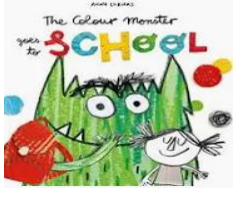
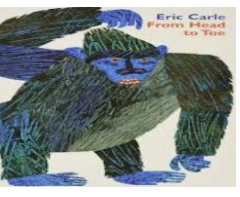
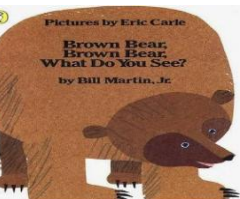
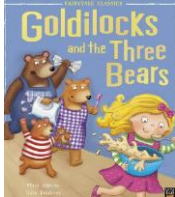
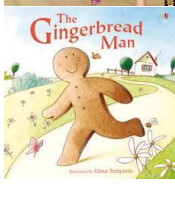
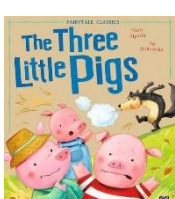
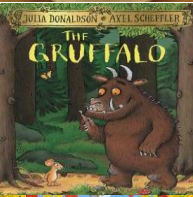
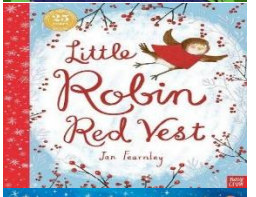
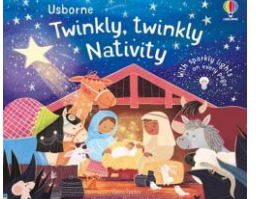
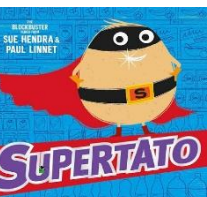
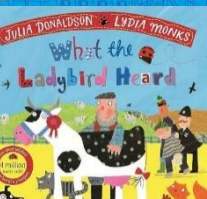
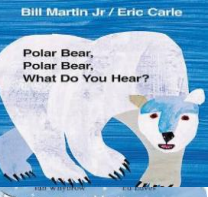
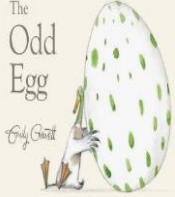
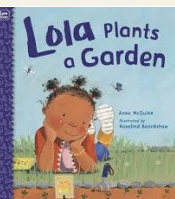
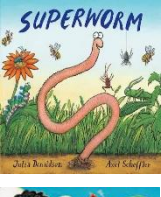
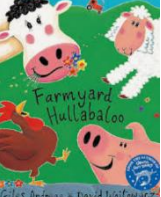
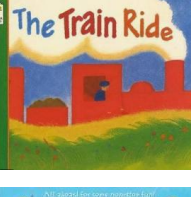
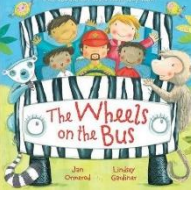
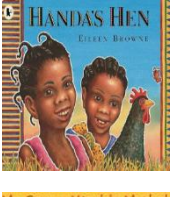
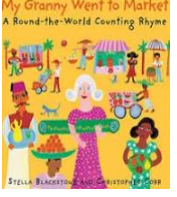
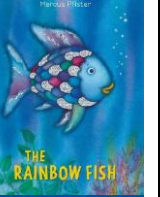
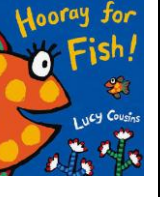
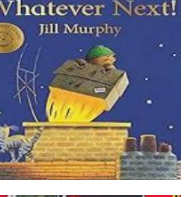




ST PAULS CATHOLIC PRIMARY SCHOOL

St Paul's Catholic Primary School Nursery Long Term Curriculum Map

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
Theme	Super Duper You!	Once Upon a Time...	Autumn	Fantastic Festivals!	Helping Hands	Winter	Watch Me Grow	Spring	Transport to New Places	Life in Kenya	Under the Sea	New Adventures
Early Reading	Aspect 1 Environmental Sounds		Aspect 2 & 3 Instrumental Sounds Body Percussion		Aspect 4 Rhythm & Rhyme Initial sounds of words and names of objects		Aspect 5 Alliteration Articulate sounds correctly including playing with voice sounds.		Aspect 6 Voice Sounds Experiment with pitch, volume and different vocal sounds. Make animal sounds, whisper, shout or explore long and short sounds.		Aspect 7 Oral Blending Final sounds of words and objects.	
