

In planning and guiding what children learn, we reflect on the different rates at which our children are developing and adjust our practice appropriately. Our curriculum has been mapped out to show how most of our children will progress across their year in Nursery. The following overview notes how adults will interact with children and how our environment will meet the needs of all learners. It also includes aspects of our curriculum which will be delivered through high quality adult direct teaching.

**PRIME AREAS OF LEARNING**

		<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
<b>CL</b>	<b>Listening, Attention and Understanding</b>	<p>Beginning to listen to stories.</p> <p>Able to shift their attention from one task to another if an adults gets their attention by using their name.</p> <p>Shows that they understand action words by pointing to the right picture in a book.</p> <p>Follows instructions with three key words, e.g. 'Can you wash dolly's face?'</p>	<p>Enjoys listening to stories.</p> <p>Begins to understand a question or instruction that has two parts e.g. "Get your coat and wait at the door".</p> <p>Understands 'who', 'what' and 'where' questions.</p> <p>Beginning to understand 'why' questions.</p>	<p>Enjoys listening to stories and can remember much of what happens.</p> <p>Understands a question and can follow an instruction that has two parts.</p> <p>Can understand and answer 'why' questions.</p>
	<b>Speaking</b>	<p>Speech is understood by unfamiliar adults.</p> <p>Children use a wide range of words, including descriptive language and words for time, space and function.</p> <p>Begins to join in with singing songs.</p> <p>Develops communication skills and pronunciation.</p> <p>Begins to have conversations with a familiar adult.</p>	<p>Develops and uses a wider range of vocabulary.</p> <p>Joins in and sings songs.</p> <p>Begins to talk about familiar books.</p> <p>Develops their communication skills and use of tenses and plurals.</p> <p>Begins to have back and forth conversations with peers.</p> <p>Begins to use talk to organise themselves and their play e.g. "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Uses a wide range of vocabulary.</p> <p>Sings a large repertoire of songs.</p> <p>Talks about stories and can tell their own story.</p> <p>Uses longer sentences of four to six words.</p> <p>Able to express their point of view.</p> <p>Has conversations with adults and peers.</p> <p>Consistently uses talk to organise themselves and their play e.g. "Let's go on a bus... you sit there... I'll be the driver."</p>
		Wellcomm interventions throughout the year and SALT support for any identified children		



Loatlands Primary School  
Nursery Curriculum Map

		Language rich environment, Engagement in stories, non-fiction, rhymes, singing, poems, etc. Focus on vocabulary and language structures: Conversations and talk at the centre of everything that we do
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		AUTUMN TERM	SPRING TERM	SUMMER TERM
PSED – Links to PSHE	<b>Building Relationships</b>	<p>Transitions to Nursery from home or previous setting with the support of their Key Person.</p> <p>Enjoys the company of other children and seeks them out to play with them.</p> <p>May begin to make friends.</p> <p>Begins to develop a positive relationship with a familiar adult/Key Person.</p> <p>Sometimes manages to share or take turns with others with adult support.</p>	<p>Develops positive relationships with familiar adults and children, playing alongside others and sharing experiences.</p> <p>Seeks out a supportive adult for help in resolving conflict with peers.</p> <p>Becomes more confident within the nursery.</p>	<p>Becomes more outgoing with unfamiliar people in the safe context of the setting.</p> <p>Confidently seeks out other children and adults, sharing experiences and play.</p> <p>Begins to find solutions to conflicts and seeks help from a supportive adult when needed.</p> <p>Responds positively during transition activities to Reception.</p>
	<b>Managing Self</b>	<p>Shares information about themselves and gets to know familiar adults and their peers.</p> <p>Comes into nursery happy, showing good levels of well-being.</p> <p>Becomes familiar with nursery routines, hanging up coat on peg, going to Key Group times, etc.</p> <p>Becomes familiar with the Nursery classroom and garden, able to access provision with support when needed.</p> <p>Begins to use the toilet independently, including hand washing.</p>	<p>Becomes more aware of their peers within their own class.</p> <p>Demonstrates high levels of wellbeing, coming into nursery confidently and independently.</p> <p>Becomes more confident with nursery rules and routines, sometimes with adult support.</p> <p>Demonstrates more confidence in using the Nursery provision, selecting and using activities and resources.</p>	<p>Demonstrates awareness of similarities and differences between themselves and others.</p> <p>Develops their sense of membership of 'Nursery'</p> <p>Shows confidence and self-esteem through being outgoing, taking risks and trying new things.</p> <p>Confidently uses the Nursery provision, demonstrating good levels of involvement.</p> <p>Follows Nursery rules and routines without needing an adult to remind them.</p> <p>Is increasingly independent in meeting their own care needs.</p>

