

Nursery Curriculum Map

<p><u>Autumn 1</u> Kentish Town Community - Who am I?</p> 	<p><u>Autumn 2</u> Kentish Town Community - Who helps us at home? Celebrations and Festivals</p> 	<p><u>Spring 1</u> Once Upon a Time - Traditional and fairy stories</p> 	<p><u>Spring 2</u> Our Earth - MightyMinibeasts. Animals and Habitats</p> 	<p><u>Summer 1</u> STEAM - Transport for London - Local study on how to move from one place to another</p> 	<p><u>Summer 2</u> Planting and Growing</p> 
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Communication and Language - Listening, Attention and Understanding, Speaking

<p><u>Autumn 1</u> Learn and use key vocabulary.</p> <p>Follow simple instructions, within the classroom routine, responding to adults.</p> <p>Develop confidence in talking with unfamiliar adults - using gestures and speech to communicate wants and needs.</p> <p>Talk guidelines established - what makes a good listener, what makes a good talker.</p> <p>Share books with an adult.</p> <p>Join in with songs and rhymes, copying sounds and rhythms, repeated refrains.</p>	<p><u>Autumn 2</u> Learn and use key vocabulary. Be aware of talk guidelines.</p> <p>Using simple talk in home corner role play with adult support.</p> <p>Make comments about books and share ideas with an adult.</p> <p>Begin to ask 'who', 'what', 'when' questions about stories, talk about festivals and special events.</p> <p>Initiating conversations with friends or adults. Asking for help.</p> <p>Join in with repeated words and phrases i.e. using drama, 'Helicopter Stories', using props.</p>	<p><u>Spring 1</u> Learn and use key vocabulary. Follow talk guidelines.</p> <p>Using simple talk in home corner role play with adult support. Develop oracy skills in independent play - explorative talk</p> <p>Listen to stories for sustained time.</p> <p>Retell traditional tales using sequencing language (first, next, last).</p> <p>Hot seat as characters from traditional tales and perform stories in small groups and on the stage.</p> <p>Act out a story following an adult narration.</p>	<p><u>Spring 2</u> Learn and use key vocabulary - multi-syllabic. Follow talk guidelines. Use new vocabulary in the correct contexts.</p> <p>Using talk in role play and small world scenarios with peers.</p> <p>Turn taking in conversations by listening.</p> <p>Retell familiar stories using sequencing language (first, next, last).</p> <p>Describe objects / animals / insects with some associated vocabulary. Begin to talk about facts from non-fiction books.</p>	<p><u>Summer 1</u> Learn and use key vocabulary - multi-syllabic. Follow talk guidelines. Use new vocabulary in the correct contexts.</p> <p>Using talk in role play and small world scenarios with peers.</p> <p>Turn taking using talk partners.</p> <p>They will begin to follow a story without pictures or props.</p> <p>Describe characters in a story.</p> <p>Pronouns and prepositions.</p> <p>Engage in discussions linked to books, predict and answer questions about the text.</p>	<p><u>Summer 2</u> Learn and use key vocabulary - multi-syllabic. Follow talk guidelines.</p> <p>Listen and respond to instructions with three key words.</p> <p>Using talk in role play and small world scenarios with peers.</p> <p>Talk partners focusing on listening.</p> <p>Retell familiar stories using sequencing language (first, next, last).</p> <p>Pronouns and prepositions. Use early explanatory talk with 'because' & 'and' to link phrases.</p>
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Nursery Curriculum Map

Talk about past events in their own lives and their families.

Using conventions such as greetings, 'please' and 'thank you'.

Talk about how a character is feeling.

Personal, Social and Emotional Development Self-Regulation, Managing Self, Building Relationships

Autumn 1

Settling into a new place with new people, gaining independence.

Carpet and environment routines, carpet spaces and groups

Introduce '1,2,3 Magic', rights of the child and values bar model.

Getting to know familiar adults, key person and new friends, asking for help.

Health and Wellbeing - Identify people in my class and how they are similar or different. Play with other children.

Autumn 2

Sharing feelings and emotions, exploring new environments and friendships.

Carpet and environment routines, carpet spaces.

Turn taking in play with peers.

Relationships - Talk about friends and family. Identify the people in my family and know where to get help.

Health and Wellbeing - Identify how to keep clean and healthy. Recognise achievements using school values.

Spring 1

Embed the behaviour bar model into expectations. Introduce Zones and Regulation

Circle time expectations

Turn taking in play with peers.

