

Nursery Overview

Communication and Language

- Children will develop listening and attention skills and be supported to increasingly pay attention during adult-led carpet or provision activity.
- Children will develop and expand their repertoire of familiar nursery rhymes.
- Children are supported with their use of language, using longer sentences of 4 to 6 words.

Personal, Social and Emotional Development

- Children explore and develop their sense of confidence and community within their new environment, and with support when needed, select and use resources.
- Children are supported to talk about themselves and their family.
- Children are supported to follow new rules and routines.

Physical Development

- Children continue to develop their gross and fine motor skills in the indoor and outdoor environment.
- Children use gross motor movements to mark make through different means.
- Children begin to develop their independence with toileting using the facilities and with help if required.

Expressive Arts and Design

- Children mark make through different means and are supported to give meaning to the marks they make.
- Self-portraits and family drawings
- Explore colour
- Children take part in pretend and small world play in relation to me and my community topic



Autumn 1 – Curriculum Map

Understanding the World

- Children begin to explore who they are, what they look like and who is in their family.
- Children are supported to name members of their families.
- Exploring change and growth.

Mathematics

- Children are exposed to numerals and are supported to begin identifying and naming numerals from 0 to 5. (Ten Town)

Literacy

- Children develop ability to listen and follow short stories.
- Children are supported to use illustrations in stories to describe key events in a text.

Enrichment

Family stay and play, cooking a traditional snack, Diwali party

Communication and Language

- Children continue to develop their listening and attention skills and be supported to increasingly pay attention during adult-led carpet or provision activity.
- Children continue to expand their repertoire of nursery rhymes.
- Children continue to develop their communication with familiar adults and peers in the environment.

Personal, Social and Emotional Development

- Children continue to explore and develop their sense of responsibility and community within their learning environment.
- Children show more confidence and build and maintain relationships with peers and familiar adults.

Physical Development

- Children continue to match their developing physical skills to challenges and activities within the setting:

Mark making using fine motor skills

Snipping paper using scissors

Sorting using tweezers

Expressive Arts and Design

- Children continue to mark make through different means and are supported to give meaning to the marks they make.
- Children explore different materials to mark make a nocturnal animal and seasonal changes.
- Explore colour mixing.



Autumn 2 – Curriculum Map

Literacy

- Children develop their phonological awareness and begin to recognise words with same initial sounds:

Silly Soup

Kim's Game

Mathematics

- Children are supported to count quantities of objects to 5.
- Children are taught to say 1 number for each item in order.
- Numeral exploring in learning environment.

Understanding the World

- Children explore the difference between day time and night time.
- Children learn about nocturnal animals.
- Children begin to explore climate and seasonal weather changes.
- Learning about and exploring the Nativity story and Christmas traditions.

Enrichment

Bonfire Night celebrations at Forest School, Nativity Play, Farm on Wheels visit, Santa's Visit, Christmas baking, Christmas party

Communication and Language

- Children continue to develop their listening and attention skills and are supported to increasingly pay attention during adult-led carpet or provision activity.
- Children continue to expand their repertoire of nursery rhymes and stories. Children are supported and encouraged to talk about familiar books.
- Children continue to develop their communication.

Personal, Social and Emotional Development

- Children explore who we are and what makes us special and unique.
- Children show more confidence in making friends and maintaining relationships with peers and familiar adults.
- Children learn about and explore healthy living: food, drink, teeth brushing and exercise.
- Children explore who is important to them.



Physical Development

- Children continue to match their developing physical skills to challenges and activities within the setting.
- Children develop their ability to use a comfortable grip with good control when using pens and pencils to mark make with.

Expressive Arts and Design

- Children participate in pretend play and engage in imaginative small world play in relation to people who help us in our community.
- Children continue to mark make through different means and are supported to give meaning to the marks they make.



Spring 1 – Curriculum Map

Mathematics

- Children are supported to explore and talk about simple 2D and 3D shapes.
- Shape exploring in learning environment.

Literacy

- Children are supported to engage in extended conversations about stories.
- Children continue to develop their phonological awareness in Letters and Sounds adult-led learning.
- Children use some letter knowledge when mark making name.

Understanding the World

- Children name, identify and discuss important people in their families.
- Children are supported to positively draw comparisons between different families.
- Children explore people who help us in our community and show interest in different occupations.

