

Nursery/ Pre-school Curriculum Map

During their time in Nursery and Pre-school, all children will experience the same topic, allowing children to deepen their understanding, during their time in Early Years. Time is given to all children to embed the learning they already know and then allow for continued development the following year. It is important for children to build on existing knowledge, to revisit their learning. The familiarity of the topic works in line with our ethos on metacognition and the importance of creating the neurological pathways. The curriculum is personalised to the individual learner and staff plan their next steps, to ensure robust knowledge and understanding in these topic areas. The learning is embedded and is well prepared to ensure their continued journey into Reception and KSI. Different texts, learning experiences and developmental stages are planned by staff, within these topics.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>All About Me</p> <p>Where I live, where I was born, my family. People who help us in our community.</p>	<p>Journeys</p> <p>Places we visit, ways to travel including walking, cars, buses, trains, aeroplanes, far away places including the coldest places on earth.</p>	<p>Dinosaurs</p> <p>What the world was like a long, long time ago, how we know about dinosaurs, fossils, extinction.</p>	<p>Growing and changing</p> <p>Spring, new life, life cycles, plants, seeds, bulbs, plants we can eat, how people grow.</p>	<p>Animals and their Babies</p> <p>Animals and their offspring, farm animals, woodland animals, wild animals, animals who live in the coldest places on earth.</p>	<p>Heroes and Adventurers</p> <p>Valentina Tereshkova, Ernest Shackleton, Edmund Hillary and Tenzing Norgay.</p>
Communication & Language	<p>Listen to others one on one or small groups</p> <p>Join in with repeating refrains, anticipate key events and phrases</p>	<p>Follow directions</p> <p>Join in with repeated refrains and familiar stories</p> <p>Show understanding of</p>	<p>Build vocabulary that reflects knowledge and experience</p> <p>Use different tenses to discuss things that are happening now</p>	<p>Understand 'how' and 'why' questions</p> <p>Use increasingly complex sentences, to link thoughts</p>	<p>Describe a pretend object in play</p> <p>Question to understand why things happen</p> <p>Use intonation and rhythm</p>	<p>Use talk to explain what is happening and anticipate what might happen next.</p> <p>Recall and relive past experiences</p>

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	<p>Respond to simple instructions</p> <p>Retell past events in the correct order.</p>	<p>prepositions such as 'under', 'on top'</p> <p>Use vocabulary from recent stories in conversation</p> <p>Ask questions using what, where, when and why to find out more about journeys</p>	<p>Ask relevant questions</p> <p>Share opinions and share opinions</p>	<p>Use newly acquired vocabulary to name and describe</p>	<p>Respond to questions, using full sentences</p>	<p>Explain ideas and experiences using different tenses</p> <p>Respond to comments from peers using full sentences</p> <p>Retell events in order</p>
<p>The EYFS curriculum focusses on how children learn, as well as what they learn. In Pre-school, staff plan a range of sessions around developing PSED for all children. Also, as highlighted in Development Matters, staff will use a range of approaches to help children learn through play, modelling and by observing others. In EYFS, PSED learning takes place incidentally, throughout the day. Staff are well trained in ages and stages of the children, to be able to support and cater for individual children's PSE development.</p>						

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<p>Personal, Social & Emotional Development</p>	<ul style="list-style-type: none">• Friendship• Feelings• Classroom rules	<ul style="list-style-type: none">• Success-winning and losing• Turn taking	<ul style="list-style-type: none">• Perseverance- being determined, setting goals, have a go attitude	<ul style="list-style-type: none">• Wisdom-learning, making good choices, learning to adjust	<ul style="list-style-type: none">• Laughter-enjoying school, making ourselves and others happy, playing together, cooperating and sharing	<ul style="list-style-type: none">• Kindness-caring for our school, environment, friends and adults.• Caring for living things• What do we do if we have a worry?
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Physical Development	Pre-school & Nursery Get Set 4 PE- Introduction to PE: Unit 1	Pre-school & Nursery Get Set 4 PE- Introduction to PE: Dance: Unit 1 Dance- Xmas performance	Pre-school & Nursery Get Set 4 PE- Fundamentals: Unit 1	Pre-school & Nursery Get Set 4 PE- Ball Skills: Unit 1	Pre-school & Nursery Get Set 4 PE- Games: Unit 1	Pre-school & Nursery Get Set 4 PE- Gymnastics Unit 1
	Spatial awareness and multi step instruction games	Spatial awareness and coordination games	Invasion games and basic movement skills	Team games and ball skills	Ball skills Running, jumping, hopping from foot to foot	Racing and obstacle courses- sports day
<p><u>Pre-school:</u></p> <ul style="list-style-type: none"> • Run, jump, walk, climb and start to use stairs independently <ul style="list-style-type: none"> • Spin, roll and independently use ropes and swings <ul style="list-style-type: none"> • Sit on a push along wheeled toy • Clap and stamp to music • Enjoy starting to kick, throw and catch balls • Use large and small motor skills to do things independently <ul style="list-style-type: none"> • Show an increased desire to be independent <ul style="list-style-type: none"> • Explore different materials and tools <ul style="list-style-type: none"> • Skip, hop, stand on one leg • Develop movement, balancing, riding and ball skills <ul style="list-style-type: none"> • Use one handed tools and equipment • Use a comfortable grip with good control when holding pens and pencils 						