Nursery English 5 a day text	  	  	  	  	  	  	  	  	  	  	  	  
'Wow' moments Enrichment Trips Visitors	Visitors: Mums and Dads New babies Experience: Wider school grounds exploration	Experience: Porridge Tasting	Visitors: The Gruffalo Experience: Autumn Hunt	Experience: Performing the Nativity	Visitors: Fire fighters Experience: Superhero Day	Experience: Winter Wonderland Walk Trip: Visit the library	Experience: Growing outside – gardener	Trip: Farm Visit Experience: Hatching Eggs	Experience: Transport Day – Children role play going to an airport and getting on a plane	Experience: My Culture Day	Experience: Seaside Day	Experience: Teddy Bears Adventure Trail
Communication and Language	Wellcomm focus: • Understanding 'in', 'on' and 'under' at the simplest level.		Wellcomm focus: • Using 'under' in a simple game .		Wellcomm focus: • Understanding 'who'.		Wellcomm focus:		Wellcomm focus: • Learning the meaning of 'why' continued.		Wellcomm focus: • Understanding 'same' and 'different'.	

	• Learning to remember and then say the names of two things. • Learning to play with a friend. • Learning the meaning of 'where'. • To encourage the use of three word sentence	• Beginning to use 'what' and 'where' . • Understanding what things are for; categorising into groups • Using simple plurals/plural forms. • Understanding and responding correctly to questions requiring a 'yes'/'no' answer	• Sorting things that go together and being able to name the category. • Understanding and using pronouns: 'he' and 'she'. • Understanding 'behind' and 'in front'. • Understanding and using verbs in the past tense; I jumped	• Understanding 'why' questions. • Learning to remember and then say the names of three things. • Understanding and using 'where', 'who' and 'what' questions. • Understanding 'many' and 'few'. • Understanding 'long' and 'short'. • Understanding and using four word sentences	• Understanding 'first' and 'last'. • Using comparatives: 'bigger', 'longer' and 'smaller'. • Understanding opposites: 'wet'/'dry'. • Understanding and using pronouns: 'his' and 'her'. • Linking sentences using 'because'	• Taking turns in a small group. • Listening to stories to understand 'what', 'where' and 'why' questions. • Learning the meaning of 'when'. • Learning the meaning of 'after'. • Understanding sentences containing 'either' and 'or'.
Literacy - Writing	Make marks with a variety of material Add marks to pictures giving meaning to them Add marks to show my name Tune into sounds during listening activities	Demonstrate good gross motor skills in making large marks Know that writing is not the same as drawing Use some emergent print knowledge for writing e.g pretend shopping lists Write the first letter of their name Show preference for a dominant hand Tune into sounds during listening activities showing an understanding	Demonstrate good fine motor control when using tools e.g. scissors and threading Use wider print knowledge for emergent writing e.g. Children know that writing moves from left to right. They start to add loops and more compact upwards and downwards marks. Write some of their name e.g. first 2 letters Tune into sounds in words showing an understanding	Apply print knowledge to their emergent writing e.g. Children know that writing is composed of separate marks Segment sounds in the order in which they occur (with support) Say the initial sounds in most words	Write some letters with good formation e.g. the letters from my name Apply print knowledge to their emergent writing e.g. Children notice and copy letters around them and they begin to use letters from their names and other letters that are important to them Say the initial sounds in most words	Write my own name Write some capital letters e.g. the start of my name Use a comfortable grip with good control when mark making Orally begin to change the initial sound to make new words
Handwriting	Squiggle whilst you wiggle: Gross motor skills, body awareness and motor planning Squiggle move 1: I l t Squiggle move 2: pre-cursive movement	Squiggle whilst you wiggle: Gross motor skills, body awareness and motor planning Squiggle move 3: c o a d Squiggle move 4: m n r then u	Squiggle whilst you wiggle: Gross motor skills, body awareness and motor planning Squiggle move 5: q p h k b y g j f Squiggle move 6: e	Squiggle whilst you wiggle: Gross motor skills, body awareness and motor planning Squiggle move 7: pre-cursive movement Squiggle move 8: s	Squiggle whilst you wiggle: Gross motor skills, body awareness and motor planning Squiggle move 9: v w x z Revisit & review	Squiggle whilst you wiggle: Gross motor skills, body awareness and motor planning Revisit & review
