

Nursery Curriculum Map 2023-2024

Key Themes	Nursery Rhymes	Dinosaur Roar	Dear Zoo	Traditional tales	The Very Hungry caterpillar	I love Animals	
R.E.	Myself Welcome	Hinduism Birthdays	Celebrating	Gathering	Growing	Good News Friends Judaism Our World	
English – reading comprehension	<p>Handles books with care. Listen with interest to stories Join in with repetitive phrases. To know Dinosaur Roar by heart, Sing nursery rhymes and will know 10 by heart Engage in short story times. Pay attention to more than one thing at a time, which can be difficult. Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.</p>		<p>Ask and answer simple Who and what questions. Begin to use story language- once upon a time, The end. Can recognise what happens at the end of a story. Begin to listen and talk in a larger group. Know 15 songs and rhymes by heart. Talk about characters in books and what may happen. Say why they like about a book and retell a simple story using pictures or props. To Know Little Daisy, The three Little Pigs and Dear Zoo by heart, Non- fiction text about zoo animals. Use story language in role play. Engage in extended conversations about stories, learning new vocabulary. Can recall some the key events in a story but not necessarily in order. Can name the main character in the story. Can recognise their name without their pictures.</p>		<p>Showing basic comprehension of a storyline and answering relevant questions Listen and talk in whole class situations. Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Retell a story using pictures. Answer where questions in relation to themselves, friends, family and book they read.</p>		<p>Talk about characters and setting in book. Begin to recognise some familiar words. (name and logos etc) Know the Very Hungry Caterpillar and I Love Animals stories and Non-fiction text about zoo and farm animals Begin helicopter stories and create own stories Know 25 songs and rhymes by heart. Draw a person with head, body, arms, and legs, eyes noses, mouth, ears and hair. Answer who, what, where questions. Enjoy listening to longer stories and can remember much of what happens. Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing</p>
English – word reading Book Levels Little Wandle Phonics	<p>Phase 1– environmental sounds, Instrumental sounds and body percussion. Learn to follow simple instructions. Talk and listen in small groups. To repeat a grammatically correct sentence.</p>	<p>Begin to hear and say the first sound in words Sounds - s, t,p,l,n Oral blend words: s-a-t, s-i-t, p-i-t, t-i-n, t-a-p, n-i-p, s-i-p</p>	<p>Begin to hear and say the first sound in words Sounds - m,d,gc/k,e Oral blend word: d-i-g, m-a-p, g-e-t, n-o-d, c-o-t, p-e-t, d-a-d, p-i-g, p-e-g, t-e-n</p>	<p>Begin to hear and say the first sound in words Sounds - r,h,b,f,l,j Oral blend words: m-u-m, r-a-n, h-u-g, b-i-g, f-a-n, j-o-g, j-i-g</p>	<p>Begin to hear and say the first sound in words Sounds - v,w,x,y,z,qu, ch Oral blend words: y-e-s, m-e-ss, b-e-ll, w-e-t, w-a-g, s-a-d, h-i-ss, y-e-ll, r-i-ch, qu-i-t, z-a-p, b-u-zz</p>	<p>Begin to hear and say the last sound in words Sounds - ck, x, sh, th, ng, nk Oral blend words: th-u-d, th-i-ng, r-u-sh, sh-u-t, s-o-ng, s-i-ng, p-e-ck, r-o-ck, b-a-ck, f-i-x</p>	
English – writing	<p>Focus on gross motor skills. Work with play dough to strengthen fingers – dough disco, daily. Make marks on their picture to stand for their name. Beginning to make marks on paper to represent their writing. Drawing themselves with arms and legs, eyes, nose, mouth.</p>		<p>Continue to fine and gross motor skills. Begin to make letters of their name using large gross motor movement using painting brushes, water, flour, rice etc. Those who are ready will begin to write their name. Use one-handed tools and equipment, for example, making snips in paper with scissors. Show a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils.</p>		<p>Use correct pencil grip. Begin to follow simple pre-writing patterns. Copy the letters in their name to write it using pencil or whiteboard pen. Write own name in the school script.</p>		

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Maths Number	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') up to 3. Show 'finger numbers' up to 3. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3. Name a circle and a triangle and point to the corners and sides Can understand and the vocabulary round. Can use the vocabulary under and on.	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') up to 5. Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Name a square and a rectangle and point to the corners and sides. Use the vocabulary straight and round. Can find shapes in the environment. Can understand and use the vocabulary 'behind' and 'next to'	Recite numbers past 5. Can count to 10. Say one number for each item in order: 1,2,3,4,5 Solve real world mathematical problems with numbers up to 5. . I have 2 you have 1. How many altogether? I have 5 you take 2. How many do I have left? We have 4 can we share it? Compare quantities using language: 'more than', 'fewer than'. Talk about and explore all 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Can use and understand the under, on, next to, behind and in.			
Understanding of the world	Experiences small world and apply their knowledge of real life in their play. Talk about themselves and their family. Talk about significant events in their lives.	Talk about why things happen and how. Know that we celebrate things in different ways and are sensitive to others.	Talk about things they have observed such as plants and animals. Develop an understanding of growth and decay over time. Show concerns for living things and the environment. Talk about why things happen and how things work. Knows what makes them unique and talk about it.			
Expressive, Arts and Design.	Enjoy dancing and rings games. Learning a sing a number of simple songs. Begin to move rhythmically. Taps out simple repeated rhythms. Explore how sounds are made. Express themselves through music, dance. Make up simple rhymes and songs. Introduce a storyline into their play and make up simple stories and introduce props in their play. To name all primary and secondary colours and begin to mix them to mix primary colours to create the secondary colours					
P.E.	Spatial Awareness.	Basic Motor Skills	Gymnastics	Dance	Awareness – Team Games	Athletics