

Nursery Curriculum Map Overview 23/24

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Nursery Curriculum Map Overview 23/24

	Subjects in (-) cover in subjects	<u>Autumn 1 - Ourselves</u>	<u>Autumn 2 – Celebrations</u>	<u>Spring 1 – Family</u>	<u>Spring 2 – Exploring /start of Spring</u>	<u>Summer 1 - Growing/decay Being Healthy</u>	<u>Summer 2 – People who help us. Transitions</u>
PRIME AREAS OF LAERNING	<p>Personal, Social & Emotional Development</p> <p>Making Relationships Self-confidence and self-awareness Managing feelings and behaviour</p>	<p>Being Me in My World jigsaw</p> <ul style="list-style-type: none"> Recognise feelings. Look at what I enjoy. Look at responsibilities. Gentle hands Keeping germs away <p>--Develop their sense of responsibility and membership of a community (RE) (PSED)</p> <p>--Increasingly follow rules, understanding why they are important. (English) (PE)</p> <p>--Show more confidence in new social situations. (English)</p> <p>--Talk about feelings using words like 'sad', 'angry', 'happy', or worried. (English) (PSED)</p> <p>--Selects and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (PSED)(PE) (DT)</p> <p>--Become more outgoing with unfamiliar people, in a safe context of their setting. (PSED)</p> <p>--Shows more confidence in a new social situation (PSED)</p> <p>--Do not always need an adult to remind you of the rules. (PSED) (PE)</p>	<p>Celebrating Difference Jigsaw</p> <ul style="list-style-type: none"> What I am good at Being different makes me special. Knowing we are different but the same. Families and Home Making friends Standing up for yourself <p>--Develop their sense of responsibility and membership of a community. (RE) (PSED)</p> <p>--Increasingly follow rules, understanding why they are important. (English)(PE)</p> <p>--Become more outgoing with unfamiliar people, in a safe context of their setting. (PSED)</p> <p>--Shows more confidence in a new social situation (PSED)</p> <p>--Begin to understand how others might be feeling. (PSED)</p> <p>--Do not always need an adult to remind you of the rules. (PSED) (PE)</p> <p>--Increasingly follow rules, understanding why they are important (PSED)</p>	<p>Dreams and Goals Jigsaw</p> <ul style="list-style-type: none"> Perseverance Setting Goals Achieving Goals Making Links to the future Feelings when I achieve a goal <p>--Increasingly follow rules, understanding why they are important. (English) (PE)</p> <p>--Develop appropriate ways of being assertive. (English)</p> <p>--Talk to others to solve conflict. (English)</p> <p>--Play with one or more other children, extending and elaborating play ideas. (English) (PSED)</p> <p>--Selects and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (PSED) (DT) (PE)</p> <p>---Do not always need an adult to remind you of the rules. (PSED) (PE)</p> <p>--Increasingly follow rules, understanding why they are important (PSED)</p>	<p>Healthy Me Jigsaw</p> <ul style="list-style-type: none"> Understanding exercise is healthy. Understanding moving and resting are good for my body. Healthy/Unhealthy foods Sleep Being clean Stranger danger <p>--Increasingly follow rules, understanding why they are important (ICT) (English) (PE)</p> <p>--Develop appropriate ways of being assertive. (English) (PSED)</p> <p>--Talk to others to solve conflict. (English)</p> <p>--Play with one or more other children, extending and elaborating play ideas. (English) (PSED)</p> <p>--Help to find solution to conflicts and rivalries. Not everyone can be spiderman, suggest other ideas. (PSED)</p> <p>--Talk with others to solve conflict (PSED)</p> <p>---Do not always need an adult to remind you of the rules. (PSED) (PE)</p>	<p>Relationships Jigsaw</p> <ul style="list-style-type: none"> Friendships Solving Problems How to treat others How to manage my feelings How to be a good friend <p>--Increasingly follow rules, understanding why they are important. (English)(PE)</p> <p>--Develop appropriate ways of being assertive. (PSED) (English)</p> <p>--Talk to others to solve conflict. (English)</p> <p>--Play with one or more other children, extending and elaborating play ideas. (English) (PSED)</p> <p>--Selects and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. (PSED)(DT) (PE)</p> <p>--Help to find solution to conflicts and rivalries. Not everyone