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		<ul style="list-style-type: none"> Revise and refine the fundamental movement skills 					
		<p>As well as a weekly P.E. session children have daily opportunities to develop their gross and fine motor skills. Some examples are - access to outdoor classroom during free flow, where it is resourced with equipment to encourage skills such as balance, climbing, throwing, catching, aiming, kicking and digging. Also a weekly Forest School session and the Daily Mile. Finger gym activities in continuous provision - tweezers, threading, pegs, cutting, etc. Handwriting practise.</p>					
Literacy	Phonics (Song of Sounds)	<u>Key skills</u> <u>Nursery</u> Environmental sounds <u>Pre-school</u> Rhythm & rhyme Alliteration		<u>Key skills</u> <u>Nursery</u> Instrumental sounds <u>Pre-school</u> Voice sounds Oral blending		<u>Key skills</u> <u>Nursery</u> Body percussion <u>Pre-school</u> Alphabet/ revisit	
	Reading	<u>Core texts:</u> <ul style="list-style-type: none"> From Head to Toe The Colour Monster <u>Supplementary texts:</u>	<u>Core texts:</u> <ul style="list-style-type: none"> Mr Gumpy's Motor Car <u>Supplementary texts:</u>	<u>Core texts:</u> <ul style="list-style-type: none"> If I had a Dinosaur Harry and his Bucket Full of Dinosaurs 	<u>Core texts:</u> <ul style="list-style-type: none"> The Very Hungry Caterpillar Tree <u>Supplementary texts:</u>	<u>Core texts:</u> <ul style="list-style-type: none"> Owl Babies Monkey Puzzle <u>Supplementary texts:</u> <ul style="list-style-type: none"> Noah's Ark First Animal Encyclopaedia 	<u>Core texts:</u> <ul style="list-style-type: none"> Whatever Next! Meet the Planets <u>Supplementary texts:</u> <ul style="list-style-type: none"> Mog in the Fog

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		<ul style="list-style-type: none"> • The Roar • Not Now, Bernard • Elmer • The Great Big Book of Families 	<ul style="list-style-type: none"> • The Runaway Train • We Catch the Bus • My Big Book of Transport • You Can't Take an Elephant on the Bus 	<p><u>Supplementary texts:</u></p> <ul style="list-style-type: none"> • The Girl and the Dinosaur • The Dinosaur Department Store • First Facts Dinosaurs • Silly Dizzy Dinosaur 	<ul style="list-style-type: none"> • Jack and the Beanstalk • Tiny Seed • Oliver's Vegetables • The Enormous Turnip 	<ul style="list-style-type: none"> • Percy the Park Keeper • Deer Zoo 	<ul style="list-style-type: none"> • The Snail and the Whale • On the Moon • Hello, Lighthouse
	Writing	<p><u>Nursery:</u></p> <ul style="list-style-type: none"> • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. • Make marks on their picture to stand for their name. 					