Literacy: Pre writing readiness – Foundation Skills Programme	Gross motor skills, body awareness and motor planning Beanbag crawl Log rolling Arm wake up Superman & Hedgehog Basic fine motor skills, including hand strength Walk the line Play dough snakes Group mark making Feely box Ball roll Bubble pop Lazy 8 Play dough pinch pot Sky drawing	Gross motor skills, body awareness and motor planning Rocking horse and giraffe Arm wake up Tummy Skittles Superman & Hedgehog Sideways push ups Basic fine motor skills, including hand strength Play dough pizza Flappy Football Mirror Mirror Sky drawing Taptastic Beanbag Target Throw Play dough nest Group mark making Balloon Bash	Gross motor skills, body awareness and motor planning Crab walk Arm Wake up Animal walks Ball wall walk Basic fine motor skills, including hand strength Play dough sausage and beans Rainbow drawing Target throw Nuts and Bolts Skittles Sand drawing Play dough dinosaurs Hungry Horace Marble Roll	Gross motor skills, body awareness and motor planning Jump around and arm wake up Sit up sit down Cross marching Reciprocal skipping Basic fine motor skills, including hand strength Play dough treasure hunt Tower building Under over round ball pass Circles Feely box Marble grab Play dough minions Hungry Horace Egg and spoon race	Gross motor skills, body awareness and motor planning Balance Wall push ups Arm wake up Tightrope walking Stepping stones Wall angels Basic fine motor skills, including hand strength Play dough shapes Sand drawings Egg box sorting Clothes pegs Finger High Fives String shapes Hungry Horace Guess the string shape	Gross motor skills, body awareness and motor planning Bird-dog Push ups Arm wake up Crazy catch Body ball walk Basic fine motor skills, including hand strength Play dough marble maze Controlled mark making Feely box Play dough food party Pour and Stop Fast Actions Hand drawings Pegs Statues

Maths Master the Curriculum	Colours Match Sort	Number 1 Number 2 Pattern Consolidation	Number 3 Number 4 Number 5	Number 6 Introduce 10 frame Height and Length Mass Capacity Consolidation	More than/ fewer than One more One less Shape – 2D Revisit pattern from Autumn Shape – 3D	Number composition 1-5 Night and day Order Events Positional language Consolidation	Colours Match Sort	Number 1 Number 2 Pattern Consolidation	Number 3 Number 4 Number 5	Number 6 Introduce 10 frame Height and Length Mass Capacity Consolidation	More than/ fewer than One more One less Shape – 2D Revisit pattern from Autumn Shape – 3D	Number composition 1-5 Night and day Order Events Positional language Consolidation
Physical Development	Stand in a space Jump with two feet together Walk on tip toes Walk on a line Use large-muscle movements to wave flags and streamers Ride a trike		Stand on one foot for 5 seconds Hop on one foot Run around obstacles Move safely by hopping, skipping, jumping and crawling Climb up steps or climbing equipment using alternative feet Walk' a balance bike		Dance to familiar action songs Skip, hop, stand on one leg and hold a pose for a game like musical statues Throw a ball overarm Catch a ball by chasing Use feet to scoot a balance bike and maintain balance		Move in different ways-gallop, slither Bounce a large ball Catch a ball that has been bounced Use foot to tap a static ball a small distance Maintain balance while manoeuvring around corners		Respond to rhythm, music and story by movement Catch a ball using the body Kick ball with one foot Walk towards and kick a ball Use pedals on a bike and maintain balance		Match physical skills to tasks e.g. decide whether to crawl, walk or run across a plank, depending on its length and width Remember sequences and patterns of movements which are related to music and rhythm Start taking part in made up group/team games	
