

# Nursery Long Term Curriculum Map

Gilbert Colvin Primary School



	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme</b>	Settling in All about me Nursery Rhymes	Autumn In the Woods Bears Christmas	Winter People Who Help Us Transport	Spring Traditional Tales Growing and Changing	Animals Pets Farm Animals Wild Animals	Summer Under the Sea Wonderful world Transition to Year 1
<b>Core Texts/Rhymes</b>	Twinkle Twinkle Little Star 5 Little Ducks Baa Baa Black Sheep Miss Polly Had a Dolly	Brown Bear Goldilocks and 3 bears We're going on a bear hunt Peace at last The gingerbread man	The Naughty Bus Flashing Fire Engines Train Ride Maisy Goes to Hospital The Jolly Postman	3 Billy Goats Gruff The Little Red Hen Rosie's Walk The Hungry Caterpillar Jasper's Beanstalk	Dear Zoo The Tiger Who came to Tea A Rumble in the Jungle Whoosh Around the Mulberry Bush	Commotion in the Ocean The Rainbow Fish Lighthouse Keeper's Lunch
<b>RHE Topics</b>	What makes us unique Caring is sharing Looking after each other and our equipment	Caring friendships Celebrations	Caring for others (respect) Keeping safe – road safety, who can I tell? 999	Keeping healthy (healthy eating, exercise, oral health)	Describing emotions Online safety Ramadan	Healthy eating Sun safety Special places
<b>Festivals and Celebrations</b>	Halloween Harvest Festival	Guy Fawkes night Diwali Christmas	Chinese New Year Pancake Day	Easter	Ramadan Eid	
<b>Communication and language</b>  <b>Comprehension</b>	The children will explore a variety of stories, rhymes, poems and fiction linked to our theme, sharing books throughout the session	Children will engage in daily shared book-reading.  The children will extend their vocabulary exploring unfamiliar words and	The children will become familiar with and grow to love a variety books, songs and rhymes.	Children will enjoy listening to longer stories and can remember much of what happens.	Children will engage in back-and-forth interactions with adults.  Children will be encouraged to use	Children will explore 'I wonder' questions to encourage and promote thinking and challenges.

