



Curriculum Map 2020 - 2021 Year Group: Early Years – Nursery



Areas of Learning & Development (Subject)	I am Special	Shiny Celebrations	Why can't I have chocolate for breakfast?	Why do you love me so much?	How many colours in a rainbow?	Can I have a dog?
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy (Reading)	Books - Topsy and Tim Start School, A Rainbow of Friends, Shades of People, I like Myself, Whoever You Are, Guess How Much I Love Autumn Nursery RWInc program tuning into sounds Learning to enjoy books and having some favourite stories, songs and rhymes. Learning to fill in the missing words/phrases in a known rhyme.	Books - Sparks in the Night sky, Back to Earth with a Bump, Dipal's Diwal, How to catch a star and various Christmas stories Nursery RWInc program Learning to hold books the correct way, turning one page at a time and handling them with care. Listening to and joining in with stories one on one and also in small groups.	Books - I Love Chocolate, Eat Your Green's Goldilocks, Oliver's Vegetables, Oliver's Fruit Salad, Eat Your Peas, Nursery RWInc program, To listen to stories with increasing attention and recall and joining in with repeated refrains, starting to hear the initial sounds of words	Books - Guess how Much I Love You, Little Bear's Big Heart, How to Plant a Kiss, I Love My Mummy, Nursery RWInc program To listen to stories with increasing attention and recall and joining in with repeated refrains. Learning to describe the main characters and events in a story.	Books - What makes a Rainbow?, The colour Thief, The Colour Monster, A Rainbow of my Own, Elmer, Anna's Amazing Multi-Coloured Glasses Nursery RWInc program Learning to continue a rhyming string, developing their ability to hear the initial sounds of words. Developing the ability to recognise their own name and other advertising logos.	Books - I Want a Dog, The perfect Pet, The Wish Cat, Hairy McClairy, Dear Zoo, Dogs and Puppies, Formidable Sid Nursery RWInc Learning to link sounds to letters, naming and sounding the letters of the alphabet, HA to learn to segment the sounds in simple words and blend them together and know what each letter represents.
Literacy (Writing)	Nursery RWInc program Mark making their families and themselves, distinguishing between the different marks they make, ascribing meaning to their marks	Nursery Read Write Inc program Mark making fireworks, mark making in the glitter, distinguishing between the different marks they make, ascribing meaning to their marks	Nursery Read Write Inc program, ascribing meaning to marks as they draw and paint (Goldilocks and the Three Bears, fruit and vegetables), starting to ascribe meaning to marks that they see in different places, Beginning to form	Nursery Read Write Inc program Beginning to form recognisable letters for their name for example when writing in Mother's day and Easter cards and beginning to hear the initial sounds in words,	Nursery Read Write Inc program Beginning to write their names writing some clearly identifiable letters to communicate meaning, ascribing meaning to	Nursery Read Write Inc program, to begin to use clearly identifiable letters to communicate meaning ie M for Mam and D for dad, to write their own name and HA to begin to write other simple CVC words,

NB – To inspire the children imaginative Cornerstones topics and focused weeks will be planned. Children's interests will also inform planning and will be incorporated into our continuous provision.

Adaptions with regards to Covid-19 will also be made as and when necessary. Such as, alternatives to visits for 'I am Special'.

