**Long Term Curriculum Map - Nursery**

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| Term/Overarching theme | **Autumn 1**  **Ourselves** | **Autumn 2**  **Let’s Celebrate!** | **Spring 1**  **Stories and Rhymes** | **Spring 2**  **Super Stuff** | **Summer 1**  **Brilliant Beasts** | | **Summer 2**  **Fun at the Seaside**  **Summer** |
|  | Starting school  Dinosaurs  People Who Help us/ Ourselves  Harvest  Autumn | Celebrations  Birthdays / Baptism Wedding  Diwali  Bonfire Night  Autumn  Winter / Christmas /Christmas around the world | Stories and Rhymes  Chinese New Year  Teddy Bears Picnic  Signs of Spring | Superheroes  Space  Easter | Minibeasts  Life cycles  Local Area | | Pirates  Mermaids  Rockpools  Local Area – Beach  Travelling to different place  Healthy Eating Week  Recycling- beach  Summer |
| Possible texts and ‘old favourites’ | **How do Dinosaurs go to school?**  **Dinosaurs Love Underpants**  Brown Bear Brown Bear  **Same but Different Too**  **Rainbow Fish**  Rosie’s Walk  **Owl Babies**  Starting School  We’ve All Got Bellybuttons  **Non-fiction books around Autumn/Dinosaurs** | Scarecrows Wedding  **The Caterpillar’s Wedding**  Polar Bear Polar Bear  Hats of Faith  Amazing  **Kipper’s Birthday**  Christmas Story  Stickman  Santa Claus Needs a Wee  **Oh No, Shark in the Park in the Snow**  Non-fiction books and texts | **Once Upon a Time**  Peepo  **Gingerbread Man**  **Goldilocks**  Red Riding Hood  **3 Little Pigs**  Billy Goat’s Gruff  Jack and the Beanstalk  Each Peach Pear Plum | **Supertato Books**  Elliot Midnight Superhero  **Super Daisy**  SuperKid  **Superworm**  The Tiny Seed  Jaspers’ Beanstalk  **Jack and the Beanstalk**  Follow your dreams little one  Non-Fiction books | Snail and the Whale  **The Very Busy Spider**  **The Bad-Tempered Ladybird**  **Arrghh Spider**  Spiderella  Superworm  **Hungry Caterpillar**  **Oi Frog!**  There was an old lady who swallowed a fly  Honey Biscuits  Non-Fiction books | | **Sharing a Shell**  **Lucy and Tom at the Seaside**  **Commotion in the Ocean**  **Barry the Fish with Fingers**  Night Pirates  **Pirates wear underpants**  **10 Little Pirates** |
| Experiences/Wow | Autumn Walk  Harvest Festival  Tasting Different Food  Visit from Police officer  Fire Brigade | Make fire and toast Marshmallows  Making firework biscuits  Making bread / soup  Guy Fawkes / Bonfire Night  Christmas Time / Nativity  Diwali  Black History Month  Remembrance day  Road Safety  Children in Need  Anti- Bullying Week | Spring Walk  Local Park  Teddy Bear Picnic  Make Porridge  Make Chinese stir fry  Valentine’s Day  Internet Safety Day | Planting Sunflower / Bean.  Pancake Day  Easter Story  Planting- Science Week | Butterfly World  Zoolab  Father’s Day | | Trip to the Beach  Pirate wow day  Ice cream parlour |
| **Communication and Language**  Listening, Attention & Understanding  Speaking | 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.**  Children will be given opportunities to: talk about experiences that are familiar to them; What are your passions / goals / dreams; Sharing facts; Shared stories; Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”; Developing vocabulary; Following instructions; Ask and answer who, what, where, why questions; Learn rhymes, poems and songs; Express a point of view. | | | | | | |
| **Specific vocabulary** | ***Dinosaur, land,***  ***Baby, me, family, growing, changes,***  ***Feelings – happy, sad, angry, scared, calm, loved***  ***Different, special***  ***Friends, sharing, rules, Autumn, senses*** | ***Celebration, birthday, wedding,***  ***Autumn, winter, change, season, weather, freeze, melt, cold,***  ***Christmas, family, home, light, dark*** | ***Once upon a time, character, beginning, middle, end,***  ***stranger, seeds, bridge, cottage***  ***Kind, choice***  ***Chinese New Year, good luck, materials, soft, hard, fluffy, soft, smooth*** | ***Spring, growing, plant, water, seed, sun, healthy, unhealthy, independent, body, hero, helpful, magnetic, not magnetic*** | | ***Insect, habitat, bug hotel, snail, spider, ladybird, worm, caterpillar, butterfly, frog, friendship, map, days of the week, investigate*** | ***Rockpool, seaside, crab, pirate, ship, travel, ocean, recycle, summer, safety, changes, explore*** |
| **PSHE**  Throughout the year we encourage the children to become independent, develop responsibility, make choices and express views and talk through disagreements. | **Being Me**  Feelings and Emotions  You are special  Who am I?  How have I changed? | **Celebrating Difference**  Families  Friends  Homes  Special times we spend with families- celebrations | **Dreams and Goals**  Kindness  Making the right choices  Safety internet Day  Safety with morals in story – don’t talk to strangers / not going into people’s houses.  Mental Health Week | **Healthy Me**  Growing foods/Healthy foods  Keeping fit  Keeping clean | | **Relationships**  Friends  Falling out Bullying  Being your super self | **Changing Me**  My body  Growing up  Safety –sun/water  Fears |
| **Physical Development**  Gross and Fine Motor Skills | 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.** | | | | | | |
