

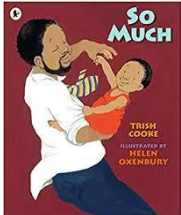
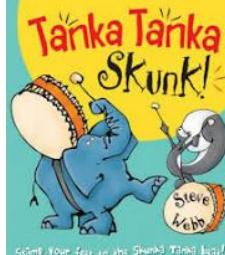
## Year: Nursery - Curriculum Map 2024-2025

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Themes</b>	<b>All About Me!</b>	<b>People Who Help Us</b>	<b>Rhyme Time</b>	<b>Growing</b>	<b>Journeys</b>	<b>Seaside</b>
<b>Personal and Social Development</b>	<p>To build relationships with adults and children.</p> <p>To select and use activities and resources, sometimes with help.</p> <p>To begin to accept the needs of others and take turns and share resources, sometimes with support.</p> <p>To learn to follow nursery rules.</p>	<p>To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>To select and use activities and resources with help.</p> <p>To be aware of own feelings, and knows that some actions and words can hurt others' feelings.</p>	<p>To play in a group, extend and elaborate play ideas, e.g. building up a role-play activity with other children.</p> <p>To enjoy responsibility of carrying out small tasks.</p> <p>To welcome and value praise for what they have done.</p> <p>To begin to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>	<p>To initiate play, offering cues to peers to join them.</p> <p>To become more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>To usually tolerate delay when needs are not immediately met, and understand wishes may not always be met.</p>	<p>To keep play going by responding to what others are saying or doing.</p> <p>To be confident to talk to other children when playing, and communicate freely about own home and community.</p> <p>To adapt behaviour to different events, social situations and changes in routine.</p>	<p>To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>To show confidence in asking adults for help.</p>
<b>Physical Development</b>	<p>To develop both gross and fine motor control.</p> <p>To move freely with confidence in a range of ways.</p> <p>To develop independence when managing basic hygiene, including going to</p>	<p>To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>To mount stairs,</p>	<p>To walk downstairs, two feet to each step while carrying a small object.</p> <p>To run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>To observe the effects of activity on their bodies.</p>	<p>To stand momentarily on one foot when shown.</p> <p>To catch a large ball</p> <p>To understand that equipment and tools have to be used safely.</p>	<p>To draw lines and circles using gross motor movements.</p> <p>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>To gain more bowel and bladder control and to attend to toileting needs</p>	<p>To hold pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>To hold pencil near point between first two fingers and thumb and uses it with good control.</p> <p>To copy some letters, e.g. letters from their</p>

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	the toilet and washing hands.	steps or climbing equipment using alternate feet.  To tell adults when they are hungry or tired or when they want to rest or play.			most of the time themselves.  To usually manage washing and drying hands.	name.  To dress with help.
<b>Communication and Language</b>	To listen to others one to one or in small groups.  To respond to simple instructions.  To begin to use more complex sentences to link thoughts (e.g. using 'and', 'because'). Use eye contact when speaking to another person.	To listen to others one to one or in small groups, when conversation interests them.  To listen to stories with increasing attention and recall.  To understand use of objects (e.g. "What do we use to cut things?")  To retell a simple past event in correct order (e.g. went down slide, hurt finger)	To listen to stories with increasing attention and recall.  To show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.  To use talk to connect ideas.	To join in with repeated refrains and anticipates key events and phrases in rhymes and stories.  To respond to simple instructions, e.g. to get or put away an object.  To question why things happen and gives explanations.  To use a range of tenses (e.g. play, playing, will play, played).	To focus attention - still listen or do, but can shift own attention.  To begin to understand 'why' and 'how' questions.  To use intonation, rhythm and phrasing to make the meaning clear to others.  To use vocabulary focused on objects and people that are of particular importance to them.	To be able to follow directions (if not intently focused on own choice of activity).  To build up vocabulary that reflects the breadth of their experiences.  To use talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'
<b>Literacy</b>	Listens to and joins in with stories and poems, one-to-one and also in small groups.  Joins in with repeated refrains	Beginning to be aware of the way stories are structured.  Suggests how the story might end.	Describes main story settings, events and principal characters.  Shows interest in illustrations and print in books and print in the environment.	Enjoys rhyming and rhythmic activities.  Shows awareness of rhyme and alliteration.  Recognises rhythm in spoken words.	Looks at books independently.  Handles books carefully.  Knows information can be relayed in the form	Knows that print carries meaning and, in English, is read from left to right and top to bottom.  Shows awareness of rhyme and alliteration.







