



Nursery Curriculum Map Cycle B

Term	1a	1b	2a	2b	3a	3b
Theme	<p>How many Colours are in a rainbow?</p> <p>What happens when you mix red and yellow?</p> <p>(colours)</p>	<p>Why do leaves go crispy?</p> <p>What's inside a conker?</p> <p>(Autumn)</p>	<p>Are we there yet?</p> <p>(vehicles)</p>	<p>How high can I jump?</p> <p>How fast can I run?</p> <p>(Being Physically active/ Challenge)</p>	<p>Are eggs alive?</p> <p>What are seeds?</p> <p>What are buds?</p> <p>(Growth/lifecycles)</p>	<p>How many pebbles are on a beach?</p> <p>Which creatures live by the sea?</p> <p>(Seaside)</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 taking and resource sharing.</p>	<p>Continue to build 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 changes in routine -</p>	<p>Building relationships.</p> <p>Continue to develop sharing skills.</p> <p>Introduce how actions affect others.</p> <p>Development of how to form good relationships with peers. 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>Encourage children to think about their abilities and to describe themselves positively.</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>Develop tolerance to delay when needs are not immediately met and understand why this may occur.</p> <p>Encourage group play, extending and elaborating play ideas.</p>	<p>Continue to develop sharing skills.</p> <p>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> <p>Develop feelings about moving to new class.</p> <p>Encourage children to describe their abilities positively (what they can do now they</p>



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		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.		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 and objects outdoors.	Focus 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. Develop increasing control over one handed tools.	Focus development of pencil grip (between thumb and fingers). Encourage children who are ready to copy their name. To continue to move with confidence in different ways building on skills from term 2a. Focus on skills of running and jumping - How can we do this better? Vocabulary of instruction - follow, lead, copy.	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 - watering cans, mark making equipment.	Introduce and develop moving in a variety of ways - can you move like different sea creatures? Link to vocabulary of movement e.g. slither Development of pencil grip (between thumb and fingers). Encourage children who are ready to copy their name Also preference for dominant hand when mark making.



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				<p>Talk about taking care when moving freely.</p> <p>To introduce running skilfully and negotiating space successfully when adjusting speed or direction to avoid obstacles.</p> <p>Can observe the effects of activity on their bodies.</p>		
Developing strength and gross motor skills throughout the outdoor area.						
Communication and Language	<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>Developing understanding of the 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>Continue to develop listening skills.</p> <p>Develop understanding and appropriate response to questions.</p> <p>Develop rhyme based on nursery rhymes and stories - identify rhyming words.</p>	<p>Develop using talk to sequence and clarify events.</p> <p>Development of using 'and' and 'because' to create longer sentences when speaking. Continue to use intonation, rhythm and phrasing when speaking - model and</p>	<p>Continue to Develop rhyme- identify rhyming words.</p> <p>Develop questioning - children to ask a variety of questions e.g. who? What? Why? Encourage children to question why things happen and give explanations. - linked</p>	<p>Develop questioning and explanations. To ask e.g. <i>who, what, when, how</i> - children given ingredients to create an ice-cream - explain how you can make one using them.</p> <p>Develop using talk to connect ideas, explaining what</p>



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	<p>Encourage listening in small groups.</p> <p>Introduce intonation, rhythm and phrasing when speaking - model and develop through role play activities.</p>	<p>To develop an interest in and notice print in the environment.</p> <p>Developing listening skills. Continue with intonation, rhythm and phrasing when speaking - model and develop through role play activities.</p>	<p>To introduce using talk to sequence and clarify events. Model telling an event from the past in the correct order and encourage children to share a past event they can remember - day trip with family? Where did you go? How did you get there?</p>	<p>develop through role play activities.</p> <p>To continue to develop responding to simple instructions, e.g. put a ___ in the ____.</p> <p>Develop understanding of prepositions.</p>	<p>to growing Develop using talk to connect ideas, explaining what happened ,what it might be like.</p> <p>Use intonation, rhythm and phrasing when speaking - model and develop through role play activities.</p>	<p>happened (what it was like) after predicting what it might be like.</p>
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>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>To develop mark making skills and encouraging the children to ascribe meaning to the marks they make.</p> <p>Introduce story structure and sequencing. To develop an enjoyment of rhyming and rhythmic activities.</p>	<p>Develop mark making skills.</p> <p>Look for letters in the environment and identify their sound.</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>Develop mark making skills - focus on forming recognisable letters. Continue to practise writing 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>Continue to practise name and forming recognisable letters.</p> <p>Develop listening to stories with increasing attention and recall - Mrs Armitage and the big wave - describe main story setting and principle characters. , anticipate events- What has happened? What do you think will happen next?</p>



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		Through reading shared stories develop understanding that print carries meaning and, in English, is read from left to right. Discuss print and signs in the environment and what it might mean.	To develop an awareness of rhyme and rhyming strings. Read a variety of stories, poems, rhymes and non-fiction. Look for letters in the environment and identify their sound (car registration plates),	Develop story sequencing and mark making skills. Practise writing own names. Discuss setting events and principal characters.	To link sounds to letters. To know that print carries meaning and, in English, is read from left to right. Focus on modelling and encouraging children to look at books independently.	Re-introduce and develop story sequencing. To know that print carries meaning and, in English, is read from left to right. 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. 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. Comparing groups of objects - more, fewer, the same Adults to model how to represent numbers	Reinforcement and practise of counting skills. Development of numerals representing quantities and patterns. Show an interest in writing numerals and numerals within the environment - car registration plates.	Development of numerals representing quantities and patterns. Show an interest in writing numerals and numerals within the environment. Introduce vocabulary associated with position - on top,	Development of counting and numeral writing. Introduce vocabulary related to time - days of week, months of year. To represent numbers using marks on paper and pictures. To separate a group of three or four objects in different ways and	Continue to comparing two groups of objects (sea creatures) and identifying whether there are more or less and identifying when they have the same number. Continue to separate a group of three or four objects in different ways and



