



## Nursery Curriculum Map 2023 / 2024

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Communication &amp; Language</b>	<p style="text-align: center;"><b>All About Me Autumn</b></p> <p><b>Phonics</b> Auditory Memory Visual Memory Pre-phonics Activities BLAST!</p> <p><b>Listening and Attention/Understanding/Speaking</b> 'Give Me 5' Talk4Writing curriculum (introduction) – Little Jack Tell me a story (assessment) Talking about 'Me' Nativity (oracy/performance) Listen to stories with increased attention and recall Every Child a Talker</p> <p><b>Reading</b> Tell me a story (assessment) Questioning Finger Rhymes 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</p>	<p style="text-align: center;"><b>Nursery Rhymes People Who Help Us</b></p> <p><b>Phonics</b> Auditory Memory Visual Memory Phonics – Phase 1 activities – general sound discrimination – environmental sounds, instrumental sounds, body percussion, rhythm &amp; rhyme, alliteration, voice sounds, oral bending and segmenting BLAST!</p> <p>Introduce the routines ready for the <b>Sounds Write Phonics Programme</b></p> <p><b>Listening and Attention/Understanding/Speaking</b> Blending and segmenting progressions Talk4Writing curriculum – oral storytelling and maps using a variety of stories Tell me a story (assessment) Verbal recounts of a visit they have made or from a visitor</p> <p><b>Reading</b> Talking Time Talk4Writing curriculum – oral story-telling and maps Creating curiosity</p>	<p style="text-align: center;"><b>My Garden Our World</b></p> <p><b>Phonics</b> Phase 1 activities - general sound discrimination – environmental sounds, instrumental sounds, body percussion, rhythm &amp; rhyme, alliteration, voice sounds, oral bending and segmenting <b>Sounds Write Phonics Programme</b> Initial Code Unit 1 BLAST!</p> <p><b>Listening and Attention, Understanding/Speaking</b> Talk4Writing curriculum Tell me a story (assessment) Non-fiction work – oral reports Expressing Opinion Predicting Creating curiosity Talk about their gardens and what they have growing Talk about any children who help parents or grandparents to grow things in the garden – what do you grow?</p>

