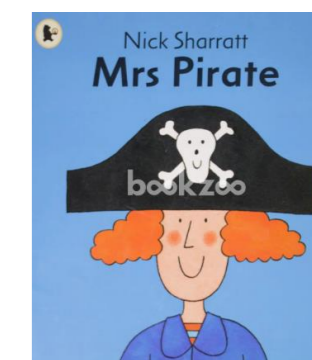
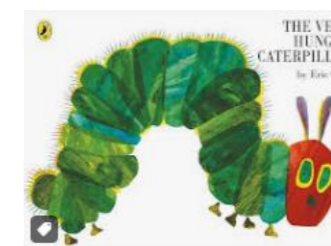
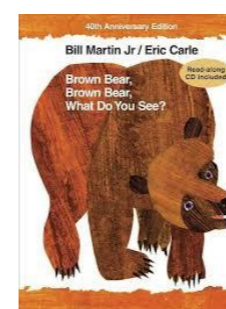
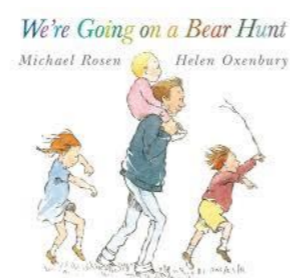
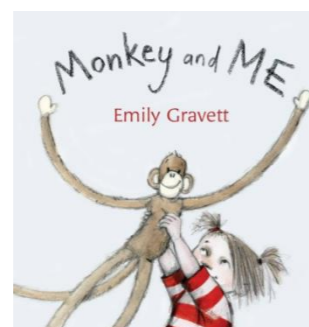
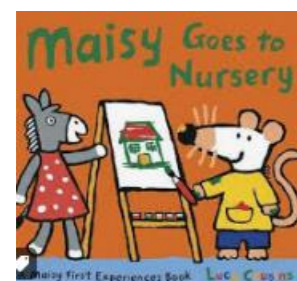


General Themes- These themes may be adapted at various points to allow for children’s interests

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me and my Family Building relationships New Starters - Settling Transitions		My community & Habitats New January intake - Settling	Light and Colour Celebration	In the garden minibeasts growing New April intake -settling	Keeping fit and Healthy/Sports Journeys and the sea Transition

Core texts



Communication and Language

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.



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center"><u>Listening, Attention, and Understanding</u></p> <p>I can gain an understanding of the rhythm of the day. I can begin to follow and understanding basic one step instructions "Get your coat". I can begin to listen to simple short stories with pictures. I can begin to focus and attend for a few minutes.</p> <p align="center"><u>Speaking</u></p> <p>I can begin to point to objects or makes gestures when wanting something. I can begin to put together 2 or 3 words. I can begin to join in with actions of nursery rhymes.</p>		<p align="center"><u>Listening, Attention, and Understanding</u></p> <p>I can engage in the rhythm of the day independently with minimal adult support. I can follow and understanding basic one step instructions "Get your coat". I can listen and understand short stories and begin to join in with some repeated phrases. I can focus and concentrating during an adult led carpet session for up to 5 to 10 mins. I can begin to gain an understanding of the context of nursery rhymes. I can focus on chosen area of play for a short period of time.</p> <p align="center"><u>Speaking</u></p> <p>I can begin to begin to use to join 3-4 words to express self, wishes, needs. I can begin to join in with familiar nursery rhymes. I can begin to share thoughts and feelings with adults using words 'sad', 'happy'. I can have a short exchange of communication.</p>		<p align="center"><u>Listening, Attention, and Understanding</u></p> <p>I can engage in the rhythm of the day independently. I can join in with routines without being told. I can follow and understand two step instructions. I can begin to understand familiar stories and share their thoughts and feelings on characters. I can focus my attention and concentrating during adult led carpet sessions. I can be an active participant I can begin to develop my understanding of the context of nursery rhymes and explore the characters/feelings/narrative. I can begin to preserve. I can begin to understand prepositions.</p> <p align="center"><u>Speaking</u></p> <p>I can join in with familiar stories. I can begin to talk for longer in conversations. I can begin to ask questions. I can begin to make observations of the world/environment and share their thoughts and ideas. I can begin to have 'their own 'ideas'.</p>	
Key Vocabulary					
<p>Family, home, parents, siblings (brother and sister), love, neighbour, school, doctor, park, shop</p>		<p>Forest, ocean, desert, shelter, sun, rainbow, shadow, bright, reflection, Birthday, festival, tradition, party, fireworks</p>		<p>Flower, tree, soil, grow, sunlight, insect, bee, spider, wings, crawl, travel, train, map, road, explore</p>	



Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;"><u>Self-Regulation</u></p> <p>I can begin to gain an awareness of the behaviour expectations.</p> <p>I can begin to understand that there are times that they will need to wait for a turn.</p> <p>I can begin to understand that needs/wishes may not be responded to immediately.</p> <p>I can begin to share the physical space with other children.</p> <p>I can begin to gain an awareness of own behaviour towards others.</p>		<p style="text-align: center;"><u>Self-Regulation</u></p> <p>I can understand the behaviour expectations.</p> <p>I can begin to ask for a turn and learn to wait for a turn.</p> <p>I can share the physical space with children.</p> <p>I can understand of why needs/wishes may not be met immediately.</p> <p>I can begin to understand the impact of our behaviour on others.</p> <p>I can develop a 'can do' attitude.</p>		<p style="text-align: center;"><u>Self-Regulation</u></p> <p>I can begin to talk about likes and dislikes.</p> <p>I can display empathy towards others feelings.</p> <p>I can begin to take risks and trying new things.</p>	
<p style="text-align: center;"><u>Managing Self</u></p> <p>I can begin to be more exposed to words 'happy', 'sad'.</p> <p>I can hear feel words daily and begin to understand what they mean.</p> <p>I can begin to begin to learn about feelings through stories and play.</p>		<p style="text-align: center;"><u>Managing Self</u></p> <p>I can begin to use or respond to the words 'happy', 'sad' when expressing self or observing others.</p> <p>I can begin to use words 'happy' 'sad' as a means of dealing/resolving conflict.</p>		<p style="text-align: center;"><u>Managing Self</u></p> <p>I can understand the rhythm of the day and behaviour expectations and support others if needed.</p> <p>I can use regulating behaviour using feeling vocabulary.</p> <p>I can begin to respond quicker and positively to adult's support when resolving conflicts.</p>	



I can begin to gain an awareness that some things are non-negotiable.
 I can begin to express emotions and to know adults will respond positively and comforted.

Building Relationships

I can separate from main carer and respond positively to new adults.
 I can begin to develop rituals/rhythms with adults, settling into an area of play.
 I can begin to settle with images of family.
 I can begin to join in with circle time games, hearing children's names, pass the object to.
 I can begin to feel comforted, safe and secure with new adults.
 I can begin to show an interest in other children's play.

Building Relationships

I can separate from main carer with minimal adult support.
 I can independently access and choose area of play.
 I can use children's name when referring to them or in play.
 I can begin to join in with children's play, sharing physical space.
 I can listen and respond to play.
 I am more confident around unfamiliar adults in the wider school/visitors.

Building Relationships

I can begin to engage in meaningful play with others, role play, collaborative play.
 I can be comfortable around 'unfamiliar' adults i.e., to greet them.
 I can share physical space in play.
 I can listen, respond and extend play, sharing ideas with adults and children.
 I can initiate play and conversations.

Physical Development

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.

