

Curriculum Map 2021 - 2022 Year Group: Early Years – Nursery



Areas of learning & development	I am Special / Why do leaves go Crispy?	Is it Shiny?	Where does snow go?	How do buildings stay up?	Are eggs alive?	How many Pebbles on a Beach?
	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, Chapati Moon 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 - Charlie Crow in the Snow, Lost and Found, Jack Frost, Polar Bear and the Snowcloud, Firecrackers and Lanterns, Sneezzy the Snowman 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 - A House for Mouse, The three Little Pigs, A house in the Woods 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 - Chicken licken, Brenda's Boring Egg, Pig's Egg, The Odd Egg 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 - Peter's Pebble, The rainbow Fish, Barry the Fish with Fingers, Noah's Arc, Julien is a mermaid, Storm Whale 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 (snowflakes, snowmen, wintery pictures), starting to ascribe meaning to marks that they see in different places, Beginning to form recognisable letters for their name	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, ascribing meaning to their drawings	Nursery Read Write Inc program Beginning to write their names writing some clearly identifiable letters to communicate meaning, ascribing meaning to their drawings of chicks, eggs etc	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'.



<p>Maths Number</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>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</p>	<p>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.</p>	<p>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</p>
<p>Maths Shape space and measure</p>	<p>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.</p>	<p>Learning to use shapes appropriately for tasks, recognise similarities of shapes in the environment. Beginning to understand positional language.</p>	<p>Learning to recognise and correctly name basic 2D shapes such as a circle, square, rectangle and triangle. To be able to understand positional language.</p>	<p>Learning basic shape names for 2D shapes. To describe their position using the correct preposition. To be able to order 2 or 3 items according to height and length.</p>	<p>Learning to develop their ability to use language related to time and money. To select a basic named 2D shape and to order and sequence familiar events.</p>	<p>Beginning to describe and naming basic 2D shapes. Learning to order 3 items by weight and capacity.</p>
<p>Communication s and language</p>	<p>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, what, where' in simple questions Children will learn to respond to simple</p>	<p>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 using them when communicating, To learn to use a range of tenses. Children will learn to join in with repeated refrains and anticipate key</p>	<p>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 what might happen next. Children will develop the ability to listen to stories with increasing attention and recall and retell events in the</p>	<p>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 happen next. Children will develop the ability to listen to stories with increasing attention and recall.</p>	<p>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 learn to ask questions to help further their understanding and learning.</p>	<p>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 and respond to the ideas expressed by others in conversation or discussion.</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’.

Curriculum Map 2021 - 2022 Year Group: Early Years – Nursery



	instructions e.g. to get or put away an object	events and phrases in rhymes and stories.	correct order, to understand 'how' and 'why' questions.			
Personal, Social, Emotional Development	RSE program 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.	RSE program 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	RSE program 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	RSE program 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 to be able to initiate play and to keep play going by responding to what others are saying and doing.	RSE program 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 confidence in speaking to others about their own needs, wants and interests. Children will also learn that their own actions affect others.	RSE program 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'
PD Physical Development (Health & Self-care and Moving and Handling)	Spatial awareness games - moving freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding & hopping. Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or	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 ability and skill in negotiating space successfully Beginning to use three fingers (tripod grip) to hold writing	Dance - moving freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding & hopping. Learning to hold the pencil between thumb and two fingers through lots of fine motor activities and mark making practise.	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 slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding & hopping.	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 point between the first two fingers and thumb using it with good control. To start writing their name.	Sports day games - to be able to negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Understanding the need for safety when tackling new challenges, and considers and manages some risks

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’.



