



Nursery Curriculum Map 2020-21

Term/ class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of Effective Learning Focus	Playing and Exploring	Active Learning	Playing and Exploring , Active Learning	Active Learning Creating and Thinking Critically	Active Learning Creating and Thinking Critically	Creating and Thinking Critically
Nursery (Topic/ key areas to cover) (Looking after fish/ class pet)	All about me Ourselves & Settling into our surroundings/ rules/ 5Cs/ getting comfortable	Celebrations Birthdays & growing older/ Eid/ Diwali/ Christmas/ Hanukkah/ bonfire night/ Are we all the same?/ differences	Traditional tales Reading a range of stories/ exploring the meaning/ dressing up/ role play/ building confidence	Settings/ animals Dinosaurs/ Jungle/ Zoo/ Farm/ Antarctica/ space/ fantasy/ paradise/ beaches/ what lives here? How can we describe these settings?	Plants/ changes Environment/ seasons/ changes from baby to now/ family/ growing plants/ trees/ animals (baby & adult)/ chicks, hatching eggs	Holidays/Journeys Journeys/ travel/ adventure/transport/ imagination/ climates/ countries/ world/environments Transition to Reception
Core texts	<ul style="list-style-type: none"> I like myself-Karen Beaumont We are family-Patricia Hegarty I'm starting Nursery-The Big Steps Brown bear-Eric Carle Wow said the Owl-Tim Hopgood All kinds of people -Emma Damon 	<ul style="list-style-type: none"> Happy Birthday Maisy-Lucy Cousins Diwali When's my Birthday-Julie Fogliano So much-Trish Cooke Tiger that came to Tea-Judith Kerr The Nativity Story-Usbourne 	<ul style="list-style-type: none"> Little Red Riding Hood-Andrea Pertlik The Gingerbread Man-Catherine McCafferty Goldilocks and the Three Bears-Mara Alperin The Three Little Pigs-Mara Alperin The Three Billy Goats Gruff-Mara Alperin Jack and the Beanstalk-Mara Alperin 	<ul style="list-style-type: none"> Dinosaur Roar-Henrietta Stickland Handa's Surprise-Eileen Browne What the Ladybird Heard-Julia Donaldson Rumble in the Jungle-Giles Andrea Lost and found-Oliver Jefferson The Gruffalo-Julia Donaldson 	<ul style="list-style-type: none"> The Tiny Seed-Eric Carle Jaspers Beanstalk-Nick Butterworth Non-fiction plant book Titch-Pat Hutchins When I grow up-Al Yankovic The Hungry Caterpillar -Eric Carle 	<ul style="list-style-type: none"> Mr Grumpy's outing-John Burningham The Train Ride-June Crebbin Whatever Next-Jill Murphy Duck in a Truck-Jez Alborough Spot goes on Holiday-Eric Hill Harrys' bucket full of Dinosaur-Ian Whybrow Maisy goes on holiday-Lucy Cousins

Early Years Characteristics of Learning and Areas of Learning.

Characteristics of Learning	Prime Areas	Specific Areas
<p>Playing and exploring – engagement</p> <ul style="list-style-type: none"> Finding out and exploring Playing with what they know Being willing to ‘have a go’ <p>Active learning – motivation</p> <ul style="list-style-type: none"> Being involved and concentrating Keeping trying Enjoying achieving what they set out to do Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things 	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Making relationships Self-confidence and self-awareness Managing feelings and behaviour <p>Physical Development</p> <ul style="list-style-type: none"> Moving and handling Health and self-care <p>Communication and Language</p> <ul style="list-style-type: none"> Listening and attention Understanding Speaking 	<p>Literacy</p> <ul style="list-style-type: none"> Reading Writing <p>Mathematics</p> <ul style="list-style-type: none"> Numbers Shape, space and measure <p>Understanding of the world</p> <ul style="list-style-type: none"> People and communities The world Technology <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Exploring and using media and materials Being imaginative