Self-care independence focus- toilet, shoes, coat and bags - how to be hygienic.

Living in the Wider World - identify and understand feelings, how others feel - friendships.

Spring 2

Zones of Regulation

Conflict resolution strategies

Learning to share through turn taking - yours and mine. Understanding the feelings of others.

How to demonstrate the Brecknock school values

Living in the Wider World - How to keep safe, celebrate similarities and differences. The importance of an active lifestyle.

Summer 1

Zones of Regulation

Independent learning and perseverance

Understanding the feelings of others and begin to understand there are different points of view - yours and mine.

Making healthy food choices at lunch

Relationships - Identify how to manage feelings, including the feeling of loss. Talk about their feelings using words like 'happy', 'sad', 'angry or 'worried'.

Summer 2

Taking responsibility and understanding the consequences of words and actions

Understanding the feelings of others and begin to understand there are different points of view.

Being assertive - begin to help to find solutions to conflicts.

Transition to Reception - changes

Relationships - Identify basic ways to use medicine correctly. Consider the routines and patterns of a typical day. Explain how to keep myself clean and healthy and explain why it is important.

Nursery Curriculum Map

Physical Development: Gross Motor Skills, Fine Motor Skills (developed through children's engagement with daily continuous provision and outcomes across the curriculum)

Autumn 1

PE - Greet, Look, Move
Key text:



Fine motor skills:
Fine motor activities:
threading, cutting,
weaving, lego, puzzles,
playdough.

Begin to develop
manipulation and
control when using
malleable materials.
Explore different
materials and tools.
Hold tools and writing
equipment - decide
hand choice

Autumn 2

PE - Statue, Freeze,
Explore
Key text:



Fine motor skills:
Daily fine motor
activities.

Use one-handed tools
and equipment.
Dressing and self-care
skills. Pulling and
twisting

Spring 1

Gross motor skills: PE -
Follow, Share, Curious
Key text:

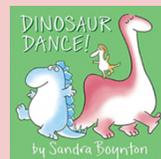


Fine motor skills:
Daily fine motor
activities to develop
finger strength, pencil
grip and control.

Independent eating.
Coat independence.
Scissor technique.

Spring 2

PE - Listen, Dance,
Show
Key text:



Fine motor skills:
Daily fine motor
activities - continue to
develop fingers, wrist
and arm strength
through threading,
cutting, playdough.

Washing and drying
hands independently.
Scissor technique.
Small tools use when
digging and searching
for minibeasts.
Form more defined
straight and curved lines
and circles in
preparation for writing
letters.

Summer 1

PE - Hands, Feet, Hit
Key text:



Fine

motor skills:
Daily fine motor
activities.
Focus on using pencils
for drawing and writing,
chalks and paintbrushes.
Form more defined
straight and curved lines
and circles in preparation
for writing letters.
Use of a range of tools.

Summer 2

PE - Roll, Watch, Throw
Key text:



Fine motor skills:
Daily fine motor
activities.
Cutlery confidence.
Begin tripod grip
development along with
Little Wandle formation
of letters.

Nursery Curriculum Map

Literacy - Comprehension, Word Reading, Writing



Autumn 1
Key Texts:



Outcomes:

'This is me' pictures and labels - 'Who are the Butterflies?' self-portraits, family photos speech bubbles.

Name writing

Autumn 2
Key Texts:



Outcomes:

Name writing.

Family portraits, family labelling and speech.

Diwali cards, decorations, rangoli patterns, adventure story maps,

Actions words, helicopter stories.

Nativity story ordering, story map of Santa's adventure, Santa's adventure to-do-list, winter cards, gift tags, writing and sending of

Spring 1
Key Texts:



Outcomes:

Name writing

Simple character drawing and name writing (mark making),

Helicopter' stories with adults,

Wanted posters, sorry cards, lists, poem writing and recital.

Spring 2
Key Texts:



Outcomes:

Name writing

Helicopter stories, story map, sequencing, minibeast character labelling and puppets, minibeast fact files, invitations to 'bug ball, bug ball recipes.

Summer 1
Key Texts:



Outcomes:

Name writing

Sequencing, first/next/last labels, own version of Naughty Bus, initial and final sounds for questions,

Sentence composition for story map, small world retelling of story, vehicle junk modelling labels and descriptions.

