



## Nursery Curriculum Map 2024/2025

	<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> Launch Pad for Literacy Auditory Memory Activities Visual Memory Activities Pre-phonics Activities BLAST!</p> <p><b>Listening and Attention/Understanding/Speaking</b> 'Give Me 5' Talking about 'Me' Nativity (oracy/performance) Listen to stories with increased attention and recall Every Child a Talker Daily Talking Hot Spots Tiered Vocabulary</p> <p><b>Reading</b> Questioning Finger Rhymes Talking Time Activities 'Over and Over' Reading Project Story for a Story Talking Time</p>	<p style="text-align: center;"><b>Nursery Rhymes Our World</b></p> <p><b>Phonics</b> Auditory Memory Activities – LP4L Visual Memory Activities – LP4L Pre-phonics activities – general sound discrimination – environmental sounds, instrumental sounds, body percussion, rhythm &amp; rhyme, alliteration, voice sounds, oral bending and segmenting BLAST!</p> <p><b>Listening and Attention/Understanding/Speaking</b> Oral blending and segmenting Verbal recounts of a visit they have made in the holidays or a visitor Learn and perform the nursery rhymes – <i>Hickory Dickory Dock</i> and <i>Row, Row, Row your Boat</i>. Early Talk Boost Talking Time</p> <p><b>Reading</b> Creating curiosity Rhyme</p>	<p style="text-align: center;"><b>My Garden People Who Help Us</b></p> <p><b>Phonics</b> Pre-phonics activities – general sound discrimination – environmental sounds, instrumental sounds, body percussion, rhythm &amp; rhyme, alliteration, voice sounds, oral bending and segmenting <b>Sounds Write Phonics Routines</b> <b>Sounds Write Phonics</b> <b>Programme</b> Initial Code Unit 1 BLAST!</p> <p><b>Listening and Attention, Understanding/Speaking</b> Talk4Writing curriculum 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>

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  
Non-fiction work – instructions  
Listen to stories with increasing attention and recall  
Understand that print carries meaning  
Introduction of our ‘Sharing Library’

### **Writing**

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

### **Stories**

All Are Welcome  
My Family Tree  
The Great Big Book of Families  
Would you like to be my friend?  
My Mum, My Dad  
We’ve All Got Bellybuttons!  
I Really Really Need a Poo  
Just One of Those Days

### ***Miss Polly Had a Dally***

We’re Going on a Leaf Hunt  
WOW! It’s Night-Time  
Peace at Last  
Night Monkey, Day Monkey  
Autumn  
Night and Day  
Christopher Pumpkin  
Sarah’s Two Nativities  
The Little Lost Robin

### ***Baa Baa Black Sheep***

Story bags – children to take turns to take the bag  
Non-fiction work related to Nursery Rhymes and Our World  
Retell a familiar nursery rhyme orally  
Sequencing – beginning, middle and end of nursery rhymes  
Sharing library  
‘Over & Over Reading Project’

### **Writing**

‘Squiggle Whilst you Wiggle’  
Self-portrait & name writing assessment  
Mark Making Activities  
Different opportunities for mark making

### **Stories**

Humpty Dumpty  
Jack and Jill  
The Grand Old Duke of York  
Little Lumpty  
No-Bot - The Robot with no Bottom  
Jack and the Giant Tantrum  
Keith the Cat with the Magic Hat  
Barbara Throws a Wobbler

### ***Hickory Dickory Dock***

How to Catch a Rainbow  
Somebody Swallowed Stanley  
Barry the Fish with Fingers  
The Whale Who Wanted More  
Grandad’s Island  
What’s Next  
No-Bot - The Robot’s New Bottom  
The Magic Crayon

### ***Row Row Row Your Boat***

### **Non-Fiction**

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  
Learn and perform the nursery rhymes – *Incy Wincy Spider* and *Old McDonald had a Farm*.

### **Reading**

Continuing to learn four Nursery Rhymes by heart to perform to our Reception classes  
Non-fiction work – oral reports  
Introduce children to ‘Talk About Books’  
Re-telling a familiar story  
Reading comprehensions skills  
Sharing Library  
‘Over & Over Reading Project’

### **Writing**

‘Squiggle Whilst you Wiggle’  
Self-portrait and name writing assessment  
Dough Disco  
Numeral writing  
Mark making assessments  
Name writing (bubbles name)

### **Stories**

Betsy Buglove Saves the Bees  
The Very Hungry Caterpillar  
The Tiny Seed  
The Little Red Hen

