

Nursery Curriculum Map

	Autumn Term		Spring Term		Summer Term	
Subject	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
Thematic study *These themes may be adapted at various points to allow for children's interests or need.	Fantastic families, Fabulous ME! Starting Nursery / family / feelings / senses	Local Heroes and Superheroes People who help us / Road safety / Bonfire Night / Diwali / Harvest / careers / What am I good at? / Winter Show / Christmas story	Our Wonderful World Reduce, Reuse & Recycle Compare and contrast settings Looking after our environments Chinese New Year	Let's go on an adventure Make believe The great outdoors Plants and Flowers Weather/seasons Planting seeds/beans Reduce, Reuse & Recycle Where do we live in the UK/world?	If you go down to the woods Stranger danger Weather/seasons Reduce, Reuse & Recycle Familiar settings	All creatures great and small Life cycles (frog/caterpillar) Farm animals Under the sea
Literacy Reading & Writing	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Literacy – Reading Refer to Literacy Spine and Phonics Progression for much more detail	Stories with familiar settings Narrative traditional tales Poetry, Pattern and Rhyme	Narrative Traditional tales Poetry, Pattern and Rhyme Fiction based on real life	Fiction texts Poetry, Pattern and Rhyme Fiction based on real life	Poetry, Pattern and Rhyme Fantasy & Fairytales Modern fiction Traditional tale	Stories with familiar settings Modern & classic Fiction Poetry, Pattern and Rhyme	Modern & classic Fiction Poetry, Pattern and Rhyme Repeated refrains Non-fiction
Focus texts	Feelings The golden rules series The Three Little Pigs Little Red Riding Hood Owl Babies The Toy's party (ORT)	We're going on a Bear Hunt Topsy and Tim and the Firefighters A cat in a tree The Gingerbread Man	Barty's Scarf Grandpa's Handkerchief 3 Billy Goats Gruff New House (ORT) The Train Ride	Jack and the Beanstalk Room on the Broom Castle Adventure Jasper's Beanstalk	Goldilocks and the 3 Bears Where's my Teddy? The Teddy Bear's picnic Peace at Last This is the Bear The Tiger who came to tea	Farmer Duck Little Red Hen The Very Hungry Caterpillar Non-fiction animal books

Focus poems (LOR)	Wide – eyed owl	Doctor Foster	Pat-a-cake	The train journey by Brenda Williams	Bears, Bears, Bears	Kissable Cheeks by Joseph Coelho
Writing	Mark making and writing is interwoven throughout all aspects of development in the Nursery phase. Development of gross and fine motor control runs alongside children's engagement and motivation to mark make. Writing is modelled by practitioners in a range of contexts and children are given provocations and opportunities to experiment on a large and small scale. Children are scaffolded to use symbolic marks to express their ideas. Talk for writing and oracy skills are also essential aspects of mark making and writing development in the foundation stage.					
Modelled, shared and independent writing opportunities	Rules poster Wanted poster Invitations Greetings cards Shopping list	Telephone Messages Police officer Notes:recount Making Gingerbread Instructions Labelling bodyparts Sequencing	Labelling settings Mapping Diary entry Moving list	Spells Instructions Labelling Lists	Porridge instructions Shopping/picnic lists Sorry letter Picnic invitation	Thank you card Chore list Food lists Labelling lifecycle
Maths Number <i>Comparison</i> <i>Counting</i> <i>Cardinality</i> <i>Composition</i>	Baseline assessments Number songs Days of the week song Principals of 1-1 correspondence	Comparing amounts	Subitising Representing 1,2 & 3 Comparing numbers 1,2,3 Verbal reasoning	Subitising Composition of 1,2 & 3 Verbal reasoning	Subitising One more, one less	Subitising Digging deeper Visualise and build Verbal reasoning/Problem solving

Spatial Awareness Shape Patterns Measures	Settling in – key times of day, routines, tidy up time where do things go (positional language) Colours: primary and secondary Matching	Matching and sorting Compare Size Exploring 2 step patterns (AB) Patterns in nature	Circle and triangles Verbal reasoning	Compare Size, Mass & Capacity Positional language Verbal reasoning	Weight Length and Height Shape: circles, triangles, squares, rectangles, large construction shapes	Sequencing Capacity Positional language Verbal reasoning
Understanding the world Science enquiry led learning (see Treasure baskets)	Seasonal change - Autumn	Seasonal change - Autumn Changing states of matter – steaming up the mirror	Seasonal change - Winter Changing states of matter – snow and ice	Seasonal change - Spring Growth and decay Changing states of matter – Magical mud	Seasonal change -Summer Growth and decay	Seasonal change- Summer Growth and decay
Understanding the world History enquiry led learning (see Treasure baskets)	All about Me – my own history. Growing up. Talk about family. Experiences in their personal life. Comparing Now and Then using artefacts & visitor (when Grandma was a young girl). Handle artefacts from their past Classify past and present objects		Continued special times and events for families. Past and present Causation Role of significant members of society Comparing Now and Then using artefacts & visitor (when Grandpa was a young boy).		Images in the past Basic chronology Compare and contrast characters/people Empathise through real events Changes over time	
UTW Geography People, Culture and Communities & The Natural World	<u>Place knowledge</u> Use basic geographical vocab to refer to human features of our school and local area <u>Environmental</u> Sustainability: saving and recycling water around the world and understanding where water comes from <u>Human and Physical</u>		<u>Environmental</u> Recycling <u>Location knowledge</u> Name, locate and explore Bolton and its physical features (Busy Bolton and quiet countryside) and represent through small world play <u>Human and Physical</u>		<u>Geographical skills and fieldwork</u> Maps and mapping: begin to draw maps of a familiar route using purposeful mark-making. <u>Human and Physical</u> Learn the names of the seasons and typical weather patterns for each	