| To take care of toileting needs independently.  To begin to show a preference for a dominant hand.  To climb apparatus safely.  To begin to show awareness of moving equipment safely with peers.  To know about personal hygiene and the importance of being clean and tidy.  To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers | To copy dance moves (Zumba) and to move to different kinds of rhythms.  To use mark making resources with increasing independence.  To mark make in sensory trays and also copy different patterns.  To experiment with scissors, snipping at paper  To hold jugs and containers confidently and pour from one container into another.  To independently put on their coats, with some support for the zipper and buttons.  To show independence in self help skills such as toileting and dressing | To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc.  To mark make using a comfortable grip when using pencils and pens.  To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills | To hold the pencil correctly using a tripod grip.  To begin to form numbers and familiar letters, e.g. letters in their name.  Using balancing apparatus.  To mark make using a comfortable grip when using pencils and pens | To hold the pencil confidently, using the tripod grip and forming letters and numbers, sometimes correctly  To be able to use scissors confidently and make straight, and circular snips using one hand.  To run skilfully and be able to negotiate space.  To mark make using a comfortable grip when using pencils and pens  To show awareness of healthy food choices and impact on our body. | | To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently.  To independently write their name.  To confidently use scissors and other tools safely. |
| **Literacy**  Comprehension, Word Reading and Writing  *Not limited to just these. Will be regularly reviewed depending cohort and will be flexible to react to child interest and events.* | To be able to mark make and identify their marks.  To discriminate between different sounds (environmental/ instruments ect)  To recognise familiar logos and labels within the environment.  To learn a range of Nursery Rhymes  To know that text has a meaning.  To know that text is read from left to right and top to bottom in English. | To find and identify familiar letters, e.g. letters in their names.  To talk about and retell a range of familiar stories.  To begin to explore initial sounds in familiar words.  To answer simple questions about focus stories | To begin to attempt writing familiar letters, e.g letters in their name.  Adults will consistently model correct formation.  To find and identify familiar letters, e.g. letters in their names.  To begin to identify some sounds during oral blending games  To talk about and retell a range of familiar stories.  To join in with repetition within stories | To be able to mark make and give meaning to their marks.  To begin to form some letters correctly, e.g. letters in their name. To talk about and retell a range of familiar stories. | Begin to write name  To identify the pictures linked to the Little Wandle sounds (satpin)  Children are able to identify initial sounds and blend familiar CVC words.  To begin to make predictions about a story, sometimes supported by an adult with vocabulary | | Begin to write name  Writing initial letters and some cv and cvc words with SATPIN letters  Responding to and understanding stories with own pictures |
| **Maths**  Number, Numerical Patterns | To talk about what happened today, yesterday and tomorrow.  Singing a range of number songs.  To say number names to 5 in order.  To count out a group of up to 5 objects.  To show an understanding of 1:1 counting to 5.  Knowing that the last number you count represents the total number of objects  Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners  To show an awareness and name some 2D shapes in the environment. | To count out a group of up to 5 objects.  To say number names to 10 in order.  To know that a group of objects can also be represented by a number  Singing a range of number songs  To match number of objects to numeral.  To show an understanding of 1:1 counting to 5.  Knowing that the last number you count represents the total number of objects  Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners | To count out a group of up to 10 objects.  To develop fast recognition of numbers.  To count up to 10.  To show an awareness of how numerals are formed and to experiment with own mathematical mark making.  To talk about and explore patterns in the environment  To create and repeat simple patterns.  To subitise to 3.  To know number order beyond 5 when counting.  To say number names to 10 in order.  To be able to say number names forwards and backwards to 10.  To know that each object should only be counted once. Singing a range of number songs. | To identify, describe and compare groups of objects.  To compare and order objects according to their weight and distance.  To develop fast recognition of numbers.  To count up to 10.  To show an awareness of positional language such as under/behind/ next to/over/ on top of.  To independently create and talk about own patterns using a range of objects and resources.  To subitise to 3.  To use the language of more and less to compare amounts.  To know that numbers can be ordered.  To be able to demonstrate through games and role play an understanding of positional language. | Practical problem solving with numbers up to 5. To select and use shapes appropriately in play, combining them to make models and enclosures.  To develop fast recognition of numbers.  To use relevant mathematical vocabulary when talking about learning.  To begin to make sensible comparisons between objects relating to size, length, weight and capacity.  To begin to describe a sequence of events accurately.  To recall simple facts about a familiar journey.  To subitise to 6.  To remember the order in which things happen.  To know that subtraction means taking an amount away from a group.  To know that some shapes more appropriate than others when building.  To remember different aspects of a journey, e.g. “I walked over a bridge to get to school”. | | To count, order and recognise numbers to 10, in and out of sequence.  To name and describe 2D shapes.  To name some common 3D shapes and properties.  To compare and order objects according to their size and distance.  To develop fast recognition of numbers.  To use relevant mathematical vocabulary when talking about learning.  To begin to describe a sequence of events accurately.  To recall simple facts about a familiar journey.  To subitise to 6.  To learn vocabulary linked to describing size and distance.  To be able to say number names forwards and backwards to 15.  To remember the order in which things happen. |
