



## Nursery Long Term Curriculum Mapping

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Marvellous Me! Autumn Week</b>	<b>Fantastic Fairytale Christmas</b>	<b>Winter Week Helpful Heroes</b>	<b>Growing Great Easter</b>	<b>Awesome Animals</b>	<b>Magnificent Minibeasts</b>
	<b>Passion: Family Celebration Event</b>	<b>Passion: Christmas Sing-A- Long</b>	<b>Passion: Emergency service visitors and library trip</b>	<b>Passion: Visit to Royton Park</b>	<b>Passion: Visiting pets Trip to Pets At Home</b>	<b>Passion: Butterfly releasing Minibeast Man</b>
<b>Key Texts</b>	Brown Bear, Brown Bear Polar Bear, Polar Bear Elmer Nursery Rhymes	The Gingerbread Man Goldilocks Nativity Kipper's Christmas Eve	Busy People Series (NF) Dr Ranj A Superhero Like You	Jack and the Beanstalk Doing the Garden The Easter Story	Dear Zoo How to Choose a Pet (N-F) Rumble in the Jungle	The Very Hungry Caterpillar N-F Minibeast books Mad About Minibeasts
<b>Communication and Language</b>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. (Educational Programme, EYFS Statutory Framework)</p> <p>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?"            Sing a large repertoire of songs.            Know many rhymes, be able to talk about familiar books, and be able to tell a long story.            Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran'.            Develop their pronunciation but may have problems saying: some sounds (r,j,th,ch and sh), multisyllabic words such as 'pterodactyl' or 'hippopotamus'.            Use longer sentences of four to six words.            Be able to express a point of view and to debate when they disagree with an adult or 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."</p>					

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	<b>PSED</b>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life. (Educational Programme, EYFS Statutory Framework)</p>
	<p>Select and use activities and resources, with help when needed.          Develop their sense of responsibility and membership of a community.          Become more outgoing with familiar 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. For example, accepting that not everyone can be Spider-Man in the game and suggesting other ideas.          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’.          Understand gradually how others might be feeling.          Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.          Make healthy choices about food, drink, activity and toothbrushing.</p>	
	<b>Physical Development</b>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. (Educational Programme, EYFS Statutory Framework)</p>
	<p>Continue to develop their movement, balancing, riding and ball skills.          Go up steps and stairs, or climb up apparatus, using alternate feet.          Skip, hop, stand on one leg and hold a pose for a game like musical statues.          Use large-muscle movements to wave flags and streamers, paint and make marks.          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.          Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.          Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>	

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	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.                  Use one-handed tools and equipment, for example, making snips in paper with scissors.                  Use a comfortable grip with good control when holding pens and pencils.                  Show a preference for a dominant hand.                  Be increasingly independent as they get dressed and undressed, for example, putting on coats and doing up zips.</p>						
	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). (Educational Programme, EYFS Statutory Framework)</p>						
	<b>Literacy</b>	<p>Enjoy a range of books regularly, encourage children to join in with repetitive phrases within the book.                  Sing and learn a range of rhymes and poems.</p>	<p>Develop their phonological awareness so that they can spot and suggest rhymes.                  Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Develop their phonological awareness so that they can count or clap syllables within a word.                  Use some of their print and letter knowledge in their early writing. For example, writing a list that starts at the top of the page.</p>	<p>Develop their phonological awareness so that they can recognise words with the same initial sound such as mum and money.                  Write some letters accurately.                  Write some or all of their name.</p>		
	<p>Understand the 5 key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and top to bottom, the names of different parts of a book, page sequencing.</p>						
	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. (Educational Programme, EYFS Statutory Framework)</p>						
	<b>Mathematics</b>	<p>Talk about and identify patterns around them, e.g. stripes on clothes, use informal language like 'pointy', 'spotty' etc.</p>	<p>Describe a familiar route.                  Show 'finger numbers' up to 5.</p>	<p>Recite numbers past 5.                  Link numerals and amounts, e.g. showing the right number of</p>	<p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Begin to describe a sequence of events using words such as 'first', 'then'.</p>	<p>Compare quantities using language 'more than', 'fewer than'.</p>

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	<p>Develop fast recognition of objects up to 3 without having to count them individually. Select shapes appropriately. Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Solve real world problems with numbers up to 5.</p>	<p>objects to match the numeral, up to 5. Talk about and explore 2D and 3D shapes using informal and mathematical language: sides, corners, straight, flat, round. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Extend and create ABAB patterns. Say one number for each item in order 1,2,3,4,5</p>	<p>Experiment with their own symbols and marks as well as numerals.</p>	<p>Combine shapes to make new ones – an arch, a bigger triangle etc. Notice and correct an error in a repeating pattern.</p>
	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. (Educational Programme, EYFS Statutory Framework)</p>					
	<p><b>Understanding the world</b></p> <p>Begin to make sense of their own life story and family’s history. Use all their senses in hands-on exploration of natural materials.</p>	<p>Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties.</p>	<p>Show interest in different occupations. Explore and talk about different forces they can feel. Explore how things work. Talk about what they see using a wide vocabulary.</p>	<p>Plant seeds and care for growing plants. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Understand the key features of the life cycle of a plant and an animal. Continue developing positive attitudes about the differences between people.</p>
	<p><b>Expressive arts and design</b></p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. (Educational Programme, EYFS Statutory Framework)</p>				

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	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets and dolls.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing.</p> <p>Listen with increasing attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>			
	<b>RE</b> <b>Chatterbox Units</b>	I Am Special Christmas	Special People Easter	Prayer