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	<p>and anticipates key events and phrases in rhymes and stories.</p> <p>Looks at books independently.</p> <p>Handles books carefully.</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p>	<p>Listens to stories with increasing attention and recall.</p> <p>Holds books the correct way up and turns pages.</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p>	<p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p>	<p>Handles books carefully.</p> <p>Knows information can be relayed in the form of print.</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p>	<p>of print.</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p>	<p>Recognises rhythm in spoken words.</p> <p>Handles books carefully.</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p>
<p><b>Power of Reading texts:</b></p>	 		 			 

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<b>Genres/ Other texts:</b>	<p>Fiction: Starting school Owl Babies When I Grow UP 10 Little Toes So Much</p> <p>Poetry: A great big cuddle</p>	<p>Fiction: Elmer and Super Elmer Supertato Lost and Found Harry and the Dinosaurs</p> <p>Non- Fiction: Police – Busy People Fire fighter; busy people</p>	<p>Poetry: My first Mother goose Each Peach Pear Plum Hickory Dickory Dog</p> <p>Nursery Rhymes</p>	<p>Fiction: Oliver’s Vegetables Jaspers Beanstalk I will never, ever eat a Tomato</p> <p>Non- Fiction: From egg to chicken</p>	<p>Fiction: Naughty Bus The Train Ride Down by the Station All aboard for the Bobo road</p>	<p>Fiction: Hooray for Fish Surprising Sharks Splash Anna Hibiscus Billy’s Bucket Tiddler Sharing a shell Rainbow fish Bright stanley</p> <p>Information: Surprising sharks</p>
<b>Maths</b>	<p>To use some number names and number language spontaneously.</p> <p>To use some number names accurately in play.</p> <p>To recite numbers in order to 10.</p> <p>To show interest in shape by sustained construction activity or by</p>	<p>To know that numbers identify how many objects are in a set.</p> <p>To begin to represent numbers using fingers, marks on paper or pictures.</p> <p>To show an interest in shape and space by playing with shapes or making arrangements with</p>	<p>To match numeral and quantity correctly.</p> <p>To show curiosity about numbers by offering comments or asking questions.</p> <p>To show awareness of similarities of shapes in the environment.</p> <p>To use positional language e.g. ‘in’, ‘on’, ‘under’, ‘next to’, ‘behind.’</p>	<p>To compare two groups of objects, saying when they have the same number.</p> <p>To show an interest in number problems.</p> <p>To show interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>To show interest in shapes in the environment.</p>	<p>To separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>To show an interest in numerals in the environment.</p> <p>To use shapes appropriately for tasks.</p>	<p>To show an interest in representing numbers.</p> <p>To realise not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>To begin to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tal</p>

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	talking about shapes or arrangements.	objects.				
<b>RE</b>	Branch 1 Creation and Covenant	Branch 2 Prophecy and Promise	Branch 3 Galilee to Jerusalem	Branch 4 Desert to Garden	Branch 5 To the ends of the Earth	Branch 6 Dialogue and Encounter
<b>Topic</b>	 All about me	 People who help us	 Rhyme Time	 Growing	 Journeys	 Seaside
<b>Understanding of the World</b>	<p>To show interest in the lives of people who are familiar to them.</p> <p>To comment and ask questions about their familiar world such as the place where they live or the natural world.</p> <p>To know how to operate simple equipment. Use a simple computer program with the interactive screen or computer mouse.</p>	<p>To remember and talk about significant events in their own experience.</p> <p>To know how to operate simple equipment, e.g. turns on CD player and uses remote control.</p>	<p>To remember and talk about significant events in their own experience</p> <p>To talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>To shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>	<p>To recognises and describes special times or events for family or friends.</p> <p>To talk about why things happen and how things work.</p> <p>To show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>To show interest in different occupations and ways of life.</p> <p>To Develop an understanding of growth, decay and changes over time.</p> <p>To know that information can be retrieved from computers</p>	<p>To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>To show care and concern for living things and the environment.</p>
<b>EAD</b>	To explore colours	To enjoy joining in	To tap out simple	To understand that they	To use various	To join

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	<p>and how they can be changed.</p> <p>To enjoy joining in with ring games.</p> <p>To explore different sounds and how they can be changed.</p> <p>To tap out simple rhythms on instruments.</p> <p>To engage in imaginative role-play based on own first-hand experiences.</p> <p>To build stories around toys.</p>	<p>with dancing and ring games.</p> <p>To sing a few familiar songs.</p> <p>To begin to move rhythmically.</p> <p>To imitate movement in response to music.</p> <p>To develop preferences for forms of expression.</p> <p>To use movement to express feelings. To create movement in response to music.</p>	<p>repeated rhythms.</p> <p>To explore and learn how sounds can be changed.</p> <p>To explore colour and how colours can be changed.</p> <p>To sing to self and makes up simple songs.</p> <p>To make up rhythms.</p> <p>To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>	<p>can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>To begin to be interested in and describe the texture of things.</p> <p>To engage in imaginative role-play based on own first-hand experiences.</p> <p>To build stories around toys, e.g. farm animals needing to be rescued from an armchair.</p>	<p>construction materials.</p> <p>To begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>To use available resources to create props to support role-play.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>construction pieces together to build and balance.</p> <p>To realise tools can be used for a purpose</p> <p>To use available resources to create props to support role-play.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>
<b>WOW/Enrichment</b>	Meet the owl visit	Superhero visit Police visit	Mini Zoo Rhyme characters to visit	Caterpillars	Bus ride	Class pet - fish
<b>Core Values</b>	Enthusiasm	Respect	Compassion	Perseverance	Integrity	Enthusiasm
<b>Parental Involvement</b>	Traditional clothes day – parents to come in and talk about their heritage/different cultures	Parents with jobs that help us – visit school to talk about what they do.	Rhyme and song show for parents.	Picnic with parents – food we have grown. Easter egg hunt.	Walking bus Park Visit	End of year show Graduation!!!