	<p>Stories related to other Culture</p> <p><b>Non-Fiction</b></p> <p>Diwali – The Best Diwali Ever, Celebrate Diwali</p> <p>Harvest Festival</p> <p>The Christmas Story</p>	<p>The Easter Story</p> <p>Spring</p> <p>What Makes it Rain?</p> <p><b>Parents</b></p> <p>Early Words Together</p>	<p>Oliver’s Vegetables</p> <p>Oliver’s Fruit Salad</p> <p>The Bad-Tempered Ladybird</p> <p>Alan’s Big Scary Teeth</p> <p>Rex The Rhinoceros Beetle</p> <p><b><i>Incy Winy Spider</i></b></p> <p>A Year on the Farm</p> <p>People Who Help Us</p> <p>All Through the Night</p> <p>The Lonely Giraffe</p> <p>When Jelly Had a Wobble</p> <p>When Cucumber Lost His Cool</p> <p>Handa’s Noisy Night</p> <p>The Selfish Crocodile</p> <p>When I Grow Up</p> <p><b><i>Old MacDonald Had a Farm</i></b></p> <p><b>Non-Fiction –</b></p> <p>A Year on the Farm</p> <p>My Mosque</p>
<p><b>Maths</b></p>	<p><b>Number</b></p> <p>Daily counting</p> <p>Counting Songs</p> <p>Compare changes in numbers using ‘more’, ‘lots’ or ‘same’</p> <p>Says number sequences</p> <p>Beginning to count on fingers</p> <p>Find 2 and 3 objects from a group</p> <p>Beginning to notice numerals (number symbols)</p> <p>House numbers</p> <p>Counting different aspects of our houses</p> <p><b>Numerical Patterns</b></p> <p>Explore spaces</p> <p>Explores puzzles</p> <p>Compare objects linked to shapes</p> <p>Create simple patterns</p>	<p><b>Number</b></p> <p>Compares small groups of up to 5 objects and saying when they have the same</p> <p>Recite numbers from 0-10 and backwards 10-0</p> <p>Explore counting numbers</p> <p>Subitising numbers under 5</p> <p>In counting identify the total number</p> <p>Split numbers into smaller groups</p> <p>Explore one before a given number</p> <p><b>Numerical Patterns</b></p> <p>Positional and directional language</p> <p>Explores objects from different viewpoints</p> <p>Explores objects that are near or far away</p> <p>Creates with shapes</p> <p>Begins to use language related to shape</p> <p>Explores different shapes in the environment</p>	<p><b>Number</b></p> <p>Compares small groups of up to 5 objects and saying when they have the same</p> <p>Active counting from 1-5 then 1-10</p> <p>Begin to recognise numerals 1-5 and beyond</p> <p>Shows finger numbers to 5 (and beyond)</p> <p>Links numerals with amounts up to 5</p> <p>Explores mark making to represent amounts and numerals</p> <p>Splits a group of objects into different ways</p> <p><b>Numerical Patterns</b></p> <p>Moves and rotates objects to create shape pictures</p>

	<p>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>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>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>
<p><b>Understanding of the world</b></p>	<p><b>People and Communities</b>          Ourselves - similarities and differences          Creating our own 'Family Tree'          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          Body parts and faces          People who are special to us          Diwali – Hindu festival of light          Christmas – Christian festival          Comparing 'ourselves' and other communities around the world          Experiences –Nativity</p> <p><b>The World</b>          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          Science</p>	<p><b>People and Communities</b>          Luna New Year – Chinese cultural festival          Mother's Day – traditions          Easter – Christian festivals          Holi – Hindu festival          Look at the characters in our chosen Nursery Rhymes  <b>The World</b>          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          Similarities and differences of places in the world which are different from Middlesbrough or the United Kingdom          Circle time – share travel experiences, similarities and differences          Weather and maps          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</p>	<p><b>People and Communities</b>          People from different countries          Eid – Muslim festival          Father's Day – traditions</p> <p><b>The World</b>          Looking in the garden – what can you find          How do plants grow          What do plants need to help them to grow          People who help us          Looking at the jobs of key people who help us in the community          Looking at how people help us in the night time and in the daytime.          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</p> <p><b>Technology</b>          ICT - maps – Beebot          Logging on skills</p>

	<p>Ourselves - body parts / facial feature Comparison – looking at similarities and differences Experiences – autumn walks, baking with autumnal fruits</p> <p><b>Technology</b> 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</p> <p><b>Visitor and Visits</b> Special Seasonal Visitor Groovy Christmas Party</p>	<p>Children to work together to build a structure</p> <p><b>Technology</b> ICT – media project – using a camera Photo simple Online safety Seeks to acquire basic skills with ICT equipment</p> <p><b>Visitor and Visits</b> Staff to read/share their favourite nursery rhyme/ childhood song with the children.  Science Ambassadors to demonstrate some science experiments</p>	<p>Knows information can be retrieved from technological devices and the internet. Online safety</p> <p><b>Visitor and Visits</b> Parents/grandparents to help the children to develop/grow some plants in the outdoor area A farmer A gardener  Police Officers Fire Officers RNLI Paramedics</p>
<p><b>Physical Development</b></p>	<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' 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>