Enrichment

People Who Help Us – Educational Visit, Family stay and play, Chinese New Year celebrations

Communication and Language

- Children recall traditional tales and use visual prompts to verbally sequence events within a story.
- Children expand their repertoire of traditional tales and stories. Children are supported and encouraged to talk about familiar books.
- Children join in and recall repeated refrains from traditional tales.
- Children are supported to devise alternative endings to a story.

Personal, Social and Emotional Development

- Children are taught about Stranger Danger.
- Children continue to show independence in meeting own needs and make healthy choices.
- Children share own likes and dislikes.
- Children continue to further develop their relationships.

Physical Development

- Children use prior knowledge to explore healthy foods and make a vegetable soup in relation to the traditional tale *The Enormous Turnip*.
- Children develop their ability to use a comfortable grip with good control when using pens and pencils to mark make about traditional tales.
- Children use building equipment and materials to build structures.

Expressive Arts and Design

- Children participate in pretend play and engage in imaginative small world play in relation to traditional tales.
- Children mark make and use materials to create characters from traditional tales. Character puppet making.



Spring 2 – Curriculum Map

Understanding the World

- Children plant seeds and are supported to care for growing plants.
- Children explore different types of homes and discuss their own family homes with peers.
- Children explore and sort different materials.

Mathematics

- Children are supported to make comparisons between objects of different size, weight, length and capacity.

Literacy

- Children are supported to engage in extended conversations about traditional tales.
- Children use some letter knowledge when mark making about stories.
- Children supported to use language to describe characters and settings from a story.

Enrichment

Theatre workshop visit, Jack and the Beanstalk planting, The Enormous Turnip – vegetable soup making, Mother's Day Workshop, Easter Egg hunt

Communication and Language

- Children notice and name different man-made features in the immediate environment, including the school grounds, local streets and the place they live.
- Children talk about places they have been to or seen in photographs.
- Children are able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.

Personal, Social and Emotional Development

- Children talk about their own needs, interests and opinions and recognise their peers have their own.
- Children continue to further develop their relationships.
- Children increasingly follow rules and routines without the support of an adult.
- Children see themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests.

Physical Development

- Children use good control when mark making a journey, using fine and gross motor skills.
- Children make healthy choice when selecting ingredients for teddy bear's picnic.
- Children use building resources and materials to build structures within their locality.

Expressive Arts and Design

- Children use materials and junk modelling to create modes of transport and structures within their locality.
- Children use small world toys such as cars and model houses to represent data from their locality.

Let's Explore

Summer 1 – Curriculum Map

Understanding the World

- Children discuss their own locality
- Children explore different modes of transport
- Children explore and sort different materials for boat making, testing whether they sink or float
- Children play with globes, observe maps and listen to stories to develop an awareness of other places in the world.
- Children are supported to draw comparison between another country.

Mathematics

- Children can describe a familiar route.
- Children use positional language to discuss routes and locations using words such as 'behind' and 'in front of'.
- Children can identify, talk about and extend simple repeated patterns.

Literacy

- Children join in with repeated refrains and phrases when being read to.
- Children use action cues and visual prompts to recall stories (Bear Hunt).

Enrichment

Caldmore Community Gardens visit, Eid Celebrations, Welly Wednesdays (Forest School), Traditional cultural cooking (Samosas, curry), Teddy Bear's picnic

Communication and Language

- Children will engage in story time, listening to longer stories, joining in with repeated refrains and remembering much of what happens, recalling narrative or facts, and building on our range of new and interesting vocabulary. This includes non-fiction texts linked to our Animal Safari topic and the children's interests.
- Children will develop their knowledge or poetry and rhyme and continue to build a large repertoire of songs.

Personal, Social and Emotional Development

- Children are supported to talk about their feelings and understand how others might feel, learning to talk to others to resolve conflicts and being assertive or finding compromises when necessary.
- Children will develop interesting play with others, extending and elaborating play ideas and will develop confidence, resilience and perseverance in the face of a challenge.

Physical Development

- Children will develop their large motor/muscle/fundamental movement skills (running, hopping, jumping, throwing and catching) and increasingly be able to use and remember sequences and patterns of movements related to music and rhythm.
- The children will learn how to collaborate with others when moving large or heavy items safely, for example, when moving large construction equipment such as tyres and planks.
- Children continue to build their fine motor strength and dexterity (regular dough disco and Wiggle into a Squiggle) and develop their ability to use one handed tools equipment.

Expressive Arts and Design

- Children explore manipulating materials to make habitats and feeders.
- Children use colour and pattern in their marks to represent different animals.
- Children enjoy exploring a range of self-selected materials, tools and techniques to experiment with design, colour and colour mixing to make animal masks, 3D junk models of animals and musical instruments.



