



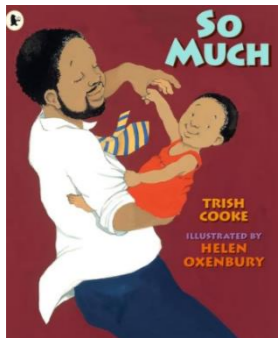
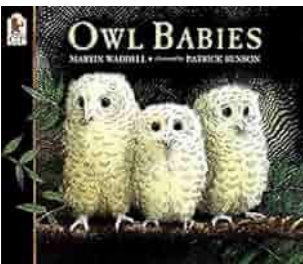
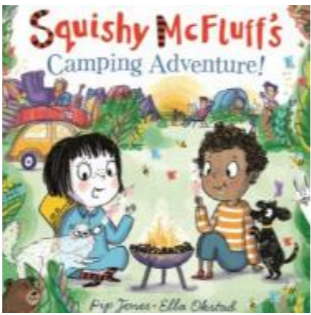
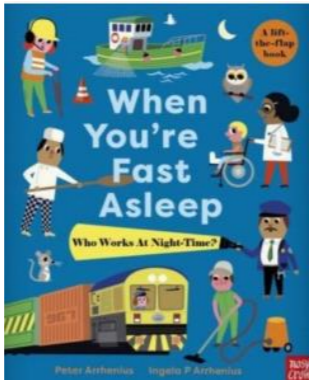
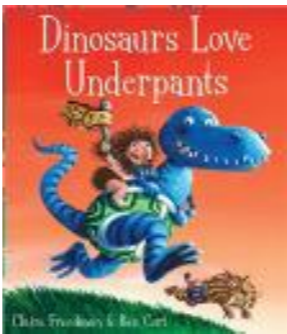
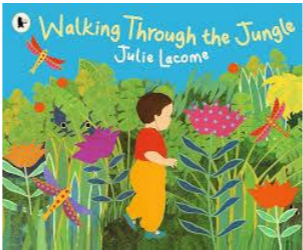
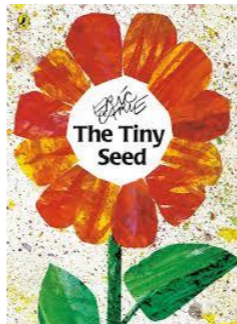
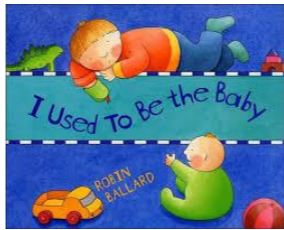

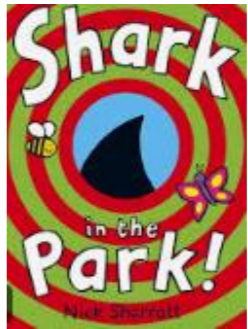
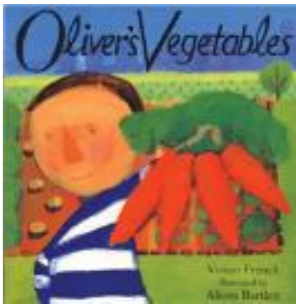

Wessex Gardens Primary School – Nursery Curriculum Map



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 | Light and Colour Celebration | Mega beasts | Watch me grow | Adventures Under the Sea | Food Glorious Food |
| (My first day at school, my immediate family - mum, dad, brothers, sisters, looking after myself, how big am I? How many fingers, what I like etc) | Stories & Celebrations (Diwali, Christmas, Hanukah, Eid, wedding, New Year, Halloween, Bonfire night) | (Dinosaurs and large land animals) | (How all living things grow, plants, animals and humans, what living creatures need to grow and survive, growing) | (the sea as a habitat, animals that live under the sea, different ocean, seaside settings) | (Fruit, vegetables, taste, senses, cooking, baking) |