Summer 2
Key Texts:



Outcomes:

Name writing

Instructions for planting a seed, guide for plant care, sequence The Tiny Seed, retell the story of The Extraordinary Gardner,

Simile writing- e.g. a plant as tall as a . . .', written observation and description of plants growing over time, transition poems.

Nursery Curriculum Map

	letters, signs and tickets for the show.				
<u>Little Wandle phonics</u> Baseline assessments. Silly Soup rhyming words. Environmental sounds.	<u>Little Wandle phonics</u> Sounds: s a t p i n Hear the same initial sound for words and names of objects. Blend CVC words using oral blending and objects.	<u>Little Wandle phonics</u> Sounds: m d g o c k e Identify initial sounds of words and names of objects. Distinguish different sounds. Blend a wider range of CVC words using oral blending.	<u>Little Wandle phonics</u> Sounds: u r h b f l j Identify initial sounds of words and names of objects. Articulate sounds – including playing with voice sounds. Blend a wider range of words using oral blending.	<u>Little Wandle phonics</u> Sounds: v w y z qu ch Identify initial sounds of words and objects. Blend a wider range of words using oral blending.	<u>Little Wandle phonics</u> Sounds: ck x sh th ng nk Identify the final sounds of words and objects. Blend a wide range of words using oral blending when playing.

Mathematics - Number, Numerical Patterns



<u>Autumn 1</u> <u>Getting to know you:</u> Where do things belong in our new setting? Positional language. Explore key times of day. Learn number rhymes. Explore number - number cards, patterns, simple shape people drawing and labelling.	<u>Autumn 2</u> <u>Numbers 1 & 2:</u> Meeting one. Understand what 'one' means. Recognise the number 1. Counting to 1. Represent 1 in different ways. Another one. Make comparisons between 1 and another 1. Meeting two.	<u>Spring 1</u> <u>Number 3:</u> For numbers 1 to 5 - count, sort, order, recognise, chant, 1 to 1 correspondence, subitise, link numerals to amounts, one more than, one less, no change to amount if nothing is added or taken away. Meeting three. Know that 3 is one more than 2 and that	<u>Spring 2</u> <u>Number 4 & 5:</u> Meeting four. Count to 4. Count 4 objects. Subitise 4. Place 4 objects on a 5-frame. Recognise more and fewer than 4. Make numbers up to 4 by adding or taking away an object. Meeting five. Understand the concept of 5. Count 5 objects accurately.	<u>Summer 1</u> <u>Numbers to 5:</u> Represent numbers 0-5 on a 5 frame. Three little pigs. Off we go! How to count. Stampolines. The whole of me. Terrible twos. Holes. Hide and seek. <u>Geometry - shape:</u> Recap 2D shapes <u>Measure- Mass:</u>	<u>Summer 2</u> <u>Number - consolidation:</u> Numbers to 5 in greater depth concept of 0 as nothing left or nothing. <u>Measure - capacity:</u> Identify when a container is full and empty. Fill a container so it is full. empty a container so it is empty. Order 3 containers for capacity.
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	<p>Chant to 2. Represent 2 in a number of different ways. Counting to 2. Select 2 from a larger group. Knowing that 2 is more than 1. 'Twoness' of two. Count 2 objects accurately. To place 2 objects on a 5 frame. Subitise 2.</p> <p><u>Geometry- shape:</u> Recognise a circle. Use a circle for a selection of pictures and art. Beginning to be aware that a circle has no corners and one edge.</p> <p><u>Sorting:</u> To sort into 2 groups - colour, or type of object e.g. fruit at snack time.</p>	<p>that numeral 3 comes after numeral 2.</p> <p>Counting to 3. Comparing numbers 1, 2, 3 with bigger and smaller. Place 3 objects on a 5 frame. Subitise 3.</p> <p><u>Measure:</u> Recognise properties of a triangle, talk about shapes and structures. Compare lengths and heights, vocabulary relating to height and length e.g. short and tall.</p>	<p>See that 5 can represent actions as well as objects. Use fingers to represent objects in a rhyme. Compare amounts using 'the same', 'more' and 'less' to 5. Make a number to 5 by adding more or taking away 1 object.</p> <p>Concept of zero.</p> <p><u>Geometry- shape:</u> Square and rectangle names. Know and find a corner on a 2D shape. Use shapes appropriately in images.</p> <p><u>Measure - time:</u> Beginning to sequence events using visual timetable or pictures.</p>	<p>Compare 2 items saying which is heavy and which is light.</p> <p><u>Positional language:</u> Respond correctly to positional language - in, on, under, in front of, behind, next to. Begin to use some positional language.</p>	<p>Know which container has more or less.</p>
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Understanding the World Past and Present, People, Culture and Communities, The Natural World

During carpet sessions, assemblies and continuous provision children will get to celebrate and value cultural, religious and community events, experiences and significant people that have shaped their life.

