

St Bega's Catholic Primary School

Nursery Curriculum Map



<u>Nursery</u>	<u>Autumn 1</u> <u>All About Me</u> <u>Amazing Autumn</u>	<u>Autumn 2</u> <u>Bears</u> <u>Once Upon a Time</u> <u>Celebrations (Christmas)</u>	<u>Spring 1</u> <u>Wonderful Winter</u> <u>Frozen Places</u> <u>People Who Help Us</u>	<u>Spring 2</u> <u>Exciting Easter</u> <u>Growing Plant/Life</u> <u>Cycles</u>	<u>Summer 1</u> <u>Down On The Farm</u> <u>Terrific Tales</u>	<u>Summer 2</u> <u>Summer Sunshine</u> <u>Holidays Abroad</u> <u>Transport</u>
Possible Celebrations & Experiences	Starting School, Halloween, Autumn, Black History Month	Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Valentine's Day, Chinese New Year, Numbers day, Safer Internet Day	World Book Day, Mother's Day, Pancake Day, World Art Day, Easter	International Museum Day, World Biscuit Day, World Food Safety day	Father's Day, Sports Day, Transition
Key Texts Texts – Fiction and Non-Fiction						
RE	MYSELF - God knows and loves each one Judaism - Hannukkah WELCOME - Baptism: a welcome to God's family BIRTHDAY - Looking forward to Jesus' birthday		CELEBRATING - People celebrate in Church GATHERING - Parish family gathers to celebrate Eucharist GROWING - Looking forward to Easter		GOOD NEWS - Passing on the Good News of Jesus Islam - Special objects FRIENDS - Friends of Jesus OUR WORLD - God's wonderful world	
RSHE	CREATED AND LOVED MY GOD		CREATED TO LOVE OTHERS		CREATED TO LIVE IN COMMUNITY	

Personal, Social and emotional development	To be able to follow a one step instruction. Begin to follow rules. Begins to take turns.	To talk about themselves. Start to understand feelings. (happy, sad and tired) Play with one child extending and contributing during play.	Be able to sit during circle time Develop ways of being assertive. Able to take turns in roleplay.	Follow a 2 step instruction. Shows they are able to follow rules. Play with one and more children, extending and contributing during play.	Share how they are feeling with a member of staff. Start to understand feelings. (happy, sad, tired, worried, angry and scared) Begin to understand how someone else might feel.	To sit during circle time and join in a class session. E.g. mindfulness. Able to choose resources to help them achieve. Show confidence with others during a social situation.
Communication and Language	Begin to listen to longer stories. Retell familiar nursery rhymes.	Recall some key events from a story. To retell number rhymes.	Begin to pay attention to more than one thing at a time. Be able to speak using 4 – 6 word sentences.	Understand 2 step simple instructions. Take turns speaking and listening during a conversation.	Understand and answer why questions. Ask why questions during a conversation.	Respond appropriately during a conversation. Use talk to organise their play.
Physical Development	Explores moving their body in different ways. Shows can use one handed tools.	Moves body to music showing when they can stop and start. Makes snips in paper using scissors.	To be able to control a ball in different ways, balance on a variety of equipment and climb Child shows a preference for a dominant hand.	To jump and land safely from a height. Begin to hold a pencil with a modified tripod grip to show control.	To move safely with confidence and imagination, communicating ideas through movement. Demonstrate a growing independence putting on a coat and shoes, begin to do zips.	Can follow instructions in simple races, running at speed and an obstacle course. Begin to use a knife and fork.
Literacy	Joins in with repeated phrases for familiar stories. Discriminates between sounds. Draw basic pictures. Use lines to look like writing. Scribble writing left to right direction Begin to assign meaning.	Expresses simple likes about a shared story. Develops book handling skills. Can draw curved lines in both clockwise and anti-clockwise directions. Write symbols and shapes that looks like writing. Assign meaning to marks during play Overwrite name	Answers who and what questions linked to stories shared. Ascribes meanings to marks Write random letters with no connection between letters and sounds.	Expresses simple likes and dislikes about a shared story. Can recognise rhymes. Responds to focus texts through mark making. Use letter strings which travel from left to right and top to bottom. Attempts to write name	Uses new vocabulary in their play. Write letters with spaces between them to resemble the idea of words.	Uses new vocabulary in conversations. Develop oral blending and segmenting skills. Beginning to record some sounds in sequence. Copies words seen in the environment Writes name
Mathematics	Number rhymes with finger numbers Recite number names to 5/10 Sort objects according to one criteria shape, colour or size Compare two quantities and size – more/less, large/small, big/little Recognise basic 2d shapes	Number rhymes with finger numbers Recite numbers to 10 Cardinal principle for 1,2 and 3+ Begin to describe shapes and patterns. Compare lengths and heights	Number rhymes with finger numbers Finger numbers to 5 Recite number names to 10 Number 3, 4 & 5 Subitizing to 3 Position and direction language	Cardinal principle to 5 and beyond Recite numbers to 10+ Recognise some numerals and link them to a set	Copy patterns and sequences Count actions and sounds as well as objects Subitise 1,2 and 3 including dice faces	Count objects, actions and sounds with increasing accuracy Collect a stated amount from a larger set (1-6) Copy an AB pattern Notice and correct an error in a repeating pattern.

		Grouping and sorting	Use shapes to build and make new shapes Understands and uses full, empty and half empty.			Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Continue an AB pattern Revised shape and measures, sorting and positional language.
Understanding the world	Explore changes in Autumn. Talk about their immediate family and their role in the family.	Know about family celebrations.	Explore what happens on cold winter days. Know about people who help us. Understand how people help us.	Explore growing seeds and taking care of plants. Know simple animal life cycles. Know why we celebrate Easter.	Talk about taking care of the world around us.	Explore changes over time.
Expressive Arts and Design	Join different materials together. Join in with simple repetitive rhymes and songs.	Make choices about which materials to use when creating. Perform songs and dances in a Christmas performance.	Create closed shapes with continuous lines. Explore sounds that can be made from percussion.	Begin to include details on drawings. Follows teachers signals/instructions when playing instruments (play and stop)	Represent feelings, noises and movements through drawing. Create own songs using musical accompaniments.	Explore colouring mixing. Share likes and dislikes about a piece of music.
Roleplay	Home Corner	Three Bears Cottage/ The Stable	Supermarket	Florist	Farm shop	Ice Cream Parlour
Possible Visits Events	Ward Jackson Park Pumkin Picking	Stay & Play Pantomime Nativity Performance	Fire station Visit School cook visitor	Butterfly world Florists visit Easter Activity Morning	Farm Visit	Beach Picnic
Home/school Links		Nativity performance		Easter Stay and play	End of nursery reports	Sports Day School transition meeting