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



Wessex Gardens Primary School – Nursery Curriculum Map



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 |
|--|---|--|--|--|--|
| <u>Listening, Attention, and Understanding</u> | | | | | |
| <p>I can focus my attention during an adult led carpet session for 5 minutes.</p> <p>I can follow and understanding simple instructions.</p> <p>I can link objects to what they are used for.</p> | | <p>I can focus attention and concentrating during an adult led carpet session for 10 minutes.</p> <p>I can follow instructions when not my own choice.</p> <p>I can engage in short exchanges with others.</p> | | <p>I can listen to stories carefully.</p> <p>I can listen to simple instructions then carrying them out.</p> <p>I can maintain attention during Carpet sessions for 15 minutes</p> <p>I can understand prepositions.</p> <p>I can follow a two-part instruction.</p> | |
| <u>Speaking</u> | | | | | |
| <p>I can talk about what we are doing.</p> <p>I can ask simple questions.</p> <p>I can learn new simple daily vocabulary.</p> <p>I can develop social phrases.</p> <p>I can use talk to share experiences.</p> | | <p>I can speak in phrases/ simple sentence with more words.</p> <p>I can express my feelings.</p> <p>I can talk about stories and joining in with stories.</p> <p>I can start conversations and asking questions.</p> <p>I can learn some new specific vocabulary.</p> | | <p>I can talk for longer in conversations.</p> <p>I can join in with stories, rhymes, poems and songs.</p> <p>I can learn lots of new specific vocabulary and use it in conversations.</p> | |
| Key Vocabulary | | | | | |
| Family, mum, dad, brothers, sisters, me, baby, grow, home, school | Party, celebration, birthday, wedding, Christmas, Diwali, Hanukah, Eid, fireworks, cake, invitation | Dinosaur, fossil, paleontologist, dig, carnivore, herbivore, gigantic, extinct, habitat | Plants, humans, animals, grow, survive, change | Water, sea, waves, fish, animals, swim, ocean, beach, seaside, sand, deep, shallow | Fruit, vegetables, healthy, eating, balanced diet, cooking, baking, recipe, menu, instructions, cookery, book, healthy |



Wessex Gardens Primary School – Nursery Curriculum Map



| | | | | | |
|--|--|--|--|--|--|
| | | | | | eating, breakfast, diet, estimate, hydrated |
|--|--|--|--|--|--|

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><u>Self-Regulation</u></p> <p>I can talk to and making friends. I can learn each other's names. I can talk to adults.</p> <p><u>Managing Self</u></p> <p>I can separate from parents/carer. I can choose what to play and exploring the environment with growing confidence. I can begin to understand about sharing. I can communicate when needing toilet.</p> <p><u>Building Relationships</u></p> | <p><u>Self-Regulation</u></p> <p>I can play co-operatively. I can show empathy and understanding how others are feeling. I can talk to visitors that come into the Nursery.</p> <p><u>Managing Self</u></p> <p>I can talk about my likes and dislikes. I can understand actions have consequences. I can develop independence in going to the toilet.</p> <p><u>Building Relationships</u></p> <p>I know the rules and boundaries in Nursery.</p> | <p><u>Self-Regulation</u></p> <p>I can play in a group and asking friends to play. I can show confidence in sharing ideas and experiences both adults and children.</p> <p><u>Managing Self</u></p> <p>I can take risks and trying new things. I can develop a "can do" attitude. I can develop independence in put on coat and dressed and undressed. I can understand equipment needs to be used safely.</p> <p><u>Building Relationships</u></p> <p>I can regulate my behaviour using feeling vocabulary. I can explain what has happened when upset.</p> | | | |



Wessex Gardens Primary School – Nursery Curriculum Map



| | | |
|---|--|--|
| <p>I can learn and become familiar with some Nursery rules and routines/ begin to understand our school rules.</p> <p style="text-align: center;">I can name and talk about feelings.</p> <p>I can build relationships and going to adults for comfort and help. I can accept when can't get what want.</p> | <p>I know there are different rules inside and outside nursery learning environment.</p> | <p>I can begin to solve conflicts through talking.</p> |
|---|--|--|

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.

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|----------|---|----------|--|----------|
| <p><u>Gross Motor Skills</u></p> <p>I can jump.</p> <p>I can walk, running and climbing on different levels and surfaces.</p> <p>I can run in straight line.</p> <p>I can push myself on tricycles and bikes.</p> <p>I can make large circles and lines in air using different equipment.</p> <p>I can make large muscle movements, large shoulder and arm movements- large chalk boards, ribbons and flags.</p> <p>I can move to music (music mansion and weekly Da Capo music lessons)</p> | | <p><u>Gross Motor Skills</u></p> <p>I can think about how to move in different situations.</p> <p>I can be encouraged to move in different ways, such as crawling, walking, running.</p> <p>I can catch and throw a large ball.</p> <p>I can gallop (pre-skipping) around an open space.</p> | | <p><u>Gross Motor Skills</u></p> <p>I can show spatial awareness and running and changing direction.</p> <p>I can confidently use a range of climbing equipment.</p> <p>I can use scissors.</p> <p>I can use outdoor loose parts play (tyres, plastic crates and large planks) creating with a purpose in mind.</p> | |