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	<p>and during our daily story time.</p> <p>The children will learn to develop their listening and attention during story time. Children will learn to focus on the story and speaker.</p> <p>The children will learn our good sitting, good listening, good looking and good talking prompts.</p> <p>The children will begin to learn new vocabulary that is explored through a variety of texts.</p> <p>The children will be offered a language rich environment in which adults talk with children throughout the day.</p>	<p>concepts and gaining an understanding of what they mean through stories and other activities.</p> <p>Children will learn new vocabulary which occurs frequently in books and other contexts.</p> <p>Children will be encouraged to talk about what is happening and give their own ideas.</p> <p>Children will be offered lots of interesting things to investigate, encouraging them to ask questions.</p> <p>The children will become familiar with and grow to love a variety books, songs and rhymes.</p> <p>The children will take part in our Christmas performance.</p>	<p>The children will engage in a variety of story retelling activities to help children retell, invent and tell their own rhymes, songs and stories:</p> <ul style="list-style-type: none"> <li>-Small world-based play</li> <li>-Helicopter stories</li> <li>-Story sacks</li> <li>-Puppet shows</li> <li>-Hot seating</li> <li>-Role play/Dressing up</li> </ul> <p>Children will have opportunities to see talk modelled which help children organise their play and will be encouraged to do this in their own play.</p> <p>Children will pay attention to more than one thing at a time.</p> <p>Children will understand how to listen carefully and why listening is important.</p>	<p>Children will hear correct pronunciations modelled to them by teachers and staff members, e.g. 'swimmed/swam'</p> <p>The children will explore a variety of traditional and fairy tales. The children will explore, events and characters.</p> <p>The children will engage in a variety of story retelling activities to help children retell, invent and tell their own rhymes, songs and stories:</p> <ul style="list-style-type: none"> <li>-Small world-based play</li> <li>-Helicopter stories</li> <li>-Story sacks</li> <li>-Puppet shows</li> <li>-Hot seating</li> <li>-Role play/Dressing up</li> </ul> <p>The children will have opportunities and will be encouraged to start and have conversations with adults and friends.</p>	<p>'thinking time' before responding.</p> <p>Children will begin to learn to 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities and extend a narrative.</p> <p>Children will learn to talk with a partner before sharing ideas during our direct teaching sessions.</p> <p>The children will be given opportunities to express a point of view.</p> <p>Children will start a conversation with an adult or friend and continue it for many turns.</p>	<p>Children will engage in scientific investigations to explore their 'thinking'.</p> <p>Children will understand and respond to 'why' questions.</p> <p>Children will understand and follow instructions which have two parts.</p> <p>Children will have lots of opportunities to talk in a variety of ways and will be encouraged to start a conversation, express a point of view, debate and use talk to organise themselves.</p> <p>Children will ask questions to find out more and to check they understand what has been said to them.</p>
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<p><b>Personal, social and emotional development</b></p>	<p>The children will notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p> <p>The children will develop friendships with other children.</p> <p>The children will become familiar with routines and boundaries within the nursery environment.</p> <p>Children will increasingly follow rules and understand why they are important.</p> <p>Independently explore the nursery environment. Select and use activities and resources asking for help if needed.</p> <p>Give children appropriate tasks to carry out to develop a sense of responsibility and</p>	<p>The children will develop appropriate ways of being assertive. The children will learn how to talk with others to find solutions to conflicts and rivalries.</p> <p>The children will reflect on the rules and routines we have been learning to follow.</p> <p>Create our own visual reminders, for example take photographs of children following the rules, e.g. lining up and sitting nicely on the carpet. Talk about these and share as a group.</p> <p>Selecting activities and resources with some help. Showing confidence to ask adults for help. Beginning to take turns and share with others. Beginning to show awareness and respect for similarities and differences.</p>	<p>Children will begin to learn to talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Invite professional people into the setting to talk about and show the work they do. For example, fire fighters, nurses, police men, post men etc.</p> <p>Involve the children in creating a role play area linked to the theme – people who help us. Encourage children to share their ideas within a group. For example, children could choose which professional to focus on e.g. a post office or a police station. Talk about the things we would see in there and what we would do there.</p> <p><b>Jigsaw Unit</b> DG (Dreams and Goals) Aspirations, how to</p>	<p>Yoga – learn ways to calm ourselves down through breathing techniques, quiet spaces and listening to calming music. The children will learn to solve conflicts, be kind to others, sharing and turn taking.</p> <p>Explore 'What if' questions.</p> <p>The children will be supported through the use of back chaining when developing their self-help and independence skills e.g. gradually reduce help until child can do each step independently. Providing lots of time and opportunities for practice.</p> <p>Build constructive and respectful relationships.</p> <p><b>Jigsaw Unit</b> HM (Healthy Me) Being and keeping safe and healthy</p>	<p>Yoga – learn ways to calm ourselves down through breathing techniques, quiet spaces and listening to calming music.</p> <p>Begin to talk about feelings and explore different situations from different points of view.</p> <p>Talk together about how others might be feeling.</p> <p>Importance of healthy eating and brushing teeth. Visit from the dentist.</p> <p>Children will remember rules without needing an adult to remind them.</p> <p><b>Jigsaw Unit</b> RL (Relationships) Building positive, healthy relationships</p>	<p>Yoga – learn ways to calm ourselves down through breathing techniques, quiet spaces and listening to calming music.</p> <p>Children talk about feelings using words like 'happy', 'sad', 'angry' or 'worried' and explore different situations from different points of view.</p> <p>Talk together about how others might be feeling.</p> <p>Identify and moderate own feelings socially and emotionally.</p> <p>Importance of healthy eating and brushing teeth. Reviewing school readiness targets and supporting those children who need extra support with self-help skills.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p><b>Jigsaw Unit</b></p>
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	<p>membership of the community:</p> <ul style="list-style-type: none"> <li>- Self-registration on arrival to nursery.</li> <li>- Learn self-care routines such as hanging own coat and bag up</li> <li>- Helping to carry bowls and tidy up mats after snack and group times.</li> </ul> <p><b>JIGSAW Unit</b>  <b>BM</b> (Being Me in My World)          'Who am I and how do I fit?'</p>	<p>Being able to wait if wants are not met straight away. Showing an awareness of their own feelings.</p> <p><b>Jigsaw Unit</b>          CD (Celebrating Difference)          Respect for similarity and difference. Anti-bullying and being unique</p>	<p>achieve goals and understanding the emotions that go with this</p>			<p>CM (Changing Me)          Coping positively with change</p>
<p><b>Physical Development</b></p>	<p>Balancing, riding bikes and ball skills.</p> <p>Explore the climbing frame confidently, safely and independently</p> <p>Using large muscle movements, large shoulder and arm movements – large chalk boards, ribbons and flags.</p>	<p>Team games</p> <p>Introduce vocabulary for movement. For example, gallop, slither, lead, follow. Introduce music and rhythm.</p> <p>Finger strengthening activities</p>	<p>Outdoor loose parts play and creating with a purpose in mind. (tyres, large planks, wooden crates etc.)</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember</p>	<p>Introduce a variety of one-handed tools throughout nursery, e.g. scissors, hammers. Use hand over hand help until children can use them independently.</p> <p>Pencil control activities, encouraging children to hold a pencil correctly and with good control.</p>	<p>Introduce a variety of one-handed tools throughout nursery, e.g. scissors, hammers.</p> <p>Pencil control activities, encouraging children to hold pencil correctly and with good control.</p> <p>Climbing up steps using alternate feet.</p>	<p>Introduce a variety of one-handed tools throughout nursery, e.g. scissors, hammers.</p> <p>Pencil control activities, encouraging children to hold pencils correctly and with good control.</p> <p>Using large muscle movements, large</p>