Curriculum Map 2020 - 2021 Year Group: Early Years – Nursery



			recognisable letters for their name	ascribing meaning to their drawings	their drawings of rainbows, the Colour thief etc	
Maths (Number)	Ten Town program Using some number names and number language spontaneously, using number language in play, counting in order with numbers from 1 to 10, showing an interest in numerals in the environment, beginning to recognise that anything can be counted including jumps and claps etc	Ten Town program Starting to recognise some numerals of personal significance, counting from 1 to 10 inclusive, counting with one to one correspondence up to 3 objects, beginning to represent numbers using fingers and marks on paper, knowing that numbers identify how many objects are in a set.	Ten Town program Numeral recognition of numbers 1 to 5, counting from 1 to 10 inclusive, counts up to 5 objects with one to one correspondence, showing an interest in representing numbers using some of the Ten Town mantra	Ten Town program Numeral recognition of numbers 1 to 10, counting from 1 to 10 inclusive and beginning to count beyond 10, counting with one to one correspondence up to 8 objects, sometimes matches numeral and quantity correctly, showing a greater interest and skill in representing numbers, compares 2 groups of objects and says when they have the same number	Ten Town program Numeral recognition and ordering of numbers 1 to 10, beginning to write numerals using the TenTown mantra, starting to count beyond 10, counting with one to one correspondence matching quantity to numerals.	Ten Town program Numeral recognition of numbers 1 to 10 (HA 1-20), attempting to write numerals, counting from 1 to 20 inclusive, counting with one to one correspondence up to 10 objects, saying one more and one less than a given number, starting to find the total of two groups by counting all of them
Maths (Shape, Space & Measure)	Learning to categorize objects according to properties such as shape and size, to describe the shapes of everyday objects such as round and tall To notice simple shapes and patterns in pictures.	Learning to use shapes appropriately for tasks, recognise similarities of shapes in the environment. Beginning to understand positional language.	Learning to recognise and correctly name basic 2D shapes such as a circle, square, rectangle and triangle. To be able to understand positional language.	Learning to describe their position using the correct preposition. To be able to order 2 or 3 items according to height and length. shape recognition and describing shapes.	Learning to develop their ability to use language related to time and money. To select a basic named 2D shape to order and sequence familiar events.	Describing and naming basic 2D shapes. Learning to order items by weight and capacity
Communication and Language	In small groups children will learn to talk about themselves including, their likes and dislikes and families in simple sentences with clarity and intonation .They will also learn to listen to others and answer 'who,	Children will be encouraged to use more complex sentences when sharing ideas, thoughts and feelings when speaking one to one or in small groups. Learning new words rapidly for example 'shiny' and 'dull' and use them	Children will be encouraged to use more complex sentences using 'and' and 'because' to help them link thoughts and ideas. They will learn to connect their ideas, explaining what is happening and anticipate	Children will continue to be encouraged to use more complex sentences using 'and' and 'because' to help them link thoughts and ideas. They will learn to connect their ideas, explaining what is happening and anticipate what might	Children will learn to respond to instructions involving a two part sequence, listen and respond to ideas expressed by others in conversation or discussion. They will	Children will learn to maintain attention and sit quietly during appropriate activities, use complex sentences with intonation, good use of tenses and an increasing breadth of language. They will listen

NB – To inspire the children imaginative Cornerstones topics and focused weeks will be planned. Children's interests will also inform planning and will be incorporated into our continuous provision.

Adaptions with regards to Covid-19 will also be made as and when necessary. Such as, alternatives to visits for 'I am Special.'

Curriculum Map 2020 - 2021 Year Group: Early Years – Nursery



	what, where' in simple questions Children will learn to respond to simple instructions e.g. to get or put away an object	when communicating, To learn to use a range of tenses. Children will learn to join in with repeated refrains and anticipate key events and phrases in rhymes and stories.	what might happen next. Children will develop the ability to listen to stories with increasing attention and recall and retell events in the correct order, to understand 'how' and 'why' questions.	happen next. Children will develop the ability to listen to stories with increasing attention and recall.	learn to ask questions to help further their understanding and learning.	and respond to the ideas expressed by others in conversation or discussion.
Personal, Social & Emotional Development	Children will be encouraged to seek out others to share experiences with so that children can form special friendships. They will be encouraged to express their preferences and interests. They will also be encouraged to express their own feelings such as sad, happy, cross, scared, worried and respond to the feelings and wishes of others.	Children will be encouraged to; demonstrate friendly behaviour, initiating conversation and forming good relationships with peers and adults, to begin to accept the needs of others and can turn take and share resources	Children will learn to become good at sharing and turn taking and show a developing ability to tolerate delay adapting behaviour to different events and social situations. Children will learn how to initiate play and to keep play going by responding to what others are saying and doing	Children will continue to develop their friendships learning to become good at sharing and turn taking without adult support and show an ability to tolerate delay. Children will learn be able to initiate play and to keep play going by responding to what others are saying and doing.	Children will learn to play in a group, extending and elaborating play ideas, e.g. building up a role play activity with other children showing a confidence in speaking to others about their own needs, wants and interests. Children will also learn that their own actions affect others.	Children will learn to negotiate and solve problems without aggression and begin to take steps to resolve conflicts.
RSE	Making Relationships Lesson 1 'Let's Play Shops' Lesson 2 'Who's Playing' Lesson 3 'It's your turn' Lesson 4 'Good Friends'	Self confidence/awareness Lesson 5 'Make your choice' Lesson 6 'Odd Jobs' Lesson 7 'Chatterbox'	Self confidence/awareness Lesson 8 'Where I live' Lesson 9 'Can you help' Lesson 10 'Well done' Lesson 11 'A new baby'	Managing feelings and behaviour Lesson 12 'Deaf girl' Lesson 13 'Fair shares'	Managing feelings and behaviour Lesson 14 'The pantomime' Lesson 15 'You smell'	Managing feelings and behaviour Lesson 16 'A waiting game'
Physical Development (Health & Self-care and Moving and Handling)	Spatial awareness games - moving freely with leisure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Gymnastics - learning to sit and stand up and balance on various parts of the body. Demonstrate the control necessary to hold a shape or fixed position. Learning to jump off an object and land appropriately. Showing	Dance - moving freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Parachute games - learning to work together and share tasks, including those which involve accepting rules, moving freely with pleasure and confidence in a range of ways, such as shuffling, rolling, crawling, walking, running,	Ball Skills - to develop their ability to throw, catch and kick a large ball. To develop an increasing skill and ability at controlling a ball. Learning to hold the pencil near the	Sports day games - to be able to negotiate space successfully when playing racing and chasing games with other children, adjective speed or changing direction to avoid obstacles.

