



## Learning Together ... Achieving Together

### Woolton Primary School Nursery Curriculum Map



**Nursery      Term: Autumn 1      Topic: Settling in and feelings**

Personal, social and emotional development	<ul style="list-style-type: none"> <li>• Establish simple routines of the day.</li> <li>• Familiarise themselves with the Nursery environment, both inside and outside.</li> <li>• Develop tidy up time routines.</li> <li>• Take turns to use limited equipment e.g. bikes, smartboard etc.</li> <li>• Work in pairs and small groups at classroom activities.</li> <li>• Talk to adults and peers in pairs and small groups.</li> <li>• Put on coats, aprons, dressing up clothes with support.</li> <li>• Select and use activities and resources, with help when needed.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Learn and follow rules, understanding why they are important.</li> <li>• Talk about their feelings.</li> </ul>
Communication and Language	<ul style="list-style-type: none"> <li>• Talk to adults and peers in pairs and small groups.</li> <li>• Learn to listen attentively.</li> <li>• Listen to stories/ rhymes and joining in with actions and phrases</li> <li>• Take part in role play area.</li> <li>• Develop the appropriate use of social language for greeting and communicating with adults and other children.</li> <li>• Pay attention to more than one thing at a time.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play.</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• Take part in a range of jigsaws and threading activities.</li> <li>• Dressing up, fastening coats, etc.</li> <li>• Use and explore paintbrushes, mark-makers, chalks, paint and brushes.</li> <li>• Take part in sand and water play.</li> <li>• Snack time - spreading, cutting, mixing etc.</li> <li>• To understand that equipment and tools have to be used safely</li> <li>• Parachute games.</li> <li>• Begin to travel under, over and around apparatus.</li> <li>• Show a preference for their dominant hand</li> <li>• Build using construction sets that don't require too much strength such as kinex and lego duplo.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>• Look through books alone and with adults.</li> <li>• Talk about pictures in books.</li> <li>• Join in stories, rhymes and songs.</li> <li>• Practise making marks using pens, pencils, crayons, chalks, paints, sand, and play dough.</li> <li>• Understand the five key concepts about print: -print has meaning</li> </ul>



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	<ul style="list-style-type: none"> <li>-print can have different purposes</li> <li>- we read English text from left to right, top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul>
Mathematical Development	<ul style="list-style-type: none"> <li>• Sing number songs and rhymes.</li> <li>• Recognise and name colours</li> <li>• Recognise none and zero in stories, rhymes and when counting.</li> <li>• Sort cups, plates, knives and forks in the home corner.</li> <li>• The one-one principle - this involves children assigning one number name to each objects that is being counted.</li> <li>• Comparing- Begin to talk about which group has more things.</li> <li>• Recite numbers past 5</li> <li>• Describe routes</li> </ul>
Understanding of the World	<ul style="list-style-type: none"> <li>• Get to know where things are kept in the nursery.</li> <li>• Become familiar with regular journeys within the school premises e.g. kitchen area, hall etc.</li> <li>• Develop language of time through sequencing events and daily routines.</li> <li>• Cooking sessions and tasting a range of food to develop their preferences.</li> <li>• Learn about different celebrations such as firework night and Diwali.</li> <li>• Learn about their bodies and the 5 senses.</li> <li>• Explore materials</li> </ul>
Expressive Arts & Designs	<ul style="list-style-type: none"> <li>• Learn to mix colours and name and describe the colours they create.</li> <li>• Select and explore different fabrics, papers and materials to create pictures etc.</li> <li>• Make music through singing, body sounds, classroom objects and musical instruments.</li> <li>• Recreate and make up new characters and stories through imaginative and small world play.</li> <li>• Listen with increased attention to sounds</li> </ul>
<b>Please help your child by:</b>	
<ul style="list-style-type: none"> <li>○ Talking to your child about their day in the Nursery and playing alongside them at home</li> <li>○ Encouraging your child to share with siblings and friends</li> <li>○ Learning the names of colours and describing colours in the environment.</li> <li>○ Encourage your child to dress and undress themselves at home by offering help when needed.</li> <li>○ Make sure your child goes to bed on time.</li> <li>○ Following google classroom so you can talk to your child about what they have been learning each week.</li> <li>○ Keeping up to date with the school newsletter.</li> <li>○ Bringing your child to Nursery everyday!</li> </ul>	





