

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: These themes may be adapted at various points to allow for children's interests to flow through the provision.	Autumn	Autumn	Winter	Spring	Summer	Summer
	- Seasonal Change - Weather - Calendar - Appropriate Clothing	- Seasonal Change - Weather - Calendar - Appropriate Clothing	- Seasonal Change - Weather - Calendar - Appropriate Clothing	- Seasonal Change - Weather - Calendar - Appropriate Clothing	- Seasonal Change - Weather - Calendar - Appropriate Clothing	- Seasonal Change - Weather - Calendar - Appropriate Clothing
	All about me	Belonging/ making friends	Growth and change (Life Cycles)	Growth and Change (Natural World)	Where I live	Recycling
	- Sense of self - Feelings and Emotions - Family - Friends - Culture - Likes/dislikes - Routines - My school - People who help us (in school)	- Sharing - Kind hands/words - Cooperations/ turn taking - Diwali - Remembrance Day - Bonfire Night - The Nativity - Christmas - Advent	- Personal growth/change - Oral hygiene - Animals - Life cycles - New Year - Chinese New Year	- Plants & flowers - Planting seeds and bulbs - Seasonal change - Healthy eating	- School - Local Area - Transport - Jobs/careers - People who help us - Other locations	- Care for the environment. - Oceans - Transitions - Conservation - Water - Recycling - Pollution
Suggested Texts	Red Rockets and Rainbow Jelly by Nick Sharret Something Beginning with Blue Dear Zoo by Rod Campbell Colin and Lee Carrot and Pea by Morag Hood Monkey and Me by Emily Gravett	Dear Santa by Rod Campbell A bit Lost or other Chris Haughton Books 10 Little Fingers by Men Fox The Nativity Story for Toddlers and Kids (DK) The Three Little Pigs	Going on a Bear Hunt by Michael Rosen You Choose by Nick Sharret Ready for Spaghetti by Michael Rosen A Best Friend for Bear by Petr Horacek Goldilocks and the Three Bears	Snap by Anna Walker Rosie's Walk by Pat Hutchins Dinosaur Roar by The Stricklands I Found a Seed by Rob Ramsden The Enormous Turnip	Hairy Maclary by Lyndsey Dodd Where's Spot by Eric Hill The Very Hungry Caterpillar by Eric Carle Each Peach, Pear, Plum by the Albergs Little Red Riding Hood	Elmer the Elephant by David Mckee Blow a Kiss Catch A Kiss by Joseph Coelho The Rainbow Fish by Michael Splash by Atinuke The Three Billy Goat Gruff
WOW Moments and Enrichment Events	Harvest Time Birthdays Favourite Songs	Bonfire Night Christmas Time / Nativity Diwali Remembrance Day Road Safety Children in Need Anti- Bullying Week Forest School	Chinese New Year Valentine's Day Internet Safety Day Forest School Allotment /Garden	Planting seeds Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Shrove Tuesday (Pancake Day) Mother's Day World Book Day Science Week Easter Egg Hunt Forest School Allotment /Garden	Food tasting – different cultures Start of Ramadan Eid Forest School Allotment /Garden	Father's Day Forest School Allotment /Garden Sports Day
British Values (Dr Tim)	Mutual respect	Tolerance	Rule of law	Individual liberty	Democracy	Recap all British Values
We will 'dip in and out of each area' each term as and when we need to at an age appropriate level.	- We are all unique. - We respect differences between different people and their beliefs in our community, in this country and all around the world. - All cultures are learned, respected, and celebrated.	- Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. - Mutual tolerance of those with different faiths and beliefs and for those without faith.	- We all know that we have rules at school that we must follow. - We know who to talk to if we do not feel safe. - We know right from wrong. - We recognise that we are accountable for our actions. - We must work together as a team when it is necessary.	- We all have the right to have our own views. - We are all respected as individuals. - We feel safe to have a go at new activities. - We understand and celebrate the fact that everyone is different.	- We all have the right to be listened to. - We respect everyone and we value their different ideas and opinions. - We have the opportunity to play with who we want to play with. - We listen with intrigue and value and respect the opinions of others.	- Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. - Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Our Values	Ready, Respectful, Safe E.g. 5Cs, DNA of NIA	Ready, Respectful, Safe E.g. 5Cs, DNA of NIA	Ready, Respectful, Safe E.g. 5Cs, DNA of NIA	Ready, Respectful, Safe E.g. 5Cs, DNA of NIA	Ready, Respectful, Safe E.g. 5Cs, DNA of NIA	Ready, Respectful, Safe E.g. 5Cs, DNA of NIA
Opportunities for Parental Involvement	- Staggered Start - Harvest - Home / School Agreement - Proud Clouds - Share a story - Focus children meetings - Wow moments	- Share a story - Christmas sing a long - Focus children meetings - Wow moments - Share a story	- Share a story - Focus children meetings - Wow moments - Secret reader	- Focus children meetings - Wow moments - Share a story - Secret reader	- Focus children meetings - Wow moments - Share a story - Secret reader	- Share a story - Focus children meetings - Wow moments - Secret reader - Trail of knowledge

Nursery Curriculum Map – Communication and Language

Listening, Attention and Understanding

Speaking

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing and echoing back what they say with **new vocabulary added**, practitioners will build children’s language effectively.

