

Ark John Keats Academy

Nursery Curriculum Map 2016 – 2017

Nursery Topics	Communication, Language and Literacy	Mathematics	Knowledge and Understanding of the World	PSED	Physical Development	Expressive Design
Subjects	<ul style="list-style-type: none"> • Listening and Attention • Understanding • Speaking • Reading • Writing • Phase 1 Letters and Sounds • Phonics RWI • Rhyme and alliteration 	<ul style="list-style-type: none"> • Number • Shape, space and measure • Writing/forming numbers 	<ul style="list-style-type: none"> • People and Communities • Understanding the World • Technology • Science 	<ul style="list-style-type: none"> • Self-confidence • Making relationships • Managing feelings • Lifelong skills 	<ul style="list-style-type: none"> • Write Dance • Team games • Fitness • Fine Motor Skills • Gross Motor Skills • Health and Self-Care 	<ul style="list-style-type: none"> • Exploring Media • Being Imaginative • Art • Design • Music • Dance • Construction • Role playing • Water play • Sand play
<p>Term 1</p> <p>Starting School</p> <p>Ourselves</p> <p>Weeks 1-4</p>	<p><u>Starting School texts</u></p> <p>Classroom rules</p> <p>Text:</p> <ul style="list-style-type: none"> • First time nursery. • Let's go to Nursery. • Rainbow fish • How to be a friend 	<p>Number songs.</p> <p>Reinforcing counting in play.</p> <p>Showing an interest in numerals in the environment</p> <p>Showing an interest in representing numbers</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps</p> <p>Being aware of time</p> <p>Explore pattern</p>	<p>Routines at school/life at school</p> <p>Exploring the learning environment</p> <p>The parts of the body</p> <p>The 5 Senses, Come and Touch</p> <p>What makes us the same and different</p> <p>Over the rainbow</p> <p>Develop confidence to use IWB</p> <p>Beginning to know some of the things that make them unique, and can talk about some of the similarities and differences in relation to</p>	<p>Adapting to change</p> <p>Making new friends</p> <p>Understanding different emotions</p> <p>Sharing, taking turns and learning new boundaries</p> <p>Understanding expectations for behaviour</p> <p>Developing confidence</p>	<p>Beginning to put aprons on independently</p> <p>Beginning to toilet independently</p> <p>Write Dance, Using lines and circles using gross motor movements</p> <p>Movement and control</p> <p>Beginning to observe the effects of exercise on the body</p>	<p>Exploring different textures and materials</p> <p>Exploring Colour</p> <p>Portrait Painting</p> <p>Marbling</p> <p>Collage</p> <p>Play dough Printing</p> <p>Write Dance</p> <p>Action songs and rhymes</p>

	<ul style="list-style-type: none"> Share and take turns. <p><u>My body/About me</u></p> <ul style="list-style-type: none"> Funny Bones My five senses What I like about me <p><u>My family/important people to me</u></p> <ul style="list-style-type: none"> Peace at last. Spot bakes a cake. Owl babies 		<p>friends or family. Remembers and talks about significant events in their own experiences.</p>		<p>Pencil control</p> <p>Beginning to use tools with control e.g. scissors, paintbrushes</p>	<p>To make up rhythms</p>
<p>Term 2</p> <p>Celebrations</p> <p><u>Week 1 - 8</u></p>	<p>Key texts</p> <p>Guy Fawkes, Bonfire, Week 1</p> <p>Autumn Season Book, (winter), Week 2</p> <p>Birthdays, Spot's Birthday (book), Week 3</p> <p>Our family, Our home by Rosen (book) , Week 4</p>	<p>Counting a range of movements</p> <p>Understanding number through number songs</p> <p>Counting in order to 10 and beyond</p> <p>Counting out</p> <p>Recognising numbers in the environment</p>	<p>Beginning to understand what bonfire night is.</p> <p>To observe and understand changes in the environment in Winter.</p> <p>To recognise there are different types of celebrations, one of which is birthdays. To talk about a significant event on one's life.</p> <p>Is interested in the lives of</p>	<p>To understand what kindness is.</p> <p>To continue to follow nursery rules and boundaries.</p> <p>To share resources and tolerate delay.</p> <p>To make friends.</p> <p>To develop confidence.</p>	<p>Write dance</p> <p>Pencil control</p> <p>Beginning to move in a range of ways</p> <p>Beginning to put aprons on independently</p> <p>Beginning to toilet independently</p> <p>Beginning to use tools</p>	<p><u>ED: Exploring colour:</u> Encourage children to explore colours and colour mixing to paint a bonfire picture. Children to use glitter also.</p> <p><u>ED: Exploring sensory play.</u> Ice cubes, in the</p>

