

Vicarage Nursery Curriculum Map 2023-2024

Subject/Strand	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Settling in Ourselves	Nursery Rhymes	People Who Help Us	Minibeasts and growth/Animals	Traditional Tales/ Fairy Tales	All around the World/Transport
PSED	<p>Develop friendships with other children.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Do not always need an adult to remind them of a rule.</p>	<p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p>	<p>Select and use activities and resources, with help when needed.</p> <p>Develop their sense of responsibility and membership of a community.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p> <p>Show more confidence in new social situations.</p>
	<p><u>Week 1-3</u> Settling in period</p> <p><u>Week 4-7</u> Discussions about how they felt when they first started school, when parents left them, meeting new friends and sharing new toys.</p> <p>Introduce the classroom rules and discuss behaviour expectation.</p>	<p><u>Week 1-6</u> Circle time discussions and free flow activities to include sharing, turn taking, talking about each other feelings, reinforcing and modelling good behaviour and classroom rules.</p> <p><u>Week 7</u> Consolidation week and Christmas activities.</p>	<p><u>Week 1-6</u> Reminder of classroom rules and expectation.</p> <p>Continuing with discussions on feelings and interest – making links to their ambition as to who they would like to be when they grow up and why.</p>	<p><u>Week 1-4</u> Discussions on feelings, sharing jobs and responsibility around the classroom.</p> <p>Compare likes and dislikes with peers and adults. Understanding that it is okay to want different things to their friends.</p> <p><u>Week 5-6</u> Consolidation and Easter activities.</p>	<p><u>Week 1-5</u> Discussions on feelings, sharing and turn taking based on traditional tales.</p> <p>Respecting peers and adults and their property linking to Goldilocks and 3 bears.</p>	<p><u>Week 1-4</u> Discussions about cultural differences, going on holidays, food that's eaten at home and in school, etc.</p> <p><u>Week 5-7</u> Transition</p> <p>Discussions on going to new class and meeting new teacher. Thinking back to when they started nursery – how did they feel, how they are feeling about leaving nursery and going into reception.</p>
CL	<p>Listen and respond to a simple instruction.</p> <p>Copy your gestures and words.</p>	<p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Sing a large repertoire of songs.</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Can start a conversation with an adult or a friend.</p>	<p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p>
	<p><u>Week 1-3</u> Settling in Period</p> <p><u>Week 4 -7</u> Making eye contact with speaker</p> <p>Learning nursery rhymes Naming objects</p>	<p><u>Week 1-7</u> Able to follow simple one step instructions</p> <p>Learning nursery rhymes</p> <p>Beginning to follow carpet rules and class routine</p> <p>Using facial expressions to show feelings</p>	<p><u>Week 1-6</u> Maintaining attention</p> <p>Listening to stories and respond appropriately</p> <p>Begin to take turns to speak</p>	<p><u>Week 1-6</u> Begin to produce speech that is clear to understand</p> <p>To talk about what different objects are used for</p>	<p><u>Week 1-5</u> To use appropriate language to communicate</p> <p>To describe simple events</p>	<p><u>Week 1-7</u> Using full sentences when responding</p> <p>To speak confidently about their ideas/feelings To use appropriate language to communicate</p>

