

Nursery Curriculum MAP 2024-2025

	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!	All Aboard!
Role Play Area	House and Home	Café	Construction Site	Garden centre	Farm	Airport/Train Station/ Campsite
Key Text	Brown Bear, Brown Bear, What do you see?/ Mixed	Goldilocks and the three bears / The Gingerbread man/ We're going on a bear hunt	The 3 Little Pigs / Dig, Dig Digging	Oliver's vegetables/ Dinosaur Roar	Oh Dear!/ Farmer Duck	The Hundred Decker Bus/We all go travelling by
Learning Values	Respect	Resourcefulness	Resilience	Reasoning	Responsibility	Resilience/Reflection
SDG	Good Health and Wellbeing ③	No Poverty ①	Sustainable cities and communities ①①	Zero Hunger ②	Life on Land ①⑤	Sustainable cities and communities ①①
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 Early Writing	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Hold a chunky pen or crayon in their whole hand or in a fist grasp and explore the marks they can make. 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. Write some or all of their name. 	<ul style="list-style-type: none"> Write all of their name. 	<ul style="list-style-type: none"> Write some letters accurately. Form lower-case and capital letters correctly show increasing control and skill in using mark making implements write some letters which are correctly formed write all letters, most of which are correctly formed 	<ul style="list-style-type: none"> Hear and say the initial sounds in words know which letters represent some of the sounds use their phonic/letter knowledge in their emergent writing spell simple CVC and common words write simple sentences short vowel sounds within words final sounds in words match letter sounds to letter shapes be able to orally blend sounds be able to segment sounds within words 	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
EYFS Early Reading	<ul style="list-style-type: none"> Understand the five key concepts about print: Print has meaning - print can have different purposes We read English text from left to right and from top to bottom the names of the different parts of a book Page sequencing 	<ul style="list-style-type: none"> The names of the different parts of a book Page sequencing Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - 	<ul style="list-style-type: none"> Recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary 	<ul style="list-style-type: none"> Begin to develop story lines within play Retell familiar stories Identify characters in stories Identify the structure of stories Predict how the story may end 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. 	<ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.
Outdoor Learning (more information in Central Resources here)	<ul style="list-style-type: none"> Autumn treasures table Play Hibernating Hedgehog Autumn trail Sing rhymes Autumn den using natural materials Mark marking using twigs and sticks Pumpkin carving Harvesting fruits and vegetables Autumn Sensory Scavenger hunt (5 senses) Scales and weighing Collect autumn leaves and sort 	<ul style="list-style-type: none"> Winter investigation station in a tray with all natural materials for children to investigate and draw Mud kitchen to become Snow Lab Making igloos with construction materials Make your own Ice Palace Use Microscope to look at leaf skeletons Consider the needs of animals in winter- make seed balls for birds Winter Olympics with some winter sports 	<ul style="list-style-type: none"> Sensory Scavenger Spring Hunt Draw what you have found on the hunt Pond in a Pot Count Bugs and minibeasts Spot the signs of spring- use magnifying glasses Use gardening equipment including gloves, spades, forks to plant sunflower seeds Learn about the habitats in the school 	<ul style="list-style-type: none"> Planting and Growing mats Make a reading area like a Bird's Nest Using flowers to make paint Sing Spring songs and rhymes-add percussion music Puddle hunt and compare sizes and measure capacity Planting Birdwatching In the Discovery Garden HIDE Spring movement with equipment hop like a bunny, jump like a lamb, run like a horse etc 	<ul style="list-style-type: none"> Create a summertime reading area Mark making with paint, buckets of water, chalk Use PE hoops around the school grounds- what is in the hoop? How many? Explore Shadows together Make a minibeast hotel Explore different materials around school grounds 	<ul style="list-style-type: none"> Explore cause and effect with capacity and measuring cups (forces) Hang large sheets of paper on wall and sing paint spray bottles children to create murals Children make playdough Explore habitats of animals that live underwater Develop sensory exploration- summer smells- lavender, scented herbs, mint in school garden Make ice cream
EYFS Early Maths	<ul style="list-style-type: none"> Show curiosity about numbers by offering comments and asking questions Use some number names in play Sometimes match number and quantity correctly Recognise groups of 1,2 or 3 objects Recognise some numbers of personal significance Begin to use number names in correct order Create and experiment with symbols and marks Use some number language such as more and a lot Show curiosity about numbers by offering comments and asking questions Begin to use words such as 'more' ' a lot' to describe amounts 		<ul style="list-style-type: none"> Use some number names and number language spontaneously Use some number names accurately in play Recite number names in order (up to 10) Count by touching/moving objects Match the correct number of objects to a given numeral (up to 10) Continue the count in the sequence Continue the count from a given number Estimate how many objects in a group Classify by organising and arranging toys with increasing intent 		<ul style="list-style-type: none"> Use some number names and number language spontaneously Use some number names accurately in play Recite number names in order (up to 10) Count by touching/moving objects Count symbols, actions etc. that cannot be moved Count numbers of objects in a group accurately (up to 10) Count out a given number of objects from a mass of objects Recognise numerals Begin to recognise quantities without counting by recognition of familiar patterns eg dice, dominoes etc up to 3, up to 5 Categorise objects according to their properties Begin to make comparisons between quantities Know that groups of things change in quantity when something is added or taken away Compare two groups of objects saying when they have the same number 	
Golden Moments (Including Cob Oven and YINS café)	Local walk	Local walk to super market/shop to buy ingredients Nursery Garden	Builder / Architect/Engineer visit	Nursery Garden Forest School / Warren Park Caterpillars Pond in a Pot	Cooking Food waste Warren Park Chef visit	Toy day
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 Porridge	Make a sandwich Savoury biscuits	Salad and flatbread/pizza	Apple Pie Fruit and vegetable tasting	Make a smoothie Transition cooking for getting ready for lunch