	<p>The Christmas story (check twinkle and you tube for nursery friendly version), Week 5 & 6</p> <p>The Jolly Postman, Week 7</p> <p>New year, week 8</p>		<p>familiar people, about themselves and family.</p> <p>To learn about similarities and differences which connect them to, and distinguish them from others.</p> <p>Beginning to understand what Christmas is about.</p> <p>To practise Christmas songs and understand what happens during this time.</p> <p>Beginning to listen to a story with increasing attention and recall.</p>		<p>with control e.g. scissors, paintbrushes</p>	<p>black tray.</p> <p>Encourage children to talk about the changes in winter.</p> <p>ED: Making snowflakes using paper and glitter.</p> <p>ED/CLL: Making winter clothes using different materials, talk about what we wear in winter.</p> <p>ED: Make cupcakes and discuss the ingredients and sequence of events.</p> <p>ED/CLL: Designing cards, invitations.</p> <p>ED/CLL/UW: Exploring snow, different textures.</p> <p>PD/M: Wrapping presents, talk about order of size and weight.</p>
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<p>Term 3</p> <p>Traditional Tales</p> <p>Week 1- 6</p>	<p>The three little pigs</p> <p>The gingerbread man</p> <p>Goldilocks and the three bears</p>	<p>Number</p> <p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in</p>	<p>Exploring different textures and materials, developing describing vocabulary.</p> <p>Understanding what a building site looks like, noticing features of their environment.</p> <p>Talks about why things</p>	<p>To understand what kindness is.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>	<p>Write dance</p> <p>Pencil control</p> <p>Beginning to move in a range of ways</p> <p>Beginning to put aprons on independently</p>	<p>UW: Exploring different materials. For example, to build a house. Straw, sticks and bricks/blocks.</p> <p>ED: Blow painting, encourage children to blow like the wolf in</p>

		<p>play.</p> <p>Recites numbers in order to 10.</p> <p>Beginning to count out everyday objects.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Shows curiosity about numbers by offering comments or asking questions.</p> <p>Shape</p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows awareness of similarities of shapes in the environment.</p> <p>To use positional language.</p>	<p>happen and how things work.</p> <p>Learning how to operate simple equipment.</p> <p>Showing an interest in real objects such as cameras or mobile phones.</p>	<p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Can play in a group, extending and elaborating play ideas e.g. building up a role-play activity with other children.</p>	<p>Beginning to toilet independently</p> <p>Beginning to use tools with control e.g. scissors, paintbrushes</p> <p>To catch a large ball.</p> <p>To draw lines and circles using gross motor movements.</p> <p>Beginning to copy some letters from their name.</p>	<p>three little pigs.</p> <p>ED: Role play the story using masks. Teacher to read story and children to act it out.</p> <p>ED: Bake gingerbread men. Talk about the story. See if our gingerbread man will jump out after we back it.</p> <p>E.D Gingerbread puppets.</p> <p>Technology: Teach the children to correctly use the CD player independently in the reading corner.</p> <p>Making our snacks to look like bears using bread, butter, banana and blueberries.</p> <p>Exploring the texture of porridge oats using water and milk.</p> <p>ED: Porridge play dough. Children to help teacher make</p>
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		Ordering size				play dough.
Term 4 Growth Week 1 - 6	The Very Hungry Caterpillar Jack and the beanstalk The tiny seed Spring/Easter	Number Beginning to count out everyday objects. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Shows curiosity about numbers by offering comments or asking questions. Interested in number problems. Compares two groups of objects, saying when they have the same number. Shape Shows an interest in shape and space by playing with shapes or making arrangements	<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. <ul style="list-style-type: none"> - Learning about the life cycle of the butterfly. - Caring for a baby. - Learning about how plants grow and change over time. - Where is the best place for a seed to grow. 	To understand what kindness is. To continue to follow nursery rules and boundaries. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. To make friends. Confident to talk to other children when playing, and will communicate freely about own home and community. Can play in a group, extending and elaborating play ideas e.g. building up a role-play activity with other children.	Can catch a large ball. Draws lines and circles using gross motor movements. Beginning to copy some letters from their name. Observes the effects of activity on their bodies.	Growing butterflies ED: Making caterpillars using different materials. Create a caterpillar feeding game. Gather leaves and create wholes, children to thread through these as if it is a caterpillar. Create magic beans using clay. Children to decorate them with paint and glitter. E.D: Making a beanstalk using paper plates. Children to decorate these whilst talking about the story. Messy play with beans. Planting flowers/seeds Explore colour and colour mixing Making daffodils