	<p>Non-fiction work – instructions Listen to stories with increasing attention and recall Understand that print carries meaning Introduction of our ‘Sharing Library’ Talking Time Activities ‘Over and Over’ Reading Project</p> <p><b>Writing</b> Opportunities for mark making activities, patterns, in sand, in shaving foam, with chalk, with paint, on large paper and mark making assessment ‘Squiggle Whilst you Wiggle’ Self-portrait and name writing assessment</p> <p><b>Stories</b></p> <p>My Family Tree Would you like to be my friend? Eric Carle My Mum, My Dad (Anthony Browne) We’ve All Got Bellybuttons! (David Martin)</p> <p>Owl Babies (Martin Waddell) Night Monkey, Day Monkey (Julia Donaldson) Nighy Night Circus (Heidi Wittlinger) Can’t you Sleep Little Bear (Martin Waddell) Peace at Last (Jill Murphy)</p> <p><b>Non-Fiction</b> – Diwali, Harvest Festival, The Christmas Story, Christmas stories, stories related to other cultures</p>	<p>Rhyme Verbal Recounts Story bags – children to take turns to take the bag Non-fiction work related to colour and rhyme Retell a familiar story orally Sequencing – beginning, middle and end of stories Sharing library ‘Over &amp; Over Reading Project’</p> <p><b>Writing</b> ‘Squiggle Whilst you Wiggle’ Self-portrait &amp; name writing assessment Mark making (assessment) Opportunities for mark making Dough Disco</p> <p><b>Stories</b> Humpty Dumpty Baa Baa Black Sheep Row, Row, Row your Boat Old MacDonald had a Farm Jack and Jill</p> <p>The Self-fish Crocodile The Smartest Giant in Town</p> <p><b>Non-Fiction</b> – Busy People Series – Firefighter/Teacher/Police Officer/Doctor The Easter Story</p>	<p>Talk about different places they have been in the world Look at how they got there, why they went Talk about other cultures around the world and similarities and difference between Whinney Banks and other places in the world</p> <p><b>Reading</b> Continuing to learn 4 Nursery Rhymes by heart to perform to our Reception classes Tell me a story (assessment) Non-fiction work – oral reports Introduce children to ‘Talk About Books’ Re-telling a familiar story Reading comprehensions skills Sharing Library ‘Over &amp; Over Reading Project’</p> <p><b>Writing</b> ‘Squiggle Whilst you Wiggle’ Self-portrait and name writing assessment Dough Disco Numeral writing Mark making assessments</p> <p><b>Stories</b> Betsy Buglove Saves the Bees (Catherine Jacob) Oliver’s Vegetables (Vivian French) The Tiny Seed – Eric Carle</p> <p>Journey (Aaron Becker) The World came to my Place Today (Jo Readman)</p>
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<b>Maths</b>	<p><b>Number</b>          Daily counting          Counting Songs          Compare changes in numbers using 'more', 'lots' or 'same'          Says number sequences          Beginning to count on fingers          Find 2 and 3 objects from a group          Beginning to notice numerals (number symbols)          House numbers          Counting different aspects of our houses</p> <p><b>Numerical Patterns</b>          Explore spaces          Explores puzzles          Compare objects linked to shapes          Create simple patterns          Anticipates repeated patterns          Begin to understand immediate past and future          Explore their immediate environment          Positional language          Make simple constructions          Predict what comes next in patterns          Compare size, length, weight and capacity          Explores routines such as mealtimes and home time</p>	<p><b>Number</b>          Compares small groups of up to 5 objects and saying when they have the same          Recite numbers from 0-10 and backwards 10-0          Explore counting numbers          Subitising numbers under 5          In counting identify the total number          Split numbers into smaller groups          Explore one before a given number</p> <p><b>Numerical Patterns</b>          Positional and directional language          Explores objects from different viewpoints          Explores objects that are near or far away          Creates with shapes          Begins to use language related to shape          Explores different shapes in the environment          Create own patterns          Explores special awareness of familiar routes          Responds to spatial &amp; positional language          Creates simple repeating patterns          Finds longer, shorter, heavier or lighter and 'more'/'less'          Compares size, lengths, weights, capacity</p>	<p><b>Number</b>          Compares small groups of up to 5 objects and saying when they have the same          Active counting from 1-5 then 1-10          Begin to recognise numerals 1-5 and beyond          Shows finger numbers to 5 (and beyond)          Links numerals with amounts up to 5          Explores mark making to represent amounts and numerals          Splits a group of objects into different ways</p> <p><b>Numerical Patterns</b>          Moves and rotates objects to create shape pictures          Creates with 2D and 3D shapes          Creates enclosed space with 2D and 3D shapes          Joins in with simple patterns and predicting what comes next          Sequence familiar events using vocabulary 'before', 'after', 'soon' or 'later'</p>
<b>Understanding of the world</b>	<p><b>People and Communities</b>          Ourselves - similarities and differences          Creating our own 'Family Tree'</p>	<p><b>People and Communities</b>          Chinese New Year – Chinese cultural festival          Mother's Day – traditions          Easter – Christian festivals</p>	<p><b>People and Communities</b>          People from different countries          Circle time – share travel experiences, similarities and differences</p>

Family – members, who is in my family, who is special to me and why  
 All about me and how old I am, and how I celebrate my birthday  
 People who are special to us  
 Diwali – Hindu festival of light  
 Christmas – Christian festival  
 Comparing ‘ourselves’ and other communities around the world  
 Experiences –Nativity

**The World**  
 Ourselves – where do we live, planet earth, the world, United Kingdom, Middlesbrough, local environment, street name.  
 Our school environment – nursery environment outdoor area, small hall  
 Where we live  
 Who is in my family  
 Comparing themselves and babies and now.  
 Seasonal changes – looking at colours, leaves, trees, conkers, apples, plums, pears, brambles  
 Weather  
 Experiences – autumn walks, baking with autumnal fruits

**Technology**  
 ICT – learn parts of the computer – keyboard, mouse and monitor  
 Using mouse to select 2Simple, Education City, Mini Mash  
 Use the iPad safely – model applications  
 Model use of ICT equipment in areas  
 2Simple – firework pictures, Rangoli patterns  
 Online safety

**Science**  
 Ourselves - body parts / facial feature

Holi – Hindu festival  
 Look at the characters in our chosen Nursery Rhymes  
 Talk about the jobs of the different people in our community and how they help us

**The World**  
 Look at some different Nursery Rhymes from other cultures  
 Seasonal changes  
 Plan to have some visitors into school to share what they do and how they help our children and families through their jobs  
 How people help others around the world

**Technology**  
 ICT – media project – using a camera  
 Photo simple  
 Online safety  
 Seeks to acquire basic skills with ICT equipment

**Science**  
 Science experiments – using eggs linked to Humpty Dumpty – what materials will protect Humpty Dumpty if he falls off the wall  
 Looking at how we can carry water from one space to another without spilling it  
 Floating and sinking  
 Children to work together to build a structure