NB – To inspire the children imaginative Cornerstones topics and focused weeks will be planned. Children's interests will also inform planning and will be incorporated into our continuous provision.

Adaptions with regards to Covid-19 will also be made as and when necessary. Such as, alternatives to visits for 'I am Special.'



Curriculum Map 2020 - 2021 Year Group: Early Years – Nursery



	Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. To learn to put their coat on independently. To begin to show control in holding and using jugs to pour, hammers, books and mark making tools.	ability and skill in negotiating space successfully. Beginning to use three fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes such as circles and lines.	Learning to hold the pencil between their thumb and two fingers through lots of fine motor activities. Starting to copy the initial sound of their name.	jumping, skipping, sliding and hopping. Learning to develop their pencil grip through lots of fine motor activities and starting to use it with good control. Shows a preference for a dominant hand. Can copy some letters, e.g. letters from their name.	point between the first two fingers and thumb using it with good control. To start writing their name. Using the climbing outdoor equipment children will travel with confidence and skill around, under, over and through balancing and climbing equipment.	Learning to understand the need for safety when tackling new challenges and using equipment and resources safely. Continuing to develop their ability to write their name and other letters holding mark making tools correctly.
People and Communities (Including History & R.E.)	Birthdays - talking about how and why we celebrate them. Sharing experiences, bringing in photos and reading books linked to birthday celebrations. To learn that they have similarities and differences that connect them to and distinguish them from one another - looking at pictures of themselves and painting each other talking about what is different.	The Christmas story - looking at, acting out, reading the Nativity and having a good understanding of the Christmas story. Children will share their Christmas experiences - remembering and talking about significant events in their own experiences. Poppy Day - learning about why we celebrate 'Remembrance Day'.	Chinese New year - looking at why and how people celebrate this festival. Children will have the opportunity to learn about different cultures and traditions.	Easter- sharing our Easter experiences, talking about how we celebrate and learning why we get eggs. Link to new life. To recognise and describe special events for family and friends. To show an interest in the lives of people who are familiar to them. Parents sessions -parents come in and share their occupation with the children in Nursery. Children will have the opportunity to show an interest in occupations and ways of life.	Eid -Children will have the opportunity to talk about places of worship and how Muslims all over the world celebrate it.	Children share their knowledge of having pets or family member's pets.
Technology (ICT)	Making picture of themselves using 'Colour Magic' on the smartboard. Operating a variety of mechanical toys.	Using the Karaoke machine to play and sing along to Christmas songs. Using the smartboard to draw Christmas pictures.	Drawing healthy fruit and veg gaining in confidence on the smartboard. Using a simple sorting game on Espresso to sort healthy and unhealthy foods	Beginning to use the I-pads to create pictures of people they care about. Recording messages on the sound buttons to people they love.	Sorting things according to their colour using a simple computer program. Using the I-pads to take pictures of things	Using the simple sorting game on Espresso to sort the pets. Children to complete the simple computer program.

NB – To inspire the children imaginative Cornerstones topics and focused weeks will be planned. Children's interests will also inform planning and will be incorporated into our continuous provision.

Adaptions with regards to Covid-19 will also be made as and when necessary. Such as, alternatives to visits for 'I am Special.'