Wessex Gardens Primary School – Nursery Curriculum Map



| | | |
|---|--|---|
| <p><u>Fine Motor Skills</u></p> <p>I can show control in holding jugs, hammers and mark making tools.</p> <p>I can use a variety of one-handed tools throughout the nursery such as pens, pencils, chalk, paintbrushes, spoons, scoops.</p> <p>I can make large movements (up and down and circular) when using tools.</p> <p>I can show a preference for a dominant hand.</p> <p>I can begin to learn about safety when handling equipment.</p> | <p><u>Fine Motor Skills</u></p> <p>I can use a knife and fork.</p> <p>I can thread large objects.</p> <p>I can use large tweezers.</p> <p>I have a 3finger pencil grips.</p> <p>I can learn about safety when handling tools, and moving equipment and materials.</p> | <p><u>Fine Motor Skills</u></p> <p>I can use scissors.</p> <p>I can hold a pencil correctly.</p> <p>I can write some letters of my name.</p> <p>I can thread smaller objects.</p> <p>I can use tweezers to pick up smaller objects.</p> <p>I can use different tools (scissors, paintbrushes, pens, hammers or bricks) to make things.</p> <p>I can form some recognisable letters independently.</p> <p>I can draw.</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 |
| <u>Comprehension</u> | | <u>Comprehension</u> | | <u>Comprehension</u> | |
| Sharing high- quality stories and poems & attention to high-quality language with children through daily-story time and core text. | | Sharing high- quality stories and poems & attention to high-quality language with children through daily-story time and core text. | | Sharing high- quality stories and poems & attention to high-quality language with children through daily-story time and core text. | |



Wessex Gardens Primary School – Nursery Curriculum Map



| | | |
|---|--|---|
| <ul style="list-style-type: none"> •Sharing books with adults •Commenting on favourite stories •Joining in with Nursery Rhymes. <p style="text-align: center;"><u>Phonological Awareness</u></p> <p>I can begin to learn a range of nursery rhymes (core) and action rhymes with adult support.</p> <p>I can begin to engage in activities that develop focused listening and attention, including oral blending.</p> <p>I can recognise familiar logos and labels with in the environment.</p> <p>I can begin to explore and recognise environmental, instrumental and body percussion.</p> <p>I can find and identify familiar letters (Letters in name).</p> <p style="text-align: center;"><u>Writing</u></p> <p>I can begin to make marks with fingers (lines and circles).</p> <p>I can make marks tools such as sticks in mud, large paint brushes in water, in the air with ribbon sticks, on the floor with large chalk with adult modelling.</p> <p>I can explore different mark making materials.</p> | <ul style="list-style-type: none"> •Simple structure of stories (once up on a time is the beginning and the end is the end). •Joining with repeated words and phrases from familiar stories. <p style="text-align: center;"><u>Phonological Awareness</u></p> <p>I can learn a range of nursery rhymes (core) and action rhymes with little adult support.</p> <p>I can engage in activities that develop focused listening and attention, including oral blending with little adult support.</p> <p>I can recognise my own name.</p> <p>I can hear the initial sounds in familiar words (own name, mummy, etc)</p> <p>I can explore and recognise environmental, instrumental and body percussion.</p> <p style="text-align: center;"><u>Writing</u></p> <p>I can make lines and marks using pens and pencils representing writing.</p> <p>I can begin to trace/copy letters from my name.</p> <p>I can talk about drawings and mark making.</p> <p>I can begin to give meaning to marks (adults scribing).</p> | <ul style="list-style-type: none"> •Make predictions about stories. •Talk about and retell stories using story vocabulary. •Retrieve familiar stories that already heard and recall repeated refrains. <p style="text-align: center;"><u>Phonological Awareness</u></p> <p>I can learn a range of nursery rhymes (core) and action rhymes</p> <p>I can engage in activities that develop focused listening and attention, including oral blending</p> <p>I can identify initial sounds in words.</p> <p>I can identify object with the same sound.</p> <p style="text-align: center;"><u>Writing</u></p> <p>I can mark make with fingers (lines, zigzags, circles).</p> <p>I can use make marks tools such as sticks in mud, large paint brushes in water, in the air with ribbon sticks, on the floor with large chalk independently.</p> <p>I can write some letters from my name.</p> <p>I can give meaning to marks.</p> |
|---|--|---|

| Traditional/alternative Tales | | | | | |
|-------------------------------|-----------------------|---------------------|----------------|--------------------------------|---------------------|
| Little Red Riding hood | The three little pigs | The Gingerbread man | Little Red Hen | Goldilocks and the three bears | The Enormous Turnip |