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	Write dance		<p>sequences and patterns of movements which are related to music and rhythm.</p> <p>Learn about safety when handling tools, and moving equipment and materials. Create clear and sensible rules as a group.</p> <p>Learn to collaborate with others when managing large items.</p>	<p>Lots of opportunities for writing. (shopping lists, instructions etc.)</p> <p>Collaborate with others when carrying or moving large items.</p>	<p>Skip, hop, stand on one leg and hold a pose.</p> <p>Developing confidence and independence when choosing how to move around the setting and over apparatus.</p>	<p>shoulder and arm movements – large chalk boards, ribbons and flags.</p> <p>Learn sequences and patterns of movements which are related to music and rhythm.</p>
<p><b>Phonics</b></p> <p><b>Word Reading</b></p>	<p><u>Environmental Sounds</u></p> <p>Notice sounds around them. Recognise that different objects make different sounds. Start to identify and name sounds. Talk about environmental sounds, describing and comparing them.</p>	<p><u>Instrumental Sounds</u></p> <p>Explore instrumental sounds. Build awareness of how to use instruments to make sounds. Start to identify the sounds of familiar instruments, naming them. Build awareness of how you act upon an instrument affects the sound it makes. Talk about instrumental sounds, describing and comparing them. Use instruments to recreate a sound from a</p>	<p><u>Alliteration</u></p> <p>Explore initial sounds of words and recognise words with the same initial sound such as money and mother. Select objects with a given initial sound from a choice of two. Identify initial sounds of words. Match to objects with the same initial sound. Play with alliteration. Spot and suggest rhymes Count or clap syllables</p>	<p><u>Oral Blending and Segmenting</u></p> <p>Identify the initial sounds of words. Build awareness that words can be broken up into sounds. Choose the correct object when hearing the word broken into single sounds. Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. Segment CVC and VC words into their individual sounds.</p>	<p><u>RWI</u></p> <p>First 44 sounds</p>	<p><u>RWI</u></p> <p>Consolidate 44 sounds and begin to segment and blend to read CVC words</p>

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		<p>given instruction, e.g. Tap the drum loudly, shake the tambourine quietly.</p> <p>Enjoying rhymes. Joining in with repeated refrains in stories and anticipating key events. (Goldilocks and the Three Bears, We're Going on a Bear Hunt)</p> <p>Looking at books independently.</p>		<p>Start to blend the sounds of longer words. Identify how many sounds are in a CVC or VC word.</p>		
<p><b>Comprehension</b></p>	<p>Explore a wide range of examples of print with different functions, for example, signs, menus and logos.</p> <p>Explore a variety of stories, rhymes, poems and fiction text. Choose books which reflect diversity.</p>					

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	<p>Explore different parts of a book, for example, the cover, the author and the page number.</p> <p>Learn how to look after books by handling them carefully.</p> <p>Learn how to turn the pages of a book, one by one.</p> <p>Explore the meaning of text (capital letters, sentences, words, letters, full stops, spaces)</p> <p>Explore how we read books in English print (left to right).</p>					
<p><b>Writing</b></p>	<p>Finger gym activities and exercises to strengthen finger muscles</p> <p>Write Dance – Encouraging large muscle co-ordination =, whole body, leg, arm and foot.</p> <p>Climbing, swinging, messy play and parachute games.</p>	<p>Provide opportunities for writing in a wide range of ways:</p> <ul style="list-style-type: none"> <li>- Transport and Travel Road</li> <li>- Safety Signs</li> <li>- Christmas cards</li> <li>- Lists for Father Christmas</li> </ul> <p>Use a variety of materials to explore:</p> <ul style="list-style-type: none"> <li>- Pencils</li> <li>- Crayons</li> <li>- Chalks</li> <li>- Paint</li> </ul> <p>Drawing circles and lines to represent objects. Create closed shapes with continuous lines.</p>	<p>Provide writing opportunities within the role play areas:</p> <ul style="list-style-type: none"> <li>- Post office – letters, stamps, parcels</li> <li>- Police station – provide clipboards and stamps</li> <li>- Hospital – prescriptions and appointment cards</li> </ul> <p>Learn writing language (up, down, round and back)</p>	<p>Provide writing opportunities within the role play areas:</p> <p>-Write pretend shopping lists.</p> <p>- create gardening and growing instruction booklets</p> <p>Use apps on tablets to mix colour and make marks.</p>	<p>Use name cards to encourage to write some or all of their name.</p> <p>-create homemade animal booklets using different coloured paper and paper decorated with fancy frames.</p> <p>Use photographs from the farm trip to tell their own stories and to create their own booklets.</p>	<p>Write postcards from around the world.</p> <p>Encourage to write some letters accurately. Encourage to use the language ‘up, down, round, back etc.) to help them when writing.</p> <p>Use name cards to write some or all of their name.</p>