Summer 2 – Curriculum Map

Understanding the World

- Children explore to understand the key features of the lifecycle of an animal.
- Children begin to understand the need to care for and respect our natural environment and its inhabitants.
- During Welly Wednesdays, children explore the environment for local wildlife.
- Children can identify baby animals to their mothers and are able to sort using visual and concrete prompts.

Mathematics

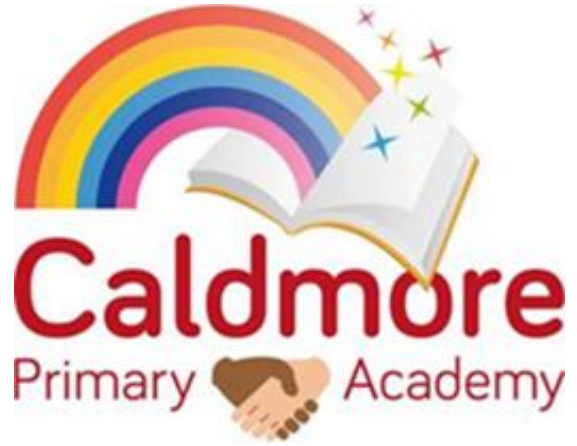
- Children can describe a familiar route.
- Children use positional language to discuss routes and locations using words such as 'behind' and 'in front of'.
- Children can identify, talk about and extend simple repeated patterns.

Literacy

- Children explore a range of books and texts, building knowledge of the five key concepts of prints.
- Children will continue to develop their phonological awareness.
- Children will continue to ascribe meaning to the marks they make but will focus on making these clearer and more recognisable such as when forming the letters on their name or representing number.

Enrichment

Reading picnic, Welly Wednesdays (Forest School). Summer stay and play event, Father's Day Workshop, Pond Dipping/Wildlife Trail at Caldmore Community Gardens, Observation of real-time life cycle (eggs, frogs, wormery, caterpillars)



Reception Overview

Embedded Knowledge: Talk about their own family. Talk about similarities and differences between my own and others families. Talk about jobs in the community. Talk about similarities and differences in my own and others celebrations. Talk about similarities and differences between things in the past and now.

Spring - Big Wide World (Can I have a dog yet? Do cows drink milk? Winter Wonderland)

Spring 1	Winter	Pets	Wild Animals	Wild Animals	Chinese New Year			
Learning Journey	How well can I talk about changes in seasons?	How well can I talk about animals as pets?	How well can I talk about animals that live in the UK?	How well can I talk about animals in other countries?	How well can I talk about similarities and differences in my own and others celebrations?			
	<ul style="list-style-type: none"> - Changes in natural world. - Changes for animals - Changing states (Ice) - What do we wear? 	<ul style="list-style-type: none"> - Reflecting on their own pets - What makes a good pet - How we look after them 	<ul style="list-style-type: none"> - British Wildlife in UK - Reflecting on their own experiences 	<ul style="list-style-type: none"> - Other countries - Compare and contrast to UK 	<ul style="list-style-type: none"> - Comparing countries - How do people celebrate - Similarities and differences to other celebrations 			
Books	Winter (Non-Fiction)	The Great Pet Sale	Who's hiding in the Woods?	African Adventure The Ugly Five	Winnie Celebrates Chinese New Year			
Enrichment	Winter walk, Ice Melting	Pets in school			Food Tasting, Dancing			
Drawing Club	Peace at Last	Dear Zoo	Owl Babies	Monkey Puzzle	Little Red Riding Hood			
Maths	Partitioning numbers to 5 using whole part model	Partitioning numbers to 5 using bar model	11-12	13-14	15 quantities to 15			
Spring 2	Polar	Sea	Farm	Farm	Easter			
Learning Journey	How well can I talk about animals that live in the polar regions?	How well can I talk about animals that live under the sea?	How well can I talk about farm animals in the UK?	How well can I talk about farms in other countries?	How well can I talk about similarities and differences in my own and others celebrations?			
	<ul style="list-style-type: none"> - where are the polar regions on the map - climate - similarities and differences. 	<ul style="list-style-type: none"> - what sea creatures are there - Where do they live in the world 	<ul style="list-style-type: none"> - what are farms like in the UK - What do we get from a farm 	<ul style="list-style-type: none"> - What are farms like in other countries - Compare and contrast. - Some places find it difficult to grow crops 	<ul style="list-style-type: none"> - What is Easter - Why and how do people celebrate it - Similarities and differences to other celebrations 			
Books	Lost and Found	Commotion in the Ocean	Little Red Hen Farmyard Hula Hoop	Non- Fiction The Water Princess	Were Going on an Egg Hunt			
Enrichment		Sealife Centre Trip	Making Bread, Making Butter, Farm on Wheels		Easter Egg Hunt, Making Easter nests.			
Drawing Club	Wacky Races - See-Saw to Arkansas Clip - YouTube	Barry the Fish with Fingers	Duck in a Truck	Handa's Surprise	Rosie's Walk			
Maths	16-17	18-19	20 ordering numbers to 20	Number bonds to 5 (whole part models)	Number bonds to 5 (Missing numbers in number sentences)			

