

Park Brow Community Primary School

Nursery Curriculum Map 25-26 (Long Term Plan)

Our curriculum in Nursery places a high focus on the Prime Areas of the Early Years Foundation Stage statutory guidance. We believe that Speaking & Listening is the fundamental key to achieving success across the curriculum and that spoken language underpins the development of reading and writing. It is our intention to enable every child to be a confident communicator. We have looked at what we intend to teach each half term but we understand that each child develops at their own rate and the curriculum will be adapted for these needs. As children experience and achieve our intended objectives they will be given opportunities to revisit and embed these skills and apply their knowledge during continuous provision and interactions with adults.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me	Let's Celebrate	Animal Magic	Sowing and growing	Minibeasts	The Seaside
Which season is it?	Autumn		Winter	Spring		Summer
Books	Only One You The Colour Monster The Worrysaurus Room on the Broom Owl Babies Non-fiction books relating to seasons	World Nursery Rhyme Week Scarecrows Wedding Kippers Birthday Dipal's Diwali Non-fiction books relating to seasons	Dear Zoo Handa's Surprise We're going on a Bear Hunt Chinese New Year Story Non-fiction books relating to seasons	The Egg Hunt Jaspers Beanstalk The Gigantic turnip The enormous turnip Titch Non-fiction books relating to seasons	Super worm Arrrrhhh Spider The Very Hungry Caterpillar Monkey Puzzle Non-fiction books relating to seasons	Sharing a Shell Goldilocks and the three crocodiles There's a tiger on the train Billy's Bucket Non-fiction books relating to seasons
Communication and Language	*Enjoy listening to longer stories and can remember much of what happens. *Pay attention to more than one thing at a time, which can be difficult. *Use a wider range of vocabulary.		*Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". *Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" *Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. *Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. *Use longer sentences of four to six words.		*Sing a large repertoire of songs. *Know many rhymes, be able to talk about familiar books, and be able to tell a long story. *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. *Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver"	
Personal, Social and Emotional	*Select and use activities and resources, with help when needed.	*Develop their sense of responsibility and membership of a community.	*Become more outgoing with unfamiliar people, in the safe context of their setting *Show more confidence in new social situations.	*Play with one or more other children, extending and elaborating play ideas. *Find solutions to conflicts and rivalries.	*Increasingly follow rules, understanding why they are important *Remember rules without needing an adult to remind them.	*Develop appropriate ways of being assertive *Talk with others to solve conflicts. *Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

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Physical Development	*Go up steps and stairs, or climb up apparatus, using alternate feet *Use large-muscle movements to wave flags and streamers, paint and make marks *Funky Fingers to develop fine motor skills	*Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills *Use one-handed tools and equipment, for example, making snips in paper with scissors *Funky Fingers to develop fine motor skills	*Skip, hop, stand on one leg and hold a pose for a game like musical statues. *Start taking part in some group activities which they make up for themselves, or in teams *Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm *Funky Fingers to develop fine motor skills	*Match their developing physical skills to tasks and activities in the setting *Use a comfortable grip with good control when holding pens and pencils *Funky Fingers to develop fine motor skills	*Choose the right resources to carry out their own plan *Collaborate with others to manage large items *Funky Fingers to develop fine motor skills	*Be increasingly independent as they get dressed and undressed *Show a preference for a dominant hand *Funky Fingers to develop fine motor skills
Literacy	*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	*Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother	*Engage in extended conversations about stories, learning new vocabulary	*Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; making marks in letter shapes	*Begin to write letters from their name	*Form letters in their name accurately *Begin to form s,a,t,p,i,n correctly
Phonics	Firm Foundations Supersonic Phonics Friends. Learning actions & sayings for each single sound.	Firm Foundations Supersonic Phonics Friends. Learning actions & sayings for each single sound.	Firm Foundations Supersonic Phonics Friends. Learning actions & sayings for each single sound.	Firm Foundations Supersonic Phonics Friends. Learning actions & sayings for each single sound.	Firm Foundations Supersonic Phonics Friends. Learning actions & sayings for each single sound.	Firm Foundations Supersonic Phonics Friends. Learning actions & sayings for each single sound. Introduce s,a,t,p,i,n graphemes
Maths	Comparison – More than, fewer than, same SSM – Explore & build with shapes & objects Pattern – Explore repeats Counting – Hear & say number names Subitising – I See 1,2,3	SSM – Explore position & space Pattern – Join in with repeats Counting – Begin to order number names Subitising – Show Me 1,2,3	Comparison – Compare & Sort Collections SSM – Explore position & routes Pattern – Explore own first patterns Counting – Move & label 1,2,3 Subitising – Talk about dots	SSM – Match, talk, push & pull Pattern – Lead on own repeats Counting – Take and give 1,2,3 Subitising – Make games and actions	Comparison – Match, sort, compare SSM – Start to puzzle Pattern – Making patterns together Counting – Show me 5	Pattern – My own pattern Counting – Stop at 1,2,3,4,5 Consolidate prior learning Maths through stories & rhymes
Understanding the World	Science: Use all their senses in hands-on exploration of natural materials * Talk about the changes in the season	*Explore collections of materials with similar and/or different properties. *Talk about the changes in the season.	*Talk about what they see, using a wide vocabulary. *Talk about the changes in the season *Talk about the differences between	*Explore and talk about different forces they can feel *Talk about the changes in the season.	*Plant seeds and care for growing plants. *Understand the key features of the life cycle of a plant and an animal.	*Begin to understand the need to respect and care for the natural environment and all living

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	History: Begin to make sense of their own life-story and family's history.	RE: Show interest in different occupations.	Geography: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	RE: Continue developing positive attitudes about the differences between people.	*Talk about the changes in the season.	things *Talk about the changes in the season. Geography: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Expressive Art and Design	<p>Music: Enjoy joining in with songs and making music.</p> <p>Art: Enjoy making marks, using different media, talking about what they are doing with an adult.</p> <p>DT: Make simple models supported by an adult, which express their ideas.</p> <p>Using imagination: When supported by an adult join in with pretend play using actions and objects that represent another.</p>	<p>Enjoy joining in with songs and making music.</p> <p>Explore colour & colour mixing.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Remember and sing entire songs.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p>	<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Explore colour & colour mixing.</p> <p>Join different materials and explore different textures.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Begin to add more detail to drawings.</p> <p>Explore joining different materials to create their own model.</p> <p>When prompted by an adult discuss what their "story" is as they play imaginatively. Adult write the story.</p>	<p>Join in with adult activities relating to music. Sing familiar songs and play musical instruments with increasing control.</p> <p>Begin to add more detail to drawings.</p> <p>Explore joining different materials to create their own model.</p> <p>When prompted by an adult discuss what their "story" is as they play imaginatively. Adult write the story.</p>



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