

Lees Primary School Curriculum Map Nursery

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Theme	Marvelous Me	People Who Help Us Christmas	Amazing Animals	Our Wonderful World	Ready, Steady, Grow!	Bears, bears everywhere!
English Texts	Worrysaurus The Family Book Colour Monster Harry and the Bucketful of Dinosaurs Ruby's Worry's Love makes a family	Police Information Book Fireman Sam to the Rescue I'm a Little Firefighter 5 fast cars 999 Emergency Song Christmas Story	On the farm What the Ladybird Heard Barefoot singalong - Driving my Tractor. The Little Red Hen Dear Zoo	As the Crow Flies Martha Maps it Out The First Hippo in the Moon Topsy and Tim busy builders. The 3 Little Pigs Easter Story	That's My Flower Oliver's vegetables, Oliver's fruit salad, Oliver's milkshake Vivien French Jasper's Beanstalk	Goldilocks and the 3 bears Going on a Bear Hunt One Ted falls out of bed
Literacy	To join in with songs and rhymes. To repeat words and phrases from familiar rhymes To share books, have a favourite & know how to look after and handle books. (names of the different parts of a book, page sequencing, reading text from left to right and top to bottom) To develop play around rhymes using props. To enjoy drawing freely. To add some marks to their drawings.	Joining in with and recalling familiar stories, songs and rhymes. Learning new words in focus stories. Looking after and handling of books. To develop physical experience of mark making using various tools and media. Following patterns. Ascribing meaning to marks.	Joining in with and recalling familiar stories, songs and rhymes. Learning new words in focus stories. To sequence stories. To develop physical experience of mark making using various tools and media. Ascribing meaning to marks. Create photo books of the children working - to name and talk about what children are doing.	To develop physical experience of mark making using various tools and media. To use some of their print and letter knowledge in their early writing. To write some letters accurately. To engage in extended conversations. To develop an awareness of print seen in different places. To count or clap syllables in words.	To develop physical experience of mark making using various tools and media. To use some of their print and letter knowledge in their early writing. To write some letters accurately. To notice print. To write some or all of their name. To develop their phonological awareness so that they can; Spot & suggest rhymes Count or clap syllables in words Recognise words with same initial sound To engage in extended conversations. To engage in extended conversations about stories, learning new vocabulary	To develop physical experience of mark making using various tools and media. To use some of their print and letter knowledge in their early writing. To write some letters accurately. To notice print. To write some or all of their name. To develop their phonological awareness so that they can; Spot & suggest rhymes Count or clap syllables in words Recognise words with same initial sound To engage in extended conversations. To engage in extended conversations about stories, learning new vocabulary