		Begins to manage their own needs, e.g. putting on coat, etc.	Becomes more independent in meeting their own care needs, e.g. toileting, putting coat on, etc.	
	<b>Self-Regulation</b>	<p>Expresses their own wants and needs through their interactions, behaviour and play.</p> <p>Opportunities to talk about wants and needs, adult support provided in order for children to meet their own wants and needs.</p> <p>Responds well to positive reinforcement.</p> <p>Looks after our Nursery environment.</p>	<p>Expresses their own wants, needs and feelings through their interactions, behaviour and play.</p> <p>Explore feelings through stories including social stories and play.</p> <p>Begin to recognise other people's feelings.</p> <p>Able to behave appropriately in different situations with the support of adults.</p>	<p>Expresses a wide range of feelings through their interactions, behaviour and play.</p> <p>Explores and talk about feelings.</p> <p>Begins to understand how others might be feeling and is beginning to understand the impact of their choices/behaviour/actions on others.</p> <p>More able to behave appropriately in different situations.</p>

		AUTUMN TERM	SPRING TERM	SUMMER TERM
PD – Links with PE	<b>Gross Motor Skills</b>	<p>Resources available throughout the year to support development of gross motor skills:</p> <ul style="list-style-type: none"> <li>- Large scale construction – blocks/tyres/crates, etc.</li> <li>- Bikes and scooters,</li> <li>- Large scale outdoor sand, water, construction,</li> <li>- Mud kitchen, spades/brushes/ wheelbarrows, etc.</li> <li>- Climbing and balancing – Rope ladder, ladders, tractor tyre, bucket stilts.</li> <li>- Adults to enhance/provide resources to support gross motor development, e.g. painting large scale, washing windows, etc.</li> <li>- Opportunities to dance.</li> </ul> <p>Access to weekly Forest School sessions/field for running/rolling.</p>	<p>As Autumn plus: Adults to facilitate interactions that focus on skipping, hopping, etc.</p> <p>Adults teach and facilitate games, e.g. ball games, musical statues, hop scotch etc.</p> <p>Draw lines and circles using gross motor movements.</p>	<p>As Autumn and Spring plus: Use of Trim Trail on main school site.</p>
	<b>Fine Motor (FM) Skills</b>	<p>Develop their fine motor skills throughout the year using: pencils, scissors, paintbrushes, sand/water tools, crayons etc.</p> <p>Adults to enhance/provide resources to support FM development, e.g. tweezers, pegs and peg boards, threading, puzzles, posting games, etc.</p>	<p>As Autumn plus:</p> <p>Uses one handed tools with increasing control</p> <p>Begins to hold writing tools with a comfortable grip.</p> <p>Draws a cross.</p>	<p>As Autumn and Spring plus:</p> <p>Uses one handed tools safely and confidently and with good control.</p> <p>Holds pens and pencils with a comfortable grip and uses with good control.</p>