Embedded Knowledge: Talk about what we get from a farm. Talk about life in this country and life in others. Talk about different animals and where they live.

Summer - Life Cycles (How many pebbles on a beach? Are eggs alive? Do ladybirds have spots?)

Summer 1	Spring	Planting	Planting	Frogs	Butterflies	Ladybirds	Mini Beasts	
Learning Journey	How well can I talk about changes in seasons?	How well can I explore the world around me?	How well can I explore the world around me?	How well can I identify the changes in the life cycle of a frog?	How well can I identify the changes in the life cycle of a Butterfly?	How well can I identify the changes in the life cycle of a Ladybird?	How well can I make observations of the world around me?	
	<ul style="list-style-type: none"> - Changes in natural world. -Changes for animals - Observational drawings (plants) -What do we wear? 	<ul style="list-style-type: none"> - Bean Planting -What does bean need to grow? -look at the life cycle of a bean and order. 	<ul style="list-style-type: none"> - planting Sunflowers - Life cycle of a sunflower 	<ul style="list-style-type: none"> -Life cycle of a frog - Habitats 	<ul style="list-style-type: none"> -Life cycle of a butterfly -Habitats 	<ul style="list-style-type: none"> -Life cycle of a Ladybird - Habitats 	<ul style="list-style-type: none"> -Categorising minibeast (wings, how many legs etc) -What is an insect/mini beast? -Mini beast hunt 	
Books	Non-Fiction	Jaspers Beanstalk	Non- Fiction	Tad	The Hungry Caterpillar	The Bad-Tempered Ladybird	Mad About Mini-Beasts	
Enrichment	Spring Walk	Planting Beans	Growing Strawberries	Community Gardens	Caterpillars	Ladybird Garden	Mini Beast Hunt	
Drawing Club	The Gruffalo (Community Garden)	Jack and the Beanstalk	Zog	Each Peach Pear Plum	The Colour Monster	The Lazy Ladybird	Norman the Slug with the Silly Shell	
Maths	doubling	sharing	More than less than	Odd and Even	Word problems	Number bonds to 5	Number bonds to 10	
Summer 2	Ducks	Chicks	Water Cycle	Summer	Seaside	Transition	Transition	
Learning Journey	How well can I identify the changes in the life cycle of a Duck?	How well can I identify the changes in the life cycle of a Chicken?	How well can I explore the world around me?	How well can I talk about changes in seasons?	How well can I explore contrasting environments in the natural world?			
	<ul style="list-style-type: none"> -Life cycle of a duck - Habitats 	<ul style="list-style-type: none"> -Life cycle of a chick - Habitats 	<ul style="list-style-type: none"> -Look at the water cycle -Changes of state 	<ul style="list-style-type: none"> - Changes in natural world. -Changes for animals -What do we wear? 	<ul style="list-style-type: none"> -Seaside now and then - Previous experiences -Where is the seaside? (look at a map UK and other countries) 			
Books	Ugly Duckling	Sonya's Chickens	The little Raindrop	Non-Fiction	Winnie at the Seaside			
Enrichment		Eggs	Water Day Outdoor observations of rainfall (puddles etc)	Making Ice Lollies Bosworth Water Park	Summer Fun Day			
Drawing Club	Big Bears Bottom	Odd Egg	Shark in the Park	Pirates love Underpants	Sharing a Shell			
Maths	Pattern in numbers	Recap (As needed)	Recap (As needed)	Recap (As needed)	Recap (As needed)			

Embedded Knowledge: Talk about different life cycles. Talk about changes in the world around them. Talk about the water cycle. Talk about things they can do in the summer. Talk about the life cycle of a Chick. Talk about the life cycle of a butterfly.