Lees Primary School Curriculum Map Nursery

Mathematics	<p>To develop 1:1 correspondence.</p> <p>Organising and categorising toys/shapes/objects into sets - to compare amounts, saying 'lots', 'more' or 'same.'</p> <p>To take part in finger rhymes with numbers.</p> <p>To say some number names in sequence.</p>	<p>To develop 1:1 correspondence.</p> <p>Organising and categorising into sets</p> <p>To say one number for each item in order. (counting grids/sorting trays)</p> <p>To know last number reached when counting amounts is the total amount. ('cardinal principle')</p> <p>Recite number names in sequence.</p> <p>To show finger numbers.</p> <p>To link numerals and amounts.</p>	<p>Subitising to 3, 4, 5</p> <p>Begins to make comparisons between quantities (more, a lot, less...)</p> <p>Experiments with own symbols and marks.</p> <p>To know last number reached when counting amounts is the total amount. ('cardinal principle')</p> <p>Recite number names in sequence.</p> <p>To show finger numbers.</p> <p>To link numerals and amounts.</p>	<p>Recite number names in sequence. (1-5/10)</p> <p>Subitising to 3,4,5.</p> <p>To link numerals and amounts.</p> <p>To experiment with own symbols & marks as well as numerals.</p> <p>To begin to solve mathematical problems.</p> <p>To take part in finger rhymes with numbers. (shoebox rhymes)</p>	<p>Recite number names in sequence. (1-5/10)</p> <p>Subitising to 3,4,5.</p> <p>To link numerals and amounts.</p> <p>To experiment with own symbols & marks as well as numerals.</p> <p>To take part in finger rhymes with numbers.</p>	<p>Recite number names in sequence. (1-5/10)</p> <p>Subitising to 3,4,5.</p> <p>To link numerals and amounts.</p> <p>To experiment with own symbols & marks as well as numerals.</p> <p>To take part in finger rhymes with numbers.</p> <p>To count actions</p>
	<p>To complete inset puzzles. Using language linked to shape.</p> <p>To develop positional language.</p>	<p>To talk about and explore 2D shapes.</p> <p>To complete inset puzzles.</p> <p>Notices simple patterns & shapes in pictures.</p> <p>To make comparisons linked to size - big/small/heavy/light & other related words.</p> <p>To understand position.</p> <p>To describe a familiar route.</p>	<p>Categorise objects according to properties - shape/ size.</p> <p>To talk about patterns.</p>	<p>To make comparisons between objects relating to size -big/small, tall/short, long.</p> <p>To talk about & explore 2D and 3D shapes</p> <p>To extend ABAB patterns.</p>	<p>To make comparisons between objects relating to size, capacity -big/small, tall/short, full, empty, half full.</p> <p>To begin to describe a sequence of events,</p> <p>To extend and create ABAB patterns.</p>	<p>To describe a familiar route.</p> <p>To make comparisons between objects relating to size, capacity -tall/short, heavy/light, full, empty, half full.</p> <p>To begin to describe a sequence of events,</p> <p>To extend and create ABAB patterns.</p>

Lees Primary School Curriculum Map Nursery

Communication and Language	<p>C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing and speech and language interventions. (Wellcomm)</p> <p>Story rich classroom. Role play areas and enhancements. Extending vocabulary linked to themes.</p> <p>Reading area to be filled with quality fiction, non-fiction and poetry books.</p> <p>Word box for retelling rhymes and creating own. Opportunities to talk about familiar books and retell stories.</p>					
	<p>To develop listening skills.</p> <p>To develop understanding of 'who', 'what', 'where'.</p> <p>To understand and respond to simple instructions.</p> <p>To develop conversation To develop pretend play.</p> <p>To listen to simple stories & understand what is happening, with the help of pictures.</p> <p>To know rhymes.</p>	<p>To develop listening skills.</p> <p>To continue to learn and recall rhymes.</p> <p>To develop understanding of 'who', 'what', 'where'.</p> <p>To understand a question or instruction that has 2 parts.</p> <p>Extending vocabulary and develop sentence structure.</p>	<p>To develop listening skills.</p> <p>To develop understanding of 'who', 'what', 'where', 'how.'</p> <p>To retell stories using small world, act out stories using masks/ props.</p> <p>Extending vocabulary and develop sentence structure.</p> <p>To understand a question or instruction that has 2 parts.</p>	<p>To develop listening skills. (listen and respond)</p> <p>To develop understanding of 'who', 'what', 'how.' 'why.'</p> <p>To understand a question or instruction that has at least 2 parts.</p> <p>To use a wider range of vocabulary & develop sentence structure.</p> <p>To talk about familiar books.</p>	<p>To develop understanding of 'who', 'what', 'how', 'where', 'when' and 'why.'(what Q cards, blank level picture scenes)</p> <p>To use talk to organise themselves and their play. (adults to join in with play extending ideas/vocabulary/using voice sounds for effects, commenting on what they are doing, repeating using correct pronunciation/ story dice)</p> <p>To understand a question or instruction that has at least 2 parts.(chattertime activities)</p>	<p>To develop understanding of 'who', 'what', 'how', 'where', 'when' and 'why.'</p> <p>To use talk to organise themselves and their play.</p> <p>To understand a question or instruction that has at least 2 parts.(chattertime activities)</p> <p>To maintain attention</p>
Personal, Social and Emotional	<p>All areas of PSED permeate the ethos in our environment all day, every day.</p> <p>Adults model, encourage and where necessary, teach, all objectives all of the time.</p> <p>SCARF will be taught discretely and as focus sessions in small groups.</p> <p>Use text such as Colour Monster, Worrysaurus help support children with their emotions.</p>					