PD	<p>Explore different materials and tools.</p> <p>Use large and small motor skills to do things independently</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Match their developing physical skills to tasks and activities in the setting.</p> <p>Show a preference for a dominant hand.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>
	<p><u>Week 1-3</u> Settling in period</p> <p><u>Week 4-7</u> Practise using pencils with correct pincer grip.</p> <p>Travel with confidence and skill around, under, over and through balancing and climbing equipment. Practise toilet hygiene (washing hands).</p>	<p><u>Week 1-6</u> To move to music and understand how to stop and start when music plays and stops.</p> <p>To copy and preform some dance moves.</p> <p><u>Week 7</u> Christmas activities - move around the space safely.</p>	<p><u>Week 1-6</u> To hold and use paint brushes correctly with more control.</p> <p>To role play/ move with confidence, imagination and safely.</p>	<p><u>Week 1-4</u> Pupils to move around like different animals.</p> <p>Pupils move with confidence, imagination and safety. To copy and preform some dance moves</p> <p><u>Week 5-6</u> Consolidation week and Easter activities.</p>	<p><u>Week 1-5</u> To re-tell traditional stories in different ways.</p> <p>To copy and preform some dance moves.</p> <p>Pupils move with confidence, imagination and safety.</p>	<p><u>Week 1-4</u> Pupils to develop ball skills and coordination.</p> <p>Show control kicking, throwing and catching.</p> <p>Show good control and coordination in large and small movements. Participate in sports day and physical activities – using variety of equipment that focus on running, jumping throwing as teams, turn taking and celebrating others successes.</p> <p><u>Week 5-7</u> Transition Outdoor activities</p>
Literacy	<p>Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures.</p> <p>Enjoy sharing books with an adult.</p>	<p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Repeat words and phrases from familiar stories.</p>	<p>Pay attention and responds to the pictures or the words.</p> <p>Enjoy drawing freely.</p> <p>Ask questions about the book.</p>	<p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p>Make marks on their picture to stand for their name.</p>	<p>Develop play around favourite stories using props.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some or all of their name.</p>	<p>Recognise words with the same initial sound, such as money and mother.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some letters accurately.</p>
	<p><u>Week 1-3</u> Settling in Period</p> <p><u>Week 4 -7</u> Copies modelled language</p>	<p><u>Week 1-7</u> Shows an interest in books.</p> <p>Handles books appropriately.</p> <p>Practise movements to enhance gross motor skills such as air writing, pattern, mark making, using pencils, pens, paint, fingers, felt tips, crayons on a variety of materials.</p>	<p><u>Week 1-6</u> To explore non-fiction books.</p>	<p><u>Week 1-6</u> Gives the sound when shown a letter sound (set 1 RWI cards)</p> <p>Links sounds to letters naming and sounding the letters of the alphabet.</p>	<p><u>Week 1-5</u> Beginning to be aware of the way stories are structured.</p> <p>Become familiar with letter shapes, formation and vocabulary.</p>	<p><u>Week 1-7</u> Begin to form recognisable letters.</p> <p>Practise writing their names.</p> <p>Begin to blend</p>

<b>Maths</b>	Says some counting words and begin to chant numbers to 20	Continue to chant numbers.  To begin to show numbers on fingers up to 5.  Fast recognition of 3 objects.	Compare sizes, weights, length and capacity.  Recite numbers past 5.  Counting out objects in a set.	Links numerals and quantity together.  Talk about and explore 2D and 3D shapes.	Understand position through words alone.  Describe a familiar route.  Using language : 'more than', 'fewer than'.	Experiment with their own symbols and marks as well as numerals.  Talk about and identifies the patterns around them.  Solve real world mathematical problems with numbers up to 5.
	<u>Week 1-3</u> Settling in Period  <u>Week 4 -7</u> Learning counting nursery rhymes.  Complete inset puzzles.	<u>Week 1-7</u> Continue to learn counting nursery rhymes.  Beginning to organise and categorise objects.  Point to small groups of two or three.	<u>Week 1-6</u> Recites numbers in order to 10.  Using language related to size and weight.  Use language bigger/little/smaller, high/low, tall, heavy.  Counting sets.	<u>Week 1-6</u> Continue to count with 1:1 correspondence.  Using informal mathematical language 'sides', 'corners' 'straight', 'flat', 'round'.	<u>Week 1-5</u> Discuss routes and locations using positional language.  Beginning to make comparisons between quantities.	<u>Week 1-7</u> Knows that numbers identify how many objects in a set.  Shows an interest in representing numbers.  Exploring pattern in the environment. Extend and create ABAB patterns.  Introduce practical ideas for problem solving.
<b>UTW</b>	Begin to make sense of their own life-story and family's history.  Notice differences between people.	Continue to develop positive attitudes about the differences between people.  Use all their senses in hands on exploration of natural materials.	Show interest in different occupations.  Talk about what they see, using a wide vocabulary.	Plant seeds and care for growing plants.  Understand the key features of the life cycle of a plant and an animal.	Begin to understand the need to respect and care for the natural environment and all living things.  Explore and talk about different forces they can feel.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  Talk about the differences between materials and changes they notice.
	<u>Weeks 1-2</u> <u>Settling In Period</u> Colour magic portraits Faces on IWB Explore Bee-bots  <u>Week 3-6</u> Photographs/labels of their families When I was a baby, compare baby photos Photos of different body parts, x ray pictures	<u>Weeks 1-2</u> Spider web hunts Sensory trays Egg – see what happens when it cracks (Humpty Dumpty link)  <u>Week 3</u> Daily routines Photos of clocks  <u>Weeks 4-6</u> Pictures/non-fiction books on farm animals Local area – buses and journeys Colours in nature Changing seasons  <u>Weeks 7-8</u> Christmas Artefacts	<u>Weeks 1-4</u> Understanding different occupations  <u>Weeks 2</u> Change in growth over time Body Parts X-rays  <u>Week 5</u> Discussing uniforms Keeping safe  <u>Week 6</u> X-rays of teeth Tooth decay and decay over time	<u>Week 1</u> Farm visit Making habitats How ducks feathers keep warm Planting and growing  <u>Weeks 2-4</u> Safari, African necklace and music  Floating and sinking Seaside  Doubling and symmetry  <u>Week 5</u> Consolidation  <u>Week 6</u> Making chocolate Easter nests Easter egg hunt Nature walks and life cycles	<u>Weeks 1-2</u> Planting and tasting beans. Design a beanstalk using a paint programme (iPad) Sorting healthy and unhealthy food  <u>Week 3-4</u> Exploring different settings, forests. Visit the garden Observational drawings of plants Nature boxes Visit Park Animals and habitats  <u>Week 5</u> Building pigs houses /using various materials Creating maps Google Earth	<u>Weeks 1-3</u> Sorting healthy and unhealthy food Nursery rhymes from different countries Animals from different countries  <u>Week 4</u> Globes Google Earth Seasons Weather – hurricanes, droughts, heatwave  <u>Weeks 5-7</u> Holidays Different countries Visiting family

