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| **Maths** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Know how to count to 3 in sequence  Know how to count to show how many  Know some basic shapes  Know focused daily nursery rhymes | To know routines using now and next  To know counting and pointing out the last number  Collecting objects  To know finger rhymes to 5  To know and link numerals to amounts  Know to sort and categorise objects  Know simple positional language to find objects | To follow instructions first, then  Know positional language to describe a simple route around classroom  Know numerals through play and blank tracks  Experience real life maths problems during routines  Comparing amounts  Explore small 2D and 3D shape play | To describe an event  Know positional language to describe a simple route beyond the classroom  Know simple prepositions  Explore large 2D and 3D shape play  Explore and know there are patterns around us | Know the sequence of a simple story  Know we can compare lengths Know we can compare weights  Know language of first, then, next to talk about trip  Know numeral amounts and count accurately in play | Know the sequence of stories in play  Know positional language whilst on a journey around our community  Know there are patterns in other cultures  Know, copy and create simple patterns e.g. stripes  Know and copy musical patterns |

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| **Term** | | **Week 1** | | | **Week 2** | | **Week 3** | | | **Week 4** | | | **Week 5** | **Week 6** | | | **Week 7** | | | **Week 8** |
| **Autumn** | | **Colour Monster Starts School** | | | **The Big Book of Families** | | **Colour Monster/ Only one me** | | | **Martha Maps it Out** | | | **The Day the Crayons Quit** | **We’re Going on a Leaf Hunt** | | | **Ouch!** | | |  |
| **Firefighter Pete the Cat** | | | **First Experiences- Going to the Dentist** | | **Busy People- Doctor** | | | **Paramedic Pete** | | | **Dinosaur Police** | **Stickman** | | | **There’s an Elf in your Book** | | |
| **Spring** | | **Three Little Pigs** | | | **The Three Billy Goats Gruff** | | **Jack and the Beanstalk** | | | **Goldilocks and the Three Bears** | | | **The Gingerbread Man** |  | | | | | |
| **Hansel and Gretel** | | | **Jasper’s Beanstalk** | | **The Amazing Life Cycle of Plants** | | | **Round and Round the Garden** | | | **The Very Hungry Caterpillar** | **What the Ladybird Heard** | | |  | | |
| **Summer** | | **What the Ladybird Heard Next** | | | **A Squash and a Squeeze** | | **Farmer Duck** | | | **A Day on the Farm with the Very Hungry Caterpillar** | | | **The Enormous Turnip** | **Old Mikamba had a farm** | | | | | |
| **I’m a Dirty Dinosaur** | | | **I’m a Hungry Dinosaur** | | **Pirates Love Underpants** | | | **The dinosaur that Pooped a Pirate** | | | **Aliens Love Underpants** | **Space Tortoise** | | |  | | |
| **Focus** | | | | | **Developing fine motor skills including mark making for writing using a wide variety of texts and experiences of narratives, poetry, retell and non-fiction.** | | | | | | | | | | | | | | | |
| **Literacy** | | | | | | | | | | | | | | | | | | | | |
| **Autumn 1** | | | | | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | | | **Summer 1** | | | **Summer 2** | | | |
| Super Me!!!  Eager to mark make using a variety of media.  Can make different types of marks (circles/lines/dots) | | | | | People Who Help US!  Draws circles and lines using gross motor movements.  Ascribes meaning to marks that they draw and paint. | | | Traditional Tales  Uses letter-like symbols in mark making. | | What’s Outside?  Can copy letters from name card.  Holds pencil between thumb and two fingers. | | | | Life on the Farm  Enjoys mark making as part of role play/play. | | | Our Wonderful World  Can write name independently.  Beginning to label drawings with initial sounds. | | | |
| **Phonics** | | | | | | | | | | | | | | | | | | | | |
| General Sound Discrimination:  -environmental sounds  -instrumental sounds  - body percussion | | | | | Rhythm and Rhyme  Alliteration  Voice Sounds | | | Oral Blending and Segmenting  RWI:  Nursery Programme- Teach the picture cards for Set 1. | | RWI:  Sounds: MASDTI | | | | RWI:  Sounds: NPGOCK | | | RWI:  Sounds: UBFELH | | | |
| **Communication and Language** | | | | | | | | | | | | | | | | | | | | |
| Use different types of words including nouns, verbs and adjectives.  Understand simple sentences.  Enjoy rhymes and stories, demonstrating their understanding by joining in with actions and vocalisations.  Listens and joins in with stories in small groups and 1:1. | | | | | Holds a conversation, jumping from topic to topic.  Uses longer sentences.  Listen with interest to an adult telling stories in a small group.  Identify action words by following instructions.  To join in with familiar stories. | | | Beginning to use more complex sentences to link thoughts.  Concentrates on own activity but can shift attention to a new task when their name is used. | | Can retell a simple past event in the right order.  Understands two-part instructions.  Beginning to recognise words that rhyme. | | | | Questions why things happen and gives explanations.  Listens to others in a small group.  Listens to stories with increasing attention and recall. | | | Builds up their range of vocabulary that reflects their experiences.  Beginning to understand how and why questions.  To engage in extended conversations about stories, learning new vocabulary. | | | |
| **Personal, Social and Emotional Development** | | | | | | | | | | | | | | | | | | | | |
| **Autumn 1** | | | | | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | | | **Summer 1** | | | **Summer 2** | | | |
