



## Nursery Curriculum Map Cycle A

Term	1a	1b	2a	2b	3a	3b
Theme	<p>Can I have a dog?</p> <p>How do I look after it?</p> <p>(pets)</p>	<p>Is it shiny?</p> <p>Does it sparkle?</p> <p>How does it feel?</p> <p>(Materials and their properties)</p>	<p>Why is water wet?</p> <p>Why does water change shape?</p> <p>Where does snow go?</p> <p>(Winter weather)</p>	<p>Why can't I have chocolate for breakfast?</p> <p>Which foods are healthy?</p> <p>(healthy eating)</p>	<p>How does that building stay up?</p> <p>How many windows does it have?</p> <p>(houses and homes, buildings/structures)</p>	<p>What is a shadow?</p> <p>Do you like the dark?</p> <p>(Light and Shadows)</p>
Personal, Social, Emotional Development	<p>Building relationships.</p> <p>Getting to know the different feelings the children may experience.</p> <p>Understanding the need for rules and behavioural boundaries.</p> <p>Encourage children to select their own activities.</p> <p>Develop sharing skills, adults to model turn</p>	<p>Continue to building relationships and develop understanding of rules and expectations.</p> <p>Develop sharing skills and communication between pupils during continuous provision.</p> <p>Select and use activities and resources with help.</p> <p>Talk about adapting behaviour for different events, social situations and</p>	<p>Building relationships.</p> <p>Continue to develop sharing skills.</p> <p>Development of how to form good relationships with peers.</p> <p>To welcome and value praise for what they have done.</p> <p>To develop how to be able to speak to others about own wants, preferences and opinions and</p>	<p>Continue to develop sharing skills and how some actions can affect others.</p> <p>Development of how to form good relationships with peers.</p> <p>Continue building relationships.</p> <p>Select and use activities and resources with help.</p>	<p>Building relationships.</p> <p>Continue to develop sharing and communication skills.</p> <p>To welcome and value praise for what they have done.</p> <p>Encourage group play, extending and elaborating play ideas.</p>	<p>Continue to develop sharing skills.</p> <p>To develop an awareness of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>Re-introduce preferences, likes and dislikes and develop - not everyone likes the same things etc.</p> <p>Encourage group play, extending and elaborating play ideas.</p>



## Nursery Curriculum Map Cycle A

	taking and resource sharing.	changes in routine - Christmas song time in hall.  Encourage group play.	respecting others' opinions.  Select and use activities and resources with help.  Encourage group play.	Encourage group play extending and elaborating play ideas.		Develop feelings about moving to new class.  Encourage children to describe their abilities positively (what they can do now they couldn't before starting Nursery).
Physical Development	Developing control with one handed tools equipment - jugs for pouring, mark making equipment.  Identify and develop pencil grip.  Encourage children to dress with help - coats, dressing up clothes	Developing control with one handed tools equipment - mark making equipment e.g. pencils, crayons etc. continuation of development of pencil grip from term 1a.  To develop hygiene procedures and the importance of being hygienic before and after touching food.	Development of pencil grip (between thumb and fingers).  Encourage children who are ready to copy their name.  To develop hygiene procedures and the importance of being hygienic before and after touching food.  To move with confidence in different ways.	Focus development of pencil grip (between thumb and fingers). Encourage children who are ready to copy their name.  To introduce negotiating space successfully when playing games with other children.  To develop confidence when children climbing and pulling themselves	Focus development of pencil grip (between thumb and fingers). Encourage children who are ready to copy their name.  Also any preference for dominant hand when mark making.  Developing control with one handed tools equipment -mark making  Equipment, glue spreader.	Re- introduce and develop moving in a variety of ways - skipping, running/jogging and explore the effects that exercise has on their bodies. Look at how they can make their shadow move.  Development of pencil grip (between thumb and fingers). Encourage children who are ready to copy their name.



## Nursery Curriculum Map Cycle A

				<p>up on Nursery climbing equipment.</p> <p>To continue to move with confidence in different ways building on skills from term 2a.</p> <p>To develop hygiene procedures and the importance of being hygienic before and after touching food hand washing and drying.</p> <p>Introduce the terms 'Healthy and less healthy when discussing food and begin to categorise objects according to these terms.</p>		<p>Also preference for dominant hand when mark making.</p>
	Developing strength and gross motor skills throughout the outdoor area.					