Physical Development (In preparation for Fine Motor)

Balance Postural Control Cross Body movements and Shoulder Rotation Shoulder and Core Strength Hand Strength



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;"><u>Gross Motor Skills</u></p> <p>I can sit on chairs safely and independently. I can walk up and down stairs holding onto a handrail. I can walk confidently. I can begin to show confidence in using the gym equipment i.e., choosing your own way to get across the bench and getting down with adult support. I can drink from a cup independently. I can pour water from a jug with some adult support.</p> <p style="text-align: center;"><u>Fine Motor Skills</u></p> <p>I can explore malleable materials, using hands to grip, roll, stretch and poke. I can begin to use one handed tools. I can use small loose parts during play.</p> <p style="text-align: center;"><u>Health and self- care</u></p> <p>I can begin to wash hands and pull up sleeves with some adult support. I can begin showing an interest in dressing and undressing self. I can begin to let an adult know when their nappy is dirty.</p>		<p style="text-align: center;"><u>Gross Motor Skills</u></p> <p>I can begin to walk, run and climb in different surfaces with some adult. I can begin to use a push bike/3 wheeled scooter. I can begin to walk across a low bench and get down independently. I can begin showing an interest in using the toilet/toilet training. I can kick a large ball.</p> <p style="text-align: center;"><u>Fine Motor Skills</u></p> <p>I can manipulate malleable materials using hands and to become more confidence using one handed tools, (inc. scissors, hammers, pencils, brushes). I can pour water from a small jug into a cup independently. I can be able to feed self-using a spoon/fork.</p> <p style="text-align: center;"><u>Health and self- care</u></p> <p>I can wash hands independently pulling up sleeves. I can let adult know when nappy is dirty. I can begin using the toilet with some adult support. I can take shoes off and put on with some adult support.</p>		<p style="text-align: center;"><u>Gross Motor Skills</u></p> <p>I can confidently choose ways of moving from one area/piece of equipment to another (inc. climbing). I can use a push bike/3 wheeled scooter confidently. I can jump and land with both feet. I can begin to develop more spacial awareness and changing direction.</p> <p style="text-align: center;"><u>Fine Motor Skills</u></p> <p>I can squat with steadiness and rise to my feet without using my hands. I am becoming more confident to climb on play equipment. I can move confidently in a range of ways such as walking, running, crawling and jumping.</p> <p style="text-align: center;"><u>Health and self- care</u></p> <p>I can use the toilet independently with minimal adult reminders. I can take shoes off and put on independently, and be able to put my coat on independently.</p>	



Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Throughout the year, the children have opportunities for:
 Sharing high-quality stories and poems
 learning a range of nursery rhymes and action rhymes
 activities that develop focused listening and attention, including oral blending
 attention to high-quality language with children

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p align="center"><u>Comprehension</u></p> <p>I can enjoy songs and rhymes tuning in and paying attention. I can say some words in songs and rhymes. I can begin to pay attention and respond to the pictures or the words of a book.</p> <p align="center"><u>Writing</u></p> <p>I can use brushes and rollers with paint in water. I can explore and access ark making opportunities with support. I can make sensory mark making in, sand, salt, flour. I can use hands, feet, fingers, twigs, brushes conkers. I can make marks during nature walk using sticks and leaves in the wet mud.</p>		<p align="center"><u>Comprehension</u></p> <p>I can pay attention & respond to the pictures or words in a book. I have a favourite book and will seek out adult to share with, look alone or with another child.</p> <p align="center"><u>Writing</u></p> <p>I can begin to explore and experiment with mark making opportunities independently. I can develop play around my favourite stories using props.</p>		<p align="center"><u>Comprehension</u></p> <p>I can repeat words and phrases from familiar stories. I can make comments about the book, ask questions and share own ideas. I can notice some print such as letters, first letter of name etc.</p> <p align="center"><u>Writing</u></p> <p>I can begin to give meaning to marks "That's mummy". I can make marks on their picture to stand for their name.</p>	