| Able to separate from main carer  To use the toilet independently.  To wash hands independently.  Demonstrates a range of emotions in appropriate ways. | | | | | Enjoys playing alone and alongside other children.  Seek out adults for comfort, to guide their interactions and get their needs met.  enjoys a sense of belonging as part of a group and joining in with the group.  Respond to the feelings of others, showing concern and offer comfort. | | | Plays alongside other children sometimes engaging in each other’s play.  Access resources independently and know where things belong at tidy up time.  Names a range of feelings. | | Consider other people’s needs and emotions.  Express their needs and asks adults for help.  To know and follow the nursery rules.  Talks about how they or others are feeling. | | | | PATHS – Fostering Positive Classroom Climate  Enjoys playing with other children.  Show confidence and self esteem through being outgoing towards familiar people.  Know that my actions or words have an impact on the feelings of others. | | | PATHS – Basic Feelings 1  Control impulses in a familiar situation; e.g. give up a toy.  Extend and elaborate play ideas, by making choices around what to play and who to play with.  Happy to take risks and try new things. | | | |
| **Physical development** | | | | | | | | | | | | | | | | | | | | |
| **Fine Motor:**  Develop manipulation and control.  **Gross Motor:**  Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. | | | | | **Fine Motor:**  Use one handed tools and equipment. E.g. making snips in paper with scissors or using a spoon to eat a yoghurt.  **Gross Motor:**  Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. | | | **Fine Motor:**  Be increasingly willing to make marks with their hands and fingers in paint, sand  **Gross Motor:**  Attempts to climb apparatus using 2 feet to each step.  Develops ball throwing skills. | | **Fine Motor:**  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  **Gross Motor:**  Go up steps and stairs, or climb up apparatus, using alternate feet. | | | | **Fine Motor:**  Hold scissors with one hand to snip paper.  **Gross Motor:**  Run around with increasing awareness of space and obstacles.  Attempts to throw and catch an object. | | | **Fine Motor:**  Use a comfortable grip with good control when holding pens and pencils to draw a recognisable picture.  **Gross Motor:**  Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. | | | |
| **Understanding the World** | | | | | | | | | | | | | | | | | | | | | |
| Autumn 1 | | | Autumn 2 | | | | Spring 1 | | | | Spring 2 | | | | Summer 1 | | | Summer 2 | | | |
| **Me and My family:**  Order events in a simple story; first/then/last Follow nursery routine/timetable. Anticipate what might happen next (is it snack time?)  Talks about things they observe including plants, animals, natural and found objects. | | | **Autumn Topic:**  Use all their senses to explore objects and materials, noticing similarities and differences.  Explore and talk about how things work and why things happen. Go on an autumn walk looking for changes and differences.  RE: Remembrance Day, Christmas, Diwali | | | | **Growing Topic:**  Plant seeds and care for growing plants.  Remembers significant events in their own lifetime / experiences . (Human life cycle, when I was a baby)  Can retell a simple past event in the right order.  RE: Chinese New Year | | | | **Spring Topic:**  Notice differences and change of various materials (ice / baking ingredients)  Go on a spring walk looking for changes and differences.  Look at local area and maps. **Growing Topic:**  Look at plant growth and changes in the seeds.  **Black History**: Marcus Rashford.  RE: Easter | | | | **Farm Topic:**  Show care and concern for all living things.  **Houses and Homes:**  Homes around the world. Notice the differences and similarities between this house and other houses.  RE: Eid | | | **Butterflies:**  Understand the key features of plant and animal life cycles.  **Summer topic:**  Use all their senses to explore objects and materials, noticing similarities and differences. E.g weather, growth… | | | |
| **Expressive arts and design** | | | | | | | | | | | | | | | | | | | | | |
| **Creating with Materials –** Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.  **Being Imaginative and Expressive -** Start to develop pretend play, pretending that one object represents another.  Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. | | **Creating with Materials –** Explore colour and colour mixing.  Show an interest in a range of materials.  Leaf Man Pictures  **Being Imaginative and Expressive -**  Remember and sing entire songs.  Take part in simple pretend play, using an object to represent something else even though they are not similar. | | | | | **Creating with Materials –** Explore different materials to develop their ideas about how to use them and what to make.  Kandinsky- shape picture  **Being Imaginative and Expressive -**  Listen with increased attention to sounds. | | | | **Creating with Materials –**Draw with increasing complexity and detail, such as representing a face with a circle and including details.  **Being Imaginative and Expressive -**  Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. | | | | **Creating with Materials –**Join different materials and explore different textures.  **Being Imaginative and Expressive -**  Play instruments with increasing control to express their feelings and ideas. Create their own songs or improvise a song around one they know. | | | **Creating with Materials –**Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.  Explore printing techniques with balloons  Banksy  **Being Imaginative and Expressive -**  Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. | | | |