Reading frequently to children, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through **conversation, storytelling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures**.

- Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Drawing Club, focus children and weekly interventions.
- Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.
- Daily storytime

	Autumn	Spring	Summer
Listening, Attention and Understanding	• Model being a listener by listening to children and taking account of what they say in your responses to them. • Have conversations with children as part of everyday activities • Play alongside children and talk with them as part of playful encounters • Model and encourage language for thinking by using phrase such as <i>I wonder...</i>, <i>What if...</i>, <i>I have an idea</i>. • Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books. • Be aware of and actively support the needs of children learning English as an additional language from a variety of cultures and ask parents to share their favourite stories, rhymes and songs in their home languages. • Cue children, particularly those with communication difficulties, to listen by first using their name, and signal a change of conversation, e.g. <i>Now we are going to talk about...</i> • Share rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children are learning English as an additional language.	• Engage in role play and imaginary play scenarios and model listening behaviours. • Encourage children to listen to their friends and take turns in play and activities. • Children then hear a range of languages, and the value of home languages as well as English. • Introduce “rhyme time” bags containing books that are relevant to the communities of your setting. Encourage taking these home, and involve parents in rhymes and singing games. • Ask parents to record and share songs and rhymes that have meaning to them, their family and community. • Use opportunities to stop and listen carefully for environmental sounds, and talk about sounds you can hear using words such as <i>long, short, high, low</i>.	• Invite parents and members of wider communities to story-telling opportunities, so children can use their full language repertoire. • Make mistakes when telling stories/singing songs so the children correct you. • Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking. • Explain why it is important to pay attention by looking and listening when others are speaking. • Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done. • Play games which involve listening for a signal, such as Simon Says, and use <i>Ready, steady...go!</i> • Play with sand timers to help extend concentration for children who find it difficult to focus their attention on a task. • Give children opportunities both to speak and to listen, ensuring that the needs of children learning English as an additional language are met, so that they can participate fully starting with simple actions and gestures, progressing to single words and phrases, and then to using more complex sentences.
Speaking	• Wait and allow the child time to start the conversation. • Follow the child’s lead to talk about what they are interested in. • Give children thinking time. Wait for them to think about what they want to say and put their thoughts into words, without jumping in too soon to say something yourself. • In conversations and playful encounters with children, model • language a step beyond the child’s language use. • Use the child’s voicing/speech attempts to lead play and encounters. • For children learning English as an additional language, value nonverbal communications and those offered in home languages. • Without comment, observe and then mirror a child’s interesting movement or series of movements. This might lead to a nonverbal “serve and return” movement dialogue, with the child leading the “conversation”. This can be very powerful with reluctant speakers or children not yet ready to use English. • Talk with children to make links between their body language and words, e.g. <i>Your face does look cross. Has something upset you?</i> • Add words to what children say, e.g. child says <i>Brush dolly hair</i>, you say <i>Yes, Lucy is brushing dolly’s hair</i>. • Introduce new words in the context of play and activities.	• Use a lot of statements and comments and fewer questions to build natural conversation. When you do ask a question, use an open question with many possible answers. • Show interest in the words children use to communicate and • describe their experiences. • Expand on what children say by repeating it and adding a few more words, helping children use more complex sentences. • Use lively intonation and animated expression when speaking with children and reading texts. • Talk to the child about family life, stories from home. Involve • families in this. • Encourage children to experiment with words and sounds, e.g. • in nonsense rhymes.	• Support children’s growing ability to express a wide range of feelings orally, and talk about their own experiences. • Introduce and repeat new words in a range of contexts and encourage children to use them in their own talk • Show children how to use language for negotiating, by saying <i>May I...?</i>, <i>Would it be all right...?</i>, <i>I think that...</i> and <i>Will you...? Because ...</i> in your interactions with them. • Model language appropriate for different audiences, for example, a visitor. • Encourage children to predict possible endings to stories and events. • Encourage conversation with others and demonstrate appropriate conventions: turn-taking, waiting until someone else has finished, • listening to others and using expressions such as <i>please, thank you</i> and <i>can I...?</i>. At the same time, respond sensitively to social conventions used at home. • Encourage children to develop narratives in their play, using words such as: <i>now, next, after, all, most, some</i>. • Encourage opportunities for conversations between small groups of children. Support these moments and act as a facilitator when appropriate.
Understanding	• Be attentive and respond to children’s talk in an appropriate and positive way. • Use talk to describe what children are doing by providing a running commentary, e.g. <i>Oh, I can see what you are doing. You have to put the milk in the cup first</i>. • Provide opportunities for children to talk with other children and adults about what they see, hear, think and feel. • Talk slowly enough for the child to understand. • Provide words by labelling objects, actions and abstract things like feelings. • Stay with the child while they play, play alongside the child and show attentive companionship as you share conversations. • Be aware that some children may watch another child in order to know what to do, rather than understanding what you’ve said themselves.	• Prompt children’s thinking and discussion through involvement in their play. • When you need to give children directions be clear and help them to deal with those involving more than one action, e.g. <i>Time to come and wash your hands and then we’ll set the table for lunch</i>. • When introducing a new activity, use mime and gesture to support language development. • Showing and talking about a photograph of an activity such as hand washing can help to reinforce understanding. • Expand answers to questions by using, <i>what, where and why</i>. • Model how to use language for questioning by saying, <i>what, where and why</i>.	• Make playful “silly mistakes” deliberately to prompt reaction and allow children to explore being the “expert”. • Model showing an interest in what other children are doing and how to interact and join in • Talk to children about what they have been doing and help them to reflect upon and explain events, e.g. <i>You told me this model was going to be a tractor. What’s this lever for?</i> • Embed sustained shared thinking approaches to extend language and conversational moments to help increase the child’s awareness and understanding of speech.