## Nursery Curriculum Map Cycle A

<p>Communication and Language</p>	<p>Developing understanding of simple concepts e.g. big/little.</p> <p>To understand different questions and respond appropriately to them (who, what, where, why etc).</p> <p>Encourage listening in small groups.</p> <p>Introduce intonation, rhythm and phrasing when speaking - model and develop through role play activities.</p>	<p>Developing understanding of use of different objects.</p> <p>To identify songs and rhymes the children enjoy and encourage joining in with these and new ones.</p> <p>To develop an interest in print in the environment.</p> <p>Developing listening skills.</p> <p>Introduce intonation, rhythm and phrasing when speaking - model and develop through role play activities.</p> <p>Develop understanding of prepositions.</p>	<p>Continue to develop listening skills.</p> <p>Develop understanding and appropriate response to questions.</p> <p>To begin to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</p> <p>To introduce using talk to sequence and clarify events.</p> <p>Continue to use intonation, rhythm and phrasing when speaking - model and develop through role play activities.</p>	<p>To respond to simple instructions, e.g. to add or mix etc.</p> <p>To begin to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</p> <p>To use simple sentences</p> <p>To understand 'what', 'who' and 'where' in simple questions</p> <p>Develop using talk to sequence and clarify events.</p> <p>Development of using 'and' and 'because' to create longer sentences when speaking.</p> <p>Continue to use intonation, rhythm and phrasing when speaking - model and</p>	<p>To continue to practise using complex sentences to link thoughts (e.g. <i>using and, because</i>).</p> <p>To use simple sentences To continue to develop their understanding of the questions 'what', 'why' and 'where' in simple questions</p> <p>To begin to retell a simple past event in correct order following adult model.</p> <p>To continue to develop responding to simple instructions, e.g. put a ____ in the ____.</p> <p>Intonation, rhythm and phrasing when speaking - model and develop through role play activities.</p>	<p>To continue to develop responding to simple instructions.</p> <p>Develop using talk to connect ideas, explaining they think might happen and what happened.</p> <p>To continue to develop the use of intonation, rhythm and phrasing when speaking - model and develop through role-play activities.</p> <p>Develop understanding of prepositions.</p>
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## Nursery Curriculum Map Cycle A

				develop through role play activities.  Develop understanding of prepositions.	Develop understanding of prepositions.	
Literacy	<p>Identifying current level of mark making skill and developing it using different media.</p> <p>Sing songs and rhymes.</p> <p>Read a variety of stories, poems, rhymes and non-fiction, modelling how to handle books carefully.</p> <p>Encourage children to give meaning to their marks.</p>	<p>To introduce stories with repeating phrases and develop children's confidence to join in with repeated refrains.</p> <p>Sing songs and rhymes.</p> <p>To continue to develop mark making using a range of media.</p> <p>Read a variety of stories, poems, rhymes and non-fiction.</p> <p>Suggest how story might end,</p> <p>Through reading shared stories develop understanding that print carries meaning</p>	<p>To develop mark making skills and encouraging the children to ascribe meaning to the marks they make.</p> <p>To develop an enjoyment of rhyming and rhythmic activities.</p> <p>To develop an awareness of rhyme and rhyming strings.</p> <p>Read a variety of stories, poems, rhymes and non-fiction.</p> <p>Discuss setting events and principal characters.</p>	<p>Develop mark making skills.</p> <p>Look for letters in the environment and identify their sound.</p> <p>Practise writing own names.</p> <p>To hear and say initial and/or sounds in words.</p> <p>To write letters that represent sounds heard - letters of name.</p> <p>To join in with repeated refrains in stories and rhymes.</p> <p>Read a variety of stories, poems, rhymes and non-fiction. Focus</p>	<p>Develop mark making skills - focus on forming recognisable letters. Continue to practise name.</p> <p>To continue to develop hearing and saying the initial sound in words.</p> <p>To develop blending and segmenting sounds in simple words and blend them together.</p> <p>To link sounds to letters.</p> <p>To know that print carries meaning and, in English, is read from left to right.</p> <p>To ascribe meanings to marks that they see in</p>	<p>Continue to practise name and forming recognisable letters.</p> <p>Develop listening to stories with increasing attention,</p> <p>To introduce mark-making writing for a purpose.</p> <p>To continue to hear and say the initial sounds in words.</p> <p>To begin to be aware of the way stories are structured including story sequencing. To know that print carries meaning and, in English, is read from left to right.</p>