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	<p>Exploring patterns.</p>	<p>using marks on paper/pictures. Development of shape and space through completion of jigsaws. To begin to use mathematical names for 2D shapes, and mathematical terms to describe shapes. To look for and identify shapes in the environment.</p> <p>Continue to explore patterns.</p>	<p>Continue with language of quantities and develop this.</p> <p>Introduce 2D shapes - wheels circles, window, rectangle. To use shapes appropriately for tasks - making a vehicle picture and model.</p>	<p>under, next to, first, next etc.</p> <p>Introduce children to stopwatches to measure time - fast, faster. To introduce the language of length - further, furthest, high, highest. To begin to represent numbers using marks on paper and pictures.</p> <p>Continue to develop awareness of shape and space through jigsaw play and construction.</p>	<p>recognise total remains the same. To identify shapes in the environment.</p>	<p>recognise total remains the same.</p> <p>Development of counting and numeral writing. To continue to use mathematical names and properties for 2D shapes</p>
Understanding the World	<p>Familiarising and exploring the Nursery/school environment. Practical activities developing observational skills. Develop discussion about what changes</p>	<p>Develop discussion about how 'things' work from term 1a.</p> <p>Introduce and develop technological skills - pressing and turning parts to make</p>	<p>Development of small world play - train track, car mats etc.</p> <p>Introduce simple computer programs and model how to complete them e.g.</p>	<p>Continue to use a simple program.</p> <p>Know some things that make them unique and can talk about similarities and differences on</p>	<p>Comment and ask questions about aspects on the natural world - adults to model. Can talk about some of the things they have observed - plants, animals. Talk</p>	<p>Develop commenting and asking questions about familiar world - under the sea. What lives there? What do you think it's like under the sea? Etc.</p>



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	<p>they have seen occurring. Development of small world play - animals, characters from rhymes etc. To begin to talk about why things happen - colour changing.</p>	<p>different effects e.g. movement, sound, new pictures etc. Can talk about some of the things they have observed, plants, animals, natural and found objects. Develop an understanding of change and decay over time. Show care and concern for living things and the environment. Encourage children to talk about significant experiences. Knows information can come from computers.</p>	<p>Simple City 'garage'. Children to talk about significant events in their experiences - car/train trips. Shows an interest in different occupations linked to transport. Make toys work by pressing part or lifting flaps to achieve effects such as sound or movement eg friction cars, moving trains.</p>	<p>relation to friends. Can operate simple equipment - stop watches. Joining in with customs and routines - home /community - Mother's day card and present. Also Easter egg hunt.</p>	<p>about why things happen. Develop understanding of growth and change over time eg planting seeds, duck eggs, caterpillars. Shows care and concern for living things and the environment. Introduce children to a digital camera and how to operate it - children take photos of things that grow in the outdoor environment.</p>	<p>Develop describing special times or significant events for family or friends - going to the beach. Comment and ask questions about aspects on the natural world - seaside. Observe and talk about seaside objects - shells, seaweed. Know information can be retrieved from computers.</p>
Expressive Arts and Design	<p>Naming colours and exploring how to change them (colour mixing).</p>	<p>To continue to experiment with colour, making marks and texture.</p>	<p>Introduce children to using line to enclose space to create simple representations of objects - e.g. car,</p>	<p>Continue to develop moving to music. Introduce children to rhythms and encourage children to</p>	<p>Develop rhythms - 'copy me' using musical instruments in indoor and outdoor environments. Develop</p>	<p>Re-introduce texture and how to describe them - collage sea creatures using different textured</p>



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	<p>Introducing role play area and developing 'pretending' using resources.</p> <p>Exploring how to make different sounds using instruments and within the environment. 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 of leaves to children and develop descriptive language of how these feel to them e.g. rough, smooth etc.</p> <p>Develop moving to music - imitation, following adults model.</p> <p>To tap out simple repeated rhythms.</p> <p>To move in response to music - leaves falling from tree etc.</p> <p>Adults to model how to use resources to make props for role-play.</p>	<p>train. Introduce 'junk modelling' and other materials and introduce constructing for a purpose - building a vehicle.</p> <p>Build on stories and role-play based on own experiences of vehicles.</p> <p>Use large blocks stacking vertically and horizontally, making enclosures and creating spaces - making a car, boat train, rocket.</p>	<p>'copy me' and tap out rhythms in music (following adult lead).</p> <p>Create movement in response to music.</p> <p>Explore how sounds can be changed.</p>	<p>3D modelling - combine with colour mixing and adding texture - e.g. making beanstalk.</p> <p>Re-introduce using line to enclose space to create representations of objects - parts of a plant e.g. flower, leaf etc.</p>	<p>material e.g. sand paper, tissue paper, cotton wool etc.</p> <p>Develop use of tools - their purpose and handling them safely e.g. use of paint rollers for making sea scenery.</p> <p>Introduce and develop use of different construction materials - make a 'Rock pool' using for example pebbles, water, sand etc.</p>
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