Area of Learning	Autumn	Spring	Summer
PRIME Personal, Social and Emotional Development	Making Relationships <ul style="list-style-type: none"> Play in a group, extending and elaborating play ideas e.g. building up a role play activity with other children. Self Confidence and Self Awareness <ul style="list-style-type: none"> Select and use activities and resources Welcome and value praise for what they have done. Managing Feelings and Behaviour <ul style="list-style-type: none"> Aware of own feelings and know that some actions and words can hurt others' feelings. 	Making Relationships <ul style="list-style-type: none"> Initiate play, offering cues to peers to join them. Keep play going by responding to what others are saying or doing. Self Confidence and Self Awareness <ul style="list-style-type: none"> Enjoy responsibility of carrying out small tasks is more outgoing towards unfamiliar people in new social situations. Managing Feelings and Behaviour <ul style="list-style-type: none"> Begin to accept the needs of others and take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understand wishes may not always be met. 	Making Relationships <ul style="list-style-type: none"> Demonstrate friendly behaviour, initiating conversations and forming good relationship with peers and familiar adults. Self Confidence and Self Awareness <ul style="list-style-type: none"> Confident to talk to other children when playing and will communicate freely about own home and community. Show confidence asking adults for help. Managing Feelings and Behaviour <ul style="list-style-type: none"> Can usually adapt behaviour to different events, social situations and change in routine.
PRIME Communication and Language	Listening and Attention <ul style="list-style-type: none"> Listen to others one to one or in small groups, or in conversation. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. 	Listening and Attention <ul style="list-style-type: none"> Listen to stories with increasing attention and recall Understanding	Listening and Attention <ul style="list-style-type: none"> Focus attention-still listen or do, but can shift own attention. Is able to flow instructions Understanding <ul style="list-style-type: none"> Respond to simple instructions

	<p>Understanding</p> <ul style="list-style-type: none"> Understand use of objects. <p>Speaking</p> <ul style="list-style-type: none"> Begin to use more complex sentences to link thoughts e.g. using and, because Retell a simple past event in correct order 	<ul style="list-style-type: none"> Show understanding of prepositions such as 'under', 'on top', 'behind', by carrying out an action or selecting correct picture. <p>Speaking</p> <ul style="list-style-type: none"> Use talk to correct ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Question why things happen and give explanations e.g. who, what, when, how. Use a range of tenses. 	<ul style="list-style-type: none"> Begin to understand 'why and 'how' questions. <p>Speaking</p> <ul style="list-style-type: none"> Use intonation, rhythm and phrasing to make the meaning to clear to others. Use vocabulary focus on objects and people that are of particular importance to them. Build up vocabulary that reflects the breadth of their experiences. Use talk in pretending that objects stand for something else in play.
<p>PRIME</p> <p>Physical Development</p>	<p>Moving and Handling</p> <ul style="list-style-type: none"> Move freely and with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mount stairs, steps or climbing equipment using alternate tests. Walk downwards two feet to each step while carrying a small object. <p>Health and Self Care</p> <ul style="list-style-type: none"> Tell adults when hungry or tired or when they want to rest or play. Observe the effects of activity on their bodies. 	<p>Moving and Handling</p> <ul style="list-style-type: none"> Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. Stand momentarily on one foot when shown. Catch a large ball. Draw lines and circles using gross motor movements. <p>Health and Self Care</p> <ul style="list-style-type: none"> Understand that equipment and tools have to be used safely. Gain more bowel and bladder control and attend to toileting needs most of the time themselves. 	<p>Moving and Handling</p> <ul style="list-style-type: none"> Use one handed tools and equipment Hold pencil between thumb and two fingers, no longer using whole hand grasp Hold pencil near point between first two fingers and thumb and use it with good control Can copy some letters <p>Health and Self Care</p> <ul style="list-style-type: none"> Can usually manage washing and drying hands. Dress with help.
<p>SPECIFIC</p> <p>Literacy</p>	<p>Reading</p> <ul style="list-style-type: none"> Enjoy rhyming and rhythmic activities. Show awareness of rhyme and alliteration. Recognise rhythm in spoken words. Listen to and join in with stories and poems one to one and also in small groups. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. 	<p>Reading</p> <ul style="list-style-type: none"> Begin to be aware of the way stories are structured. Suggest how the story might end. Listen to stories with increasing attention and recall. Describe main story settings, events and principle characters. 	<p>Reading</p> <ul style="list-style-type: none"> Recognise familiar words and signs such as own name and advertising logos. Look at books independently. Handle books carefully. Know information can be relayed in the form of print. Hold books the correct way up and turn pages.