EAD	<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p>	<p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Make simple models which express their ideas.</p>	<p>Explore colour and colour mixing.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>
	<p><u>Week 1-3</u> Settling in Period</p> <p><u>Week 4 -7</u> Exploring a range of materials- play dough, sand, water, shaving foam, cornflour</p> <p>Discussing pattern &amp; texture</p> <p>Developing techniques such as rolling, squashing, patting, shaping</p>	<p><u>Week 1-6</u> Singing nursery rhymes with actions: Incy Wincy Spider, Humpty Dumpty, Hickory Dickory, Old Mcdonald, Wheels on the bus, I can sing a rainbow, Twinkle, Twinkle Star</p> <p><u>Week 1-6</u> Using a range of tools correctly and safely.</p> <p>Practising control using fingers, sticks, chubby crayons/chalk, thick felt tip pens, feathers</p> <p><u>Week 7</u> Consolidation Week &amp; Christmas Activities control</p>	<p><u>Week 1-6</u> To develop language related to paint and colour – colour names, bright, dull</p> <p>To explore and develop techniques- rolling, splashing, spraying, stamping, painting</p> <p>To explore and discuss shape, texture and pattern</p> <p>Using a range of tools – thick/thin brushes, scrapers, wooden sticks, combs</p>	<p><u>Week 1-4</u> To recall experiences/ stories to support their play</p> <p>To share imaginary play with others</p> <p>To use props</p> <p><u>Week 5-6</u> Consolidation Week &amp; Easter Activities</p>	<p><u>Week 1-5</u> To explore pattern and shape</p> <p>To name 2d shapes</p> <p>To create collage pictures</p> <p>To experiment how materials can be combined together</p> <p>To be able to build and construct using a variety of objects</p>	<p><u>Week 1-4</u> To connect shapes to create pictures</p> <p>To explore different shapes, patterns and textures</p> <p>Exploring animal patterns</p> <p><u>Week 5-7</u> Transition</p>
Trip ideas			<p>Post Office Visit Police Visit Firefighter Visit Tiger Visit</p>	<p>Farm Visit</p>		<p>Park Picnic</p>
Book list	<p>Owl Babies Funny Bones My Body</p>	<p>Incy Wincy Spider Humpty Dumpty Hickory Dickory What's the time Mr Wolf Old Mcdonald Wheels on the Bus Twinkle, Twinkle Star Christmas Story</p>	<p>Non Fiction Books: Doctor Police Officer Postal Worker Tiger who came to tea Firefighters Dentist</p>	<p>Farmer Duck Dear Zoo Rainbow Fish The Very Hungry Caterpillar Non Fiction Books on animals Easter Story</p>	<p>Jack and the Beanstalk Little Red Riding Hood Goldilocks &amp; 3 Bears The Gingerbread Man The 3 Little Pigs</p>	<p>Handa's Surprise Non-fiction Weather The Very Hungry Caterpillar Giraffe can't Dance</p>