can be spiderman, suggest other ideas. (PSED)</p> <p>--Talk with others to solve conflict. (PSED)</p> <p>---Do not always need an adult to remind you of the rules. (PSED) (PE)</p>	<p>Changing me Jigsaw</p> <ul style="list-style-type: none"> Naming body parts Respecting your body Growing Up Expressing feelings about moving on Discussing worries Discussing memories <p>--Develop their sense of responsibility and membership of a community. (RE) (PSED)</p> <p>--Increasingly follow rules, understanding why they are important. (English)(PE)</p> <p>--Develop appropriate ways of being assertive. (English) (PSED)</p> <p>--Talk to others to solve conflict. (English)</p> <p>--Play with one or more other children, extending and elaborating play ideas. (English) (PSED)</p> <p>--Help to find solution to conflicts and rivalries. Not everyone can be spiderman, suggest other ideas. (PSED)</p> <p>--Talk with others to solve conflict (PSED)</p> <p>---Do not always need an adult to remind you of the rules. (PSED) (PE)</p> <p>Core Skill: To understand how to solve conflict. To follow the class rules and boundaries.</p>

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<p>Communication and Language</p> <p>Listening and attention Understanding Speaking</p>	<p>--Understand 'why' questions, like. "Why do you think the caterpillar got so fat?" (Science) (Mathematics) (English)</p> <p>--Know many rhymes, be able to talk about a familiar book, (English)</p> <p>--Use longer sentences of four to six words. (English)</p> <p>--Can find it difficult to pay attention to more than one thing at a time. (English)</p>	<p>--Sing a large repertoire of songs, Christmas. (Music) (English)</p> <p>--Understand 'why' questions, like. "Why do you think the caterpillar got so fat?" (Science) (English) (mathematics)</p> <p>--Know many rhymes, be able to talk about a familiar book. (English) (Mathematics)</p> <p>--Use a wider range of vocabulary. (English) (Mathematics)</p> <p>--Use longer sentences of four to six words. (English)</p> <p>--Can find it difficult to pay attention to more than one thing at a time. (English)</p>	<p>--Understand 'why' questions, like. "Why do you think the caterpillar got so fat?" (Science) (Mathematics) (English)</p> <p>--Know many rhymes, be able to talk about a familiar book, (English)</p> <p>--Use a wider range of vocabulary. (English) (Mathematics)</p> <p>--Can start a conversation with an adult or a friend and continue it for many turns. (English) (PSED)</p> <p>--Use longer sentences of four to six words. (English)</p> <p>--Enjoy listening to longer stories and can remember much of what happens. (English)</p> <p>--Understand a question or instruction that has two parts, such as "get your coat and wait at the door". (English)</p>	<p>--Understand 'why' questions, like. "Why do you think the caterpillar got so fat?" (Science) (Mathematics) (English)</p> <p>--Know many rhymes, be able to talk about a familiar book and tell a long story. (English)</p> <p>--Use a wider range of vocabulary. (English) (Mathematics)</p> <p>--Can start a conversation with an adult or a friend and continue it for many turns. (English) (PSED)</p> <p>--Use talk to organise themselves and their play: "let's go on a bus...You sit there.... I'll be the driver." (English)</p> <p>--Use longer sentences of four to six words. (English)</p> <p>--Enjoy listening to longer stories and can remember much of what happens. (English)</p> <p>--Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned'for 'ran' and swimmmed for 'swam'. (English)</p>	<p>--Understand 'why' questions, like. "Why do you think the caterpillar got so fat?" (Science) (Mathematics) (English)</p> <p>--Know many rhymes, be able to talk about a familiar book and tell a long story. (English)</p> <p>--Use a wider range of vocabulary. (English) (Mathematics)</p> <p>--Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. (PSED) (English)</p> <p>--Can start a conversation with an adult or a friend and continue it for many turns. (English) (PSED)</p> <p>--Use talk to organise themselves and their play: "let's go on a bus...You sit there.... I'll be the driver." (English)</p> <p>--Use longer sentences of four to six words. (English)</p> <p>--Enjoy listening to longer stories and can remember much of what