		Nursery Curriculum Map – Personal, Social and Emotional Development							
Self-Regulation			Managing Self			Building Relationships			
Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .									
	Autumn			Spring			Summer		
Self-Regulation	• Create regular opportunities to be in very small groups or 1:1 times with an adult. • Reduce frustration and conflict by keeping routines flexible so that young children can pursue their interests. • Show empathy and stay close by to offer support and reassurance as the child calms after an emotional collapse. • Use real life experiences to help children to understand a wide range of emotions in others and themselves by talking about different emotions as they occur during play. • Model empathy and talk about others’ feelings. For example, <i>Amaya is feeling sad today because she is missing her mummy</i>. • Understand that young children communicate their feelings through their behaviours and respond by showing empathy for their underlying feelings • Demonstrate clear and consistent boundaries without being rigid and unreasonable • Take children seriously and understand their motivations and underlying reasons for their actions. • Show you are supportive by empathising when children’s attempts at assertion and negotiation go wrong and helping them to find more effective ways. • Introduce reasonable and flexible rules with flexibly and fairness. • Support young children’s rights to be kept safe by others by helping them to assert themselves positively and by respecting their bodily integrity.			• Create a listening culture and atmosphere which is calm and caring, where young children feel able to express their emotions. • Model caring responses and comforting or helping behaviours in your interactions with all children. • Name and talk about a wide range of feelings and make it clear that all feelings are understandable and acceptable. Put children’s feelings into words for them: <i>It looks like you’re cross about that</i>. • Using role play opportunities, social stories and providing feedback can help a child to recognise their feelings of empathy. • Discuss rules and fairness with young children and show positive appreciation of young children’s pro-social behaviours of kindness and helpfulness.			• Model how you manage your own feelings, e.g. <i>I’m feeling a bit angry and I need to calm down, so I’m going to...</i> • Help children to recognise when their actions hurt others. Do not expect children to say <i>sorry</i> before they have a real understanding of what this means. Instead help them to suggest solutions to a conflict when they are emotionally ready. • Be emotionally available to young children when they need to “emotionally refuel” to help them to cope with difficult situations, conflict and difficult emotions. • Ask children for their ideas on what might make people feel better when they are sad or cross.		
Managing Self	• Use play and stories to positively support toddlers’ understanding of their physical selves and social identities. • Share children’s pleasure when they do something for themselves and celebrate by sharing with others such as parents, other children or practitioners. • Recognise a child’s growing sense of agency and respect their attempts to gain independence by giving time for doing things for themselves in routines. • Making choices is important for all children. Consider, with parents/carers and other professionals, ways in which you provide for children to make choices. • Provide toddlers with opportunities to practise making choices and decisions such as when serving themselves from dishes on the lunch table. • Support children’s autonomy by involving them in the daily organisation of the home or group by setting the table, for example. • Be close by and available to provide encouragement and support when a child needs it but show trust in their capabilities. • Be sensitive to differences in attitudes and expectations amongst families and maintain a two-way communication about their values and approach. • Recognise each child’s social and cultural context by talking about the places children go to, celebrations they enjoy and the people they love. • Value difference through showing genuine interest in and valuing all children’s contributions through listening carefully and providing opportunities for children to be fully themselves. • Offer extra support to children in new situations or when they are feeling anxious or insecure. • Talk to children about choices they make and help them understand that this may mean that they cannot do something else. • Show trust in young children’s abilities by showing them how to use and care for materials, letting them try and noticing when they need help; offering but not taking over. • Intervene when children need help and validation of feelings in difficult situations, such as prejudice or unkindness.			• Offer extra support to children in new situations where they may not understand the expectations or have confidence in their abilities. • Be aware of and alert to possible dangers, while recognising the importance of encouraging young children’s sense of exploration and risk-taking. • Engage with children in exploring and talking about what they are doing, valuing their ideas and ways of doing things. • Offer help with activities when asked but not before and see struggle and mistakes as important parts of learning.			• Celebrate each child’s uniqueness by openly talking with them about their individual characteristics and their similarities and differences with others in a positive way. • Use books, stories and Persona Dolls to engage children in thinking about difference, unfairness, prejudice and discrimination. • Notice and appreciate young children’s efforts not just their achievements, encouraging their inner motivation rather than working just for your approval or a sticker. • Involve children them in making decisions about daily events.		
Relationships	• Enable children to explore by being a secure base for them; sitting close by and at their level to show that you are physically and emotionally available. • Support children who are new to a group by working closely with parents/carers to gradually settle them in over time, and allowing the child to stay close to you as much as they need. • Give your full attention when young children look to you for a response. • Be on hand to support social interactions between children. • Model gentleness and kindness in your interactions with children and each other. • Help children to understand each other’s thoughts and needs by suggesting useful phrases, commenting on what might be going on in their minds and modelling respectful and considerate responses during play. • Cultivate a sense of belonging by involving all children in welcoming and caring for one another and in the shared organisational tasks of the group. • Shy children or some with social and emotional difficulties may be anxious when interacting with peers. One-to-one or smaller group encounters in a familiar, cosy space can help a child to build confidence.			• Use mealtimes as ideal occasions for children to practice social skills by sitting together in small groups with their key person. • Play name games to welcome children to the setting and help them get to know each other and the staff • Continue to provide children with a secure base for them to return to and to explore from by being available if needed. • Offer a warm and consistent presence, spending time playing and being with children in 1:1 and small groups as well as in the whole group. • Model how to join in and play alongside other children.			• Model key skills of empathy, negotiation, compromise and positive assertion when playing with children and in your everyday interactions. • Provide positive feedback during play, noticing and acknowledging children’s thoughtfulness towards each other. • Support young children’s efforts to join in with others’ play and inviting others into their play. • Use different resources such as social stories and Persona Dolls to help children to develop strategies for building and maintaining relationships. • Offer calm and considered support for children as they experience conflict with their peers. Use a problem-solving approach; You are fighting because you both want the blue bike, what can we do about this? • Pause before intervening in children’s arguments to allow children time resolve issues if they can. • Recognise and respect children’s particular friendships. • Notice and celebrate young children’s valuable contributions to their relationships with others, e.g. to younger children, new children or new practitioners.		
Links PSHE Jigsaw and extra activities	Being me in my world: Who am I and how do I do it? Support children to see themselves as a valuable individual. Class Rule Rules and Routine Introduce of Zones of Regulations Supporting children to build relationships.	Celebrating differences: Respect for similarity and difference. Anti-bullying and being unique Support children to identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel scenarios. Anti-Bullying Week ODD socks day Black History Month	Dreams and Goals: Aspirations, how to achieve goals and understanding the emotions that go with this Encourage children to show resilience and perseverance in the face of challenge. Give children strategies for staying calm in the face of frustration.	Healthy Me: Being safe and keeping healthy Personal Hygiene Exercise Sleep Dental Hygiene .	Relationships: Building positive, healthy relationships What makes a good friend? Random acts of Kindness Looking after pets Looking after others Looking After our Planet Explain why we take turns, wait politely, tidy up after ourselves, help others	Changing me: Coping with change Look how far I've come! Model positive behavior and highlight exemplary behavior of children in class, narrating what was kind and considerate about the behavior. Transition to Year One Taking part in Sports Day Winning and loosing			