Traditional/alternative Tales					
The three little pigs		The Gingerbread man		Goldilocks and the three bears	
Rhymes & Poems					
Teddy bear, Teddy bear Head shoulders, knees and toes Pat a cake		The wheels on the bus Humpty dumpty Pancake poem		Hickory dickory dock Ring a ring o' roses Jack and Jill	
Mathematics					
<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for practice counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Maths- Number, Shape and Measure</u>		<u>Maths- Number, Shape and Measure</u>		<u>Maths- Number, Shape and Measure</u>	
I can build with a range of resources. I can climb and squeeze into different types of spaces.		I can begin joining in with actions of nursery rhymes with numbers. I can complete inset board puzzles		I can notice patterns and arrange things in patterns. I can count in everyday context sometimes skipping numbers.	
Understanding the World					
<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally,</p>					



socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>I can explore treasure baskets for repeated exploration.</p> <p>I can explore materials with different properties indoors and outdoors.</p> <p>I can operate a mechanical toy with adult modelling.</p>		<p>I can begin to make connections between the features of their family and other families.</p> <p>I can imitate everyday actions and events from own family and cultural background.</p> <p>I can begin to notice detailed features in their environment.</p> <p>I can operate a mechanical toy independently.</p>		<p>I can make connections between the features of their family and other families.</p> <p>I can notice differences and similarities between people.</p> <p>I am beginning to have their own friends.</p> <p>I can to notice detailed features in their environment.</p>	

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Creating with Materials</u>		<u>Creating with Materials</u>		<u>Creating with Materials</u>	
<p>I can use playdough equipment (cutters, rolling pins.)</p> <p>I can use a range of found materials, such as: blocks, clay, soft wood, off cuts of fabric with different textures</p> <p>I can explore different sized brushes /tools</p> <p>I can explore marks on different surfaces.</p> <p>I can use hands, feet, fingers to paint.</p>		<p>I can begin to use powder paint explore colour mixing.</p> <p>I can use different materials to create.</p> <p>I can use playdough in different ways for example: rolls, cuts, squashes.</p> <p>I can use one handed tools with greater control.</p> <p>I can join different materials and explore</p> <p>I can explore different textures.</p>		<p>I can explore with different colours of paint.</p> <p>I can mix paints to see what happens.</p> <p>I can choose colours and using colour names.</p>	



Wessex Gardens Primary School – Pre-Nursery Curriculum Map 2024– 2025



<p>I can use a range of natural resources to paint and create print.</p> <p align="center"><u>Being Imaginative and Expressive</u></p> <p>I can begin to learn familiar nursery and join in with the actions, hum. I can explore instruments and matching sound makers. I can engage in open-ended resources to enhance children's imaginative play.</p>		<p>I can select correct tools for a purpose, such as scissors. I can make model using different materials. I can explore mixing Shades of colour.</p> <p align="center"><u>Being Imaginative and Expressive</u></p> <p>I can explore pitch singing high, low, fast and slow with adult support. I can begin to simple sequence of movements. I can begin to join in with nursery rhymes and actions. I can begin to move body to different music. I can use a range of musical instruments.</p>		<p align="center"><u>Being Imaginative and Expressive</u></p> <p>I can sing and perform. I can learn variety of songs. I can explore pitch singing high, low, fast and slow. I can start and stop with signals. I can copy simple actions and patterns.</p>	
Experiences and Enrichment					
<p>Parents to come and talk about their families Santa Grotto Cooking</p>		<p>Cooking Gardening/ planting</p>		<p>Cooking Reading morning Allotment visit Family picnic</p>	
Seasons, Celebrations and other religions					
<p>Autumn Autumn Harvest Book fair World mental health day</p>	<p>Winter Christmas Guy Fawkes/Bonfire Diwali Hanukkah</p>	<p>Lunar New Year National Storytelling week</p>	<p>Spring Easter Mother's Day St Patricks Day Pancake Day (Shrove Tuesday) World Book Day</p>	<p>Holi Eid Ramadan World Environment Day</p>	<p>Summer Summer fair Father's Day</p>