		Begins to use one handed tools safely and with increasing control		Show a preference for dominant hand. Writes/copies letters from their name.
<b>SPECIFIC AREAS OF LEARNING</b>				
		<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
<b>Literacy</b>	<b>Comprehension</b>	<p>Core stories/Talk 4 Writing Texts</p> <p>Shows an interest in books and handles books carefully</p> <p>Talks about their favourite stories</p> <p>Asks questions about books</p> <p>Understands that print has meaning</p>	<p>Core stories/Talk 4 Writing Texts Develop play around favourite stories using props</p> <p>Understands print can have different purposes</p> <p>Understands that English text is read from left to right and from top to bottom</p>	<p>Core stories/Talk 4 Writing Texts</p> <p>Engages in conversations about stories, learning and using new vocabulary.</p> <p>Understands the names of different parts of a book and page sequencing.</p>
	<b>Word reading</b>	<p>Begins to notice familiar print such as their name, a familiar logo, etc.</p> <p>Begins to develop their phonological awareness:</p> <ul style="list-style-type: none"> <li>- Environmental sounds and sound discrimination</li> <li>- Counts or clap syllables in a word</li> <li>- Fills in the rhyming word when the adult pauses during familiar stories.</li> </ul>	<p>More familiar with print such as their name, a familiar logo, etc.</p> <p>Develops phonological awareness:</p> <ul style="list-style-type: none"> <li>- Hears and says the initial sounds in words</li> <li>- Recognises words with the same initial sound</li> <li>- Spots and suggest rhymes</li> </ul>	<p>Confidently recognises familiar print such as their name, a familiar logo, etc.</p> <p>Continues to develop confidence in phonological awareness:</p> <ul style="list-style-type: none"> <li>- Initial sounds</li> <li>- Oral segmenting and blending</li> </ul>
	<b>Writing</b>	<p>Shows an interest in mark making</p> <p>Begins to give meaning to the marks that they make</p> <p>Begins to understand that drawing and writing is different.</p>	<p>Begins to write some letters accurately from their name</p> <p>Begins to write some letters from their own name</p> <p>Gives meaning to the marks that they make</p>	<p>May use their phonic knowledge to write initial sounds in word e.g. m for mummy.</p> <p>Writes some letters from their own name</p>

				Uses some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list.
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		AUTUMN TERM	SPRING TERM	SUMMER TERM
<b>Mathematics</b>	<b>Number</b>	<p>Enjoys number rhymes and songs</p> <p>Recites numbers past 5</p>	<p>Says one number for each item in order up to 5</p>	<p>Develops fast recognition of up to 3 objects, without counting (subitising)</p> <p>Knows that the last number reached when counting a small set of object tells you how many there are in total (cardinal principle)</p> <p>Solves real world mathematical problems up to 5.</p>
	<b>Numerical patterns</b>	<p>Shows finger numbers up to 3</p> <p>Counts in everyday contexts</p> <p>Compares amounts saying, 'lots', 'more', 'same'</p>	<p>Shows finger numbers up to 5</p> <p>Compares quantities using language: 'more than', 'fewer than'</p> <p>Links numerals and amounts up to 3</p>	<p>Experiments with their own symbols and marks as well as numerals</p> <p>Links numerals and amounts up to 5</p> <p>Compares amounts</p>
	<b>Shape, space and measure</b>	<p>Completes inset puzzles</p> <p>Compares sizes using gesture and language</p> <p>Notices patterns and arranges things in patterns</p> <p>Builds with a range of resources</p>	<p>Understands position through words alone, e.g. 'the bag is under the table'</p> <p>Discusses routes and locations</p> <p>Combines shapes to make new ones</p> <p>Begins to describe a sequence of events</p>	<p>Talks about and explores the properties of 2D and 3D shape</p> <p>Makes comparisons between objects relating to size, length, weight and capacity</p> <p>Selects shapes appropriately</p> <p>Talks about and identify patterns around them</p>