		<p>with objects.</p> <p>Shows awareness of similarities of shapes in the environment.</p> <p>Shows interest in shapes in the environment.</p> <p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>	<p>- Understanding change over time. What is spring? What happens in spring?</p>			<p>using finger prints.</p> <p>ED: Children to create Easter baskets.</p> <p>ED: Rabbit puppets using tissue roll, paint and other materials.</p> <p>Spring walk/Easter hunt. Children to find eggs to celebrate Easter.</p> <p>Decorate eggs. Using materials.</p> <p>ED: Create a rainbow with handprints.</p>
<p>Term 5</p> <p>Space</p> <p><u>Week 1 - 6</u></p>	<p>You decide to go to the moon by Faith McNulty</p> <p>Peep inside space by Anna Milbourne</p> <p>The Darkest dark</p> <p>Aliens love underpants.</p> <p>Whatever next.</p>	<p>Number</p> <p>Beginning to count out everyday objects.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Shows curiosity about numbers by offering comments or asking</p>	<p>Recognises and describes special times or events for family or friends.</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things 	<p>Kindness programme (AJK)</p> <p>To be adaptable to change</p> <p>To begin to make friends with children they do not usually play with.</p> <p>To begin to resolve conflicts e.g. the use of the sand timer</p> <p>To identify every member of their class by their name</p> <p>To develop confidence</p>	<p>Beginning to put aprons on independently</p> <p>Beginning to toilet independently</p> <p>Write Dance; Using lines and circles using gross motor movements</p> <p>Throwing catching and kicking a ball</p> <p>Movement and control</p> <p>Beginning to observe the effects of exercise</p>	<p>Create a mobile using a hanger, children to create all planets using paper mache and balloons.</p> <p>Astronauts using their pictures.</p> <p>Making rockets using plastic bottles. Each child to have their own rocket.</p> <p>Look through binoculars to see if we can see a rocket and stars.</p>

		<p>questions.</p> <p>Interested in number problems.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Space, shape and measure</p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows awareness of similarities of shapes in the environment.</p> <p>Shows interest in shapes in the environment.</p> <p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>	<p>happen and how things work.</p> <ul style="list-style-type: none"> • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. <p>Shows an interest in real objects such as cameras or mobile phones.</p> <ul style="list-style-type: none"> - Discuss what astronauts do. - Teach children about the planets and for them to understand how many there are. - Talk about aliens. Are they real? - Teach children new vocab, space words. 	<p>to talk to children whilst they are playing.</p>	<p>on the body</p> <p>Pencil control</p> <p>Beginning to use tools with control e.g. scissors, paintbrushes</p>	<p>ED: splatter paint to create stars in the sky and shooting stars.</p> <p>Science experiment.</p> <p>Create a rocket using magnetic shapes on the white boards.</p> <p>Change home corner into a rocket.</p> <p>Space yoga.</p> <p>ED: Create Aliens using paper plates and other materials/resources.</p> <p>Slime play.</p> <p>Aliens spaceship.</p>
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<p>Term 6</p> <p>Under the sea</p> <p>Week 1 - 7</p>	<p>The rainbow fish</p> <p>Sharing a shell</p> <p>Holidays</p> <p>Summer</p>	<p>Number</p> <p>Beginning to count out everyday objects.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Shows curiosity about numbers by offering comments or asking questions.</p> <p>Interested in number problems.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Shape</p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows awareness of similarities of shapes</p>	<p>Recognises and describes special times or events for family or friends.</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. <p>Shows an interest in real objects such as cameras or mobile phones.</p> <ul style="list-style-type: none"> - Beginning to identify different types of sea creatures - Beginning to identify their 	<p>Kindness programme (AJK)</p> <p>Transitions and change</p> <p>To understand there are different emotions and others may have different feelings.</p> <p>To be adaptable to change</p> <p>To begin to make friends with children they do not usually play with.</p> <p>To begin to resolve conflicts e.g. the use of the sand timer</p> <p>To identify every member of their class by their name</p> <p>To develop confidence to talk to children whilst they are playing.</p> <p>Beginning to be independent in nursery e.g. to put an apron on, to put their jacket on, to understand when they need to go to the toilet and when they have wet themselves.</p>	<p>Runs skilfully and negotiates space successfully, adjusting speed or direction to Avoid obstacles.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Pencil control</p> <p>Copying letters from their name</p> <p>Some are beginning to form recognisable numbers.</p>	<p>Make rainbow fish using CD's, glitter and jewels.</p> <p>Provide opportunity for children to make blue play dough using ingredients provided. Children to add glitter.</p> <p>Encourage children To sing different songs from under the sea theme.</p> <p>To use available resources to make different sea creatures.</p> <p>Messy play: Provide jelly for children. Inside the jelly there will be fish.</p> <p>Making mermaids. Children's pictures.</p> <p>Children can create Sensory bottles.</p> <p>Shell printing. Talk about the texture of the shell. Can we hear the sea?</p> <p>Ice cubes in black tray. Watch how it melts. Why is this happening?</p>
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		<p>in the environment.</p> <p>Shows interest in shapes in the environment.</p> <p>Beginning to talk about the shapes of everyday objects, e.g. <i>'round'</i> and <i>'tall'</i>.</p> <p>Beginning to identify 2D shapes by name.</p>	<p>habitats</p> <ul style="list-style-type: none"> - Observing melting and freezing - To understand how technology can be used to find out more about ocean life. - To explore changes in summer. What is it? What happens? What does it look like? 			<p>Passports. Take children's picture and encourage them to stick it in.</p> <p>Teddy bears picnic. Encourage children to bring in their favourite teddy. Have a picnic in the garden.</p> <p>Make Ice lollies using juice and water and lolly sticks.</p>
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