

**Our Lady and St Anne's
Curriculum Map
Nursery**



| | Autumn | | Spring | | Summer | |
|---|---|--|--|--|---|---|
| Personal, Social and Emotional Development | To develop independence, Turn taking, Circle time (sharing, being kind), Identifying feelings, Develop self-regulation, Sharing, Be interested in others play and beginning to join in, Introducing Zones of Regulation | Making relationships, Try new things, Being kind, Turn taking, Sharing, Sharing experiences, To express needs, Being aware of danger | Being kind, Sharing, Celebrating different cultures, Likes and dislikes, Playing in a group, Taking responsibility for self and others, Staying safe | Playing in a group and communicate others, Sharing, Appreciating friends, Aware of own feelings, Demonstrate friendly behaviour, | Being helpful, Playing and working co-operatively, Self-regulation of behaviour, Share our own experiences, Discuss behaviour | Respecting and caring for living things, Develop self-regulation and resolve conflicts, Learn to negotiate and Compromise |
| Physical Development | Becoming independent, Using a knife and fork, Using play dough, Fine motor skills threading etc, Hygiene - hand washing, Putting on own coat, Using scissors, Pencil hold | Using playdough, Threading, Putting on own coat, Using scissors, Hand washing, Pencil control, Dough Disco, Squiggle While you Wiggle | Using tweezers and chopsticks, Threading, and weaving, Pencil control, Moving with confidence, Using equipment safely, Dough Disco, Squiggle While you Wiggle, Building houses, Stirring/ pouring/ mixing porridge | Seed sorting and planting, Pencil control, Use of scissors, Moving with confidence using outdoor equipment, Throwing and catching, Dough Disco, Squiggle While you Wiggle | Pencil control, Picking up small seeds, Use of scissors, Moving with confidence, Throwing and catching, Dough Disco, Squiggle While you Wiggle | Running, Moving in different ways, Pencil control, Using scissors skilfully, Putting on own coat and fastening it, Dough Disco, Squiggle While you Wiggle |
| Communication and Language | Speak in small groups, Follow simple instructions, Communicate feelings and thoughts, Talk about home and family, To interact with others, To ask questions, Use language to imagine, To develop listening skills | Talk about autumn changes, Talk about weather, Introduce new vocabulary related to topic, To develop listening skills, Talk about how we celebrate | Speak in larger groups, Interact with others in role play, Sequence stories, Use language to imagine, To develop listening skills through following instructions for recipes | Talk about the season of spring, Sequence/recall stories, Listening to stories in large group, Join in with repeated catchphrases, Small world imaginative play around farms, Share experiences of farm visits or farm animals | Reflect on own experiences of gardens and gardening, Sequence stories, How and why questions linked to story, Talk about how feelings, Join in with repeated catchphrases | Small world imaginative play, Join in with repeated refrain, Role play around days out and the seaside based on first hand experiences, Asking questions |

| RE | Myself | Welcome | Birthdays | Celebrating | Gathering | Growing |
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| Literacy | <p>Recognise own name, Name games, To enjoy stories, Mark making with pencils and paint brushes, Give meaning to paintings and drawings, To enjoy nursery rhymes, To identify environmental sounds- sound walk</p> <p><u>Phase 1 Phonics:</u> Environmental sounds, Instrumental sounds</p> | <p>Re-tell Christmas story, Making Christmas cards, Recognise letters in my own name</p> <p><u>Phase 1 Phonics:</u> Environmental sounds, Body percussion,</p> | <p>Recognise and learning to write own name, Mark making in mud with twigs, Join in with repeated refrains, Talk about the characters in stories</p> <p><u>Phase 1 Phonics:</u> Body percussion, Rhythm and rhyme</p> | <p>Recognise and attempt to write own name, Mark making taking orders and writing menus, Talk about the characters in a story, Recognise signs and environmental print</p> <p><u>Phase 1 Phonics:</u> Rhythm and rhyme, Alliteration</p> | <p>Recognise and attempt to write own name, Bean diaries, Mark making writing recipes, Making seed labels</p> <p><u>Phase 1 Phonics:</u> Rhythm and rhyme, Alliteration</p> | <p>Writing name Mark making, Making maps, Describing characters, Making own story books, Talking table around our own days out.</p> <p><u>Phase 1 Phonics:</u> For the children who are ready, introduce Phase 2 with one letter and its sound each week</p> |
| Maths | <p>Number songs and rhymes, Say and use number names in sequence, Colours, To recognise basic 2D shapes, Matching and sorting by colour, shape and size</p> | <p>Number songs and rhyme, Say and use number names in order, Sorting leaves, autumn objects, Subitising 1 and 2, Using 5 frames, Pattern, extend colour and environmental patterns</p> | <p>Number songs and rhymes, Subitising 3 Dice patterns and different patterns, 2D shapes identifying by counting the number of sides, Use terms larger and smaller in practical play situations, Composition of 3, 4 and 5</p> | <p>Number rhymes and songs, Number to 6, composition, Height and length - tall, long, short, Mass relating to traditional tales, Capacity, full/empty/comparing Containers, Counting eggs into boxes, Numbers in the environment</p> | <p>Number rhymes and songs, Sequencing, routines, stories, Positional language on, under, in, out, front, behind, More than/fewer than comparing quantities, Recognising 2D shapes and their properties, Recognising 3D shapes and their properties, Sorting and counting seeds, Sorting mini beasts, Count fruit in the Hungry Caterpillar story, Days of the week, Explore symmetry</p> | <p>Number rhymes and songs, Review composition of numbers 3, 4 and 5, Number lines, exploring what comes before and what comes after, Sequencing numerals and counting forwards and backwards, Numbers to 5, counting up to 5 objects in a set and identifying different representations of Number</p> |

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| Understanding the World | Play with small world models and figures, Celebrating birthdays, Identify similarities and differences between different places | Signs of autumn, Weather, | Chinese New Year, Respect and celebrate differences between their own and other peoples' experiences, culture and traditions, Making gingerbread men, Making porridge, Making pancakes, | Features of farms, Share experiences of farms and farm animals, Growing seeds, Planting vegetables, How we celebrate Easter, Easter nests (melting), Ask questions about the world around us, Respect and celebrate differences between their own and other peoples' experiences, culture and traditions | Planting seeds, Explore seeds inside fruit and veg, Growing seeds, Plant beans, Plant sunflowers, Make comments and ask questions, | Respect and understand taking care of living things, Taking care of the world rubbish and recycling, Show an interest in different occupations, Talk about observations, Use geographical vocabulary to name and describe features of places, |
| Expressive Arts & Design | Mark making, Drawing ourselves, Using sticks to paint, Using blocks and construction, Printing using hands, Painting using sticks, Using scissors, Using musical instruments | Leaf prints and rubbings, Conker rolling in paint, Exploring colour and colour mixing, Using straws and paint to create firework paintings, Christmas decorations | Junk model houses, Re-enacting stories, Character masks, Make character puppets, Painting | Spring blossom, Spring flowers, Decorating Easter eggs, Textures, Topic songs | Create art with flowers and plants, Parts of a plant, Life cycle of the butterfly, Symmetrical patterns | Stained glass window art, Sand art, Pebble and shell pictures, Water colour painting, Map making, Dance, Topic songs |

For more detailed plans including topic breakdowns, please see individual subject road maps on school website.