Loatlands Primary School  
Nursery Curriculum Map

		AUTUMN TERM	SPRING TERM	SUMMER TERM
UW	<b>People, culture and communities – links to RE/PSHE Geography</b>	<p>Talks about themselves</p> <p>Begins to notice differences between people</p> <p><b>Key events:</b> Christmas, Diwali, Halloween, Bonfire Night</p> <p><b>Trips/Visits:</b> Post a Christmas Card, Christmas Tree Festival at the church</p>	<p>Talks about their own families.</p> <p>Begins to talk about other families</p> <p><b>Key events:</b> Lunar New Year, Easter, Mother’s Day, Valentine’s Day, Shrove Tuesday</p> <p><b>Trips/Visits:</b> Farm Visit</p>	<p>Develops positive attitudes about the differences between people.</p> <p>Shows an interest in different occupations, people who help us in the community, teachers, police, etc.</p> <p>Talks about the differences they have experienced or seen in photos</p> <p><b>Key events:</b> Father’s Day, Nursery end of year celebration</p>
	<b>The natural world – links to Geography Science</b>	<p>Explores natural materials both inside and outside.</p> <p>Explores and respond to different natural phenomena, e.g. puddles, worms in the soil, etc.</p> <p>Experiences different weathers</p> <p>Forest School</p> <p>Plants Spring bulbs</p>	<p>Uses all their senses in hands on exploration of natural materials</p> <p>Forest School</p> <p>Explores collections of materials with similar and/or different properties</p> <p>Plants seeds and cares for growing plants</p> <p>Begins to understand the need to respect and care for the natural environment and all living things.</p>	<p>Talks about what they see using a wide vocabulary</p> <p>Explores how things work</p> <p>Understands the key features of a life cycle</p> <p>Explores and talks about the different forces they can feel</p> <p>Talks about the differences between materials and changes they notice.</p>
	<b>Past and present – links to History</b>	<p>Begins to talk about what happened yesterday and what happened today.</p>	<p>Looks at photos and talk about events from the past</p>	<p>Begins to make sense of their own life story, e.g. baby photos, family, etc</p>

		AUTUMN TERM	SPRING TERM	SUMMER TERM						
EAD – links to DT/ART/Music	<b>Creating with materials</b>	<p>Explores paint using fingers, other parts of the bodies and brushes as well as other tools</p> <p>Manipulates and plays with different materials</p> <p>Makes simple models which express their ideas</p> <p>Throughout the year the indoor and outdoor environment will be resourced with: malleable materials, small and large scale construction, workshop/junk modelling, painting, etc.</p>	<p>Joins different materials and explores different textures</p> <p>Draws with increasing detail</p> <p>Explores colour and colour mixing</p>	<p>Makes imaginative and complex ‘small worlds’ with blocks and construction kits.</p> <p>Explores different materials freely, accessing a workshop style creative area.</p> <p>Develops their own ideas and then decides which materials to use to express them.</p>						
	<b>Being imaginative and expressive</b>	<p>Shows attention to sounds and music</p> <p>Moves and dances to music</p> <p>Explores their voices and enjoys making sounds</p> <p>Joins in with songs and rhymes</p> <p>Explores a range of sound makers and instruments</p> <p>Starts to develop pretend play, adults to play alongside to model/enhance role play</p> <p>Begins to take an interest in storytelling activities.</p>	<p>Engages in imaginative play based on their own experiences. Domestic role play is enhanced to meet the needs/interests of the children</p> <p>Listens with increased attention to sounds.</p> <p>Remembers and sings entire songs</p> <p>Plays instruments with increasing control</p> <p>Contributes to storytelling activities.</p>	<p>Begins to develop complex stories using small world resources</p> <p>Responds to what they have heard, expressing their thoughts and feelings.</p> <p>Creates their own songs, or improvises around one they know.</p> <p>Begins to tell own stories.</p>						
		PSHE	PE	RE	Geography	Science	History	Design and Technology	Art	Music



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