happens. (English)</p> <p>--Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned'for 'ran' and swimmmed for 'swam'. (English)</p>	<p>--Sing a large repertoire of songs, Ugly Bug Ball. (Music) (English)</p> <p>--Understand 'why' questions, like. "Why do you think the caterpillar got so fat?" (Science) (Mathematics) (English)</p> <p>--Know many rhymes, be able to talk about a familiar book and tell a long story. (English)</p> <p>--Use a wider range of vocabulary. (English) (Mathematics)</p> <p>--Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. (English) (PSED)</p> <p>--Can start a conversation with an adult or a friend and continue it for many turns. (English) (PSED)</p> <p>--Use talk to organise themselves and their play: "let's go on a bus...You sit there.... I'll be the driver." (English)</p> <p>--Use longer sentences of four to six words. (English)</p> <p>--Enjoy listening to longer stories and can remember much of what happens. (English)</p> <p>--Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned'for 'ran' and swimmmed for 'swam'. (English)</p> <p style="color: blue;">Core Skill: To be able to say a sentence using 6 words to explain something that has happened.</p>
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<p>Physical Development</p> <p>Moving and handling Health and self-care</p>	<p>Get Set 4PE Fundamentals Unit 2</p> <p>--Use a comfortable grip with good control when holding pens and pencils. (Art) (English)</p> <p>--Use one-handed tools and equipment, for example, making snips in paper with scissors. (Art) (DT)(English) (PE)</p> <p>--Use Large- muscle movements to Paint and Mark make. (Art) (Music) (DT) (English) (PE)</p> <p>--Make healthy choices about food, drink, activity and toothbrushing. (Science)(PSED)</p> <p>--Starting to eat independently and learning how to use knife and fork. (PSED)</p> <p>--Be increasingly independent as they get dressed and undressed (PSED) (PE)</p> <p>--Be increasingly independent in meeting their own care needs. Using the toilet, brushing teeth, washing, and drying hands thoroughly. (PSED)</p> <p>--Shows a preference for a dominant hand (English) (PE)</p> <p>--Skip, hop, stand on one leg and hold a pose for a game like a statue (PE)</p> <p>--Match their developing skill to task. Example: crawl, walk across the plank depending on the width. (PE)</p>	<p>Get set 4 PE Dance Unit 2</p> <p>--Use large-muscle movements to wave flags and streamers. (Art) (Music) (DT)(English) (PE)</p> <p>--Use a comfortable grip with good control when holding pens and pencils. (Art) (English)</p> <p>--Use one-handed tools and equipment, for example, making snips in paper with scissors. (Art)(DT)(English)</p> <p>--Use Large- muscle movements to Paint and Mark make. (Art) (Music) (PE)(DT)(English)</p> <p>--Starting to eat independently and learning how to use knife and fork. (PSED)</p> <p>--Be increasingly independent as they get dressed and undressed (PSED) (PE)</p> <p>--Be increasingly independent in meeting their own care needs. Using the toilet, brushing teeth, washing, and drying hands thoroughly. (PSED)</p> <p>--Shows a preference for a dominant hand (English) (PE)</p> <p>--Skip, hop, stand on one leg and hold a pose for a game like a statue (PE)</p> <p>--Continue to develop their movement, balancing riding (scooters, bike, trikes) (PE)</p> <p>--increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm. (PE)</p>	<p>Get Set 4 PE -Gymnastics Unit 2</p> <p>--Use large-muscle movements to wave flags and streamers. (Art) (Music) (DT) (English) (PE)</p> <p>--Use a comfortable grip with good control when holding pens and pencils. (Art)(English)</p> <p>--Use one-handed tools and equipment, for example, making snips in paper with scissors. (Art) (DT) (English)</p> <p>--Choose the right resources to carry out their own plan. (Art) (DT) (PE)</p> <p>--Use Large- muscle movements to Paint and Mark make. (Art) (Music) (DT) (English) (PE)</p> <p>--Use Large- muscle movements to Paint and Mark make. (Art) (Music) (DT) (English) (PE)</p> <p>--Be increasingly independent as they get dressed and undressed (PSED)(PE)</p> <p>--Be increasingly independent in meeting their own care needs. Using the toilet, brushing teeth, washing, and drying hands thoroughly. (PSED)</p> <p>--Shows a preference for a dominant hand (English)(PE)</p> <p>--increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm. (PE)</p> <p>--Collaborate with others to manage large items, such as moving long planks safely, carrying large hollow blocks. (PE)</p> <p>--Match their developing skill to task. Example: crawl, walk across the plank depending on the width. (PE)</p>	<p>Get Set 4 PE Ball Skills</p> <p>--Match their developing skills to tasks and activities in the setting (ICT)</p> <p>--Use one-handed tools and equipment, for example, making snips in paper with scissors. (Art) (DT) (English)</p> <p>--Choose the right resources to carry out their own plan. (Art) (DT) (PE)</p> <p>--Use Large- muscle movements to Paint and Mark make. (Art) (Music) (DT) (English) (PE)</p> <p>--Be increasingly independent as they get dressed and undressed (PSED)(PE)</p> <p>--Be increasingly independent in meeting their own care needs. Using the toilet, brushing teeth, washing, and drying hands thoroughly. (PSED)</p> <p>--Shows a preference for a dominant hand (English)(PE)</p> <p>--Continue to develop their balls skills (PE)</p> <p>--Collaborate with others to manage large items, such as moving long planks safely, carrying large hollow blocks. (PE)</p> <p>--Match their developing skill to task. Example: crawl, walk across the plank depending on the width. (PE)</p>	<p>Games Unit 2</p> <p>--Use a comfortable grip with good control when holding pens and pencils. (Art) (English)</p> <p>--Use one-handed tools and equipment, for example, making snips in paper with scissors. (Art) (DT) (English)</p> <p>--Choose the right resources to carry out their own plan. (Art) (DT) (PE)</p> <p>--Use Large- muscle movements to Paint and Mark make. (Art) (Music) (DT) (English) (PE)</p> <p>--Make healthy choices about food, drink, activity and toothbrushing. (Science)(PSED)</p> <p>--Be increasingly independent as they get dressed and undressed (PSED)(PE)</p> <p>--Be increasingly independent in meeting their own care needs. Using the toilet, brushing teeth, washing and drying hands thoroughly. (PSED)</p> <p>--Shows a preference for a dominant hand (English)(PE)</p> <p>--Start taking part in some group activities which they make up for themselves, or in teams (PE)</p> <p>--Go up steps and stairs or climb up apparatus, using alternate feet (PE)</p> <p>--Collaborate with others to manage large items, such as moving long planks safely, carrying large hollow blocks. (PE)</p>	<p>Team Games – prepare for sports day.</p> <p>--Use a comfortable grip with good control when holding pens and pencils. (Art) (English)</p> <p>--Use one-handed tools and equipment, for example, making snips in paper with scissors. (Art) (DT) (English)</p> <p>--Choose the right resources to carry out their own plan. (Art) (DT) (PE)</p> <p>--Use Large- muscle movements to Paint and Mark make. (Art)(Music) (DT) (English) (PE)</p> <p>--Be increasingly independent as they get dressed and undressed (PSED)(PE)</p> <p>--Be increasingly independent in meeting their own care needs. Using the toilet, brushing teeth, washing and drying hands thoroughly. (PSED)</p> <p>--Shows a preference for a dominant hand (English)(PE)</p> <p>--hold a pose for a game like a statue (PE)</p> <p>--Start taking part in some group activities which they make up for themselves, or in teams (PE)</p> <p>--Go up steps and stairs or climb up apparatus, using alternate feet (PE)</p> <p>--Collaborate with others to manage large items, such as moving long planks safely, carrying large hollow blocks. (PE)</p> <p>--Match their developing skill to task. Example: crawl, walk across the plank depending on the width. (PE)</p> <p>Core Skill: To be able to use scissor to snip or cut along a line.</p>