## Nursery Curriculum Map Cycle A

		and, in English, is read from left to right.  Discuss print and signs in the environment and what it might mean.		on developing awareness of story structure.	different places. Sing songs and rhymes.  Read a variety of stories, poems, rhymes and non-fiction.	Read a variety of stories, poems, rhymes and non-fiction.
Phonics	Letters and Sounds Phase 1.					
Mathematics	Assessing current knowledge of counting 1-5/10 and developing this.  Developing understanding of counting - reciting numbers to 10, number rhymes and songs, using fingers.	Reinforce counting skills developed term 1a.  Introduce and develop concept of numerals represent a quantity / define how many is in a group. To compare two groups of objects, saying when they have the same number - more, fewer, and same.  To introduce everyday language related to time.  Development of shape and space through	Reinforcement and practise of counting skills. Development of numerals representing quantities.  Introduce children to the language of money focus on 'pence' - recognising associated monetary coin and context in which we use money e.g. shop.  To introduce everyday language related to time.	Development of numerals representing quantities.  Show an interest in writing numerals and numerals within the environment.  Introduce vocabulary associated with position - on top, under, next to, first, next etc.  To begin to use mathematical names for 2D shapes, and mathematical terms to describe shapes.	Development of counting and numeral writing.  To practise matching numeral and quantity correctly.  Separate a group of three or four objects in different ways, beginning to recognise the total is still the same.  To talk about the shapes of everyday objects e.g. bricks.  To continue to develop the use of	Development of counting and numeral writing.  To use some language of quantities, such as 'more', 'less', 'a lot' and to introduce that a group of things change in quantity when something is added or taken away.  To continue to use mathematical names and properties for 2D shapes extending to, for example, pentagon.



## Nursery Curriculum Map Cycle A

		<p>completion of jigsaws. To begin to use mathematical names for 2D shapes, and mathematical terms to describe shapes.</p> <p>To use shapes appropriately for tasks - making a shape picture.</p> <p>To look for and identify shapes in the environment. Exploring patterns.</p>	<p>Development of shape and space through completion of jigsaws.</p>	<p>To use shapes appropriately for tasks - making a shape picture.</p> <p>To look for and identify shapes in the environment</p> <p>To introduce children to capacity and ordering different bottles according to their capacity. To begin to represent numbers using marks on paper and pictures.</p>	<p>mathematical names and mathematical terms to describe shapes.</p> <p>Development of understanding of patterns - completing and creating them. To represent numbers using marks on paper and pictures.</p>	<p>Re- introduce vocabulary associated with position e.g. on top, under, next to, first, next, last/finally etc.</p> <p>To be able to count objects to 10 and beyond.</p> <p>To order two or three items by length or height.</p>
Understanding the World	Familiarising and exploring the Nursery/school environment. Practical activities developing	<p>Develop discussion about how 'things' work from term 1a.</p> <p>Introduce and develop technological skills -</p>	<p>Development of small world play - animals, characters from rhymes etc.</p>	<p>Develop discussion about what changes they have seen occurring and explain how they think things</p>	<p>Develop continuing a simple program from term 2b e.g. Simple City 'Building site'.</p>	<p>To comment about aspects of their familiar world such as the natural world.</p>