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Personal, social and emotional development	<ul style="list-style-type: none"> <li>• Work in pairs and small groups at classroom activities.</li> <li>• Talk to adults and peers in pairs and small groups.</li> <li>• Join in discussions about weather and other moral issues - dangers.</li> <li>• Put on coats, aprons, dressing up clothes with support</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Become increasingly independent in meeting their own care needs.</li> </ul>
Communication & Language	<ul style="list-style-type: none"> <li>• Talk to adults and peers in pairs and small groups</li> <li>• Learn to listen attentively to stories and information texts.</li> <li>• Listen to stories/ rhymes and joining in with actions and phrases</li> <li>• Take part in role play.</li> <li>• Develop the appropriate use of social language for greeting and communicating with adults and other children.</li> <li>• When outside talk about the weather - what shapes do the clouds look like? How does the rain feel on our face? Why are our hands cold?</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• Learning to negotiate space and objects around them.</li> <li>• Develop children's control in the use of mark-making tools, blocks and construction sets.</li> <li>• Use of obstacle courses e.g. can they jump over small obstacles?</li> <li>• Use of balancing equipment in the hall can they use the apparatus safely and with control and coordination?</li> <li>• Jumping into and over puddles.</li> <li>• Using brushes outside to make marks using large scale movements. Shower curtains and mops to create marks using large movements- Can we collect and use the rainwater? How can we collect it?</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>• Information books about weather.</li> <li>• Continue to develop their learning about the 5 key concepts of print during group story time and reading time.</li> <li>• Count and clap syllables in a word/their name.</li> </ul>
Mathematical Development	<ul style="list-style-type: none"> <li>• Matching and sorting by colour</li> <li>• Reciting number names in order and counting small groups of objects.</li> <li>• Ordering numbers to 5 (more able 10).</li> <li>• Count sounds, movements, moving things and objects.</li> <li>• Develop the ability to subitise.</li> <li>• Learn how to use dice for simple games,</li> <li>• Talk about and identify patterns around them.</li> <li>• Extend and create ABAB patterns.</li> <li>• Notice and correct an error in a repeating pattern</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>• Weekly snack with the children. Encourage tasting different healthy snacks to develop their preferences - hummus, cucumber, tomatoes pita bread.</li> <li>• Learning about other cultures to begin to establish children's sense of self-identity and their families</li> <li>• Where does the rain water go? What happens when the water freezes? Explore ice balloons and use sense as appropriate.</li> <li>• Learn about the different seasons and changes in weather.</li> </ul>



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Expressive Arts &  
Designs

- Learning to mix colours and name and describe the colours they create what colours can represent the weather? Why?
- Name and recognise colours in the environment.
- New role-play area. ( Santa's workshop) children practice their cutting skills using materials such as wrapping paper, ribbon and string
- Remember and sing entire songs using a smartboard, song bag and children's favourite songs from home.

### Please help your child by:

- Encouraging your child to share with siblings and friends.
- Encourage your child to dress and undress themselves at home.
- Learning the names of colours and describing colours in the environment.
- Visit and borrow books from your local library
- Show children parts of the book such as title, author and blurb.
- Help them to practice saying number names and count everyday objects at home.
- Discuss changes in the weather or how the trees and plants have changed when visiting the park or walking outside.
- Talk to your child about how unique they are and all about their family.