	Nursery Curriculum Map - Physical Development		
Physical Development.			
Fine Motor Skills		Gross Motor Skills	
Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.			
	Autumn	Spring	Summer
Fine Motor Skills	• Play simple interactive finger games frequently so that the child can begin to anticipate hand movements. • Treat mealtimes as an opportunity to help children to use fingers, spoon and cup to feed themselves. • Talk with children about the importance of handwashing and infection control. • Do up zips on coats etc. From behind and over child’s shoulder so they can view the process from their perspective. • Model the use of a range of tools, including paint brushes, loop-scissors, hairbrushes, toothbrushes, scarfs and ribbons.	• Encourage children in their efforts, such as to pour a drink from an appropriately sized jug and to manipulate objects in their play: <i>Can you put the dolly’s arm in the coat?</i> • Provide an easily accessible range of tools, loose parts and • construction equipment to encourage children’s emerging manipulative skills. • Explain why safety is an important factor in handling tools, equipment and materials, and have sensible rules for everybody to follow. • Teach children the skills they need to use equipment safely, e.g. cutting with scissors or using tools. Be aware of children who may not have had these experiences at home and talk with parents/carers about increasing opportunities at home. • Model the use of a range of tools, including spring-loaded scissors. • Involve young children in preparing food.	• Introduce and encourage children to use the vocabulary of manipulation, e.g. <i>squeeze and prod</i>. • Value and support children’s own judgements of risk, encouraging them to think about what to be aware of and how they can stay safe. • Model the use of a range of tools, including regular scissors.
Gross Motor Skills	• Agree acceptable levels of risk and challenge to enable children to explore and acquire new skills and abilities. • Help children to select clothing for going outside and make sure there is ample time for changing for going out and coming back inside, so that this becomes a pleasurable part of the overall experience. • Explain benefits of outdoor learning to parents/carers so that children come dressed appropriately for different weathers and seasons. • Support parents’ routines with young children’s self-care including toileting by having flexible routines and by encouraging children’s efforts at independence. • Develop a shared team culture of managing risk positively so as to enable toddlers to explore and stretch their abilities. • Involve children in the routines for taking care of their environment both indoors and outdoors, such as washing windows and sweeping leaves. • Play active games with toddlers that involve big movements through space, such as spinning, swooping and swinging. • Give as much opportunity as possible for children to move freely between indoors and outdoors. • Talk to children about their movements and help them to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe. • Encourage body tension activities such as stretching, reaching, curling, twisting and turning. • Arrange opportunities for children to practise walking, climbing and jumping on a range of different surfaces. • Motivate children to be active through action songs and singing. • Talk about why children should take care when moving freely. • Notice children who frequently bump into obstacles or fall over and talk with parents/carers about how they move at home. • Be responsive to and encourage each child’s drive to become • independent in self-care situations.	• Provide a range of wheeled toys to encourage children’s balance such as toys to pedal, scooters, toys to sit astride. • Provide safe spaces where children can explore, challenge • themselves and solve problems like how to balance on beams or climb ladders. • Motivate children to be active through <i>group games</i>, action songs and singing. • Talk with children about the need to match their actions to the space they are in.	• Encourage children to move with controlled effort, and model use of vocabulary in context such as <i>strong, firm, gentle, heavy, stretch, reach, tense and floppy</i>. • Use music of different tempo, styles and cultures to create moods and talk about how people move when they are sad, happy or cross• • • Encourage children to use the vocabulary of movement, e.g. <i>gallop, slither</i>; of instruction e.g. <i>follow, lead</i> and <i>copy</i> by modelling and using the vocabulary in context. • Pose challenging questions such as <i>Can you get all the way round the climbing frame without your knees touching it?</i> • Show children how to collaborate in throwing, rolling, fetching and receiving games, encouraging children to play with one another once their skills are sufficient. • Encourage children to notice the changes in their bodies after exercise, such as their heart beating faster