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<p>SPECIFIC AREAS OF LEARNING</p>	<p>Literacy</p> <p>Written Spoken reading</p>	<p>All about me While we cannot hug</p> <p>--Write some or all their name. (English)</p> <p>--Engage in extended conversation about stories, learning new vocabulary. (English)</p>	<p>Celebrations Fireworks night, Remembrance Day, Diwali, Christmas, birthdays, Stick man.</p> <p>letter to Father Christmas The journey of a letter</p> <p>--Write some or all their name. (English)</p> <p>--Engage in extended conversation about stories, learning new vocabulary. (English)</p>	<p>Elmer, The mitten, Owl babies</p> <p>Enjoys rhyming and rhythmic activities.</p> <p>--Write some or all their name. (English)</p> <p>--Develop their phonological awareness, so that they can: Spot and suggest rhymes. (English)</p> <p>-- Develop their phonological awareness, so that they can: Count or clap syllables in words. (English)</p> <p>--Engage in extended conversation about stories, learning new vocabulary. (English)</p>	<p>Harry and robots, I love my Mummy, Old Mac Donald farm</p> <p>--Use some of their print a letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page, write m for mummy. (English)</p> <p>--Engage in extended conversation about stories, learning new vocabulary. (English)</p> <p>--Write some or all their name. (English)</p> <p>--Write some letters accurately (English)</p> <p>--Develop their phonological awareness, so that they can: Count or clap syllables in words. (English)</p> <p>--Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mummy. (English)</p>	<p>--Use some of their print a letter knowledge in their early writing. For example: writing a pretend shopping list that starts the top of the page, write m for mummy. (English)</p> <p>--Engage in extended conversation about stories, learning new vocabulary. (English)</p> <p>--Write some or all their name. (English)</p> <p>--Write some letters accurately (English)</p> <p>--Develop their phonological awareness, so that they can: Count or clap syllables in words. (English)</p> <p>--Develop their phonological awareness, so that they can: Spot and suggest rhymes. (English)</p> <p>--Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mummy. (English)</p> <p>--understand the five key concepts about print:</p> <ul style="list-style-type: none"> ■ Print can have different purpose. ■ Names of different parts of a book ■ Print has a meaning. ■ Page sequencing ■ English read text left to right. <p>(English)</p>	<p>--Use some of their print a letter knowledge in their early writing. For example: writing a pretend shopping list that starts the top of the page, write m for mummy. (English)</p> <p>--Engage in extended conversation about stories, learning new vocabulary. (English)</p> <p>--Write some or all their name. (English)</p> <p>--Write some letters accurately (English)</p> <p>--Develop their phonological awareness, so that they can: Count or clap syllables in words. (English)</p> <p>--Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mummy. (English)</p> <p>--understand the five key concepts about print:</p> <ul style="list-style-type: none"> ■ Print can have different purpose. ■ Names of different parts of a book ■ Print has a meaning. ■ Page sequencing ■ English read text left to right. <p>(English)</p>
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<p>Mathematics</p> <p>Numbers Shape, space and measure</p>	<p>--Describe a familiar route (Geography) (Mathematics)</p> <p>--Discuss routes and locations, using words like 'in front of' and 'behind'. (Geography)</p> <p>--Recite numbers past 5. (Mathematics)</p> <p>--Show finger numbers up to 5. (Mathematics)</p> <p>--Begin to describe a sequence of events, real or fictional, using words, such as 'first', then. (Mathematics)</p> <p>--Select shapes appropriately; flat surfaces for a building (Mathematics)</p> <p>--Create ABAB patterns – stick, leaf, stick, leaf. (Mathematics)</p>	<p>--Recite numbers past 5. (Mathematics)</p> <p>--Show finger numbers up to 5. (Mathematics)</p> <p>--Make comparisons between object relating to size and weight. (Mathematics)</p> <p>--Begin to describe a sequence of events, real or fictional, using words, such as 'first', then. (Mathematics) Adventure bear</p> <p>--Select shapes appropriately; flat surfaces for a building (Mathematics)</p> <p>--Create ABAB patterns – stick, leaf, stick, leaf. (Mathematics)</p>	<p>--Recite numbers past 5. (Mathematics)</p> <p>--Say one number name for each item in order: (Mathematics)</p> <p>-- Compare quantities using language 'more than', 'fewer than' (Mathematics)</p> <p>--Solve real world mathematical problems with numbers up to 5. (Mathematics)</p> <p>--Make comparisons between object relating to size, and length. (Mathematics)</p> <p>--Begin to describe a sequence of events, real or fictional, using words, such as 'first', then. (Mathematics) Chatter