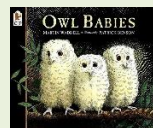
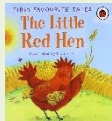
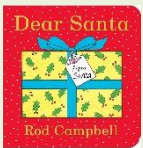
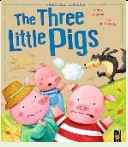
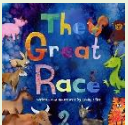


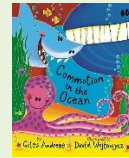

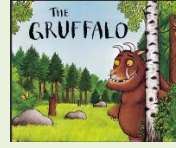
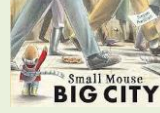


# Nursery Curriculum Map 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Settling In/ Transition: Autumn	Winter / Christmas	Winter/All About Fairy Tales / Local Environment and Festivals	All About Fairy Tales and Planting	Spring (season)/Animals	All About Me
<b>Core text(s)</b>	 Owl Babies	Little Red Hen  Dear Santa 	 The Three Little Pigs The Great Race 	 Gingerbread Man Bear Hunt 	The Very Hungry Caterpillar Commotion in the Ocean  	The Gruffalo Small Mouse Big City  
<b>Other texts related</b>	Where's My Teddy? Peace at Last On a dark, dark night	Oliver's Vegetables Oliver's Fruit Salad	Three Billy Goats Gruff Goldilocks The Great Race	The Enormous Turnip Jack and the Beanstalk Lola plants a garden	Dear Zoo The Lion who wanted to love Mad about Megabeasts	Be You! The Gruffalo's Child Small Mouse Big City
<b>Areas of Learning</b>	In the Early Years, we focus on and teach knowledge and skills in a cross curricular way. This means that each week we provide our children activities to meet their individual needs and do this through our core text. Some texts lend themselves to an area of learning more and we've highlighted these below.					
	<b>PSED</b> People, Culture and Communities	<b>The Natural World</b> People, Cultures and Communities	<b>People, Culture and Communities</b> The Natural World	<b>The Natural World</b> People, Culture and Communities	<b>The Natural World</b>	<b>People, Culture and Communities</b> Past and Present
	← <b>Prime Areas – Communication and Language, Personal, Social, Emotional Development, Physical Development, Specific Areas – Literacy, Mathematics, Understanding the World, Expressive Arts and Design</b> →					
<b>Story Time – Familiar Stories</b>	Books the children share from Nursery Library	Christmas Stories	Traditional Tales	Modern Tales We're Going on a Bear Hunt and books by focus author	Children sharing their life experiences verbally with others	Children sharing their life experiences verbally with others All About Me books
<b>Reading</b>	Children take home a library book from Week 3. This promotes a love of reading and staff can support parents by modelling how to read books most effectively.					
	In Nursery, Maths is taught using a spiral curriculum based on Essential Foundations for Counting (created by Herts for Learning) in addition to the continuous provision which is planned to meet the children's individual needs. The concept of <b>Conservation</b> runs throughout the year, children have opportunities to experience and explore the idea that a quantity does not change just because we are counting objects of different types and sizes, moving objects or creating different arrangements of objects.					
<b>Maths</b>	Introduction of Calendar and daily count Number rhymes/song= 5 little ducks Focus on numbers 0-3 Counting in order – recite and recognise Knowing the last number they reached is how many there are (cardinality) Subsiding objects 0-3	Continue with Calendar, daily count, rhymes and songs. Introduce numbers 4-5 Introduce Positional Language – up, on, in – link with P.E Subsiding objects 0-4 Finger visual/ using fingers	Introduction of 2D shapes = circle, square, triangle, rectangle. Looking for shapes around them. Continue with Positional language – introducing under, beside, in front- link with Traditional tale ie: troll under the bridge Recite numbers to 5 and beyond – compare quantities – use language more than, fewer than	Introduction to Patterns – identifying patterns around them – strips, spots, waves Using informal language – pointy, spotty, blobs Continue with Shapes – make comparisons – number of sides, corners, flat, straight, round Subsiding objects 0-5 Obstacle course – retracing journey to trip to local shop	Continue with Patterns and Shapes – link with outside forest school, their environment and through art Introduce Height and Length – make comparisons between objects- use bricks in construction area –use language – big, bigger, small, smaller Continue with numbers to 5 and beyond	Continue with Height and Length and introducing Weight and Capacity Use water and sand in outside area – talking about full, half full, empty. Use large scales to balance heavier and lighter objects
<b>Art &amp; Creating with Materials</b>	Colours /Mark making/Self-portraits	Exploring colours and different equipment to create colours	Exploring different malleable materials and tools	Exploring different textiles to create collage	Printing different patterns	Scissors control/skills/cut different lines
	The children will be engaging in lots of other art activities.					
<b>Gross Motor Skills (PE) (Mini Movers Herts Sport &amp; Physical Activity)</b>	<b>Locomotor and Navigating Space / Music and Movement</b> Running, jumping and negotiating obstacles (stopping/starting) Animal Movements (Dance)	<b>Balance Coordination and Control / Music and Movement</b> Following instructions using positional language (in front, behind, next to etc.) Diwali Dance- Jai Ho!	<b>Music and Movement</b> Dragon Dance –Lunar New Year What's the time Mr Wolf? Grandma's footsteps Duck, Duck, Goose	<b>Over Under and Through</b> Travelling in different ways using the body March For March	<b>Equipment and Wheeled Toys</b> Stopping and Starting safely, balancing Wheeler Challenge	<b>Object Control/Catching</b> Striking skills Kicking and dribbling activities
<b>PSED</b>	<b>The Colour Monster</b> Understand that we have different feelings Talking about positive behaviour ( repeated throughout the year)	<b>Mood Monsters –Happy/Sad</b> Recognising some feelings in ourselves	<b>Mood Monsters –Angry/Worried</b> Recognising some feelings in ourselves	<b>Mood Monsters –Proud/OK</b> Understanding that others have feelings like we do	<b>Mood Monsters –Scared/Excited</b> Understanding that others have feelings like we do	<b>The Colour Monster Goes to School</b> Recognising some feelings in other people
<b>Phonics</b>	<b>Oxford Level 1 At the Farm</b> Listening Walks (in the classroom) Introduction to Nursery Library	<b>Oxford Level 1 At Home</b> Listening Walks (in Forest School) Parents/child Library mornings	<b>Oxford Level 1 Fun at School</b> Listening Walks (in the Nursery Garden) Introduction to Shared Reading= Oxford level 1 reading scheme	<b>Oxford Level 1 Out in Town</b> Listening Walks (around the school) <b>Shared reading= Oxford level 1 reading scheme</b>	<b>Oxford Level 1 At the Park</b> Listening Walks (at the Park) Introduction to Phonics sounds= S,A,T,P,I,N	<b>Oxford Level 1 At the Match</b> Listening Walks (with family) Phonic sounds= S,A,T,P,I,N
<b>Curriculum experience/ Trips/ Visitors</b>	First visit to Forest School	Diwali visitor (families)	Trip to the Post box and walk around local environment	Travelling Theatre Visit Eid (visitor)	Giant Snail (visitor)	Butterflies – Insect Lore
<b>Stay and Play (families)</b>	Helping the children to settle (families)	Making Bread (visitor)	Family reading (nursery library) Easter Afternoon Tea	Family reading (nursery library)	Family reading (nursery library)	Family reading Teddy Bears Picnic (families) Whole School Picnic
<b>Assemblies/ Shows</b>	Foundation Assemblies	Christmas Play Foundation Assemblies	Foundation Assemblies	Foundation Assemblies	Foundation Assemblies	Poetry Performance Foundation Stage Sports Day

\*NB This plan is subject to changes in-line with children's interests, and does not show all the teaching and learning that will take place