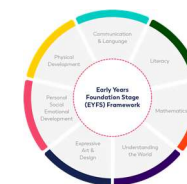




## Nursery Curriculum Map



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	It's good to be me!	Traditional Tales	Food Glorious Food	Faiths, Festivals and Celebrations	Minibeasts and Habitats	Under the sea and Water
<b>PSED</b> <b>Personal, Social and Emotional Development</b>	Learning routines. Making friendships. Talk about their feelings using words such as happy, sad, angry and worried. Develop sense of responsibility.	Become more outgoing with unfamiliar people. Gain confidence in social situation. Playing in a group situation. Learning rules and responsibilities.	Understanding how other people may be feeling. Can see self in positive terms. Select and use resources when needed.	British Values. (Focus on Tolerance of different faiths and beliefs) Democracy, Rule of Law, Liberty and Mutual Respect.	Develop appropriate ways to be assertive. Help to find solutions to conflicts and rivalries. Being independent in self care and tasks.	
<b>CL</b> <b>Communication and Language</b>	Learn and know many Nursery Rhymes. Sing a large repertoire of songs. Develop communication in order to express needs. Listening and enjoying stories. Learning new vocabulary.		Understand instructions with more than one part. Using sentences of more than 4 – 6 words.	Being able to recall stories that they have heard. Using vocabulary to express a point of view. Starting and finishing conversations with a friend or adult and continuing this for many turns.	Asking why questions. Answering a range of questions, including why and how.	Children will hold complex conversations using a wide range of vocabulary to express their many views.
<b>PD</b> <b>Physical Development</b>	Being independent in their self care – including toileting, dressing and eating. Bike Riding Messy Play Large motor movements to wave flags, paint and make marks.	Children should select correct resources to carry out a plan ie a spade to dig. Beginning to develop small motor skills to use small tools such as cutlery. Ball Skills – Throwing, catching, passing, hitting, aiming	Develop balance, confident, coordination and agility. Balancing Skills Skipping, hopping and standing on one leg.	Going up stairs or climb appropriately using alternate feet. Outside and inside climbgin safely.	Use a comfortable pencil grip with good control. Use one handed tools such as scissors. Show a preference for a dominant hand.  Dance – Creating and remembering sequences of movements.	Use a comfortable pencil grip with good control. Use one handed tools such as scissors. Show a preference for a dominant hand.  Children take part in team games.

<b>English</b>	Listening to stories and joining in with rhymes and songs. Phase 1 Letters and Sounds Listening to sounds. Making sounds.	Listening to stories and joining in with rhymes and songs. Phase 1 Letters and Sounds Spot and suggesting rhymes. Understanding that print has meaning.	Recognising words with the same initial sound (cat, car) Letters and Sounds Phase 1 Oral segmenting and blending. Rhyming words. Recognising their own name.  Giving meaning to things that they draw and write.		Writing their name. Talk about stories using new vocabulary. RWI – Learning Set 1 Sounds.	Writing their name and some other familiar letters. Talking about stories. Writing in lots of different ways. RWI – Learning Set 1 Sounds.
<b>Maths</b>	Number songs and rhymes Combining shapes to make new ones.	Number songs and rhymes Positional language (ie next to) Comparing sizes.	Counting to 5 and recognising numerals. Subitising to 3. Talking about 2D and 3D shapes.	Counting beyond 5. Repeated patterns.	Matching numerals and objects to 5. Comparing quantities using language of more and fewer.	Reciting to 10. Solving mathematical problems. Comparing size, weight and length. Sequencing events.
<b>UtW Understanding the World</b>	Talking about their family. Looking at different occupations. Autumn RE – Which people are special to us?	Exploring collections of materials with similar or different properties. Messy Play Planting and caring for seeds. RE – Which books are special to us?	Continuing seed planting and growing. Explore how things work. Changes in materials. Spring RE – Which places are special to us?	Children look at different countries in the world and can talk about them. Develop positive attitudes towards different cultures. RE – Which times are special to us?	Summer Life Cycles of a butterfly and chicks. Children learn to care and respect the natural environment. RE – Where do we belong?	Exploring how things work. Talk about forces that they can feel. Sinking and Floating.  RE – What is special in our world?
<b>EAD Expressive Arts and Design</b>	Taking part in pretend play. Explores musical instruments. Explores colours and colour mixing.	Artist – Kusama Junk Modelling Creating closed shapes that represent an object.	Artist – Kandinsky Join different materials together. Exploring textures.	Sing the pitch of a tone. Sing a melodic shape. Play instruments.	Begin to use more complex stories using small world toys. Make more imaginative small worlds.	Artist – Matisse Singing with increased control Drawing with increasing complexity.