box Proud clouds</p> <p>--Combine shapes to make new ones. (Mathematics)</p> <p>--Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language pointy, spotty, blobs. (Mathematics)</p> <p>--Create and extend ABAB patterns – stick, leaf, stick, leaf. (Mathematics)</p>	<p>--Discuss routes and locations, using words like 'in front of' and 'behind'. (Geography)</p> <p>--Recite numbers past 5. (Mathematics)</p> <p>--Show finger numbers up to 5. (Mathematics)</p> <p>--Say one number name for each item in order: (Mathematics)</p> <p>--Know that the last number reached when counting a small set of objects tells you how many there are in total. (Mathematics)</p> <p>--Fast recognition of up to 3 objects, without having to count them individually('subitising')- (Mathematics)</p> <p>-- Compare quantities using language 'more than', 'fewer than' (Mathematics)</p> <p>--Begin to describe a sequence of events, real or fictional, using words, such as 'first', then. (Mathematics) Chatter box Proud clouds</p> <p>--Combine shapes to make new ones. (Mathematics)</p> <p>--Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language pointy, spotty, blobs. (Mathematics)</p> <p>--Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5. (Mathematics)</p>	<p>--Recite numbers past 5. (Mathematics)</p> <p>--Show finger numbers up to 5. (Mathematics)</p> <p>--Say one number name for each item in order: (Mathematics)</p> <p>--Know that the last number reached when counting a small set of objects tells you how many there are in total. (Cardinal principle). (Mathematics)</p> <p>--Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5. (Mathematics)</p> <p>-- Compare quantities using language 'more than', 'fewer than' (Mathematics)</p> <p>--Make comparisons between object relating to size, and length. (Mathematics)</p> <p>--Begin to describe a sequence of events, real or fictional, using words, such as 'first', then. (Mathematics) Chatter box Proud clouds</p> <p>--Talk about and explore 2D and 3D shapes. Mathematical language- Sides, corners, straight, flat, round. (Mathematics)</p> <p>--Notice and correct an error in a repeating pattern. (Mathematics)</p>	<p>--Describe a familiar route (Geography) (Mathematics)</p> <p>--Discuss routes and locations, using words like 'in front of' and 'behind'. (Geography) (Mathematics)</p> <p>--Understand position through words alone. For example, "The bag is under the table" – with no pointing. (Geography) (Mathematics)</p> <p>--Say one number name for each item in order: (Mathematics)</p> <p>--Know that the last number reached when counting a small set of objects tells you how many there are in total. (Cardinal principle). (Mathematics)</p> <p>--Experiments with their own symbols and marks as well as numerals. (Mathematics)</p> <p>-- Compare quantities using language 'more than', 'fewer than' (Mathematics)</p> <p>--Make comparisons between object relating to size, length, weight, and capacity. (Mathematics)</p> <p>--Begin to describe a sequence of events, real or fictional, using words, such as 'first', then. (Mathematics) Chatter box Proud clouds</p> <p>--Talk about and explore 2D and 3D shapes. Mathematical language- Sides, corners, straight, flat, round. (Mathematics)</p> <p>--Notice and correct an error in a repeating pattern. (Mathematics)</p>
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Nursery Curriculum Map Overview 23/24

<p>Understanding the world</p> <p>People and communities The world Technology</p>	<p>--Use All their senses in hands-on exploration of natural materials. (Geography)(Science)</p> <p>--Explore the woodland area in school – Autumn.</p> <p>--Begin to understand the need to respect and care for the natural environment and all the living things. (Geography)</p> <p>--Know that there are different countries in the work and talk about the differences they have experienced or seen in photos. (English) (PSED) (Geography)- Holidays</p> <p>--Begin to make sense of their own life-story and family history (PSED)(History)(Science) All About me and Family.</p> <p>- Continue to develop positive attitudes about the difference between people. (RE) (PSED) Harvest festival,</p>	<p>--Know that there are different countries in the work and talk about the differences they have experienced or seen in photos. (English)(Geography) (PSED) India, Scotland</p> <p>--Begin to make sense of their own life-story and family history (History) (PSED) St Andrew's Day Bonfire night, Remembrance day.