<p><u>Autumn 1</u> Black History Season</p> <p>Family talk- who and where</p> <p>Self talk- Changes in me</p>	<p><u>Autumn 2</u> Black History Season</p> <p>Adult guided use of visual timetable</p> <p>Brecknock Timeline- annual special days</p>	<p><u>Spring 1</u> Cooking porridge - how do the ingredients change?</p> <p>Plants and seasons observations - planting seeds, plant life cycle and needs.</p>	<p><u>Spring 2</u> Days of the week</p> <p>Observe the weather</p> <p>Changes in the seasons and outdoor environment- animals and plants focus</p>	<p><u>Summer 1</u> Celebrate and value cultural, religious and community events and experiences</p> <p>Discuss what happens in each season</p>	<p><u>Summer 2</u> Own life and family stories</p> <p>Name and describe people who are familiar</p> <p>Transition to Reception</p>
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<p>Talking positively about appearances and differences</p> <p>Celebrate and value cultural, religious and community events and experiences</p> <p>Explore natural materials and textures, indoors and outside</p>	<p>Changes in the weather</p> <p>Jobs in the local and school community</p> <p>Holiday talk</p> <p>How to challenge gender stereotypes in choices, words and role play</p> <p>Caring and respecting the natural environment</p> <p>Using our senses to explore and describe</p>	<p>Collecting materials based on their properties.</p> <p>Lunar New Year.</p> <p>Changes over time- focus on natural objects</p> <p>Traditional tales from different cultures and perspective</p> <p>Describe what they can hear, see, hear and feel when outside</p> <p>Shadow and light</p>	<p>People celebrate different celebrations e.g. Easter</p> <p>Respond to natural phenomena</p> <p>Worms and minibeast hunts</p> <p>Introduce idea that there are life cycles to living things</p> <p>Discuss differences between materials and notice changes e.g. ice melting</p>	<p>New occupations language and roleplay - STEAM focussed</p> <p>find out about, and identify, some features of living things, objects and events they observe</p> <p>observe how materials change from one state to another: e.g. when cooking our own produce</p>
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Expressive Arts and Design Creating with Materials, Being Imaginative and Expressive
Children are encouraged to explore all art resources to create and express themselves independently through art during all continuous provision sessions.

<p><u>Autumn 1</u> Art Focus: Exploration of art resources, self portraits, collages and paint.</p> <p>Outcomes: Collage and painted self portraits</p> <p>Music - Singing and body percussion</p>	<p><u>Autumn 2</u> Black History Season Art - Sarah Boothe and Yinka Shonibare</p> <p>Art Focus: Printing and sculpture</p> <p>Outcomes: Children to make a picture of themselves and a leaf hunt using printing with objects, leaf inspired colour mixing</p>	<p><u>Spring 1</u> DT Focus: structure and textiles</p> <p>Outcomes: Design and construction of 3 little pigs houses, 'huff puff' straw painting and traditional tale sock puppets for theatre, Lunar New Year lanterns and dragons, healthy treats for grandma's house, shadow puppets and colour emotion pictures.</p>	<p><u>Spring 2</u> Art: Sculpture Art Focus: drawing and sculpture</p> <p>Outcome: observational drawings of minibeast using chalks/charcoal and clay minibeast.</p> <p>Music - Aurora and the Magical Toy Box</p>	<p><u>Summer 1</u> Art and Design focus through STEAM</p> <p>Art Focus: Painting Mix 2 colours, make marks with hands hold a paint brush</p> <p>Drawing - From imagination and memory.</p> <p>Music - Singing and percussion</p>	<p><u>Summer 2</u> <u>Food tech:</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Understand where food comes from</p> <p><u>Outcomes:</u> To make food (salad/ sandwich) using local and seasonal produce (i.e.</p>
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Nursery Curriculum Map

	<p>Sculptures of people who help us (mum, dad, police officer etc) using paper bags and junk materials.</p> <p>Music - Winter Performance</p>	<p>Music - Aurora and the Magical Toy Box</p>			<p>allotment or classroom grown cress)</p> <p>Music - Singing and percussion</p>
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