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		<p style="text-align: center;"><u>Pre-school:</u></p> <ul style="list-style-type: none">• Use some of their print and letter knowledge in their early writing.<ul style="list-style-type: none">• Write some or all of their name• Write some letters correctly
<p>Mathematics</p>	<p style="text-align: center;"><u>Nursery:</u></p> <ul style="list-style-type: none">• Combine objects by stacking cups and objects• Take part in finger rhymes with numbers• Compare groups saying 'lots', 'more', or 'same'• Develop counting like behaviour such as making sounds, saying number in sequence<ul style="list-style-type: none">• Count in everyday contexts<ul style="list-style-type: none">• Sing counting songs• Complete inset puzzles• Compare sizes, weights e.g. bigger, smaller, heavy, tall<ul style="list-style-type: none">• Notice patterns and arrange patterns	

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		<p><u>Pre-school:</u> Recognise and recite the numbers names to 5.</p> <p>Touch count to 3</p> <p>Subitise numbers to 3</p> <p>Recite the numbers names to 5, in order.</p>		<p><u>Pre-school:</u> Use the language before, after, next</p> <p>Sort objects and say which number is more/ less.</p> <p>Name simple shapes</p> <p>Touch count to 5</p> <p>Create ABAB patterns. Notice and correct and error in a repeating pattern.</p>		<p><u>Pre-school:</u> Recite number names to 10</p> <p>Recite number names to 10, in order</p> <p>Link numerals and amounts</p> <p>Describe a familiar route</p> <p>Discuss words and routes, using vocabulary such as in front of and behind</p>	
<p>Knowledge of the World (Primary Knowledge Curriculum)</p>	<p>Past and present (History)</p>	<p>Family Trees</p> <p>Developing a sense of chronology</p>	<p>Transport in the past. Look at now and then.</p>	<p>Dinosaurs lived on our planet but are now extinct</p> <p>Discuss our planet a long time ago</p> <p>Dinosaurs lived for a long time</p>	<p>Our past; How have we changed since we were born?</p>	<p>Endangered animals</p>	<p>Explorers in the past</p> <p>Adventurers</p> <p>We live on Earth- people wanting to find more out about space</p>
	<p>People, culture &</p>	<p>Where I live</p>	<p>Types of transport</p>	<p>Dinosaurs</p>	<p>Farming- what do farmers do?</p>	<p>Animals in England- compare and contrast</p>	<p>People living in cold places on earth.</p>

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	<p>communities</p> <p>Where I was born</p> <p>People who help us</p>	<p>People and transport</p> <p>How do we travel?</p> <p>Maps help us to find out where we need to go</p>	<p>Fossils</p> <p>Understand what a fossil is and how and why people learn about dinosaurs</p>	<p>What crops do they grow?</p> <p>What kind of plants grow in different countries?</p>	<p>Wild animals that live in other countries around the world</p>	<p>What special things do they use to help them survive?</p> <p>Develop understanding of perseverance, overcoming obstacles and pursuing their dream</p>
	<p>The Natural World</p> <p>Seasons- Autumn</p> <p>Temperatures getting colder as winter approaches</p> <p>Animals and hibernation</p>	<p>Journeys</p> <p>Contrasting environments</p>	<p>Dinosaurs and how we know about dinosaurs</p> <p>Rocks and fossils</p>	<p>Plants and what plants need to grow</p> <p>Make observations of plants</p> <p>Spring</p> <p>Animals- growing and changing</p>	<p>Animals and their babies</p> <p>Recognise and use animal names</p> <p>Polar habitats- climate change</p>	<p>Ice investigation</p> <p>Exploring floating and sinking</p> <p>Contrasting landscapes</p>
<p>Expressive Arts & Design</p>	<p>Exploring paint</p> <p>Exploring primary colours</p>	<p>Joining materials to make models of vehicles</p>	<p>Make model dinosaurs from malleable materials</p> <p>Use brush with control to create</p>	<p>Use puppets to act out well known stories</p> <p>Story scribing and acting out own</p>	<p>Colour mixing</p> <p>Symmetry</p> <p>Creating homes for animals</p>	<p>Make story telling crowns</p> <p>Imaginative play- travelling on ships etc</p>

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	<p>Exploring percussion instruments</p> <p>Singing songs</p> <p>Matisse's The Snail</p>	<p>Drawing different types of lines</p> <p>Dance and movement</p> <p>Perform well known songs</p> <p>Turner's The Fighting Temeraire</p>	<p>large scale collaborative splatter/ drip paintings</p> <p>Use technology to create a repeating pattern</p> <p>Perform a dinosaur dance</p> <p>Number 8 by Jackson Pollock</p>	<p>versions of traditional tales</p> <p>Moving to music</p> <p>Walter Crane's illustrations for Jack and the Beanstalk</p>	<p>Music and dance sessions linked to Carnival of the Animals</p> <p>Sing songs about animals</p> <p>Tiger in a Tropical Storm by Henri Rousseau</p>	<p>Listen to and respond to Holst's Planet Suite</p> <p>Ernest Shackleton statue at Royal Geographical Society</p>
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