Lees Primary School Curriculum Map Nursery

<p>EYFS Framework</p> <p>SCARF (Safety, Caring, Achievement, Resilience, Friendship)</p>	<p>To understand and cooperate with some boundaries and routines. To talk about their feelings To select activities. To develop independence. To develop friendships with other children.</p> <p>SCARF Me and My Relationships</p>	<p>To increasingly follow rules, understanding why they are important. To talk about their feelings - happy/sad/frightened/angry - emotion's board. To select and use activities and resources more independently. To develop friendships with other children.</p> <p>SCARF Valuing Difference</p>	<p>To continue to understand and cooperate with boundaries and routines. To develop understanding of emotions - happy/sad/frightened/cross /grumpy - emotion's board. To select and use activities and resources more independently, beginning to give reasons for their choices. To develop friendships with other children.</p> <p>SCARF Rights and Respect</p>	<p>To continue to understand and cooperate with boundaries and routines. To develop understanding of emotions - happy/sad/frightened/cross /grumpy - emotion's board. To begin to understand how others might be feeling. To select and use activities and resources more independently, beginning to give reasons for their choices. To develop friendships with other children, developing 'play'.</p> <p>SCARF Keeping Safe</p>	<p>To continue to understand and cooperate with boundaries and routines. To tolerate delay. To develop understanding of emotions - happy/sad/frightened/cross /grumpy - emotion's board. To begin to understand how others might be feeling. To select and use activities and resources more independently, beginning to give reasons for their choices. To work with other children extending play ideas.</p> <p>SCARF Growing and Changing</p>	<p>To continue to understand and cooperate with boundaries and routines. To tolerate delay. To develop understanding of emotions - happy/sad/frightened/cross /grumpy/ worried - emotion's board. To understand how others might be feeling and why. To select and use activities and resources more independently, beginning to give reasons for their choices. To work with other children extending play ideas.</p> <p>SCARF Being my Best</p>
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Lees Primary School Curriculum Map Nursery

<p>Physical Development</p> <p>Within PD skills will be continually repeated using different media/resources.</p>	<p>To develop tripod grip using writing tools.</p> <p>To develop manipulation and control</p> <p>To develop self- help skills.</p> <p>To understand the importance of washing hands and how to do it effectively.</p> <p>To walk, run, jump, climb and crawl -</p> <p>To use large muscle movements.</p>	<p>To develop tripod grip using writing tools.</p> <p>To develop control - pouring, stacking, twisting, copying, cutting, winding, weaving, squeezing</p> <p>To develop self- help skills.</p> <p>Climbing/crawling/balancing - tunnels, soft play - positional vocabulary.</p> <p>Run/tiptoe and stop games.</p> <p>Moving and balancing</p> <p>Movement to music with/without scarves.</p>	<p>To develop tripod grip using writing tools.</p> <p>To develop control - pouring, stacking, twisting, copying, cutting, winding, squeezing</p> <p>To develop self- help skills.</p> <p>Climbing/crawling/jumping/stretching/balancing on 1 leg & on equipment/walking up and down steps.</p> <p>Run/tiptoe and stop games.</p> <p>To travel in different ways.</p> <p>To develop ball skills. (Kick, throw, catch, roll, bounce)</p> <p>Movement to music with/without scarves.</p> <p>Musical scarves.</p>	<p>To develop tripod grip using writing tools.</p> <p>To manipulate and control - pouring, twisting, copying, winding, squeezing (bricks, jars, tweezers, playdough - dough disco/playdough songs, various tubes/straws/teapots/pipettes in the water for filling & emptying)</p> <p>To use one handed tools and equipment -cutting, copying writing patterns.</p> <p>To use large muscle movements. (scarves, cheer leader pom-poms, windy day box)</p> <p>To be increasingly independent as they get dressed/ undressed.</p> <p>To continue to develop their movement, balancing, riding & ball skills</p>	<p>To develop tripod grip using writing tools.(copying writing patterns)</p> <p>To manipulate and control - pouring, twisting, copying, cutting, winding, squeezing, tearing.</p> <p>To use one handed tools and equipment</p> <p>To use large muscle movements.</p> <p>To be increasingly independent as they get dressed/ undressed.</p> <p>To continue to develop their movement, balancing, riding & ball skills.</p> <p>To use and remember sequences and patterns of movements related to music and rhythm.</p> <p>To develop an understanding of healthy food, drink, activity choices and toothbrushing.</p>	<p>To develop tripod grip using writing tools.</p> <p>To manipulate and control - copying, cutting, winding, squeezing, tearing , twisting, pegging.</p> <p>To continue to develop their movement, balancing, riding & ball skills.</p> <p>To skip, hop, stand on one leg.</p> <p>To be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>
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Lees Primary School Curriculum Map Nursery