	Nursery Curriculum - Literacy		
	Comprehension	Word Reading	Writing
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).			

	Autumn	Spring	Summer
Reading	• Use different voices to tell stories and encourage young children to join in wherever possible. • Read stories that children already know, pausing at intervals to encourage them to “read” the next word. • Encourage children to identify the sounds they hear in the environment and to explore making rhythms with musical instruments and upcycled resources. • Model handling books with care.	• Tune into words from stories that individual children particularly enjoy, e.g. children’s favourite words and words that are emotionally important to them. Revisit these words in meaningful interactions. • Encourage children to notice signs and symbols in everyday life, such as familiar logos and icons for apps. • Focus on meaningful print (such as a child’s name) in order to discuss similarities and differences between symbols. • Remember not all languages have written forms and not all families speak English at home or are literate in their home language. • Include home language and bilingual story sessions by involving qualified bilingual adults, as well as enlisting the help of parents. • Model turning pages one at a time, starting at the front and holding the correct way up.	• Focus on meaningful print (such as a child’s name, words on a cereal packet or a book title, icons on a weather app) in order to discuss similarities and differences between symbols. • Help children to understand what a word is by using names and labels and by pointing out words in the environment and in print and digital books.
Comprehension	• Encourage and support children’s responses to picture books and stories you read with them. • Encourage children to use and extend the stories they hear in their play, using props and dressing up clothes as they relive and reinvent stories.	• Discuss with children the characters and events in books being read to them. • Read dual language books (English and another language) with all children, to raise awareness of different scripts. Try to match dual language books to languages spoken by families in the setting.	• Encourage children to predict outcomes, to think of alternative endings and to compare story plots and the feelings of characters with their own experiences.
Writing	• Encourage simple mark-making movements including lines, curves and circular movements on a large scale. • Tell children about the marks you are making and encourage them to talk to you about theirs. • Value these early mark making activities by sharing them with others including parents and carers. • Write down (scribe) children’s words, and read them back to children. • Listen and support what children tell you about their drawings and early writing.	• Encourage different mark-making movements – big, small, hard, soft, quick and slow, and different shapes, circles, lines and dots. • Write down (scribe) the words that children use and display these words, for example, with photos or their drawings. • Co-create stories orally with individual children and in small groups. Scribe the stories and display them for children to look at independently or with a parent or friend. • Make paper and digital books with children of activities they have been doing, using photographs of them as illustrations.	• Encourage children to make recordings of their own stories (e.g. on a digital tablet) and create opportunities for children to perform their stories to each other. • Notice and encourage children’s drawing, painting and early writing and the meanings that they give to them, such as when a child covers a whole piece of paper and says, “<i>I’m writing</i>”. • Celebrate and value children’s early attempts at graphic representation – focusing on the meaning and content rather than letter formation. • Model and include children in using signs and writing to expand playful experiences such as making signs for a shop or car wash, instructions for a ball game, a list of names for a taking turns. • Support children in recognising and writing their own names.