<p><b>PSED</b></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 with the children the routine Modelling the areas in the setting Modelling tidying up – where do our things go when we have finished with them <b>Sense of Self</b> Puppets within circle time (Pickle) Learning own name Talk about ourselves Developing independence <b>Understanding Emotions</b> Emotions Box- looking at different emotions linked to different to situations Emotion matching game Zones of Regulation <b>Systems and Rules</b> Settling in Feelings Give Me 5 Rule Circle time rules Outdoor safety area rules Sharing <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>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 <b>Sense of Self</b> Learning own name Talk about ourselves and experiences Developing independence within the setting <b>Understanding Emotions</b> Emotions Box- looking at different emotions linked to different to situations Emotion matching game Zones of Regulation <b>Systems and Rules</b> Being a good friend Sharing fair/sharing Give Me 5 Rule Circle time rules Outdoor safety area rules Sharing <b>RE (special people, special stories, religious buildings, festivals and special times)</b> <b>Luna New Year</b> – looking the story of Luna 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>Festival of Ramadan</b> – traditions, physical features</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 <b>Sense of Self</b> Learning own name Talk about ourselves Developing independence within the setting <b>Understanding Emotions</b> Emotions Box- looking at different emotions linked to different to situations Emotion matching game Zones of Regulation <b>Systems and Rules</b> Teamwork Ready for School Give Me 5 Rule Circle time rules Outdoor safety area rules Sharing <b>RE (special people, special stories, religious buildings, festivals and special times)</b> <b>Festival of Eid</b> – comparison with other religious traditions, Islam, special place, food</p>
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		<b>Easter</b> – looking at traditions, Christianity, England, foods	
<b>Expressive arts and design</b>	<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 elements for the children to add (ginger, herbs, lavender, glitter, powder paint)  Baking – children to develop their baking skills on a regular basis  Scissor skills  Observational drawing of themselves and then painting a self-portrait.  Decorating bare branches of our trees – creative activities  Draw their faces after looking on the mirror to see their facial features  Creating faces and family using stones, shells, twigs etc  Look at different textures – bark rubbings, leaf rubbing, leaf printing  Create a picture of what can be seen from outside your window  Outdoor creative activities, weaving, chalking, painting, drawing, rubbings  Construction with a variety of different resources using tools for a purpose</p> <p><b>Being Imaginative and Expressive</b>  Actions songs  Portrait compositions using different materials, natural and manmade  Action songs and movement songs  Nativity songs/Christmas songs</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  Scissors skills</p> <p><b>Paper Sculpture</b>  Make a paper relief sculpture  The children will use a variety of fine motor skills to develop their rolling, folding, spiralling, twisting skills to create a relief sculpture.  Sewing a simple pattern on card  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>  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>  Foundation Stage singing  Un-tuned percussion  Tuned percussion  Role play  Builds up stories from past experiences  Uses resources to create their own narrative within their play</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><b>Painting / Collage</b>  Paint a sunflower in the style of <b>Georgia O’Keeffe</b>  Mix media to create a sunflower</p> <p><b>DT</b>  Make sunflower bread</p> <p><b>DT</b>  Use <b>Journey by Aaron Becker</b> as a stimulus to create a structure that will stand.  Research different types of structures e.g. castles/ houses.</p> <p><b>Being Imaginative and Expressive</b>  Un-tuned percussion  Tuned percussion  Simple compositions using graphic score  Role Play  Builds up stories from past experiences  Uses resources to create their own narrative within their play  Role play bug areas</p>

	<p>Learning songs  Model use of the musical instruments with the children  Tapping out our names (syllables)  Beat Baby – Ros Bayley  Model the role play areas with the children  De-constructed role play area to use resources to create their own narrative within their play  Build up stories from past experiences</p>		
	<p><b>Parental Involvement</b>  Early Words Together  Sharing Library introduction  Reading sharing session (Book Day)  Christmas Nativity / Songs</p>	<p><b>Parental Involvement</b>  Early Words Together  Parent Event  Easter Bingo  Egg Competition</p>	<p><b>Parental Involvement</b>  Early Words Together  Parent Event  EYFS Celebration  Nursery Graduation</p>