**Visitor and Visits**  
 Police Officers  
 Fire Officers  
 RNLI  
 Paramedics

Eid – Muslim festival  
 Father’s Day – traditions  
 Similarities and differences of places in the world which are different from Middlesbrough or the United Kingdom

**The World**  
 Looking in the garden – what can you find  
 How do plants grow/what do they need?  
 Weather and maps  
 Other Lifestyles around the world

**Science**  
 What plants need to grow  
 Grow some seeds/beans in different conditions to see which grow best and why  
 Weathers in other countries around the world – comparison

**Technology**  
 ICT - maps – Beebot  
 Logging on skills  
 Knows information can be retrieved from technological devices and the internet.  
 Online safety

**Visitor and Visits**  
 Parents/grandparents to help the children to develop/grow some plants in the outdoor area

	<p>Comparison – looking at similarities and differences</p> <p><b>Visitor and Visits</b>  Special Seasonal Visitor  Groovy Christmas Party</p>		
<b>Physical Development</b>	<p><b>Physical Development</b>  What do different parts of the body do?  Movement – different ways to move  Healthy movers – a variety of movement and balance activities  Action and movement songs  ‘Squiggle Whilst you Wiggle’  Fine motor and nimble fingers activities  Nativity Performance</p> <p><b>Health and Self-care</b>  Managing own personal needs and hygiene  Hand washing  Nose blowing Station  Children to become independent at dressing with support, coats on  Tooth Brushing  Snack time – sharing healthy snacks</p>	<p><b>Physical Development</b>  Dance  Ball Skills  ‘Squiggle Whilst you Wiggle’  Dough disco  Fine motor skill opportunities</p> <p><b>Health and Self-care</b>  Managing own personal needs  Children to continue to be independent at dressing with support  Tooth Brushing  Hand washing  Nose Blowing Station  Good hygiene  Snack time</p>	<p><b>Physical Development</b>  Athletics  Team games  ‘Squiggle Whilst you Wiggle’  Dough disco  Fine motor skill opportunities</p> <p><b>Health and Self-care</b>  Managing own personal needs  Tooth Brushing  Good hygiene  Hand washing  Nose Blowing Station  Understands the effects of activity on their bodies</p>
<b>PSED</b>	<p><b>Making Relationships</b>  Talk about right and wrong choices and consequences  ‘Give Me 5’ – good listening rules  Getting to know each other  Snack time routines  Lunchtime routines – modelling with the children the routine  Modelling the areas in the setting</p>	<p><b>Making Relationships</b>  Talk about right and wrong choices and consequences  ‘Give Me 5’ – good listening rules  Getting to know each other  Snack time routines  Lunchtime routines  Modelling the areas in the setting  Modelling tidying up – where do our things go when we have finished with them</p>	<p><b>Making Relationships</b>  Talk about right and wrong choices and consequences  ‘Give Me 5’ – good listening rules  Getting to know each other  Snack time routines  Lunchtime routines  Modelling the areas in the setting</p>

	<p>Modelling tidying up – where do our things go when we have finished with them</p> <p><b>Sense of Self</b> Puppets within circle time (Pickle) Learning own name Talk about ourselves Developing independence</p> <p><b>Understanding Emotions</b> Emotions Box- looking at different emotions linked to different to situations Emotion matching game Quiet corner</p> <p><b>Systems and Rules</b> Give Me 5 Rule Circle time rules Outdoor safety area rules Sharing</p> <p><b>RE (special people, special stories, religious buildings, festivals and special times)</b> <b>Diwali Festival</b> – looking at the traditions, religion, location in the world where people celebrate Diwali, physical features, foods <b>Christmas Festival</b> – looking at traditions, religion, location of key experiences, physical features, food, Nativity story/performance</p>	<p><b>Sense of Self</b> Puppets within circle time (Pickle) Learning own name Talk about ourselves Developing independence</p> <p><b>Understanding Emotions</b> Emotions Box- looking at different emotions linked to different to situations Emotion matching game Quiet corner</p> <p><b>Systems and Rules</b> Give Me 5 Rule Circle time rules Outdoor safety area rules Sharing</p> <p><b>RE (special people, special stories, religious buildings, festivals and special times)</b> <b>Chinese New Year</b> – looking the story of Chinese New Year, traditions, foods, physical features, where in the world <b>Festival of Holi</b> – looking at traditions, Hinduism, India, physical features, foods, comparison of other festivals in other religions <b>Easter</b> – looking at traditions, Christianity, England, foods</p>	<p>Modelling tidying up – where do our things go when we have finished with them</p> <p><b>Sense of Self</b> Puppets within circle time (Pickle) Learning own name Talk about ourselves Developing independence</p> <p><b>Understanding Emotions</b> Emotions Box- looking at different emotions linked to different to situations Emotion matching game Quiet corner</p> <p><b>Systems and Rules</b> Give Me 5 Rule Circle time rules Outdoor safety area rules Sharing</p> <p><b>RE (special people, special stories, religious buildings, festivals and special times)</b> <b>Festival of Ramadan</b> – traditions, physical features <b>Festival of Eid</b> – comparison with other religious traditions, Islam, special place, food</p>
<p><b>Expressive arts and design</b></p>	<p><b>Exploring and using media and materials</b> Develop the children’s independent learning within the creative areas Develop paint skills – powder, watercolour, poster, finger Observational drawing and painting Play dough – children to make play dough on a regular basis (bags containing different</p>	<p><b>Exploring and using media and materials</b> Independent creative areas Outdoor weaving Basic food technology skills – spreading etc. Paint skills – powder, watercolour, poster paint, finger, etc. Artist Study – Jackson Pollock Observational painting</p>	<p><b>Exploring and using media and materials</b> Independent creative areas Paint skills – powder, watercolour, poster paint, finger, etc. Observational painting Use of creative area ongoing Scissor Skills Outdoor crafts</p>