Nursery Term: Spring 1 Topic: Traditional tales





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Personal, social and emotional development	<ul style="list-style-type: none"> <li>• Join in discussions about art and artist and moral issues - how we voice are opinion so we don't hurt others feelings.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Be confident in talking about their own feelings and begin to understand how others may be feeling.</li> </ul>
Communication & Language	<ul style="list-style-type: none"> <li>• Take part in role play.</li> <li>• Develop the appropriate use of social language for greeting and communicating with adults and other children.</li> <li>• Join in with discussions about art work that we see around our school, in our city.</li> <li>• Enjoy listening to longer stories and can remember most of what has happened.</li> <li>• Use a wider range of vocabulary</li> <li>• Understand a question or instruction that has two parts.</li> <li>• Understand why questions.</li> <li>• Use longer sentences of 4-6 words.</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• Learning to negotiate space and objects around them.</li> <li>• Construction toys that require more control such as mobilo, and large octoplay.</li> <li>• Use of obstacle courses e.g. can they jump over small obstacles?</li> <li>• Use of balancing equipment in the hall can they use the apparatus safely and with control and coordination?</li> <li>• Choose the right resources to carry out their own plans.</li> <li>• Begin to Use a comfortable grip with good control when using pens and pencils.</li> <li>• Develop children's control in the use of mark-making tools, blocks and construction sets. Encourage the children to explore different types of art and model making using large and small scale construction and art resources. (creating beanstalks out of junk modelling or houses for the three pigs)</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>• Introduce letter shapes e.g. in own name</li> <li>• Begin to copy names.</li> <li>• Continue to introduce new letter sounds and names.</li> <li>• Have available and read key texts, including a range of both fiction and non-fiction texts, Articles and the internet.</li> <li>• Develop their phonological awareness so that they can spot and suggest rhymes</li> <li>• Become more confident in recognising words with the same initial sound.</li> </ul>
Mathematical Development	<ul style="list-style-type: none"> <li>• Reciting number names in order and counting small groups of objects.</li> <li>• Positional Language</li> <li>• The stable-order principle - children understand when counting that the numbers have to be said in a certain order.</li> <li>• The cardinal principle - Children understand that the number name assigned to the final object in a group is the total number of objects in that group.</li> <li>• The order-irrelevance principle - this involves children understanding that the order we count a group of objects is irrelevant. There will still</li> </ul>



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	<p>be the same number.</p> <ul style="list-style-type: none"> <li>• The abstraction principle - this involves children understanding that anything can be counted including things that cannot be touched including sounds and movements.</li> <li>• Show finger numbers up to 5 ( more able 10)</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Exploring numbers 1,2 and 3 in depth</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>• Discuss different types of art - what is your favourite? Why? Does anybody like art in your family?</li> <li>• Explore how things work.</li> <li>• Role play changed to the giant's castle. Children learn how to play with the new enhancements.</li> <li>• Explore the need to care for all living things.</li> <li>• Plant seeds and care for growing plants- making grass troll heads after reading Jack and the Beanstalk.</li> <li>• Explore animals introduced in traditional tales - what does a wolf eat, where does it live?</li> <li>• Exploring different materials when looking at the Three Little Pigs</li> </ul>
Expressive Arts & Designs	<ul style="list-style-type: none"> <li>• Recreate and make up new characters and stories through imaginative and small-world play. Use small world figures to retell familiar and traditional tales.</li> <li>• Use instruments to keep a steady beat when singing familiar rhymes.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits.</li> <li>• create their own songs.</li> </ul>
<b>Please help your child by:</b>	
<ul style="list-style-type: none"> <li>○ Use oral blending when asking children to get objects, such as 'put on your c-oo-t and your h-a-t'</li> <li>○ Look for objects around your home with the same initial sound</li> <li>○ Practice counting objects using one to one correspondence for numbers up to 10 and beyond.</li> <li>○ Read traditional tales at bed time and ask children what they remember from the story.</li> <li>○ Use positional language each day (On top, underneath, next to or behind)</li> </ul>	