	Writing <ul style="list-style-type: none"> Sometimes give meaning to marks as I draw and paint. 	<ul style="list-style-type: none"> Show interest in illustrations and print in books and explanations e.g. who, what, when, how. Use a range of tenses. Writing <ul style="list-style-type: none"> Sometimes give meaning to marks as I draw and paint. 	<ul style="list-style-type: none"> Know that print carries meaning and in English are of particular importance to them. Build up vocabulary that reflects the breadth of their experiences. Use talk in pretending that objects stand for something else in play. Writing <ul style="list-style-type: none"> Sometimes give meaning to marks I see in different places.
SPECIFIC Maths	Number <ul style="list-style-type: none"> Use some number names and number language spontaneously. Use some number names accurately in play. Recite numbers in order to ten. Know that numbers identify how many objects are in a set. Shape, Space and Measures <ul style="list-style-type: none"> Show an interest in shape in space by playing with shapes or making arrangements with objects. 	Number <ul style="list-style-type: none"> Begin to represent numbers using fingers, marks on paper or pictures. Sometimes match numeral and quantity correctly. Show curiosity about numbers by offering comments or asking questions. Compare two groups of objects saying when they have the same number. Shape, Space and Measure <ul style="list-style-type: none"> Show awareness of similarities of shapes in the environment, Use positional language. 	Number <ul style="list-style-type: none"> Show an interest in number problems. Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same. Show an interest in numerals in the environment. Show an interest in representing numbers. Realise not only objects, but anything can be counted, including steps, claps or jumps. Shape, Space and Measure <ul style="list-style-type: none"> Show interest in shape by sustained construction activity or by talking about shapes or arrangement.
SPECIFIC Understanding the World	People and their Communities <ul style="list-style-type: none"> Show interest in the lives of people who are familiar to them. The World <ul style="list-style-type: none"> Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. 	People and their Communities <ul style="list-style-type: none"> Remember and talk about significant events in their own experience. Recognise and describe special times or event for family or friends. The World <ul style="list-style-type: none"> Talk about some of the things they have observed such as plants, animals, and found objects. 	People and their Communities <ul style="list-style-type: none"> Show interest in different occupations and ways of life. Know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family. The World <ul style="list-style-type: none"> Develop an understanding of growth, decay and changes over time.

	Technology <ul style="list-style-type: none"> Know how to operate simple equipment e.g. turn on CD player and use remote control. 	<ul style="list-style-type: none"> Talk about why things happen and how things work. Technology <ul style="list-style-type: none"> Show an interest in technological with knobs or pulleys, or real objects such as cameras or mobile phones. 	<ul style="list-style-type: none"> Show care and concern for living things and the environment. Technology <ul style="list-style-type: none"> Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images. Know that information can be retrieved from computers.
SPECIFIC Expressive Arts and Design	Exploring Media and Materials <ul style="list-style-type: none"> Enjoy joining in with dancing and ring games. Sing a few familiar songs. Begin to move rhythmically. Imitate movement in response to music. Being Imaginative <ul style="list-style-type: none"> Develop preferences for forms of expression. Use movement to express feelings Create movement in response to music, 	Exploring Media and Materials <ul style="list-style-type: none"> Tap out simple repeated rhythms. Explore and learn how sound can be changed. Explore colour and how colours can be changed. Understand they can use lines to enclose a space and begin to use these shapes to represent objects. Being Imaginative <ul style="list-style-type: none"> Sing to self and make up simple songs. Make up rhythms. Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. 	Exploring Media and Materials <ul style="list-style-type: none"> Begin to be interested in and describe the texture of things. Use various construction materials. Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Join construction pieces together to build and balance. Realise tools can be used for a purpose. Being Imaginative <ul style="list-style-type: none"> Engage in imaginative role play based on own first hand experiences. Build stories around toys. Use available resources to create props to support role play. Capture experiences and responses with a range of media, such as music, dance, and paint and other materials or words.

