



Nursery Curriculum Map – 2022 – 2023 Miss Cole

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| RE | Myself Welcome | Judaism Birthday | Celebrating Gathering | Growing Good News | Good News Friends | Islam Our World |
| PSHE | Live Life to the Full Created and Loved by God | | Live Life to the Full Created to Live in Community | | Live Life to the Full Created to Love Others | |
| Topic | Marvellous Me <ul style="list-style-type: none"> - About me - My family - My body - Staying healthy - Autumn | Celebrations <ul style="list-style-type: none"> - Celebrations from other cultures and religions - Birthdays - Christmas | People and Transport <ul style="list-style-type: none"> - Emergency services - Food & animals - Leisure - Home and our town - Construction - Winter | What's hatching? <ul style="list-style-type: none"> - Life cycles - Spring - Animals - Mini beasts | Extreme Earth <ul style="list-style-type: none"> - Dinosaurs - Earthquakes - Volcanoes - Space | Mysteries of the Deep <ul style="list-style-type: none"> - Sea creatures - Pirates - Seaside - Summer |
| Communication & language | <ul style="list-style-type: none"> • Listening to stories • Vocabulary (me, myself, family, home, house, town, emotions) • Instructions with one part • "Why" questions • Singing songs | <ul style="list-style-type: none"> • Listening to stories • Vocabulary (celebrate, party, special, birthday, Christmas, Advent) • Instructions with more than one part • "Why" questions • Singing songs • Recognising Rhymes • Starting conversations | <ul style="list-style-type: none"> • Listening to stories and talking about them. • Vocabulary (people, help, bus, car, truck, travel, transport, doctor, nurse, police, fire) • Instructions with two parts. • "Why" questions • Recognising Rhymes • Starting conversations | <ul style="list-style-type: none"> • Listening to stories and talking about them. • Vocabulary (egg, hatch, new) • Use talk to organise when playing • "Why" questions • Recognising Rhymes • Expressing a point of view | <ul style="list-style-type: none"> • Listening to stories and talking about them. • Vocabulary (volcano, earthquake, dinosaur) • Use talk to organise when playing • "Why" questions • Confidence with rhymes and songs • Expressing a point of view and discussing opinions. | <ul style="list-style-type: none"> • Listening to stories, recognising familiar stories and talking about them. • Vocabulary (sea, ocean, pirate) • Use talk to organise when playing • "Why" questions • Confidence with rhymes and songs. • Expressing a point of view and discussing opinions. |
| Personal, social & emotional development | <ul style="list-style-type: none"> • Following simple rules • Talking about feelings (happy, sad, angry, worried) Feeling comfortable in new social situations • Making choices to help achieve a goal • Asking for help if needed | <ul style="list-style-type: none"> • Following rules • Solving conflict with others • Playing in a group • Talking about feelings • Making choices to help achieve a goal • Asking for help if needed | <ul style="list-style-type: none"> • Understanding why rules are important • Increasing confidence with new people and situations • Beginning to understand the feelings of others • Understand that we are members of a community • Making choices to help achieve a goal | <ul style="list-style-type: none"> • Understanding why rules are important • Increasing confidence with new people and situations • Understanding the feelings of others • Solving problems and conflicts with others • Carrying on a conversation with others in different situations | <ul style="list-style-type: none"> • Following rules without being reminded by an adult • Finding solutions and understanding that not everyone can win or get their own way • Developing appropriate ways of being assertive • Developing an understanding of their place in the community | <ul style="list-style-type: none"> • Following rules without being reminded by an adult • Finding solutions and understanding that not everyone can win or get their own way • Developing appropriate ways of being assertive • Developing an understanding of their place in the community |