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Personal, social and emotional development	<ul style="list-style-type: none"> <li>• Continue Developing appropriate ways of being assertive.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting e.g. mystery readers, Author and story telling visitors, P.E teachers and visitors such as police, firefighters, and ambulance workers.</li> <li>• Make healthy choices about food, drink and toothbrushing.</li> </ul>
Communication & Language	<ul style="list-style-type: none"> <li>• Take part in role play.</li> <li>• Know many rhymes and talk about familiar books( world book day in march).</li> <li>• Use a wider range of vocabulary</li> <li>• Understand a question or instruction that has two parts.</li> <li>• Continue their Understanding why questions and begin to ask questions themselves e.g. when we have visitors such as firefighters.</li> <li>• Use longer sentences</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• Use a comfortable grip with good control when using pens and pencils.</li> <li>• Skip, hop and stand on one leg, holding a pose through the teaching of gymnastics in the P.E. hall.</li> <li>• Become confident using scissors.</li> <li>• Taking shoes on and off to go into the hospital bed or the class tepee</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>• Continue to introduce new letter sounds and names.</li> <li>• Fiction and non fiction texts about 'People Who Help Us'.</li> <li>• Develop their phonological awareness so that they can spot and suggest rhymes.</li> <li>• Become more confident in recognising words with the same initial sound.</li> <li>• Learn new vocabulary linked to the new topic.</li> </ul>
Mathematical Development	<ul style="list-style-type: none"> <li>• Exploring and understanding number 4 by...</li> <li>• Counting to 4</li> <li>• Finding 4 objects</li> <li>• its position on a number line</li> <li>• ordinal numbers</li> <li>• Numicon 4</li> <li>• Dice 4</li> <li>• Subitsing 4</li> <li>• Representing 4 on a 5 frame</li> <li>• Squares and rectangles, including in the environment</li> <li>• 4 actions e.g. 4 hops, 4 jumps, 4 claps</li> <li>• The numeral and formation of 4</li> <li>• Number 4 in the environment</li> <li>• Representing 4 using marks, pictures and finger</li> <li>• Matching numeral to quantity</li> <li>• Composition of 4 (2 is a part of me, 2 is a part of me and the whole of me is 4; 3 is a part of me, 1 is a part of me and the whole of me is 4)</li> <li>• (repeat with numbers 5 and 6)</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>• Role play changed to a hospital, children learn the different names of medical equipment and how they are used and why.</li> <li>• Show interest in different occupations, learn about people who help us and how they help us. Children learn to trust and not fear people who may need to help them such as firefighters, doctors, police.</li> </ul>



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Expressive Arts &  
Designs

- Recreate and make up new characters and stories through imaginative and small-world play. Use small world figures to act out different scenarios based on people who help us
- Use instruments to keep a steady beat when singing familiar rhymes.
- Sing to the pitch of a tone sung by another person.

### **Please help your child by:**

- Use oral blending when asking children to get objects, such as 'put on your c-oa-t and your h-a-t'
- Look for objects around your home with the same initial sound and play games such as 'Eye Spy'
- Practice exploring numbers 4,5 and 6 at home and when you are out,
- Look for numerals in the environment.
- Help your child to learn how to take their shoes off and put them back on independently.

Nursery Term: Summer 1 Topic: The Seaside







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Personal, social and emotional development	<ul style="list-style-type: none"> <li>• Find solutions to conflicts and rivalries.</li> <li>• Talk with others to solve conflicts</li> <li>• Learn how to share and take turns independently, e.g. waiting for the bike and giving up the bikes for others to use.</li> <li>• Use the story 'A house for Hermit Crab' by Eric Carle. Link to discussions about 'getting ready for changes' as children will be getting closer to moving to reception. Highlight the importance of kindness and friendship.</li> </ul>
Communication & Language	<ul style="list-style-type: none"> <li>• family photographs from parents, paintings, pictures, post cards etc of the beach and of the sea in different countries and also in Britain to initiate and provoke discussions.</li> <li>• Develop their communication but may continue to have problems with irregular tenses and plurals.</li> <li>• Develop pronunciation but may have problems saying some sounds.</li> <li>• Notice, discuss and describe similarities and differences between different beaches or holiday destinations around the world. Link to personal experiences and/ or aspirations.</li> <li>• Be able to express a point of view and debate when they disagree with an adult or a friend. Is it better to go on holiday in England or abroad, why? Should we eat fish?</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• Play different beach games outdoors such as practising throwing and catching, bat and ball, Frisbee etc.</li> <li>• Collaborate with others to move large items such as planks for a pirate ship</li> <li>• Be increasingly independent putting on coats and doing up zips.</li> <li>• Start taking part in some group activities which they make up for themselves or in teams.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in early writing e.g. writing a pretend shopping list</li> <li>• Write their name confidently and remember to write their name on all of their artwork/work.</li> <li>• Continue to develop their phonological awareness</li> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words.</li> </ul>
Mathematical Development	<ul style="list-style-type: none"> <li>• Shapes Focus on properties of shapes 2D and 3D</li> <li>• My Day Ordering events of the day</li> <li>• Length and height Long, short, tall and comparing lengths</li> <li>• Solve real world maths problems with numbers up to 5</li> <li>• Combine shapes to make new ones.</li> <li>• Begin to discuss capacity.</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>• Safety- water safety/ sun safety/ when going on a trip.</li> <li>• Discuss the effects of the sun.</li> <li>• Look at structures in the environment are they big, small, tall, wide?</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of a plant and an animal life cycle. (real caterpillars to look after in nursery)</li> <li>• Know that there are different countries in the world.</li> <li>• Add single use plastics to the water tray and discuss the damaging effect that these have on the environment and the Ocean/ Ocean life.</li> </ul>



