

# Nursery Curriculum MAP 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title /Theme	All about Me	Ready, Steady Cook!	Let's Build!	Watch it Grow!	All creatures great and small!	Moving on up!
Role Play Area	House and Home	Café	Construction Site	Garden centre	Jungle	Airport/Train Station/ Campsite
Key Text	Brown Bear, Brown Bear, What do you see?/ There's only one you	Goldilocks and the three bears / The Gingerbread man	The 3 Little Pigs / Dig Dig Digging	Oliver's vegetables/ Dinosaur Roar	Walking through the jungle/ Dear Zoo	We're going on a bear hunt/We all go travelling by
Learning Values	Respect	Resourcefulness	Reasoning	Resilience	Responsibility	Resilience/Reflection
SDG	Good Health and Wellbeing ③	No Poverty ①	Sustainable cities and communities ①①	Zero Hunger ②	Life on Land ①⑤	Life on Land ①⑤
Characteristics of Learning	Active learning Being involved and concentrating *Maintaining focus on their activity for a period of time  Creating and thinking critically *Enjoying and achieving what they set out to do	Playing and Exploring *Finding out and exploring *Showing curiosity about objects, events and people  Active learning *Being involved and concentrating *Maintaining focus on their activity for a period of time	Creating and thinking critically *Enjoying and achieving what they set out to do *showing satisfaction in meeting their own goals.  Active learning *Showing high levels of energy, fascination *Not easily distracted *Paying attention to details	Playing and Exploring *Finding out and exploring *Showing curiosity about objects, events and people *Using senses to explore the world around them  Creating and thinking critically *Enjoying meeting challenges for their own sake rather than external rewards or praise	Playing and Exploring *Finding out and exploring *Showing curiosity about objects, events and people *Engaging in open ended activities *showing patience	Creating and thinking critically *Being proud of how they accomplished something not just the end result. *Enjoying meeting challenges for their own sake rather than external rewards or praise.
EYFS Writing	<ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> </ul>	<ul style="list-style-type: none"> <li>Hold a chunky pen or crayon in their whole hand or in a fist grasp and explore the marks they can make.</li> <li>Know that when they move a chunky crayon or pen round, up and down and across, the marks they make on the paper look the same as the way they moved their hand.</li> <li>Write some or all of their name.</li> </ul>	<ul style="list-style-type: none"> <li>Write all of their name.</li> </ul>	<ul style="list-style-type: none"> <li>Write some letters accurately.</li> <li>Form lower-case and capital letters correctly show increasing control and skill in using mark making implements write some letters which are correctly formed</li> <li>write all letters, most of which are correctly formed</li> </ul>	<ul style="list-style-type: none"> <li>Hear and say the initial sounds in words</li> <li>know which letters represent some of the sounds</li> <li>use their phonic/letter knowledge in their emergent writing</li> <li>spell simple CVC and common words</li> <li>write simple sentences</li> <li>short vowel sounds within words</li> <li>final sounds in words</li> <li>match letter sounds to letter shapes</li> <li>be able to orally blend sounds</li> <li>be able to segment sounds within words</li> </ul>	<ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> </ul>
EYFS Reading	<ul style="list-style-type: none"> <li>Understand the five key concepts about print:</li> <li>Print has meaning - print can have different purposes</li> <li>We read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book</li> <li>Page sequencing</li> </ul>	<ul style="list-style-type: none"> <li>The names of the different parts of a book</li> <li>Page sequencing</li> <li>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word -</li> </ul>	<ul style="list-style-type: none"> <li>Recognise words with the same initial sound, such as money and mother</li> <li>Engage in extended conversations about stories, learning new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop story lines within play</li> <li>Retell familiar stories</li> <li>Identify characters in stories</li> <li>Identify the structure of stories</li> <li>Predict how the story may end</li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</li> </ul>	<ul style="list-style-type: none"> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> </ul>
EYFS Maths	<ul style="list-style-type: none"> <li>Show curiosity about numbers by offering comments and asking questions</li> <li>Use some number names in play</li> <li>Sometimes match number and quantity correctly</li> <li>Recognise groups of 1,2 or 3 objects</li> <li>Recognise some numbers of personal significance</li> <li>Begin to use number names in correct order</li> <li>Create and experiment with symbols and marks</li> <li>Use some number language such as more and a lot</li> <li>Show curiosity about numbers by offering comments and asking questions</li> <li>Begin to use words such as 'more' ' a lot' to describe amounts</li> </ul>		<ul style="list-style-type: none"> <li>Use some number names and number language spontaneously</li> <li>Use some number names accurately in play</li> <li>Recite number names in order ( up to 10)</li> <li>Count by touching/moving objects</li> <li>Match the correct number of objects to a given numeral (up to 10)</li> <li>Continue the count in the sequence</li> <li>Continue the count from a given number</li> <li>Estimate how many objects in a group</li> <li>Classify by organising and arranging toys with increasing intent</li> </ul>		<ul style="list-style-type: none"> <li>Use some number names and number language spontaneously</li> <li>Use some number names accurately in play</li> <li>Recite number names in order ( up to 10)</li> <li>Count by touching/moving objects</li> <li>Count symbols, actions etc. that cannot be moved</li> <li>Count numbers of objects in a group accurately (up to 10)</li> <li>Count out a given number of objects from a mass of objects</li> <li>Recognise numerals</li> <li>Begin to recognise quantities without counting by recognition of familiar patterns eg dice, dominoes etc up to 3, up to 5</li> <li>Categorise objects according to their properties</li> <li>Begin to make comparisons between quantities</li> <li>Know that groups of things change in quantity when something is added or taken away</li> <li>Compare two groups of objects saying when they have the same number</li> </ul>	
Golden Moments	Local walk	Local walk to super market/shop to buy ingredients	Builder / Architect/Engineer visit	Nursery Garden Forest School Caterpillars	Cooking Food waste Park visit	Chef visit Pond in a Pot
Vocabulary and Language	Body parts, colours, full name, confident, happy, sad, excited, worried etc, family, home.	Land, animals, names of animals and their young.	Plants, names of fruit and vegetables, soil, water, hungry, full, healthy	Construction, building, names of buildings-house, tower, flat	Cook, make, bake, ingredients, instructions, equipment, independent.	Animals, environment, endangered, land, water, tree, mountain, forest, desert, fly, crawl, movement, habitat, home, reasoning.
Cooking ideas!	Biscuit portraits!	Gingerbread men	Make a sandwich	Salad and flatbread/pizza	Banana	Make a smoothie