Understanding the World	 Talk about my own immediate family. Gain an understanding about the passing of time e.g.within the school day (visual timetable). Place 2 events into a chronological framework (then and now). Vocabulary to be taught: Me, my family, then, now	 Changes of state Talk about oats and how the change when heated Use their senses and talk about what they can see, taste and feel when eating porridge. Explore what happens when ingredients are mixed and heated. Vocabulary to be taught: Hot, cold, change, heat, mix	 I am a weather scientist – Autumn Observe signs of Autumn on an Autumn Hunt/walk. Collect leaves, twigs, pine cones, sycamore seeds and sort them. Collect different coloured leaves and sort them. Create leaf rubbings and observe different shape and size of leaves. Use magnifiers to make observations of the items found on an Autumn Walk. Use the sense of touch to feel if	 Explore celebrations that are special to children, their families and their community. Know that people celebrate special times in different ways. Talk about foods, clothes, music, lights and decorations that are used during celebrations. Explore similarities and differences between celebrations through stories, photographs and first-hand experiences. Vocabulary to be taught: festival, celebrate, family,	 Name and visit places in the local community –shop, park, house, doctors, hospital. Know that there are different people in the community who help them. Vocabulary to be taught: Local area, Hospital, doctor, police, heroes	 I am a weather scientist - Winter Observe signs of Winter on a Winter walk/hunt. Explore the types of clothes to wear in winter. Observe the empty branches on trees. Observe what happens to water when it is left outside in the Winter. Look for icicles and frost in the outdoor area. Explore ice melting. Vocabulary to be taught: Winter, season, cold, frozen, melt	 Life Cycles Observe the life cycle of a chick. Understand the stages of the life cycle of a chick. Talk about what they see, using a wide vocabulary. Vocabulary to be taught: egg, chick, hatch, grow, Life-cycle	 I am a weather scientist - Spring Develop and understanding of seasonal changes by observing and identifying signs of spring in the natural environment. Observe different types of seeds and use for planting. Grow cress heads. Sort different parts of a flower into leaves, stem, flowers. Explore food colour and	 Explore different ways that people travel to places near and far. Know that transport can help us travel from one place to another. Talk about journeys they have been on with their family. Explore routes and journeys through stories, maps, photographs and play. Use simple positional and directional language linked to journeys. Vocabulary to be taught:	 Know that Africa is a continent and is far away from where we live. Know that children in Africa live, play and go to school, just like we do. Talk about some similarities and differences between our local area and places in Africa. Vocabulary to be taught: Africa, continent, map, village, market,	 Explore places, such as, the beach, the park, woodland and a farm through texts and visits. Locate key features of their environment (and from stories) and represent them in their play. Know that animals live in different habitats. Explore sea creatures through stories, photographs	 Place 2 events into a chronological framework (then and now) Begin to understand and use past tense and vocabulary that relates to the passing of time e.g. Yesterday Use artefacts in play and begin to understand that some are old and some are new. Explore familiar places, such as, the beach, the park, woodland and a farm through texts and visits. Use positional language related

	to their house. Take part in seasonal walks and walks within the school environment. Explore familiar places, such as the park, woodland and a farm through texts and visits. Use positional language related to texts. Vocabulary to be taught: school, house, near, next to, playground	 Materials Explore collections of materials – straw, wood and brick. Use their senses in hands-on exploration of materials. Talk about the differences between materials. Vocabulary to be taught: Straw, wood, brick, strong, build	the objects they have found are smooth or bumpy. Vocabulary to be taught: Autumn, season, leaves, smooth, bumpy	community, tradition, special				celery/ flowers to change their colour. Look after the plants/seeds they have planted. What do they need to do to care for them? Explore the life cycle of a plant. Vocabulary to be taught: Spring, season, change, plant, grow	transport, journey, travel, bus, train, aeroplane	journey	and play. Vocabulary to be taught: Places, beach, sea, sand, England	to texts. Vocabulary to be taught: Old, new, past, then, now