Nursery Curriculum Map - Mathematics

Number	Numerical Patterns
Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.	

		Autumn 1	Spring 1	Summer 1
Key Knowledge and Skills	Counting	• Include the number sequence in everyday contexts and songs so children experience the order of the numbers (ordinality) • Encourage children to explore the collections they make, comparing amounts and counting some of the items, emphasising the last number, e.g. 1,2,3. There are 3 leaves. • Use opportunities to model and encourage counting on fingers. • When singing number rhymes with props, draw attention to contrasting differences and changes in numbers, checking together How many now? • Point out the number of things whenever possible, e.g. rather than just chairs, say four chairs. • Encourage children to use marks to represent their mathematical ideas in role play. • Help children to give or get two or three items, e.g. during snack time help children to take two pieces of fruit. • Encourage children to perceptually subitise amounts (1 or 2) by asking how many? • Recognise 1 or 2 as amounts on a 5 frame	• Capitalise on children’s fascination with counting by joining in when they count in games. • Enjoy counting forwards (sometimes to much higher numbers). Use different voices, e.g. high or growly. • Use opportunities within daily routines to support children’s developing sense of number. • Model and encourage counting and representing numbers within role play, e.g. making a telephone call using a list of numbers. • Value children’s own mathematical representations within their pretend play. • When counting objects with children emphasise the cardinal principle: 1, 2, 3, there are three cups. • Encourage children to use their fingers to show an amount e.g. when asking another child to share resources, to show on their fingers how many they need. • Emphasise the one more, one less pattern in rhymes and traditional tales, asking children to predict the next number. • Encourage children to perceptually subitise amounts (1,2 or 3) by asking how many? • Recognise 1, 2 or 3 as amounts on a 5 frame	• Invite children to count out a number of things from a larger group, e.g. Can you get five crackers? • Encourage children to share items between two people or toys. • Enjoy counting forwards and back (sometimes to much higher numbers). Use different voices, e.g. high or growly. • When counting with children, playfully make deliberate mistakes for fun, expecting children to correct them. • Model writing numerals, e.g. on badges, birthday cards and banners. • Model wondering and talking about how you might solve a number problem. • Value and support children to use their own graphics when problem solving. • Model comparing and recognising changes in the number of things, e.g. more, lots, same • Encourage children to conceptually subitise amounts (5) by asking how many? • Model recognising 4 and 5 as amounts on a 5 frame • Recognise how many are needed to fill a partially complete 5 frame.
	Pattern	• Highlight different times of the day and talk about what comes next within the pattern of the day. • Leave a space for children to do the next action or word in familiar songs and stories with repeating elements. • Comment on what is <i>the same</i> and what is <i>over and over again</i> in patterns found in the environment. • Draw children’s attention to the patterns in their routines by asking what comes next.	• Talk with children about the patterns you notice around you. • Comment on and help children to recognise the patterns they make in their mark making, loose parts and construction. • Demonstrate AB repeating patterns using actions e.g. over/under/over/under.	• Whilst playing alongside children, model simple repeating patterns of two or three items and encourage children to create and continue patterns. • Demonstrate arranging objects in spatial patterns when building, collaging or playing with loose parts. • Draw children’s attention to patterns around them including from a range of cultures. • When making patterns, help children to solve problems and notice errors.
	Spatial Awareness	• Model thinking during tidy up routines to promote logic and reasoning about where things fit in or are kept. • Take everyday opportunities to use words for position and direction accompanied by gesture (e.g. <i>in, on, inside, under, over</i>) using equivalent terms for these in home languages through liaison with families where possible. • Enjoy games involving jumping, running and hiding and make very simple obstacle courses, e.g. <i>going up</i> and <i>down</i>. • Model your thinking when arranging things, using some position words. • Help children to create simple roads and rail tracks and talk about position. • Value children’s explorations of spaces and viewpoints and their interest in how things look different.	• Encourage children to predict what they will see next on a familiar route. • When children are exploring, use the language of position and direction in context (<i>in, on, inside, under, over</i>, progressing to <i>between, beside, next to through, along</i>) • In block play, sensitively support and challenge experienced builders to make bridges and enclosures. • Encourage children to persevere with jigsaws, perhaps demonstrating “hovering” jigsaw pieces to check if they will fit.	• When children are exploring, use the language of position and direction in context (<i>in, on, inside, under, over</i>, progressing to <i>between, beside, next to through, along</i>, including relative terms which depend on where you are, e.g. <i>behind, in front of, forwards, backwards</i>) using equivalent terms for these in home languages through liaison with families where possible. • Support children in their problem solving when they are creating rail tracks and road layouts. • On walks, in pictures or while playing, point out how things or people that are far away look smaller.
	Shape	• Model thinking about the properties of shapes when selecting them • to fit into spaces, e.g. <i>Oh look, we need a round one.</i> • When playing alongside children who are building, provide commentary about the shapes you are using. • Chat about the shape of the pieces and the holes when fitting pieces into inset puzzles. • Model comparing two objects to see if they have the same shape in purposeful contexts. • Suggest choosing a particular shaped item for a purpose. • Model your thinking when building.	• Help children to choose shapes for a purpose, e.g. a triangular block for a roof and the wedge-shaped block for a ramp. • As children experience shapes, use informal language (e.g. <i>slanty, pointy, twisty, wiggly, bumpy</i>), common shape names (e.g. <i>cylinder, cone, circle, square</i>) and “nearly” shapes (e.g. <i>This is almost a square but it’s got curvy corners</i>). Find out and use equivalent terms for shapes in home languages.	• Offer an appropriate or inappropriate shape for what you think the child’s purpose might be to investigate their thinking. • Discuss how shapes can be partitioned in everyday contexts, e.g. cutting food in different ways. • Value children’s constructions and solutions to problems they have set themselves and talk about how the shapes have combined to make new shapes.
	Measures	• Use everyday opportunities to describe everyday items and contexts using informal language of size (<i>giant, teeny, big, little, huge, small</i>), length (<i>long, tall, short</i>), weight (<i>heavy, light</i>) and capacity (<i>full, empty</i>). • Look out for opportunities to compare things purposefully such as finding out whether a teddy will fit in a bed. • When children talk about their experiences at home and in the setting, use some language of time (<i>before, later, soon, next, after, morning, afternoon, evening, night-time</i>). • In everyday activities, make a commentary about the sequence of events. • When sharing stories and books, draw attention to routines and time sequences within them.	• Look out for meaningful opportunities for children to compare by length, weight, capacity, and time. • During play, model comparing lengths and distances. • Encourage children to participate in seesaw and balance scale play. • Observe children’s problem-solving when ordering things by size, e.g. stacking cups, sensitively supporting by offering one if they are really struggling.	• Look out for meaningful opportunities for children to compare by length, weight, capacity and time using comparative language (<i>longer/shorter, heavier/lighter, holds more/holds less, longer time/shorter time</i>). • Encourage children to respond to and use words such as <i>before, after, soon</i> or <i>later</i> when talking about routines, recent events and events in a story or rhyme.