Wessex Gardens Primary School – Nursery Curriculum Map



Rhymes & Poems

| | | | | | |
|--|--|---|---|---|--|
| Twinkle twinkle little star Five cheeky monkeys jumping on the bed Mud! | Head, shoulders, knees and toes I'm a little teapot A Chubby Little Snowman | Down in the jungle Old McDonald Ice | Incy Wincey Spider 5 Fat Sausages Pancake | Row Row your boat Five little ducks went swimming Porridge is bubbly | Hey diddle, diddle Hop little Bunnies Peas |
|--|--|---|---|---|--|

Mathematics

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.

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|----------|--|----------|---|----------|
| <u>Number</u> | | <u>Number</u> | | <u>Number</u> | |
| I can count to 3 by rote using actions and songs. I have a sense of one and two items. I am beginning to notice number (Birthday number, house number). I can count on fingers. | | I can count to 5 by rote. I can count with 1:1 correspondence up to 3 objects I can say numbers in correct order when counting objects. I can match some numbers to quantities. I can talk about number in environment (at school and home). I can represent number to 5 on fingers. I can recognise when the quantity is the same. I can identify which group has more, same and less. | | I can use the vocabulary - more, less and the same. I can count actions as well as objects up to 5. I can count to 10 by rote using actions and songs. I can count with 1:1 correspondence up to 5 objects. I can subitise up to 3. I can match number 1-5 to quantities. I know last number signify how many in a group. | |
| <u>Numerical Patterns/ Shape, space and measure</u> | | <u>Numerical Patterns/ Shape, space and measure</u> | | <u>Numerical Patterns/ Shape, space and measure</u> | |
| I can talk about daily routines. I can notice patterns and arranging things in patterns. I can colour sorting. | | I can talk and sequence simple events (first next). I can repeat simple patterns. | | I can compare between objects relating to length, size, weight, capacity with adult support. I can explore time. | |



Wessex Gardens Primary School – Nursery Curriculum Map



I can select appropriate shapes for building and stacking.
 I can match shapes.
 I can insert puzzles.

I can begin compare between objects relating to length, size, weight, capacity with adult support.
 I can talk about and explore 2D and 3D shapes.
 I can talk about and explore positional language.

I can explore money.
 I can describe positional language such as on top and under.

Understanding the World

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, 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.

Across the year in our outdoor provision, including wider outdoor spaces such as the secret garden and allotment.

- Play, explore and observe during different seasons/weather.
- Changes in our environment related to weather e.g. snow/ice melting, Autumn, Spring etc
 - Observe living things, including decay and regrowth.
 - Collect and handle natural objects.
 - Talk about where we live, our community and environment.
 - Cooking/exploring changes in state/materials.
- Observe and measure changes in materials when combined, heated or cooled.
 - Experiment with and utilise different materials

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2



UW The Natural World (Science and Geography)

I can begin to learn about the life cycle of a human.
I can begin to learn how to take care of myself.
I can begin to learn about my senses.
I can explore and identify electrical devices.
I can explore battery powered devices (Light).
I can explore different light sources.

UW The Natural World (Science and Geography)

I can begin to explore a range of materials.
I can shape and join materials.
I can begin to combine and mix materials.
I can begin to explore how materials change by heating and cooling including cooking.
I can explore the surrounding natural environment.
I can explore natural objects from the surrounding environment.
I can explore forces.
I can explore how objects and materials are affected by forces (Gravity - Cars, balls and guttering).

UW The Natural World (Science and Geography)

I can begin to learn about the life cycles of animals.
I can begin to compare adult animals to their babies.
I can observe how baby animals grow over time.
I can learn about the life cycle of a human.
I can learn how to take care of myself.
I can learn about my senses.
I can explore magnets.
I can listen to sounds.
I can make sounds.

UW People, Culture and Communities (Geography and RE)

I can begin to explore maps and routes.
I can begin to explore similarities and differences in relation to friends or family.
I can look at pictures of special people.
I can pretend play - role playing everyday life - drink tea/making dinner.
I can join in with celebrations such as Diwali and Christmas.

