

Nursery Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Global Curriculum Theme	Power and Governance	Social Justice and Equality	Identity and Diversity	Human Rights	Sustainable Development	Peace and Conflict
Positive Role Models	David Lamy MP Harriet Harman MP Alexandria Ocasio-Cortez	Harvey Milk Rosa Parks Marcus Rashford	Sam King Una Marson	Malala Leslie Thomas	Greta Thunberg Licypriya Kangujam	Walter Tull Olaudah Equiano
National and Whole School Events	Family Feast Black History Month (Oct) Ethiopian New Year's Day Harvest Festival Sukkot	Diwali Anti-Bullying Week	Martin Luther King Jr Day LGBTQI+ History Month (Feb) Safer Internet Day World Poetry Day	World Book Day Holi Easter Ramadan begins	Earth Day Stephen Lawrence Day VE Day	World Ocean Day Windrush Day Mandala Day
Topic Theme	Ourselves	Who helps us?	What's at the end of the rainbow?	Where do people live? Homes and habitats	Growing	Peace and quiet by the seaside!
Linked Books / stimulus	From Head To Toe Hair Love	Busy People series People who help us series	Brown Bear, Brown Bear	Five Minutes Peace Six Dinner Sid	Jim and the Beanstalk I really wonder what plant I'm Growing	Treasure map
Literacy (phonics throughout)	Mark making activities Little Wandle – Phase 1 Fill in missing word or phrase in a known rhyme, story or game, e.g. "heads, shoulders, knees &....?" Listen and join in with stories. Join in with repeated refrains. Suggest how a story might end.		Mark making activities Little Wandle – Phase 1 - 2 Enjoys rhyming and rhythmic activities. Letter formation. Name writing Shows awareness of rhyme and alliteration. Talk about setting, events and characters in stories. Look at books independently and hold them the correct way round. Handle books carefully. Show an interest in print and illustrations in books.		Mark making activities Little Wandle – Phase 2 - 3 Enjoys rhyming and rhythmic activities. Understand that stories have a beginning, middle and end. Listen to stories with increasing attention. Understand that books are read from left to right. Re-tell a story. Letter formation. Name writing Can recognise own name and familiar logos Link sounds to letters, naming and sounding the letters of the alphabet.	

<p>Maths</p> <p><i>Continuous:</i> Number recognition, Ordering, 1:1 counting, numeral writing and number related songs and rhymes and time</p>	<p>Recite some number names in sequence. Use number names and number language spontaneously. Use some language of quantities. Categorize objects by shape and size. Begin to use the language of size. Uses some number names accurately in play. Recites numbers in order to 10. Realises anything can be counted, e.g. clap</p> <p>Shows an interest in representing numbers. Asks questions/ makes comments about numbers. Shows an interest in shape and space by making arrangements with objects</p>		<p>Represent numbers using fingers, marks on paper or pictures. Identify how many objects are in a set. Shows interest in shapes in the environment. Identify numerals in the environment and begin to represent numbers. Making arrangements with objects through construction. Describe shape of everyday objects. Uses positional language.</p>		<p>Sometimes matches numeral and quantity correctly. Shows an interest in number problems. Compares two groups, saying when they have the same number. Recognise numbers 1-5. Counting objects that cannot be moved.</p> <p>Select the correct numeral to represent up to 10 objects. Recognising and naming 2D shapes. Recognises similarities of shapes in the environment. Use shapes appropriately for tasks. Order by length from shortest to longest.</p>	
<p>Communication and Language</p> <p><i>Continuous:</i> Through general daily communication with peers, Literacy and role play work</p>	<p>Talking about themselves and their family. Developing listening skills Following simple directions. Using talk in their play. Retelling a simple past event in the correct order.</p>	<p>Talking about People Who Help Us, e.g. doctors, nurses, police, fire fighters, vets, teachers etc. Listening to others one-to one and in small groups. Understanding use of objects. Joining in with repeated refrains in stories and rhymes.</p>	<p>Listening to others one-to one and in small groups. Understanding use of objects. Joining in with repeated refrains in stories and rhymes</p>	<p>Talking about their own experiences of animals/ mini beasts that they have found. Questioning why things happen and giving explanations. Responding to simple instructions. Listening to stories with increasing attention and recall. Using talk to connect ideas. Displaying focusing attention Making meaning clear to others</p>	<p>Talking about the signs of Spring and Summer. Using more complex sentences to link thoughts and ideas. Following a story without pictures. Questioning why things happen and giving explanations. Showing understanding of prepositions</p>	<p>Talking about their own experiences of the Seaside Using objects focused on objects and people that are important to them. Using a range of tenses. Linking statements and sticking to a main theme or intention. Listening and responding to ideas expressed by others in discussion</p>
<p>Physical Development</p> <p><i>Continuous:</i></p>	<p>Kosmic Yoga Squiggle while you wiggle – drawing lines and circles using gross motor</p>	<p>Developing fine motor skills Emergency transport vehicles – negotiating</p>	<p>Developing fine motor skills. Movement to music</p>	<p>Ball games, throwing and catching. Squiggle while you wiggle. Movement to music Using onehanded tools</p>	<p>Understanding the effects of activity on our bodies Movement to music Squiggle while you wiggle. Pencil</p>	<p>Sports Day Park play equipment – able to climb using alternate feet.</p>