Nursery Curriculum Map – Expressive Arts and Design

Being Imaginative and Expressive	Creating with Materials
The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Expressive Arts and Design <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>	

	Autumn	Spring	Summer
Being Imaginative and Creative	• Show genuine interest and be willing to play along with a young child who is beginning to pretend. • Model or join in pretend play, such as pretending to drink from an empty cup. • Observe and sometimes take part in children’s make-believe play in order to gain an understanding of their interests • Observe and reflect on the children’s own explorations and creations. • Ensure children have opportunities to sing and explore making sounds with instruments. • Model how to use instruments carefully and gently.	• Ensure children have opportunities to experience the world outside the setting, e.g. through walks, visits, visitors, links with children’s homes • Support children’s development of imaginary worlds by encouraging new experiences, inventiveness, empathy and new possibilities. • Share a diverse range of text, image-based and oral stories to stimulate imaginative responses. • Model how to make sound and movement to add to make believe play.	• Co-create stories with children based on their ideas, experiences and the people and places they know well or imaginary ones. • Support children to gain confidence in their own way of representing and sharing ideas. • Be aware of the link between children’s imaginative play and how they develop a narrative structure. • Recognise and promote children’s agency in expressing their unique and subjective viewpoint through the arts. • Support children in communicating through their bodies by responding to, and sometimes joining in with their expressive movement linked to their imaginative ideas. • Introduce descriptive language to support children within the context of their own imaginative experiences. • Celebrate children’s imaginative ideas and creations by sharing them, e.g. impromptu performances, learning journeys with families, display documentation, digital portfolios. Model how to create sound by rubbing, shaking, tapping, striking or blowing.
Creating with Materials	• Listen to and enjoy with children a variety of sounds, and music from diverse cultures. • Understand that young children’s creative and expressive processes are part of their development of thinking and communicating as well as being important in their own right. • Become familiar with the properties and characteristics of materials and tools. • Observe, analyse and document the processes involved in a child’s creative and expressive processes, to support greater understanding, inform planning and share with families, carers, and other professionals. • Help children to listen to music and watch dance when opportunities arise, encouraging them to focus on how sound and movement develop from feelings and ideas.	• Sensitively introduce children to language to describe sounds and rhythm, e.g. loud and soft, fast and slow. • Listen to and enjoy with children a variety of sounds, and music from diverse cultures. • Help children to listen to music and watch dance when opportunities arise, encouraging them to focus on how sound and movement develop from feelings and ideas. • Recognise that children can become fascinated by a pattern of actions or interactions with tools and materials, gaining confidence over extended periods of time. • Encourage and support the inventive ways in which children use space, combine and transform both 3D and 2D materials. • Be sensitive in how you support a child who is using line, colour, tone and form. It is not necessary for them to have the verbal language to explain, for example, drawing. The drawing itself is one of their multi-modal languages	• When children have a strong intention in mind, support them in thinking about what they want to create, the processes that may be involved and the materials and resources they might need. • Encourage children to notice changes in properties of media as they are transformed, e.g. through becoming wet, dry, flaky or fixed. Talk about what is happening, helping them to think about cause and effect. • Encourage children to notice changes in movement and sound, e.g. louder, quieter, smaller, bigger. Talk about what is happening, helping them to think about cause and effect. • Introduce new skills and techniques based on your observations and knowledge of children’s interests and skills.