UW People, Culture and Communities (Geography and RE)

I can explore maps and routes.
I can begin to talk about my family and our special celebrations.
I am beginning to develop an awareness that there are other countries in the world.

UW People, Culture and Communities (Geography and RE)

I am beginning to learn about different places of worship familiar to me - Church, Mosque, Synagogue.
I can recognise that others have different cultures or beliefs.
I can comment on recent pictures of celebrations (linked to own culture).

UW Past and Present (History)

I can share a special memory.

UW Past and Present (History)

I can begin to share events about my own and my family's history (grandparents, parents, etc.)

UW Past and Present (History)

I can begin to talk about people who are special to me.
I can share events about my family.



| | | |
|---|--|---|
| <p>I can share events about my own and my family's history (grandparents, parents, etc.)</p> <p><u>Technology (Computing)</u></p> <p>I can swipe an iPad using the touch screen. I can operate wind-up toys, pulleys, sets of cogs and pegs with boards.</p> | <p><u>Technology (Computing)</u></p> <p>I can operate a mechanical toy. I can take a photograph on an Ipad.</p> | <p>I can remember celebrations that are special to me.</p> <p><u>Technology (Computing)</u></p> <p>I can make toys move or work by pressing switches. I can use a simple programme on an interactive whiteboard.</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 |
|---|---|----------|----------|--|----------|
| <p><u>Creating with Materials</u></p> <p>I can begin to explore different sized brushes/tools. I can begin to explore colour mixing. I can explore marks on different surfaces I can name some colours. I can draw people. I can use different materials to create playdough in different ways for example rolls, cuts, squashes, twists.</p> <p><u>Cooking (D&T) (Science)</u> Fruit salad</p> | <p><u>Creating with Materials</u></p> <p>I can use one handed tools with greater control. I can join different materials and explore different textures. I can use lines to enclose a space and to represent an object. I can select the correct tools for a purpose such as scissors. I can make pictures/ models using different materials.</p> <p><u>Cooking (D&T) (Science)</u> Gingerbread men</p> | | | <p><u>Creating with Materials</u></p> <p>I can explore with different colours of paint. I can mix paints to see what happens. I can draw a representation of a person using enclosed space. I can draw from my imagination. I can draw from observation and I can add details to my drawings.</p> <p><u>Cooking (D&T) (Science)</u> Vegetable soup</p> | |



Wessex Gardens Primary School – Nursery Curriculum Map



| | | | | | |
|--|---|--|--|---|---|
| <p>Toast</p> <p style="text-align: center;"><u>Being Imaginative and Expressive</u></p> <p>I can explore and recognising sounds (environmental, instrumental, body percussion linked to phonics. I can sing & perform. I can begin to sing my favourite songs and rhymes. I can begin to start and stop with signals. I can copy simple actions and patterns. I can copy pitch. I can be imaginative. I can engage in variety of role play experiences.</p> | | <p>Rice Krispy cakes</p> <p style="text-align: center;"><u>Being Imaginative and Expressive</u></p> <p>I can respond to what I hear. I can learn some of our core songs. I can begin to sing high and low. I can start and stop with signals. I can create new words to rhymes. I can copy simple actions and patterns. I can use musical instruments and make different sounds. I can use musical instruments to express my feelings</p> | | <p>Porridge</p> <p style="text-align: center;"><u>Being Imaginative and Expressive</u></p> <p>I can sing and perform. I can learn a wide variety of our core songs. I can sing high and low. I can start and stopping with signals confidently. I can create a song using a tune known. I can learn simple sequence of movements in response to music.</p> | |
| Experiences and Enrichment | | | | | |
| <p>Parents to come and talk about their families Santa Grotto Christmas Panto Cooking</p> | | <p>Discovery of dinosaur eggs and footprints Video of dinosaur in the playground Cooking Gardening/ planting</p> | | <p>Food tasting - different cultures Cooking Reading morning Growing food Allotment visit Family picnic</p> | |
| Seasons, Celebrations and other religions | | | | | |
| <p>Autumn Autumn Harvest Book fair World mental health day</p> | <p>Winter Christmas/ Fair Guy Fawkes/Bonfire Diwali Hanukkah</p> | <p>Lunar New Year National Storytelling week</p> | <p>Easter Spring St Patrick's Day Mother's Day Eid /Ramadan World Book Day Pancake Day (Shrove Tuesday)</p> | <p>Eid Ramadan World Environment Day</p> | <p>Summer Summer fair Father's Day</p> |