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| Physical development | <ul style="list-style-type: none"> Developing balance, movement and riding. Using one-handed tools and equipment. Using a comfortable grip with good control when holding pens and pencils. | <ul style="list-style-type: none"> Developing movement, balancing, riding and ball skills. Going up steps and stairs, or climb up apparatus, using alternate feet. | <ul style="list-style-type: none"> Using large muscle movements to wave flags and make marks Matching physical skills to tasks and activities in the setting. Collaborating with others to manage large items. | <ul style="list-style-type: none"> Skip, hop, stand on one leg and hold a pose for a game like musical statues. Choose the right resources to carry out their own plan. Becoming increasingly independent as they get dressed and undressed. | <ul style="list-style-type: none"> Conversing with others with increasing confidence Taking part in some group activities which they make up for themselves, or in teams. Using a comfortable grip with good control when holding pens and pencils. | <ul style="list-style-type: none"> Conversing with others with increasing confidence Show a preference for a dominant hand. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm Using a comfortable grip with good control when holding pens and pencils. |
| Literacy | <ul style="list-style-type: none"> Listening and talking about stories. Spotting rhymes Mark making | <ul style="list-style-type: none"> Listening and talking about stories. Clapping and counting syllables Mark making | <ul style="list-style-type: none"> Listening and talking about stories. Recognising initial sounds Mark making Beginning to write letters Phonics: listening and attention games | <ul style="list-style-type: none"> Listening and talking about stories. Recognising and suggesting rhymes. Mark making Beginning to write names Concepts of print – names of parts of a book, print has meaning | <ul style="list-style-type: none"> Beginning to learn the first RWI sounds: m, a, s, t, d Listening to and talking about stories Concepts of print – page sequencing Recognising initial sounds and linking with phonics Name writing | <ul style="list-style-type: none"> Beginning to learn the first RWI sounds: i, n, p, g, o Listening to and talking about stories Concepts of print – page sequencing Recognising initial sounds and linking with phonics Name writing |
| Mathematics | <ul style="list-style-type: none"> Subitising and recognising numbers to 3 Count to 3 and beyond Begin to write numerals 1 to 3 Comparing quantities and objects | <ul style="list-style-type: none"> Subitising and recognising numbers to 5 Count to 5 and beyond Begin to write numerals 1 to 5 Exploring 2-d and 3-d shapes Talking about patterns around us Discuss routes and locations | <ul style="list-style-type: none"> Subitising and recognising numbers to 5 Count to 5 and beyond Write numerals 1 to 5 and match to quantities Compare quantities and objects with appropriate vocabulary Talking about and identifying patterns around us | <ul style="list-style-type: none"> Subitising and recognising numbers to 5 Count to 5 and beyond Write numerals 1 to 5 and match to quantities. Solve real world problems with numbers to 5. Exploring 2-d and 3-d shapes and their properties Extend and create simple patterns | <ul style="list-style-type: none"> Subitising and recognising numbers to 5 Count to 5 and beyond Write numerals 1 to 5 and match to quantities. Solve real world problems with numbers to 5. Choosing the right shape for a purpose Noticing and correcting errors in patterns | <ul style="list-style-type: none"> Subitising and recognising numbers to 5 Count to 5 and beyond Write numerals 1 to 5 and match to quantities. Understand and describe position using appropriate vocabulary Describing a sequence of events and a familiar route Noticing and correcting errors in patterns |



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| Understanding the World | <ul style="list-style-type: none"> Exploring natural materials using different senses Beginning to make sense of our family history and life story Developing positive attitudes to the differences between people Planting seeds and caring for plants Seasons & weather: Autumn | <ul style="list-style-type: none"> Exploring using different senses and talking about what we see Planting seeds and caring for plants Understanding there are different countries in the world Seasons & weather: Autumn / Winter | <ul style="list-style-type: none"> Showing interest in different occupations Making sense Developing positive attitudes to the differences between people Comparing materials and noticing differences Seasons & weather: Winter | <ul style="list-style-type: none"> Making sense of our life story Exploring how things work Understanding the need to care for and respect living things and the environment Planting seeds and caring for plants Seasons & weather: Spring | <ul style="list-style-type: none"> Comparing materials and noticing changes Understanding there are different countries in the world Talking about the differences they see in the world Exploring and discussing forces Seasons & weather: Spring / Summer | <ul style="list-style-type: none"> Exploring, comparing and discussing materials Understanding the need to care for and respect living things and the environment Planting seeds and caring for plants Talking about the differences they see in the world Exploring and discussing forces Seasons & weather: Summer |
| Expressive Arts and Design | <ul style="list-style-type: none"> Exploring different materials Developing their own ideas Joining materials and noticing textures Listen and respond to music and songs they hear Creating closed shapes and continuous lines Taking part in pretend play | <ul style="list-style-type: none"> Remember and sing songs Joining materials Creating closed shapes and continuous lines Taking part in pretend play | <ul style="list-style-type: none"> Exploring colour and colour mixing Drawing with confidence Developing complex stories when playing Joining materials Developing ideas | <ul style="list-style-type: none"> Use drawing to represent ideas like movement or sound Playing instruments Developing complex stories when playing Joining materials Developing ideas | <ul style="list-style-type: none"> Showing emotions in their artwork Using construction and small world resources to make imaginative and complex worlds Joining materials Developing ideas | <ul style="list-style-type: none"> Creating songs Playing instruments Using construction and small world resources to make imaginative and complex worlds Joining materials Developing ideas |