	Learn the names of the seasons and typical weather patterns for each <u>Geographical skills and fieldwork</u> Maps and mapping		Learn the names of the seasons and typical weather patterns for each <u>Geographical skills and fieldwork</u> Maps and mapping using digital photos and symbols as cues. Begin to understand that maps hold information. Explore some features at a large scale using aerial views e.g. cars in a car park			
Expressive Arts and Design - DT	<u>Explore</u> Users and purpose -Slippers	<u>Explore and design</u> Joints and mechanisms -Toys	<u>Explore</u> Hinges and catches		<u>Explore and design</u> Users and purpose -Chairs 3 bears <u>Explore and design</u> Food technology -Design and make a salad/fruit salad	<u>Explore and design</u> Textiles -Bears picnic rug
Expressive Arts and Design – Food technology	-Jam sandwiches	-Sparklers -Gingerbread men	-Vegetable soup	-Peeling our own fruit at snack time	-Making porridge -Design and make a salad/fruit salad	-Egg & cress sandwich
Expressive Arts and Design – Art Thinking like an artist (see progression in Art and Design)	Marvellous Marks Mark making: wax crayons Mark making: felt tips Mark making: chalk Observational drawing Drawing faces Drawing faces: colour		Painting and Mixed Media Finger painting Outdoor painting Painting to music Collage and transient art Landscape collage Group art		Sculpture and 3D Clay Playdough Landscape art Designing animal sculptures Creating animal sculptures Painting animal sculptures	
Computing	In order to equip children for Reception and beyond, Nursery aims to embrace the three National Curriculum strands at a level suitable for 3 and 4 year olds through everyday experiences. Computer Science (SC), Information Technology (IT) and Digital Literacy (DL). We are also providing the ‘Initial Experiences’ required in order for the children to be able to access teaching and learning in Reception.					

Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. By providing opportunities both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Daily gross motor; wake and shake, healthy movers and gross motor intervention ensure all children experience and develop physically e.g. crossing the mid-line which gradually progresses to focussed fine motor exercises such as dough disco and funky fingers.					
PSHE (Jigsaw SOW)	Being Me In My World	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
Religious Education (Bolton SACRE syllabus)	F4 Being special: where do we belong?	F2 INCARNATION: why is Christmas special for Christians?	F3 SALVATION: Why is Easter special for Christians?	F1 GOD/CREATION Why is the word 'God' so important to Christians?	F5 Which places are special and why?	F6 Which times/stories are special and why?
Music	Nursery rhymes and songs that support vocabulary, communication and language development and themes. Begin to explore percussion instruments and the inter-related dimensions of music: e.g. dynamics, pitch and tempo.					
Agreed events	Fair Trade Day	Charity and community work day	Our European Friends day	William Shakespeare day Safer Internet Day	Farming and Food day	Global citizenship day
'Wow' moments / Enrichment	National Poetry Day World Peace Day Mental Health Day	National Nursery Rhyme week Firefighter visit PCSO visit Diwali Christmas traditions – visit to link school	Chinese New Year National Storytelling week Mini bus trip (Busy Bolton)	World Book Day Mother's Day Easter Traditions – visit to link school Ramadan Eid	Teddy bears picnic	Father's Day Sports Day Ice cream van visit
British Values Although our British Values weave throughout our Nursery phase	MUTUAL RESPECT We are all unique	MUTUAL TOLERANCE Everyone is valued, all cultures are celebrated and we respect the opinions of others.	RULE OF LAW We know that we have rules at school that we must follow. We know who to talk to if we do not feel safe.	INDIVIDUAL LIBERTY We have the right to have our own views. We are all respected as individuals.	DEMOCRACY We all have the right to be listened to. We respect everyone and we value their different ideas and opinions.	Reflection on our year and our British Values

experience, we look more in depth at each.	We respect differences between different people and their beliefs	Mutual tolerance of those with different faiths and beliefs and for those without faith. Explored through celebrations	We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	We have the opportunity to play with who we want to play with. We listen and value and respect the opinions of others.	
Assessment Opportunities	In-house baseline on entry National Baseline Phonics assessment EYFS Team meetings Language assessment	On-going assessments Pupil Progress meetings Parents evening EYFS Team meetings In-house moderation End of term assessment Phonics assessment	On-going assessments Cluster moderation EYFS Team meetings Internal moderation	On-going assessments Pupil Progress meetings Parents evening EYFS Team meetings In-house moderation End of term assessment Phonics assessment	Cluster moderation EYFS Team meetings Internal moderation Cross phase moderation Transition to Reception	Pupil Progress meetings Reports to parents Optional Parents evening EYFS Team meetings In-house moderation End of term assessment Phonics assessment
Super Seven	Music – Composers Elton John	Scientist Christina Koch	Human Rights and World changers Maya Angelou	DT craftsperson/ engineers/ inventors Gustave Eiffel	Art – Artists Composition in Red and Blue 1929 Mondrian	Sport role model Marcus Rashford Rebecca Adlington