Author: S. Wordlaw @smwordlaw

<p>Games / Gymnastics Adventure Playground Trikes, Bikes and scooters</p>	<p>movements. Moving to music in different ways. Dressing ourselves. Ability to tell an adult when hungry or tired. Washing and drying own hands</p>	<p>space, adjusting speed and direction to avoid obstacles. Movement to music</p>		<p>and equipment. Understanding the importance of safety when using equipment.</p>	<p>control Can copy some letters from their name.</p>	<p>Movement to music Squiggle while you wiggle. Movement to music Pencil control Can copy some letters from their name</p>
<p>Understanding the world: People The world Technology</p>	<p>Marvellous Me activities Shows interest in the lives of familiar people. Recognises and describes special times for family or friends Knows some of the things that make them unique Purple Mash – knows that information can be retrieved from computers.</p>	<p>People Who Help Us activities How to stay healthy activities. Shows interests in different occupations and ways of life. How can we make our local areas safe? Purple Mash</p>	<p>Children to build their own rainbow/ fairy garden and to look after their creation</p>	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment. Purple mash</p>	<p>Gardening activities – vegetable/ flower growing. Talks about why things happen and how things work. Investigating our local area Can talk about how plants grow and change over time. Purple Mash</p>	<p>Remembers and talks about significant events in their own experiences Comments and asks questions about aspect of their familiar world Purple Mash</p>

<p>Expressive art and design</p> <p><i>Including:</i> Exploring and using media and materials Being imaginative Role Play</p>	<p>Marvellous Me art activities Enjoys joining in with dancing and ring games. Notices what adults do and imitates when adult is not there</p>	<p>Explores colour and how colours can be changed. Imitates movement in response to music. Sings a few familiar songs. Engages in imaginative role-play. Uses available props to support role play. Captures experiences and responses with a range of</p>	<p>Colour mixing to make butterflies</p> <p>Uses various construction materials.</p> <p>Beginning to construct stacking blocks vertically, horizontally and using them to create enclosures and spaces. Joins construction pieces together to build and balance</p>	<p>Movement as Mini-beasts</p> <p>Understands that they can use lines to enclose a space.</p> <p>Use shapes to represent objects. Begin to show interest in and describe the texture of things.</p> <p>Use tools for a purpose.</p>	<p>Growing themed craft activities.</p> <p>Responding to sound stimuli (loud/soft)</p> <p>Recreating rhythm/beats/ tempo (fast/slow)</p>	<p>Use movement to express feelings. Begin to move rhythmically. Create movement in response to music. Makes up simple rhymes and songs. Builds stories around toys.</p>
<p>Personal, social and emotional development</p> <p><i>including:</i> Self Confidence and Self Awareness Managing Feelings and Behaviour Making Relationships.</p>	<p>Establishing some class rules and learn to follow them.</p> <p>Learn about our School Values. Speak about own home and community. Form good relationships with friends and adults. Play together cooperatively, taking turns and sharing. Manage and adapt own behaviour. During changes in routine. Can select and use activities and resources with help.</p>		<p>School Values. Golden Rules Book Series by Donna Luck.</p> <p>Building up a role-play activity with other children. Inviting others to join them in play. Confidently ask adults for help. Enjoy taking on responsibility of carrying out small tasks. Tolerating delay when needs are not immediately met, and understanding wishes may not always be met.</p>		<p>School Values.</p> <p>Golden Rules Book Series by Donna Luck. Confident to speak to others about own needs, wants, interests and opinions. Able to adapt behaviour to different events, social situations and changes in routine. Become more outgoing</p>	
<p>Assessment</p>	<p>Baseline Assessments</p>					