



# LONG TERM CURRICULUM MAP

## ST JOHN FISHER RC PRIMARY SCHOOL



NURSERY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Starting School and Settling In	Colour and Pattern	Happy and Healthy	Growing	Ourselves and our senses	Journeys / Holidays
Class Texts	FICTION - CORE TEXTS Brown Bear, Brown Bear, What do you see? Red rockets, Rainbow jelly Walking through the jungle INFO BOOKS Jungle animal information books		FICTION - CORE TEXTS The Little Red Hen Goldilocks and the three bears The Very Hungry Caterpillar INFO BOOKS Food Groups-Vegetables, Fruit, Breakfast, Dairy Food, Bread From Caterpillar to Butterfly		FICTION - CORE TEXTS I can... Maisie goes to hospital Sometimes The train ride We're going on a bear hunt INFO BOOKS My senses-Touch, Smell, Taste, Sight, Hearing Modes of travel – Planes, Boats, Trains Globe, Atlas, Maps, Holiday Brochures	
<b>CONTINUOUS</b> Developing confidence & Independence, Social interaction, Speaking and Listening, Gross and Fine Motor Skills, Phonics Phase 1 (Aut) Phase 2 (Spr and Summer) Counting, Explore and compare shape and size, Observe and discuss the world around us.						
COMMUNICATION & LANGUAGE Listening & Understanding	Listen to stories and rhymes. Listen and follow instruction	Listen to longer stories and remember what happens	Begin to answer and ask questions	Learn actions to help understand and remember stories and rhymes	Begin a conversation and continue it for many turns	Imagine a story as one of a group using a text as an example
Speaking	Grow in confidence to share thoughts and ideas with others	Begin to develop and use wider vocabulary	Talk about familiar books and tell a story	Engage in and extend conversation about main events and characters in story	Marvellous me!	Express a point of view to others
PHYSICAL DEV Motor Skills (Fine and Gross)	Balance, ride a bicycle, wave streamers, rolling hoops, kick/throw balls Puzzles, threading, peg pictures  Use toilet and wash hands with support	Develop confidence to move in a variety of different ways-skip, hop, stand on one leg, crawl, slither, prowl Finger gym activities  Use toilet and wash hands independently	Coordinate different parts of the body to achieve planned actions Scissor grip and control  Put on coat with support	Match developing skills to tasks and activities e.g. dig a hole to plant a seed  Put on coat etc. independently	I can.....travel around, over, under and through balancing and climbing equipment Pencil/marker grip and control Fasten zips, buttons, poppers	Explore larger apparatus  Direction-negotiate a pathway or journey-follow a route, symbol or verbal instruction



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<b>PSED Self-Regulation</b>	Leave carer with support/independently	Engage in activities independently	Making healthy food choices	Make good choices to show our love for each other to grow more like Jesus	Recognise and begin to talk about our feelings Introduce Zones of Regulation	Develop empathy, care and concern for others
<b>Managing Self</b>	Use gesture/facial expression/ body language to express	Develop confidence to use words to express	Show more confidence in new social situations	Not always needing an adult to remind them of rules, routines and expectations	Finding solutions to conflicts more independently	Developing appropriate ways of being assertive
<b>Building relationships</b>	Becoming aware of others around me  <i>Equalities-Social Justice-Promote fairness for all</i>	Begin to form attachments with others	Make a friend with whom to talk	Share resources and ideas with others	Develop trust and begin to understand others and their feelings	To understand that I am one of a community
<b>LITERACY Comprehension</b>	Talking, Listening and understanding-	Action rhymes and songs	Role play/Sequencing pics of a story Physical story map to retell Use Info books to fact find	Draw pictorial story map to recall and retell  Use info books to fact find	Stories to explain how I/a character might FEEL if... Use Info books to fact find	Story map with arrows, symbols to 'read' back story Exposure to globe, map, brochures, atlas and discussions about them
<b>Word Reading</b>	LWL&S Phase 1 Phonics Differentiating Sound	LWL&S Phase 1 Phonics Differentiating Sound  Begin to Understand the 5 concepts of print	LWL&S Phase 2 Phonics Phonemic Awareness/Oral Blending Continue to Understand the 5 concepts of print	LWL&S Phase 2 Phonics Phonemic Awareness/Oral Blending  'Reading back' emergent writing	LWL&S Phase 2 Phonics Phonemic Awareness/Oral Blending	LWL&S Phase 2 Phonics Phonemic Awareness/Oral Blending  Begin to point at and read back familiar picture stories using sequencing, pics and/or early phonemic knowledge