<p>Understanding the World</p>	<p>To explore natural materials. To talk about what they see. To notice differences between people.</p>	<p>Investigate seasonal changes - Autumn (talk about what they see) To use all their senses in hands-on exploration of natural materials.</p>	<p>Investigate seasonal changes - Winter Names and talks about animals and their young. To understand the key features of the life cycle of an animal. Talk about places where animals live. To make sense of their own life-story</p>	<p>Investigate seasonal changes - Spring To talk about what they see. Uses blocks, small world houses to develop and talk about road / rail environments.(streets, houses, shops, people, cars and garage ...) To know there are different countries in the world. To explore how things work. To show an interest in different occupations.</p>	<p>Investigate seasonal changes - Spring/Summer To talk about what they see using a wide range of vocabulary. To plant seeds and care for growing plants. To understand the key features of the lifecycle of a plant. To know there are different countries in the world.</p>	<p>To talk about what they see, using a wide vocabulary To care for growing plants To understand the key features of the life cycle of an animal To talk about animals. (Bears and their habitats) To know there are different countries in the world and talk about the differences (maps/ small world environments based on Bear hunt) To make sense of their own life-story and family's history. To continue to develop positive attitudes about the differences between people.</p>
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Lees Primary School Curriculum Map Nursery

Expressive Arts and Design	The high quality continuous provision (including home corner, dress-up, access to musical instruments, creative area) provide constant opportunities for children to develop storylines in their play, explore, use and refine a variety of artistic effects and to build on previous learning, whilst allowing for repetition to reinforce learning. Songs and rhymes are linked to the theme.					
	Listen to and join in with action songs and rhymes Explore a range of sound makers & instruments and play them in different ways. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Manipulate and play with different materials To make simple models which express their ideas.	Listen to and join in with songs, action songs and rhymes To play instruments with increasing control. Explore making sounds - loud/soft, fast/slow. Manipulating playdough (playdough songs) To develop painting skills - using a paintbrush effectively. To explore how colours can be changed. To explore colour - Kandinsky (large circular movements), Jackson Pollock - naming and matching colours, describing patterns, shapes. To use various construction blocks/ kits.	Listen to and join in with songs, action songs and rhymes Ring games. Creates sounds using percussion instruments. (bang, tap, shake, scrape) Explore making sounds - loud/soft, fast/slow. Tap a rhythm. To use various construction blocks/ kits / recycled materials.	To sing songs, action songs and rhymes. Creates sounds using percussion instruments. Explore making sounds - loud/soft, fast/slow. Sing the pitch of a tone To make imaginative small worlds. To make models which express their ideas. To take part in simple pretend play.	To remember and sing songs and rhymes Explore making & changing voice sounds/ instrumental sounds To take part in simple pretend play. Developing printing /painting skills & techniques To explore colour and colour mixing.	To sing songs and rhymes Explore making & changing voice sounds/ instrumental sounds loud/quiet, high/low, whisper/shout (adding sounds to stories) To play instruments with increasing control to express their feelings and ideas. (Bear Hunt) To take part in simple pretend play. To make imaginative small worlds To develop painting skills & techniques. To explore colour and colour mixing.
Special Celebrations	Diwali - Oct	Christmas & New Year Halloween Bonfire Night Remembrance Day	Chinese New Year	Shrove Tuesday St. Patricks Day Mother's Day Easter	Eid-al-Fitr St. Georges Day - April	Ramadan Father's Day - June
Experiences/Trips		Autumn Walk	Farm Visit	Spring Walk		Nell Bank