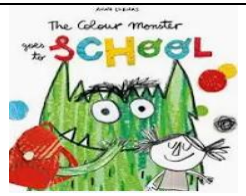
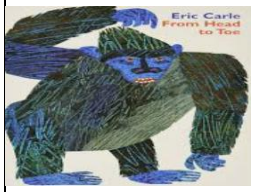
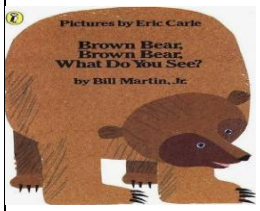
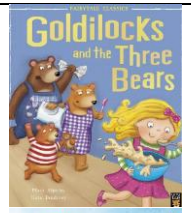
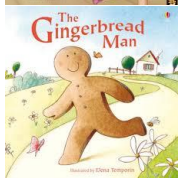
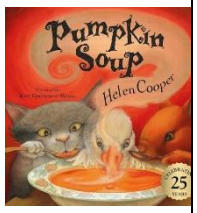
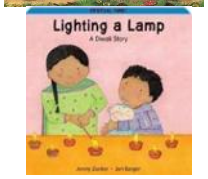
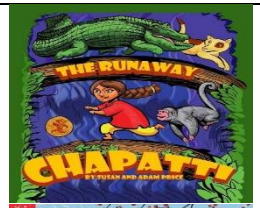
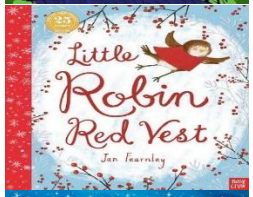
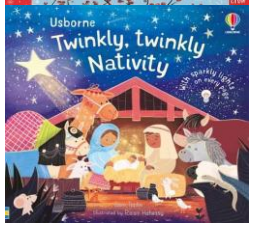
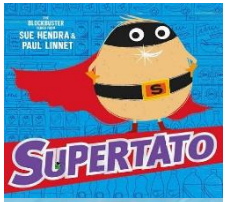
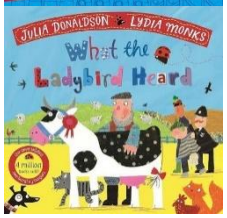
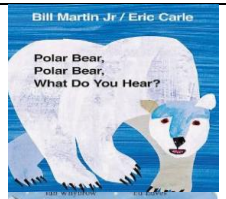
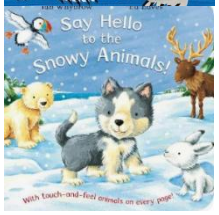
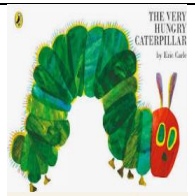
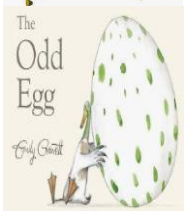
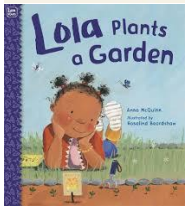
ST PAULS CATHOLIC PRIMARY SCHOOL

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
Theme	**Super Duper You!**	**Once Upon a Time...**	**Autumn**	**Fantastic Festivals!**	**Helping Hands**	**Winter**	**Watch Me Grow**	**Spring**
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.	

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:** Viist the library	**Experience:** Growing outside – gardener	**Trip:** Farm Visit **Experience** Hatching Eggs
Communication and Language	**Wellcomm focus:** • Understanding 'in', 'on' and 'under' at the simplest level. • 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		**Wellcomm focus:** • Using 'under' in a simple game . • 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		**Wellcomm focus:** • Understanding 'who'. • 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		**Wellcomm focus:** • 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
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
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
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	**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	**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	**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

	Group mark making Feely box Ball roll Bubble pop Lazy 8 Play dough pinch pot Sky drawing		Sky drawing Taptastic Beanbag Target Throw Play dough nest Group mark making Balloon Bash		Target throw Nuts and Bolts Skittles Sand drawing Play dough dinosaurs Hungry Horace Marble Roll		Circles Feely box Marble grab Play dough minions Hungry Horace Egg and spoon race	
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	Numbe 1 Numbe 2 Pattern Consolidatio n
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				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-g llop, slither Bounce a large ball Catch a ball that has bee bounced Use foot to tap a static b ll a small distance Maintain balance while manoeuvring around cor ers	
Understanding the World	 Talk about my own immediate family. Gain an	 Changes of state Talk about	 I am a weather scientist – Autumn	 . Explore celebrations that are special to	 Name and visit places in the local community –shop,	 I am a weather scientist - Winter Observe signs of Winter on a	 Life Cycles Observe the life cycle of a	 I am a weathe scientis - Spring

	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**  Explore features within the Nursery setting. Know that Nursery is at a school, near 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**	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**  Materials Explore collections of materials – straw, wood and brick. Use their senses in hands-on exploration of materials. Talk about the differences between materials.	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 the objects they have found are smooth or bumpy. **Vocabulary to be taught:** **Autumn, season, leaves, smooth, bumpy**	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, community, tradition, special**	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**	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**	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**	Develop and understandin g of seasonal change 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 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**

		Vocabulary to be taught: **Straw, wood, brick, strong, build**						**to be taught:** **Spring, season, change plant, grow**
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**

RE	Creation and Covenant		Prophecy and Promise		Galillee to Jerusalem		Desert to Garden	
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**	
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