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		<p>Understanding how to use tools and equipment safely.</p> <p>Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Form some letters correctly in their play writing</p> <p>Hold pencils and mark making tools with a comfortable grip</p>			
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Baseline: counting, sorting, basic shapes.</li> <li>• Subitising up to 3</li> <li>• Counting in sequence (forwards, backwards, using actions and through songs and games).</li> <li>• Recite numbers up to 5</li> <li>• Counting objects, pointing out the last number.</li> </ul>	<ul style="list-style-type: none"> <li>• Counting objects, pointing out the last number.</li> <li>• Number games and collecting a specific number of items.</li> <li>• Finger numbers up to 5</li> <li>• Linking numerals and amounts throughout the setting up to at least 3</li> <li>• Sorting by size and capacity (vehicles and trucks)</li> <li>• Categorising by colour</li> </ul>	<ul style="list-style-type: none"> <li>• Explore numerals and number tracks</li> <li>• Introduce real world mathematical problems with numbers up to 5 during, snack time, group time etc. Have a 'number problem of the day'.</li> <li>• Activities using simple visual comparisons introducing more than and fewer than.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositions in real life contexts.</li> <li>• Understand position through words alone. Eg. 'The bag is under the table' with no pointing.</li> <li>• Loose parts den making, talking about shapes and how their properties suit the purpose.</li> <li>• Link numerals to amounts.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing sizes, lengths, weights and capacity. (vegetables, farm animals).</li> <li>• Use photographs from our trip to the farm to talk about real life vents. Encourage children to talk about what we did throughout the day using, 'first, then, next' language.</li> <li>• Opportunities to experiment</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns from different cultures e.g. fabrics. Introduce vocabulary to describe patterns.</li> <li>• Describe a pattern</li> <li>• Copy a pattern</li> <li>• Create their own patterns using a variety of materials including ABAB patterns.</li> <li>• Create musical patterns using clapping and stamping.</li> </ul>



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	<ul style="list-style-type: none"> <li>Introducing basic 2D shapes using informal and mathematical language. Eg. sides, corners, straight, flat.</li> </ul>	<ul style="list-style-type: none"> <li>Recite numbers past 5.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring 2D and 3D shapes using informal and mathematical language.</li> <li>Combine shapes to make new ones – an arch, a bigger triangle etc.</li> <li>Using positional language to plan a 'route' for example a trip to the shop or super market.</li> <li>Take children out to the shop and recall the route that was planned.</li> <li>Subitising to 4</li> </ul>	<ul style="list-style-type: none"> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> </ul>	<p>with own symbols and marks as well as numerals.</p> <ul style="list-style-type: none"> <li>Consolidate: reciting numbers to 10</li> <li>1 to 1 correspondence up to 5/10</li> <li>Knowing that the last number reached is the total</li> <li>Subitising to 5</li> <li>Linking numerals to amounts.</li> </ul>	<ul style="list-style-type: none"> <li>Notice errors in a repeating pattern.</li> <li>Begin to describe a sequence of events, using words such as first, then etc.</li> <li>Consolidate: reciting numbers to 10</li> <li>1 to 1 correspondence up to 5/10</li> <li>Knowing that the last number reached is the total</li> <li>Subitising to 5</li> <li>Linking numerals to amounts.</li> </ul>
<p><b>Understanding and knowledge of the world</b></p>	<p>The children will learn to make connections between the features of their families and other families. The children will begin to notice differences between people. The children will continue to develop</p>	<p>The children will spend time talking about family celebrations. Children will talk about photos and memories.</p> <p>The children will explore and investigate how different toys work such</p>	<p>The children will experience visits from a range of occupations in nursery such as firefighters, police, paramedic, farmer, hairdresser etc.</p>	<p>The children will explore growth and decay over time linked to plants in the garden. The children will plant seeds and vegetables and learn how to care for them.</p>	<p>The children will identify a variety of minibeasts that live in the garden. They will use of all their senses in hands on exploration, of natural materials and animals. They will explore natural materials in the outdoor</p>	<p>Learn to identify a variety of sea creatures. Link to seasons and summer.</p> <p>Notices seasonal changes in the natural world around us.</p>