People, Culture and Communities		Past and Present		The Natural World		Technology		
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.								
	Autumn		Spring		Summer			
People, Culture and Communities / RE	• Help children to learn each other’s names, e.g. through songs and rhymes, and use them when addressing children. • Be positive about differences between people and support children’s acceptance of difference. Be aware that negative attitudes towards difference are learned from examples the children witness. • Ensure that each child is recognised as a valuable contributor to the group. • Celebrate and value cultural, religious and community events and experiences		• Talk to children about their friends, their families and why they are important. • Investigate		• Encourage children to talk about their own home and community life, and to find out about other children’s experiences. Be aware that some children’s home lives may be complicated or disrupted, and talking about them may be difficult. • Ensure that children learning English as an additional language have opportunities to express themselves in their home language some of the time. • Encourage children to develop positive relationships with community members who visit the setting, such as fire fighters, refuse collectors, delivery personnel, care home resident, artists.			
	Autumn 1		Autumn 2		Spring 1		Spring 2	
Festivals and celebrations	- Harvest		- Diwali - Christmas		- Shrove Tuesday - St David’s Day Chinese New Year		- Holi - Easter - Start of Ramadan St Georges Day	
	- Eid							
Past and Present / History	• Encourage children to talk about cultural, religious and community events that they have participated in. • Help children to understand the passing of time and that immediate wants and wishes may not be fulfilled immediately.		• Be sensitive to the possibility of children who may have lost special people or pets, either through death, separation, displacement or fostering / adoption. • Talk with the children about their own life story and events that have happened to them. • Model using language to express the passing of time, e.g., “When I was a baby I could... now I can...”		• Share stories about people from the past who have an influence on the present. • Model using and encourage children to use future and past tense e.g. “I am going to...” / “I went to...”			

The Natural World / Geography and Science	• Talk with children about their responses to sights, sounds and smells in the environment indoors, in playgrounds, with nature in gardens and parks and discover what they like about playing outdoors. • Encourage young children to explore puddles, trees and surfaces such as grass, concrete or pebbles. • Introduce principles of recycling, planting and care for our resources.	• Tell stories about places and journeys • Show children various life cycles of animals and plants. • Model how to observe and talk about animals and plants using appropriate vocabulary. • Model how to research information about animals and plants using technology and books. • Demonstrate care and concern for living things. • Teach children about the basic needs of animals for survival, e.g. food, shelter, water.	• Use parents' knowledge to extend children's experiences of the world • Support children with sensory impairment by providing supplementary experience and information to enhance their learning about the world around them. • Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park. • Use conversation with children to extend their vocabulary to help them talk about their observations and to ask questions. • Ensure adults know and use the widest vocabulary that they can, e.g. using the correct name for a plant or geographical feature. • Demonstrate care and concern for the environment.
Technology	• Comment on the ways in which young children investigate how to push, pull, lift or press parts of toys and domestic equipment. • Talk about the effect of children's actions, as they investigate what things can do	• Support children in exploring the control technology of toys, e.g. toy electronic keyboard. • Talk about digital and other electric equipment, what it does, what they can do with it and how to use it safely. • Talk to children about "low technologies" such as washing and drying, transporting water and using water to make things "work"	• Support and extend the skills children develop as they become familiar with simple equipment, such as twisting or turning a knob. • Draw young children's attention to pieces of digital apparatus they see or that they use with adult supervision. • Talk to children about their uses of technologies at home and in other environments to begin to understand what they already know about and can do with different technologies. • Ask open-ended questions and have conversations about children's interest in technological toys to enable children to learn about different technologies. • Support children to be curious in grappling with cause and effect, e.g. learning that pulling a string may make a puppet arm lift.