Curriculum Map 2020 - 2021 Year Group: Early Years – Nursery



					of a named colour in their environment.	.
The World (Science & Geography)	To develop an understanding of growth and changes over time (baby, toddler, infant, teenager, grown up) and talk about our basic needs. Looking at photos of us as a baby and having a special visit from a baby. Going on to learn about how we care for babies in our 'baby clinic' role play area. Where I live - learning about our local environment.	To sort materials in according to their properties (shiny and dull). To use language to describe different materials. To explore the uses of different materials. British values - learning about London landmarks. Focusing on the Queen and her palace.	To talk about healthy eating and recognising a variety of healthy and unhealthy foods by using our senses and even making a number of healthy foods such as vegetable soup. To recognise why we need to eat a varied and healthy diet. Melting chocolate for our chocolate truffles, talking about how things change when heated. Talking about China - linked to Chinese New year	Science Week - Bees and Sunflowers Children will talk about their sunflowers recognising what they need to grow. Keep a simple record each week of how they grow and change. Children will develop an ability to understand growth and changes over time.	To learn about the weather and how rainbows are made. To make rainbows with water sprayers, prisms, CD's etc... Grow a rainbow by putting flowers in coloured water. Discuss what happens and name the different parts of the flower. Sorting clothes - to know what clothes we need for different weather and seasons. What clothes we wear for different weather/seasons.	To learn how to care for other animals. Talk about what they need to grow and be happy, learning the names of baby animals ie calf, foal, piglet etc
Exploring and Using Media and Materials (Art & Design)	Making Autumn clay hedgehogs, making houses out of different construction materials encouraging children to construct blocks stacking them vertically and horizontally, making enclosures and creating spaces.	Children will be collaging large stars cutting and sticking and gluing collaging materials on showing an awareness of what scissors and glue spreaders are used for. They will also be making Christmas cards, using chalks and scratch art to make firework pictures and rockets.	Children will be supported in making love monsters and Chinese dragons using junk modelling. They will also design a healthy meal, make Chinese cherry blossom branches. They will learn to select tools and techniques needed to assemble and join materials they are using.	Children will make Mother's Day bracelets and heart wreaths helping to develop their cutting and collaging skills. Painting, drawing, chalking pictures of their families and making Mother's day cards.	Children will weave rainbows; make cheerio rainbows, rainbow necklaces, rainbow cellophane art, rainbow toast, marbling, etc... They will construct and make these using a variety of techniques and skills.	Children will construct clay animals. They will make a number of items to sell in their role play shop (to support role play) including dog collars and salt dough snacks. Children will paint, draw and make pets using a variety of medias. Children will also make rock pets to look after.

NB – To inspire the children imaginative Cornerstones topics and focused weeks will be planned. Children's interests will also inform planning and will be incorporated into our continuous provision.

Adaptions with regards to Covid-19 will also be made as and when necessary. Such as, alternatives to visits for 'I am Special.'

Curriculum Map 2020 - 2021 Year Group: Early Years – Nursery



Exploring and Using Media and Materials (Music)	<p>Music Express program - Beat and Tempo Daily Wake up and Shake up and song sessions. To create sounds by banging, shaking and tapping or blowing, learning to show an interest in the way musical instruments sound.</p>	<p>Music Express program - Beat and Tempo Through daily 'Wake up and shake up' sessions children will begin to move rhythmically and imitate movement in response to music and learn a number of familiar songs to sing along to</p>	<p>Music Express program - Loud and Quiet Daily Wake up and Shake up and song sessions. Children will learn to tune into sounds and discriminate between loud and quiet sounds, sorting instruments and copying a simple repeated rhyme.</p>	<p>Music Express program - Loud and Quiet Daily Wake up and Shake up and song sessions. Children will learn how sounds can be changed according to how much strength is used to shake, bang, tap, blow an instrument.</p>	<p>Music Express program - High and Low Daily Wake up and Shake up and song sessions. Children will learn to make up repeated rhythms, tapping out simple repeated patterns.</p>	<p>Music Express program - High and Low Daily Wake up and Shake up and song sessions. Children will explore different sounds of instruments. They will also be able to distinguish between high and low sounds.</p>
Being Imaginative	<p>Making self-portraits with paint, colour mixing paints, transient art faces, drawing faces with recognisable features.</p>	<p>Children will be encouraged to use the role-play areas, engaging in imaginative role-play based on their own first hand experiences using available resources to support role-play.</p>	<p>Children will develop the ability to build stories around toys and use the puppets from the story shelves to act out the stories read in class.</p>	<p>Children will be encouraged to create simple representations of their families with a range of different media such as paint, modelling, construction, etc...</p>	<p>Children will develop their colour mixing ability when painting rainbows and colourful pictures. They will also be encouraged to select a colour for a purpose.</p>	<p>Using the role play vet and pet shop children will develop their ability to play alongside others who are engaged in the same theme introducing a storyline and narrative into their play.</p>

NB – To inspire the children imaginative Cornerstones topics and focused weeks will be planned. Children's interests will also inform planning and will be incorporated into our continuous provision.

Adaptions with regards to Covid-19 will also be made as and when necessary. Such as, alternatives to visits for 'I am Special.'