| **Understanding the World** – The Natural World; People Cultures and Communities; Past & Present | To be able to identify similarities and differences between themselves/ peers.  To understand the 5 senses.  To think about changes – seasons / cooking    To talk about members of their immediate family and community.  To comment on photos of their family; naming who they can see and of what relation they are to them.  To talk about what they do with their family and places they have been.  To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc).  Introduce children to different occupations and how they use transport to help them in their jobs.  Look at where they live- house | To experiment with melting / freezing  To explore light and dark  To know that everyone has a birthday and they are usually celebrated in a similar manner around the world.  To discuss experiences of past birthday celebrations and explore toys/gifts in the past.  To explore pictures of themselves as a baby and talk about changes  To know why we celebrate Bonfire Night  Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.  Operate simple equipment e.g. turn on headphones or control cars | To understand changes in food – porridge/stir fry and changes in seasons  Talk about where food comes from  To explore different materials and use describing words  To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats.  To use the computer to complete a simple task. | Changes eggs  Melting Chocolate  Name parts of plant, planting  Seasons  Plant their own seeds and check how tall the plants grow.  To explore and experiment with magnets  New life – life cycle chick  People in the past – Jesus  To use senses to explore the world around them. | Minibeasts  Life cycles – caterpillars, tadpoles  Timing – Days of Week  Today Yesterday  Draw a map of garden – finding minibeasts  Talk about the life cycle of a plant and animals. Make own habitats using a range of resources.  To use senses to explore the world around them. | | Healthy eating and exercise  Local area – Seaton Carew past and present- changes.  Name things in the area  Map of area / Where we live in UK  Recycling / Looking after our world. |
| Geography vocab | House, park, map, shop, weather, seasons- autumn | Path, river, hill, mountain, forest, wood, globe, World, water | Flag | Lake | Countryside, local, place, pond, | | Building, shop, town, |
| **Expressive Arts and Design Experiences**  Creating with Materials, Being Imaginative and Expressive | Self portrait  Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm.  To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard. | Colour mixing  Diva lamp  Designing Christmas card. | Kandinsky | Exploring dripping, pouring and splattering to create abstract art. Using hardened paint brushes, pipettes and spoons to splat paint. Space backdrops. | Henri Matisse - Repeating collage patterns (The Snail) | | Make a recycling model |
| **DT** | -Children to construct with a purpose and safely in the construction area and outdoor area  -Children experiment and build with a range of construction materials  -Use pincer grip with tweezers to pick up small objects  - Can begin to self-select from a range of tools and materials in the continuous provision including glue, glue sticks, scissors, materials  -Use one-handed tools and equipment, for example, making snips in paper with scissors.  Design and make small worlds in line with topic  -- Observe basic food  hygiene procedures  with support –  washing hands; washing fruit/veg; cleaning surfaces before/after preparing food - Making biscuits and experience mixing and pouring | Can draw pictures of their models in the construction area  Design and make small worlds in line with topic  -Manipulate materials to achieve a planned effect – playdough to make cakes,  Talk about what they have made – construction, playdough, cards ect | Observe the effects of cooking - Chinese New Year cooking – healthy choices. Gingerbread man.  -Name and talk about different equipment -hob, wok, spatula ect  -Develop their own ideas and then decide which materials to use to express them – materials, collage, playdough, junk modelling  -Join different materials in different ways – glue, tape, pins ect  Children to construct with a purpose and safely in the construction area – Bear’s cottage | Understand why they need a healthy, balanced diet – healthy and unhealthy food sort; growing vegetables; preparing and chopping vegetables; tasting; Supertato  -Use all their senses in hands-on exploration of natural materials – planting, beans  -Explore different materials freely, in order to develop their ideas about how to use them and what to make -superhero capes | Use one-handed tools and equipment – scissors to cut out independently  -Explore different materials freely, in order to develop their ideas about how to use them and what to make – minibeast junk modelling  Talk about what they like about their product – minibeast junk modelling | | -Choose the right resources to carry out their own plan – pirate ship construction  Experiment to create different texture – beach/rockpool scene |