

Nursery long term curriculum map 2021 to 2022

	Autumn of Nursery	Spring of Nursery	Summer of Nursery
<b>To be a part of the whole school community</b>	<p>Christmas lunch with Reception</p> <p>'This is my school' guided tours</p> <p>Nativity play</p>	<p>Joining World book day with reading buddy session (from phase 3)</p>	<p>Sports day- watched by Rec and phase 2</p>
<p><b>Articulate children with a good vocabulary</b></p> <p>Through high quality daily interactions with adults who are commenting on children's activity whilst adding new vocabulary</p> <p>Concrete opportunities develop new vocabulary and the use of role play to effectively apply new language and vocabulary</p> <p>Through the effective use of quality text; stories, rhymes and non-fiction</p> <p>To have language rich environments and include new words into everyday conversation</p>	<p>Actively listen to stories and rhymes- adults to discretely pull out new/ unusual language and explain it- to use this within interactions with learners</p> <p>Use of core books read frequently to embed language development</p> <p>Understanding what questions</p>	<p>Investigating animals and habitats- using the correct scientific names</p> <p>Using what questions, and understanding why questions</p> <p>Understanding two part questions</p> <p>Starts conversations with adults and peers</p> <p>New vocabulary linked to concrete opportunities + trips</p>	<p>Developing simple positional language using text eg: We're Going on a Bear Hunt and Rosie's walk</p> <p>Using why questions</p> <p>Encourage longer sentences (up to 6 words)</p> <p>Correct use of regular past tense</p> <p>Use talk to organise their play</p> <p>Turn take in conversations with support</p> <p>Can use the future tense</p> <p>Joins sentences with because/ or/ and</p>

<p>To know stories, songs and rhymes by heart</p> <p>To establish a core set of teaching books- 6 per year group</p>	<p>Counting songs learned by heart</p> <p>Introduce first 3 core books- read and re-read</p>	<p>Introduce second set of core books Ensuring to continue reading</p> <p>Linked to interests and theme introduce non-fiction books</p>	<p>Introduce third set of core books</p>
<p>To establish a core set of story books- 12+ per year group to know by heart</p> <p>To establish a core set of rhymes/ poems – 6+ per year group to know by heart</p> <p>To create a welcoming reading area with core books on display</p>	<p>Owl Babies The Enormous turnip</p> <p>5 little ducks twinkle, twinkle 5 little men in a flying saucer</p>	<p>Billy Goats Gruff Three Little Pigs Dear Zoo The Very Hungry Caterpillar</p> <p>Old MacDonald Incy windy spider, Anansi Sleepy bunnies</p>	<p>We're going on a bear hunt Goldilocks Where's my teddy? The Gingerbread man</p> <p>The wheels on the bus, 5 currant buns</p>
<p>High quality text at centre of learning</p> <p>Nursery- shared text + one whole class book and one song/ one rhyme every day</p>	<p>Core teaching Books: Owl babies, Goldilocks &amp; the 3bears, The very hungry caterpillar, Dear Zoo The Three little pigs , We're going on a bear hunt, The Three Billy Goats Gruff The Enormous turnip Where's my teddy? The Gingerbread man - - Non fiction:</p>	<p>Core rhymes: 5 little ducks twinkle, twinkle little star The wheels on the bus, Incy windy spider, 5 little men in a flying saucer Old MacDonald, row your boat sleepy bunnies 5 currant buns Pete the cat and his white shoes Six dinner Sid</p>	<p>Core story books: Aargh spider, The train ride Farmer duck Duck in the truck, Goodnight gorilla, Goldilocks So much Not now Bernard</p> <p>Non fiction: The Truth About Bears</p>

