  |
| <p><b>Nursery</b><br/><br/><b>Expressive arts and design</b></p> | <p><b>Creating with Materials</b><br/>Joins in with nursery rhymes and favourite songs<br/>Explores making sounds with different instruments<br/>Deconstructed role play<br/>Experiments creating loud, quiet, fast or slow sounds<br/>Explores creating shapes, enclosed spaces, actions, sounds and objects<br/>Explores colours<br/>Colour mixing<br/>Creating structures using 2D and 3D shapes<br/><b>Being Imaginative and Expressive</b><br/>Deconstructed role play<br/>Explores with everyday objects<br/>Uses imagination to create sounds, movement, words and objects</p>   | <p><b>Creating with Materials</b><br/>Deconstructed role play<br/>Explores moving in a variety of ways<br/>Creating their own movement patterns<br/>Joins in with movement and ring games<br/>Sings familiar song and nursery rhymes<br/>Taps out simple repeated patterns<br/>Create their own sounds, when exploring different objects and instruments<br/><b>Being Imaginative and Expressive</b><br/>Expresses themselves and their experiences through ideas and feelings<br/>Creates music in response to music, stories and ideas<br/>Creates own simple songs<br/>Create sounds, movements and drawing linked to a story</p> | <p><b>Creating with Materials</b><br/>Deconstructed role play<br/>Explores and experiments with colours<br/>Beginning to use lines to create spaces<br/>Explores drawing to represent their imagination<br/>Observational drawing<br/>Constructs with a variety of different materials<br/>Uses construction materials in a variety of different ways<br/>Use tools to create their own ideas<br/>Uses tools safely<br/><b>Being Imaginative and Expressive</b><br/>Mirrors others movements<br/>Uses their imagination<br/>Uses a variety of resources to create stories<br/>Engage in others role play</p> |

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|  | <p>Describes sounds and music linked to their feelings</p> <p>Creates rhythmic sounds</p> <p>Explores using different everyday materials</p>   |  |   |
| <p><b>Nursery</b></p> <p><b>Parental Involvement</b></p> | <p>Sharing library introduction</p> <p>Phonics sharing session</p> <p>Reading sharing session (Book Day)</p> <p>Christmas songs and mince pies</p> <p>Early Word Together Programme for families</p> | <p>Mother's Day celebration</p> <p>Easter bingo</p> <p>Egg competition</p> <p>Early Word Together Programme for families</p> | <p>Father's Day celebration</p> <p>End of Year celebrations</p> <p>Early Word Together Programme for families</p> |