</p> <p>- Continue to develop positive attitudes about the difference between people. (RE) (PSED) Diwali, Nativity</p> <p>--Talk about what they see, using a wide vocabulary. (Science) (English)</p> <p>--Talk about the differences between materials and changes they notice. (English) (Science)</p>	<p>--Use All their senses in hands-on exploration of natural materials. (Geography)(Science)</p> <p>Explore the woodland area in school – Winter.</p> <p>--Begin to understand the need to respect and care for the natural environment and all the living things. (Geography) (Science)</p> <p>--Know that there are different countries in the work and talk about the differences they have experienced or seen in photos. (PSED) (English) (Geography) China, Wales.</p> <p>--Begin to make sense of their own life-story and family history. (PSED)(History) (Science) Chinese New Year, St David's Day,</p> <p>- Continue to develop positive attitudes about the difference between people. (RE) (PSHE)</p>	<p>--Use All their senses in hands-on exploration of natural materials. (Geography)(Science)</p> <p>Explore the woodland area in school – Spring.</p> <p>--Explore how things work (ICT) (Science) (DT)</p> <p>--Know that there are different countries in the work and talk about the differences they have experienced or seen in photos. (PSED) (English) (Geography)England.</p> <p>--Begin to understand the need to respect and care for the natural environment and all the living things. (Geography)</p> <p>- Continue to develop positive attitudes about the difference between people. (RE) (PSED) Easter,</p> <p>--Talk about the differences between materials and changes they notice. (English) (Science)</p>	<p>--Use All their senses in hands-on exploration of natural materials. (Geography)(Science)</p> <p>Explore the woodland area in school – Summer.</p> <p>--Begin to understand the need to respect and care for the natural environment and all the living things. (Geography) (Science)</p> <p>--Talk about what they see, using a wide vocabulary. (Science) (English)</p> <p>--Plant seeds and care for growing plants (Science)</p> <p>--Understand the key features of the life cycle of a plant and an animal. (science)</p> <p>--Begin to make sense of their own life-story and family history (History) (Science) (PSED) St George's Day.</p> <p>--Show an interest in different occupations. (PSED)</p> <p>--Explore and talk about different forces they can feel. (Science)</p>	<p>--Compare nursery and reception.</p> <p>- Continue to develop positive attitudes about the difference between people. (RE) (PSED)</p> <p>--Begin to make sense of their own life-story and family history. (History) (Science) (PSED)</p> <p>--Talk about what they see, using a wide vocabulary. (Science) (English)</p> <p>--Show an interest in different occupations. (PSED)</p> <p>Visits from Fire, police, and visits from parents to share their occupations.</p> <p>--Explore and talk about different forces they can feel. (Science)</p> <p style="color: blue;">Core Skill: To be able to explain the differences between two items.</p> <p style="color: blue;">To be able to experiment and explain the difference between them.</p>
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Nursery Curriculum Map Overview 23/24

<p>Expressive arts and design</p> <p>Exploring and using media and materials Being imaginative</p>	<p>--Show different emotions in their drawings and painting, like happiness, sadness, fear, etc (Art)</p> <p>--Respond to what they have heard, expressing their thoughts and feelings. (Music) (PE)</p> <p>--Listen with increased attention to sound. (English) (Music)</p> <p>--Take part in simple pretend play, using an object to represent something else even though they are not similar. (English)</p> <p>--Draw with increasing complexity and detail, such as representing a face with a circle and including details. (Art)</p> <p>--Create closed shapes with continuous lines, and begin to use these shapes to represent objects (DT) (Art)</p> <p>--Explore colour and colour mixing (Art)</p>	<p>--Remember and sing entire songs – Christmas. (Music) (English)</p> <p>--Respond