Expressive Art and Design	 Drawing and Painting Artist – Paul Klee (Senecio) Create closed shapes with continuous lines and begin to use shapes to represent objects. Represent a face with a circle and include details. Show different emotions in drawing and paintings. Explore colour and colour mixing. Vocabulary to be taught: Draw, lines, shapes  Music Listen with attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Vocabulary to be taught: Listen, sounds, feelings	 Structure Gruffalo - Play dough Explore materials freely, in order to develop their own ideas about how to use them. Explore joining different materials using hands. Explore different textures. Vocabulary to be taught: roll, join and push  Music Remember and sing entire songs. Repeat the pitch of a song (pitch match). Play instruments with some control. Vocabulary to be taught: Sing, pitch, control	 Textiles Heroes capes - Join different materials. Develop own ideas and decide which materials to use for a hero cape. Use PVA glue to join fabrics. Vocabulary to be taught: Cape, spread, join, fabric  Music Listen with increased attention to sounds. Repeat the pitch of a song (pitch match). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Vocabulary to be taught: Listen, repeat, pitch, melody	 Cooking & Nutrition Easter nests Use tools and equipment including hands to snap/break/pour and spoons to stir. Talk about the differences between materials and the changes they notice. Explore different textures. Vocabulary to be taught: Snap, stir, pour  Music Play instruments with increasing control. Remember and sing entire songs. Vocabulary to be taught: Play, sing, control	 Printing African pattern printing inspired by African fabrics, clothing and artwork. Explore materials freely to develop ideas about how to use them. Use stamps, blocks and textured materials to create repeating patterns. Explore colour, shape and pattern through printing. Talk about the marks, prints and patterns they create. Vocabulary to be taught: print, pattern, stamp, shape, colour, repeat  Music Remember and sing entire songs. Improvise a song around one they know. Vocabulary to be taught: Sing, melody, change	 Collage/ shape and texture Collage/shape and texture Sandcastles - Mixed media collage including sand paper. Develop own ideas and decide which materials to use to express them. Select materials and glue singly to create a collage. Vocabulary to be taught: Collage, glue, texture  Music Play instruments with increasing control to express their feelings and ideas. Create own songs, or improvise a song around one they know. Vocabulary to be taught: Sing, play, melody, change						

RE	Creation and Covenant		Prophecy and Promise		Galilee to Jerusalem		Desert to Garden		To the Ends of the Earth		Dialogue and Encounter	
PE	Fundamental Movement Skills Moving safely in a space Walking, running and stopping Travelling in different ways Developing spatial awareness Following simple instructions Vocabulary: move, stop, go, walk, run, space		Dance and Movement Moving to music Copying simple movements Exploring rhythm and beat Using movement to represent stories and celebrations Beginning to perform for others Vocabulary: dance, music, beat, copy, freeze		Balance and Coordination Balancing on different body parts Moving at high and low levels Climbing and negotiating obstacles Changing direction safely Developing body control Vocabulary: balance, control, high, low, direction		Ball Skills Rolling balls Throwing and catching large balls Kicking towards a target Tracking moving objects Developing hand-eye coordination Vocabulary: throw, catch, roll, kick, target		Agility and Travel Moving at different speeds Changing direction Moving over, under and through obstacles Following pathways Developing stamina and confidence Vocabulary: speed, travel, pathway, around, through		Games and Teamwork Taking turns Working with a partner Simple team games Following rules Combining movement skills independently Vocabulary: team, share, partner, rules, game	
PSHE	I Am Me	Treat Others Well	Caring for God's World	Special People and Community	People Who Help Us	Healthy Me	Growing Up	Caring For Living Things	Keeping Safe	Our Global Community	Caring for God's World	Transition and Confidence