	<p>changing direction to avoid obstacles. To learn to put their coats on independently. Shows control in holding and using jugs to pour, hammers, books and mark-making tools Beginning to use three fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes, such as circles and lines.</p>	<p>tools. Imitates drawing simple shapes, such as circles and lines.</p>	<p>Starting to copy the initial sound of their name.</p>	<p>Learning to hold the pencil correctly with good control through practice and lots of fine motor activities.. Shows a preference for a dominant hand. Can copy some letters, e.g. letters from their name.</p>	<p>Using the climbing outdoor equipment children will travel with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Continuing to develop their ability to write their name holding mark making tools correctly with good control.</p>
<p>People and Communities (Including History and RE)</p>	<p>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.</p>	<p>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'. Diwali - learning about the Hindu festival of light.</p>	<p>Chinese New year - looking at why and how people celebrate this festival. Children will have the opportunity to learn about different cultures and traditions.</p>	<p>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.</p>	<p>Eid -Children will have the opportunity to talk about places of worship and how Muslims all over the world celebrate it.</p>	<p>Noah's Arc - children will learn about the story and have a go at retelling it with the small world. Sharing children's holiday experiences, bringing in photos to share.</p>
<p>Technology</p>	<p>Making pictures of themselves using 'Purple Mash' on the smartboard. Operating a variety of mechanical toys.</p>	<p>Using the karaoke machine to play and sing along to Christmas songs. Using the smartboard to draw Christmas pictures.</p>	<p>Sorting Summer and Winter clothes using a simple computer program, making snowy pictures and dragging wintery sounds.</p>	<p>Beginning to use the I-pads to create pictures of their houses. Using a variety of different maths games on the iPads.</p>	<p>Beebots - learning to use the beebots. Recording messages on the sound buttons about what is happening to our chicks.</p>	<p>Using the metal detectors to find buried treasure in the sandpit. Making seaside pictures on the Smartboard using 'Purple mash'. Play simple 'Dress teddy' game</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’.



						deciding which clothes teddy needs for the beach
The World	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. Learning about seasonal changes - linked to Autumn	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 explore melting. To rescue Elsa's friends from the ice and exploring which materials help the ice melt quickest. Learn about hibernations about which animals hibernate and why.	To learn about different materials. To talk about what houses are made of and why. Link this in to the Three Little Pigs story. What house is the strongest and why? To learn about the names of different homes ie bungalow, flats, semi, detached etc	To learn about the life cycle of a chicken. Children will have the chance to hatch eggs and observe the changes.	Sharing seaside experiences with the class. Talking about seasonal changes, going on a seasonal walk looking for signs of Summer. Melting ice pops - talking about why they melt in the sunshine and then going on to make them! Talking about how we keep ourselves safe in the sunshine - sun-cream, hats etc... The seaside and holidays - how do we get on holiday? What transport do we use? What activities do we do?
Exploring and using media and materials (Art and 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. Making rangoli and mehndi patterns.	Making various snow and ice crafts such as snowflakes, colour mixing a triangle for Jack Frost's coat. Making a 3D penguin. Using a variety of different tools and techniques. developing their cutting, colour mixing and drawing skills.	To make large 3D homes out of the den building and loose parts. Learning how to make pink to paint pigs. Making shape houses out of the gummed shapes.	Children will use a range of different media such as modelling, painting, drawing and constructing chicks and eggs. They will also make nests using a variety of materials. They will learn about Kandinsky -famous artist and paint in the same style.	Children will learn about Andy Goldsworthy and go on to complete their own pebble art and sand art. As well as go on to paint colourful pictures on pebbles and use different media to create a seaside. Children will make their own boats to float on the water tray.
Exploring and using media and materials (Music)	Music Express program - Beat and Tempo Daily Wake up and Shake up and song sessions. To create sounds by banging, shaking and	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	Music Express program. Loud and quiet Making wintery music - learning the names of different instruments and	Music Express program. Loud and quiet Matching the animal sounds to the correct animal. Sorting which animals make	Music Express program - High and Low Daily Wake up and Shake up and song sessions. Children will learn to make up repeated	Music Express program - High and Low Daily Wake up and Shake up and song sessions. Children will explore different sounds of

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'.



	tapping or blowing, learning to show an interest in the way musical instruments sound.	to music and learn a number of familiar songs to sing along to. Listening to traditional Hindu music.	exploring the sounds they make. 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.	loud and which make quiet noises. 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.	rhythms, tapping out simple repeated patterns.	instruments. They will also be able to distinguish between high and low sounds.
Being Imaginative	Making self-portraits with paint, colour mixing paints, transient art faces, drawing faces with recognisable features.	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. Role play areas include the home corner, Jasmine's flower shop and bakers.	Using the small world Arctic resources and making their own wintery scene using the different loose parts and materials.	Re-enacting the story of the three Little Pigs with their friends. Using the builders yard role play area. Using the story stones and stick puppets to act out the stories of the week.	Children will be encouraged to create simple representations of eggs and chicks using different media such as paint, modelling, construction, etc...	Children will develop their ability to play alongside others who are engaged in the same theme introducing a storyline and narrative into their play.

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'.