<p>To have a secure phonic knowledge</p>	<p>Listens with interest to stories, recalling events</p> <p>Oral discrimination of sounds eg. Matching musical instruments/ sorting instruments</p> <p>Listening walks</p> <p>Learns rhymes by heart Begins to change words in a learned rhyme to make a new one</p>	<p>Knows that in English print goes from left to right</p> <p>Writes in their own way with a purpose- eg. Shopping lists</p> <p>Writes own name</p> <p>Knows that print has meaning</p> <p>Enjoying rhyming books</p>	<p>Alliteration- understanding that some words start with the same sound</p> <p>Can count/ clap syllables in words</p> <p>Can spot and suggest rhymes</p> <p>Begins to use letter shapes within writing Uses some letter shapes in initial position of writing eg&gt; knows that it is m for Mummy</p> <p>Introduction to set 1 sounds m,s,a,t,p, i, n</p>
--	---	---	--

<p><b>Engage in imaginative play</b></p>	<p>Being imaginative topic</p> <p>Role play areas to be modelled carefully and revisited through adult led play and supported as part of child initiated play</p> <p>Role play areas to include:  Kitchen  Builders  Library  Shop  Café</p> <p>To begin to move from spectator and parallel play to social play-taking</p>	<p>To be able to engage in social play; taking turns, sharing</p> <p>Imaginative play based upon concrete opportunities and non-fiction text  Eg: Trip to the farm  Trip to the library  Living Eggs</p> <p>Role play areas to develop eg: farm/ vet...</p>	<p>To be able to engage in associate play</p> <p>Imaginative Play and role play areas to be based upon high quality text:  We're going on a bear hunt  Three Billy Goats Gruff  The Three Little Pigs</p>
--	---	---	---

<p>Have secure number knowledge</p>	<p>Oral number order through songs and rhymes</p> <p>Know the number order orally</p> <p>Know the numbers above 5</p> <p>Describe a familiar route- through tour of school</p> <p>Subitize up to 3 objects</p>	<p>Explore 2D shapes and describe them in a range of ways</p> <p>Count sets of objects to 5</p> <p>Represent sets of up to 5 using fingers</p> <p>Recognise numerals to 5</p> <p>Talk about and identify the patterns around them. Use informal language like 'pointy', 'spotty', 'blobs', etc. (link to animals theme- patterns on animals)</p> <p>Extend and create simple abab repeating patterns and notice when there is an error</p>	<p>Understand position through words alone – with no pointing. Discuss routes and locations, using words like 'in front of' and 'behind'. (linked to stories Bear Hunt/ Rosie's walk)</p> <p>Explore 3D shapes and describe them</p> <p>Represent numbers using own marks- through role play settings and own interests</p> <p>Compare sets using language of more than and fewer than (inc less than)</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately when building (eg three little pigs house/ billy goats gruff bridge)</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then..' - linked to storytelling theme</p>
-------------------------------------	--	--	--

<p><b>To be able to create detailed representations in their own way and linked to their fascinations— link to EAD</b></p> <p><b>EAD</b></p>	<p>Experiment with a range of drawing tools Draw in sand, chalk on the playground etc</p> <p>Explore different types of paint – ready mixed, powder, finger, water colour etc.</p> <p>name and recognise colours Sort threads and fabric and talk about colour and texture</p>	<p>Draw on a large and small scale and use different shapes and colours of paper</p> <p>Use a range of applicators to paint</p> <p>Explore printing with found objects – building bricks, hands, sponges, fruit and vegetables, corks</p> <p>Know how to use clay safely Draw into clay with a range of tool</p>	<p>Draw from imagination</p> <p>Paint on large scale</p> <p>Print sequential patterns</p> <p>Identify and talk about textiles in the environment</p> <p>Use glues, masking tape and other fastenings</p>
	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>		<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>
<p><b>Have self care and life skills inc good oral health</b></p>	<p>To be able to take off their coat and shoes with little support</p> <p>To be able to put on their shoes and coat with support</p> <p>To be able to wash their hands before snack</p>	<p>To be able to put on their shoes and coat with minimal support</p> <p>To know when they need to go to the toilet</p> <p>Select and use activities and resources, with help when needed</p> <p>To begin to understand what are healthy food and drink choices</p>	<p>To be able to put on their shoes and coat</p> <p>Be increasingly independent using the toilet, washing and drying their hands thoroughly. Most, but not all, children are reliably dry during the day.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up buttons.</p> <p>To begin to understand the importance of brushing their teeth and how to do it- visit from the dentist</p>