to what they have heard, expressing their thoughts and feelings. (Music) (PE)</p> <p>--Begin to develop complex stories using small world equipment, animal sets, doll, and doll houses. (English)</p> <p>--Listen with increased attention to sound. (English) (Music)</p> <p>--Listen with increased attention to sound. (English) (Music)</p> <p>--Take part in simple pretend play, using an object to represent something else even though they are not similar. (English)</p> <p>--Explore colour and colour mixing (Art)</p>	<p>--Respond to what they have heard, expressing their thoughts and feelings. (Music)(PE)</p> <p>--Begin to develop complex stories using small world equipment, animal sets, doll, and doll houses. (English)</p> <p>--Listen with increased attention to sound. (English) (Music)</p> <p>--Create their own songs or improvise a song around one they know. (English)</p> <p>--Take part in simple pretend play, using an object to represent something else even though they are not similar. (English)</p> <p>Join different materials and explore different textures (Art)</p> <p>--Use drawing to represent ideas like movement or loud noises (Art)</p> <p>--Create their own songs around one they know. (Music)</p>	<p>--Respond to what they have heard, expressing their thoughts and feelings. (Music) (PE)</p> <p>--Begin to develop complex stories using small world equipment, animal sets, doll, and doll houses. (English)</p> <p>--Listen with increased attention to sound. (English) (Music)</p> <p>--Take part in simple pretend play, using an object to represent something else even though they are not similar. (English)</p> <p>--Develop their own ideas and then decide which materials to use to express them. (DT) (Art)</p> <p>--Explore different materials freely, to develop their ideas about how to use them and what to make. (DT) (Art)</p> <p>--Join different materials and explore different textures (Art)</p> <p>--Use drawing to represent ideas like movement or loud noises (Art)</p> <p>--Play instruments with increasing control to express their feelings. (Music)</p>	<p>--Respond to what they have heard, expressing their thoughts and feelings. (Music) (PE)</p> <p>--Begin to develop complex stories using small world equipment, animal sets, doll, and doll houses. (English)</p> <p>--Listen with increased attention to sound. (English) (Music)</p> <p>--Take part in simple pretend play, using an object to represent something else even though they are not similar. (English)</p> <p>--Develop their own ideas and then decide which materials to use to express them. (DT)</p> <p>--Explore different materials freely, to develop their ideas about how to use them and what to make. (DT)</p> <p>--Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (DT)</p> <p>--Join different materials and explore different textures (Art)</p> <p>--Sing the pitch of a tone sung by another person ('pitch match'). (English) (Music)</p> <p>--Sing the melodic shape (moving melody, such as up and down of familiar songs. (English) (Music)</p>	<p>--Draw with increasing complexity and detail, such as representing a face with a circle and including details. (Art)</p> <p>--Remember and sing entire song – Ugly Bug Ball. (Music) (English)</p> <p>--Respond to what they have heard, expressing their thoughts and feelings. (Music) (PE)</p> <p>--Begin to develop complex stories using small world equipment, animal sets, doll, and doll houses. (English)</p> <p>--Listen with increased attention to sound. (English) (Music)</p> <p>--Take part in simple pretend play, using an object to represent something else even though they are not similar. (English)</p> <p>--Listen with increased attention to sound. (English) (Music)</p> <p>--Take part in simple pretend play, using an object to represent something else even though they are not similar. (English)</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (DT)</p> <p>--Sing the pitch of a tone sung by another person ('pitch match'). (English)(music)</p> <p>--Sing the melodic shape (moving melody, such as up and down of familiar songs. (English) (Music)</p> <p>Core Skill: To move to music. To recall a song and action they have learnt. To investigate and experiment different materials. Can say what has happened.</p>
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