## Nursery Curriculum Map Cycle A

	<p>observational skills. Development of small world play - animals, vets characters from rhymes etc.</p> <p>Begin to develop understanding of Changes and growth over time - puppy to dog etc.</p> <p>Talk about what makes then unique, similarities and differences to friends/family.</p>	<p>pressing and turning parts to make different effects e.g. movement, sound, new pictures etc. To talk about some of the things they have observed - textures, shiny.</p>	<p>Introduce simple computer programs /devices and model how to complete/operate them e.g. Espresso, Beebot etc. Adults to model and encourage children to comment and ask questions about the natural world. To introduce the terms, cold, freeze, melt. Develop discussion about what changes they have seen occurring and explain how they think things work.</p> <p>To develop an understanding of changes over time. Know that information can be retrieved from computers.</p>	<p>work - cooking/baking. Develop an understanding of growth, decay and changes over time - food waste, yeast in bread, planting vegetables.</p> <p>Develop continuing a simple program e.g. Simple City.</p> <p>To develop care and concern for living things and the environment - recycling.</p> <p>Know that information can be retrieved from computers. Show interest in different occupations - chef.</p> <p>Joining in with customs and routines - home /community - Mother's day card and</p>	<p>To know some of the things that make them unique in relation to where they live.</p> <p>To be able to talk about some similarities and differences in relation to what their house is like.</p> <p>To communicate freely about own home and community e.g. to use talk to explain what their bedroom looks like.</p> <p>Showing care for living things and the environment. Know that information can be retrieved from computers.</p>	<p>To be able to talk about some of the things they have observed e.g. shadows formed outside and inside. Develop discussion about what changes they have seen occurring and explain how they think things work.</p> <p>Introduce children to a digital camera - how to operate it and take photographs of an object they can see.</p> <p>To join in with customs and routines - making a Father's day card.</p>
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## Nursery Curriculum Map Cycle A

				present. Also Easter egg hunt.		
Expressive Arts and Design	<p>Naming colours and exploring how to change them (colour mixing).</p> <p>Introducing role play area, vets, and developing 'pretending' using resources.</p> <p>Exploring how to make different sounds using instruments and within the environment.</p> <p>Join in singing familiar songs, dancing and ring games. Children taking on the role of different characters following adults' model.</p> <p>Introduce and model how to use various construction materials.</p>	<p>Introduce different textures to children and develop descriptive language of how these feel to them e.g. rough, smooth etc.</p> <p>Introduce the vocabulary shiny, shimmering glistening, gleaming, and sparkle, dull, dark look at examples of objects real and man-made, works of arts.</p> <p>Develop moving to music - imitation, following adults model.</p> <p>To manipulate materials to achieve a planned effect - using clay to make models.</p>	<p>To continue to experiment with colour, making marks and texture.</p> <p>To continue to develop moving to music - imitating, following adults' model.</p> <p>To explore how sounds can be changed and continue with simple rhythms.</p> <p>To develop playing cooperatively as part of a group.</p>	<p>Develop colour mixing.</p> <p>To manipulate materials to achieve a planned effect.</p> <p>Continue to develop moving to music.</p> <p>To continue to show interest in and describe the texture of things.</p> <p>Develop 3D modelling using discarded packaging - adding colour and texture.</p> <p>Using lines to enclose a space and then using shapes to represent objects.</p> <p>To realise tools can be used for a purpose - baking/cooking tools.</p>	<p>Introduce using line to enclose space to create representations of objects - designing their own structure.</p> <p>To realise tools can be used for a purpose dough modelling.</p> <p>To use simple tools and techniques competently and appropriately.</p> <p>To continue to manipulate materials to achieve a planned effect - using playdough.</p> <p>To develop constructing with a purpose in mind, using a variety of resources.</p>	<p>To use available resources to create props to support role-play - shadow puppets</p> <p>To model and develop introducing a storyline or narrative into their role-play.</p> <p>To continue to sing familiar rhymes and songs</p> <p>To continue to develop constructing with a purpose in mind, using a variety of resources - shadow puppets</p> <p>To continue to develop using line to enclose space to create representations of</p>



## Nursery Curriculum Map Cycle A

		<p>Introduce using lines to enclose a space and then using shapes to represent objects.</p> <p>Join in singing familiar songs, dancing - Christmas singing performance.</p> <p>Introduce simple repeated rhythms.</p>			<p>To develop stacking, and balance blocks both vertically and horizontally.</p>	<p>objects - puppet design.</p>
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