<p><b>Have concrete opportunities for visitors</b></p>	<p>Visit by firefighters and / or police (if possible)- end of term</p> <p>Tour of the school</p> <p>Parents in – Christmas craft</p>	<p>Visit to the farm (end of term)</p> <p>Living Eggs</p> <p>Parents in- world book day</p>	<p>Visit by dentist</p> <p>Walk to local shops</p>
<p><b>Are physically active</b></p>	<p>Skip and hop and stand on one leg (eg musical statues at Christmas)</p> <p>Gross motor movements; streamers, ribbons, large painting</p> <p>Three wheel scooters</p> <p>Seeaw</p>	<p>Parachute games</p> <p>Scooters and large trikes</p> <p>Balancing (rainbow balance steps)</p> <p>Spinners (red cones)</p> <p>Rope bridge outside</p> <p>Rolling a ball back and forward to each other</p>	<p>Sports Day</p> <p>Large trikes + passengers - pedalling</p> <p>Follow the leader patterns of movement (linked to We're going on a bear hunt)- repeating the patterns of movement</p> <p>Up and down bridge using alternate feet (link to Three Billy Goats Gruff)</p> <p>Obstacle courses to crawl/ slither/ walk inc tunnels outside</p> <p>Jumping off the balance bar outside</p> <p>Walking to local shops</p>
<p><b>Fine motor</b></p> <p>To be able to use a pencil in the correct grip and able to form letters correctly</p>	<p>squashing, squeezing, twisting</p> <p>Using playdough</p> <p>Pincer movement through picking up beads, pegs, puzzle pieces, threading</p> <p>Wider chunky mark making equipment</p> <p>Whole grip</p>	<p>Large circular movements</p> <p>Make Zig zag movements</p> <p>Mark making names and letter shapes within own writing</p> <p>Use a comfortable grip with good control when holding pens and pencils. Modified tripod (palmer)</p>	<p>Rolling balls</p> <p>Show a preference for a dominant hand.</p> <p>Tripod grip</p> <p>Use some recognisable letters</p>

Use scissors effectively to cut around shapes Fine motor activities to develop strength To use a paint brush effectively	Holding with two hands Modified scissors with adult support Snips  Large 'stubby' brush	Cutting lines  long wide brush	Cutting along wavy lines  Thin brush
<b>Celebrate and respect cultural diversity</b>	Using Herts Agreed RE syllabus Using Jigsaw Programme of Study		
	Harvest- RE agreed syllabus	Harvest- RE agreed syllabus	Harvest- RE agreed syllabus
	Celebrate Christmas festival -RE agreed syllabus	Celebrate Christmas festival -RE agreed syllabus	Celebrate Christmas festival -RE agreed syllabus
	Hannukah	Hannukah	Hannukah
	Books and rhymes		
So much	So much	So much	So much
<b>To develop positive relationships and are self - confident</b>	Being Me Celebrating Difference  To transition successfully to school; developing positive relationships with staff and beginning to have their own friends  To know they belong to a school community  To be independent within the room, choosing resources and developing own interests  Confident to join Reception for	Dreams and Goals Healthy Me  To know that they belong to a community beyond the school (links to RE syllabus)  Understand and talk about their emotions; sad/ happy/ worried ...  Developing friendships, initially playing alongside -> playing with a friend (supported by team games eg. Parachute games)  Understand and follow the rules and expectations of the class/ school	Relationships Changing Me  To be able to solve simple friendship problems (eg. What to do if they don't all want to pay the same game)  To begin to empathise with others; to begin to know how others might be feeling  Beginning to take turns  Play with others

	<p>Christmas Nativity in front of adults</p> <p>Using modelled role play sessions to find own interests</p>		To be ready for the transition to Reception
<b>Understanding of the world</b>	<p>Use all their senses in hands-on exploration of natural materials. (Link to Autumn)</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Begin to make sense of their own life-story and family's history</p> <p>Show interest in different occupations.</p> <p>Explore how things work</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice. (Link to 3 Little Pigs) Explore collections of materials with similar and/or different properties.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>