	<p>elements for the children to add (ginger, herbs, lavender, glitter, powder paint)</p> <p>Baking – children to develop their baking skills on a regular basis</p> <p>Scissor skills</p> <p>Observational drawing of themselves and then painting a self-portrait.</p> <p>Decorating bare branches of our trees – creative activities</p> <p>Draw their faces after looking on the mirror to see their facial features</p> <p>Creating faces and family using stones, shells, twigs etc</p> <p>Look at different textures – bark rubbings, leaf rubbing, leaf printing</p> <p>Create a picture of what can be seen from outside your window</p> <p>Outdoor creative activities, weaving, chalking, painting, drawing, rubbings</p> <p>Construction with a variety of different resources using tools for a purpose</p> <p><b>Being Imaginative and Expressive</b></p> <p>Actions songs</p> <p>Portrait compositions using different materials, natural and manmade</p> <p>Action songs and movement songs</p> <p>Nativity songs/Christmas songs</p> <p>Learning songs</p> <p>Model use of the musical instruments with the children</p> <p>Tapping out our names (syllables)</p> <p>Beat Baby – Ros Bayley</p> <p>Model the role play areas with the children</p> <p>De-constructed role play area to use resources to create their own narrative within their play</p> <p>Build up stories from past experiences</p>	<p>Scissors skills</p> <p><b>Paper Sculpture</b></p> <p>Make a paper relief sculpture</p> <p>The children will use a variety of fine motor skills to develop their rolling, folding, spiralling, twisting skills to create a relief sculpture.</p> <p>Sewing a simple pattern on card</p> <p>The Children will continue to develop their hand eye coordination and fine motor skills to use a needle to thread a pattern onto a card.</p> <p><b>Collage</b></p> <p>Children to take photographs of different coloured objects to create a collage to retell the story in the style of <b>Hannah Hoch</b>.</p> <p><b>Being Imaginative and Expressive</b></p> <p>Foundation Stage singing</p> <p>Un-tuned percussion</p> <p>Tuned percussion</p> <p>Beat Baby – Ros Bayley</p> <p>Role play</p> <p>Builds up stories from past experiences</p> <p>Uses resources to create their own narrative within their play</p>	<p><b>Painting / Collage</b></p> <p>Paint a sunflower in the style of <b>Georgia O’Keeffe</b></p> <p>Mix media to create a sunflower</p> <p><b>DT</b></p> <p>Make sunflower bread</p> <p><b>DT</b></p> <p>Use <b>Journey by Aaron Becker</b> as a stimulus to create a structure that will stand.</p> <p>Research different types of structures e.g. castles/ houses.</p> <p><b>Being Imaginative and Expressive</b></p> <p>Un-tuned percussion</p> <p>Tuned percussion</p> <p>Simple compositions using graphic score</p> <p>Beat Baby – Ros Bayley</p> <p>Role Play</p> <p>Builds up stories from past experiences</p> <p>Uses resources to create their own narrative within their play</p> <p>Role play bug areas</p>
	<b>Parental Involvement</b>	<b>Parental Involvement</b>	<b>Parental Involvement</b>

	Early Words Together Sharing Library introduction Phonics sharing session Reading sharing session (Book Day) Christmas Nativity / Songs	Early Words Together Mother's Day Celebration Easter Bingo Egg Competition	Early Words Together Father's Day celebration EYFS Celebration Nursery Graduation
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