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	<p>Talk about how to care about the environment and minimising plastic in the seas.</p>
Expressive Arts & Designs	<ul style="list-style-type: none"><li>• Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li><li>• Draw with increasing complexity and detail.</li><li>• Use drawing to represent ideas like movement or loud noises.</li><li>• Show different emotions in their drawings and painting.</li><li>• Sing the melodic shape</li></ul>
<b>Please help your child by:</b>	
<ul style="list-style-type: none"><li>○ Encourage your child to name shapes when out and about.</li><li>○ Discuss capacity during bath time using different size containers</li><li>○ Children can discuss the weight of objects whilst helping with the shopping</li><li>○ Discuss length when at the park e.g. finding sticks and ordering them in length order</li><li>○ Recycle at home and become more conscious of using less plastic e.g. use paper straws and reusable water bottles</li><li>○ Practising writing their name and other words at home.</li></ul>	



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Personal, social and emotional development	<ul style="list-style-type: none"> <li>• Continue developing their ability to find solutions to conflicts.</li> <li>• Think about the perspective of others</li> <li>• Continue to learn about healthy food choices and try new foods during snack time.</li> </ul>
Communication & Language	<ul style="list-style-type: none"> <li>• Continue developing their ability to express a point of view and to debate when they disagree with an adult or a friend.</li> <li>• Engage in non-fiction books.</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• Collaborate with others to move large items.</li> <li>• Safely move P.E. equipment.</li> <li>• Be increasingly independent putting on coats and doing up zips.</li> <li>• Develop and refine a range of ball skills.</li> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>• Continue reading individual letters</li> <li>• Become more confident with blending sounds into words.</li> <li>• Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</li> <li>• Begins to be aware of the way stories are structured, and to tell own stories</li> <li>• Talks about events and principal characters in stories and suggests how the story might end</li> </ul>
Mathematical Development	<ul style="list-style-type: none"> <li>• Weight Light and heavy and comparison</li> <li>• Capacity Full, half full, empty and comparison</li> <li>• Positional language Using language related to position and direction</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>• Continue caring for plants.( in the nursery garden)</li> <li>• Continue learning about how plants and animals grow.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Know that there are different countries in the world and talk about the differences they have experiences or seen in photos. ( using the Everywhere Bear to explore different countries each week)</li> </ul>
Expressive Arts & Designs	<ul style="list-style-type: none"> <li>• Play instruments with increasing control to express their feelings and ideas.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Explore and engage in music from around the world.</li> </ul>
<b>Please help your child by:</b>	
<ul style="list-style-type: none"> <li>○ Preparing your child for reception by ensuring they are ready for school.</li> <li>○ Talking about their move to reception in a positive way so that they are confident and look forward to the transition.</li> <li>○ Add cups, funnels and measuring jugs to your child's bath to discuss capacity.</li> <li>○ Children can discuss the weight of objects whilst helping with the shopping.</li> </ul>	