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<b>Writing</b>	Variety of opportunities to make marks	Explore a variety of mark makers	Writing for a purpose- e.g. recipe, role-play taking bookings and orders in the Nursery 'Restaurant'  Tracing over letters of name	Writing for a purpose- e.g. Making a seed packet and shopping lists in the Nursery 'Garden Centre'  Tracing over letters of name	Developing detail in drawings...e.g. adding expression to faces to express emotion  Copying letters of name	Simple map with drawing, symbol, arrow...initial letters  Writing name independently
<b>MATHEMATICS</b>  <b>Numerical Pattern</b>	Chanting, reciting 1-5, Number rhymes	Chanting, reciting 1-10 Finger rhymes, Number stories Touch Counting	Weekly number focus – 1-5 Consolidate Touch Counting  Introduce Mastery resources  Subitising Patterning ABAB	Weekly number focus 5-10 Consolidate Ordering and sequencing  Explore Mastery resources  Subitising Create and extend ABAB patterns	Problem Solving in everyday situations....5  Compare – more/less/fewer  Use Mastery Resources  Subitising	Problem Solving in everyday situations....5  Compare – more/less/fewer  Use Mastery Resources  Subitising  Positional Language
<b>UNDERSTANDING THE WORLD</b> <b>Past &amp; Present</b>	Make links to life story Myself – My Name My Baptism	Make links to past and present - Christmas story  My Birthday		How things grow and change over time-seeds, caterpillars, babies	How I have grown and what I can do now. Begin to make sense of my own life history - My family	
<b>People, Culture &amp; Communication</b>	Encourage communication from the EAL children and their parents new to the nursery		Look at food from different parts of the world/different landscapes where appropriate – exotic fruit, veg, bread	Show interest in different occupational roles-I will grow...what will I be when I grow up?	We are all children but we are all different – develop positive attitudes about the differences in people  <i>Equalities- 'know and love who you are' - understand differences</i>	Off we go!-go somewhere different on a journey...how? What might we find/see/hear there? Awareness of a wider world around us



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<b>The Natural World</b>	<p>Freely explore our Nursery environment...where is the Mud Kitchen? The Number table? Etc</p> <p>Explore the weather</p> <p>Go on an Autumn walk</p>	<p>Explore the weather</p> <p>Go on a Winter walk outside the nursery in the main school field/playground</p> <p>Talk about what we see</p>	<p>Observe, identify, explore different types of food.</p> <p>Where does it come from?</p> <p>How does it grow?</p> <p>What can we do with it?</p> <p>Is it good for us? Why?</p>	<p>Explore the weather</p> <p>Go on a Spring walk – what has changed?</p> <p>Plant flower seeds, vegetables in our garden.</p> <p>What do they need to grow and thrive?</p> <p>Observe the life cycle of a caterpillar</p> <p>Explore where the mini-beasts are outside! Why are they there?</p> <p><i>SUSTAINABILITY- Pollution-How do leaves breathe?</i></p>	<p>Use ALL their senses in hands-on exploration of natural materials</p> <p>Touch, Smell, Taste, Sight, Hearing</p>	<p>Explore the weather</p> <p>Go on a Summer walk – record observations on a simple map to record our journey around the main school outside – birds, flowers, trees in bloom, sun</p>
<b>Creating with Materials</b>	<p>Explore and differentiate between colour</p> <p>Build with a range of small construction kits</p>	<p>Explore colour mixing/ pattern/shiny colours- colours of Christmas</p> <p>Build with a range of larger construction kits and large wooden blocks</p> <p>Create a 'Rainbow' town</p>	<p>Collage, Print and mould dough-to make fruit and vegetables</p>	<p>Draw, paint, mould, construct to recreate observations made of growth of plants and caterpillars</p>	<p>Collage myself-my features-choose materials to represent features</p> <p>Make a 'Feely' Board megaphone, telescope, musical instruments</p> <p><i>SUSTAINABILITY-Plastic use-Turn trash into treasure'-Make musical instruments out of junk materials</i></p>	<p>Overlay coloured tissue paper to make a rainbow fish</p> <p>Go on an imaginary journey and record on a simple 'physical' map</p> <p>Recreate the Bear Hunt journey</p>
<b>Being Imaginative &amp; Expressive</b>	<p>Role-play area – a home</p> <p>Explore small world</p>	<p>Role-play area – a Jungle/Stable</p>	<p>Role-play area-A Restaurant</p> <p>Create a breakfast cereal</p> <p>Handa's Basket</p>	<p>Role-play area-A Garden Centre</p>	<p>Role-play area- A Hospital</p>	<p>Role-play Area- A Travel Agents/Beach</p>



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	<p>Singing- Join in with rhymes and songs with words and actions</p>	<p>String/splatter/finger Painting and painting with a range of implements- thin/thick/large/small brushes, textured rollers</p> <p>Singing - Remember and sing entire songs Explore musical instruments</p>	<p>3 Bears Porridge</p> <p>Sing the pitch of a tone sung by another person (pitch-match)</p>	<p>Use drawing to represent ideas like movement- concertina caterpillars</p> <p>Sing the melodic shape(up and down, down and up)</p>	<p>Explore textures and use words to describe</p> <p>Use increasing detail in drawings-expressions to faces to express feelings</p> <p>Increasingly express thoughts and emotions through mark making, drawing, music, dance</p>	<p>Develop own ideas and then decide which materials to use to express them</p> <p>Design a holiday outfit to dress a stick puppet of myself on holiday</p> <p>Pack a suitcase-draw, cut and stick items to take</p> <p>Holiday pictures</p> <p>Create their own song or improvise a song around one they know</p>
<p>RE</p> <p>PSHE &amp; RSE</p>	<p>MYSELF WELCOME BIRTHDAYS Being Me In My World</p>	<p>Celebrating Difference Hinduism - Diwali Judaism - Hanukkah</p>	<p>CELEBRATING GATHERING GROWING Dreams and goals</p>	<p>Healthy Me</p>	<p>GOOD NEWS FRIENDS OUR WORLD Relationships</p>	<p>Journey In Love</p>