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	<p>positive attitudes about the differences between people.</p> <p>The children will use all their senses to explore a variety of natural materials. Children will make collections of natural materials to investigate and talk about. The children will use magnifying glasses and talk about what they see, using a wide vocabulary.</p>	<p>wind-up toys, pulleys, sets cogs and pegs with boards.</p>	<p>Invite parents to come and talk about their professions or jobs that they do.</p> <p>Plan and introduce new vocabulary related to the occupation, and encourage children to use it in their talks and play.</p> <p>The children will plan and take part in a variety of scientific investigations such as:</p> <ul style="list-style-type: none"> <li>- Melting and freezing</li> <li>- Cooking</li> <li>- Colour mixing</li> </ul> <p>The children will then discuss and talk about the differences between materials and changes they notice.</p>	<p>The children will learn about a variety of foods and the importance of healthy eating and good dental care.</p> <p>The children will visit a local supermarket or shop.</p>	<p>environment to investigate and talk about, to create a suitable habitat for garden mini-beasts.</p> <p>Learn to identify a variety of farm animals, matching adult animals to their young. The children will learn to understand the life cycle of a farm animal.</p> <p>Visit to the farm. Butterfly life cycle</p>	<p>The children will learn that there are different countries in our world and be able to talk about the differences that they have experienced or seen in photographs.</p> <p>Explore forces and magnets, talking about different forces the children can feel.</p>
<p><b>EAD</b></p>	<p>The children will explore different materials using all of their senses to investigate them. They will manipulate and play with different materials. The children will be provided with a range of</p>	<p>The children will engage in a variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children's imaginative play.</p>	<p>The children will engage in a variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children's imaginative play.</p>	<p>Children will learn to develop their drawing and model-making skills. The children will begin to give meanings to their drawings and models. The children will share their ideas and talk</p>	<p>The children will begin to draw from their imagination and from observations. The children will draw their own minibeasts and farm animals. The children will begin to</p>	<p>The children will explore a range of different emotions. The children will begin to show different emotions within their drawings and paintings.</p>

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	<p>found materials, such as: blocks, clay, soft wood, off cuts of fabric with different textures. They will use these materials to express their ideas and feelings. The children explore new vocabulary.</p> <p>The children will engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children’s imaginative play.</p> <p>The children will engage in daily singing and rhyme time and will learn entire Nursery Rhymes.</p> <p>The children will develop their listening skills through a range of activities and will listen with increased attention to sounds.</p>	<p>The children will explore colour mixing and talk about the differences between colours.</p> <p>The children will express their ideas and feelings through making marks and sometimes giving meaning to their marks.</p> <p>The children will remember entire songs and perform these during our Christmas performance.</p> <p>The children will explore and use a variety of percussion instruments through phonic acquisition and free exploration.</p>	<p>The children will explore how to join material together.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.</p> <p>The children will learn a variety of songs and will move to the music/songs.</p> <p>The children will listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>together about these meanings.</p> <p>The children will explore colour mixing and talk about the differences between colours.</p> <p>The children will learn a variety of songs and will move to the music/songs.</p> <p>The children will begin to develop their ‘singing voice’ using a range of pitches. The children will engage in pitch matching activities.</p> <p>The children will explore different materials freely. Children will begin to plan to build with a purpose in mind.</p>	<p>draw with increasing complexity and will add details to their drawings by selecting interesting objects to draw and by point out key features and discussing them. For example, a horse has four legs, a mane and two eyes.</p> <p>The children will develop their ‘singing voice’ using a range of pitches.</p> <p>The children will sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. The children will begin to create their own songs and rhymes.</p>	<p>The children will develop their listening skills through a range of activities.</p> <p>The children will make imaginative and complex ‘small worlds’ with blocks and construction kits.</p> <p>The children will play, share and perform a wide variety of music and songs from different cultures and historical periods, for example music from around the world.</p> <p>The children will play instruments with increasing control to express their feelings and ideas. They will tap and clap out different rhythms and pulses to music.</p>
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