Lynch Hill Primary Academy
Curriculum Map for Nursery

This is subject to change depending on children's needs and interests.

Areas of Learning	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Themes and Topics	**All about me!** What makes us special? • All about me - Me, Myself and I • All about me -My Family • All about me - Where I Live • Helping my Friends	**Into the woods!** What might I find in the woods? • People Who Help Us • Nocturnal Animals • Habitats • Autumn and Changes	**All around the world!** Where next? • Polar Regions • Space and Planets • Wild Animals • Food from around the World	**Sharing is caring!** What is love? • Friendship • Love • Dinosaurs • Caring for the Environment • Families	**Ready, Steady, Grow!** How does your garden grow? • Growing • Life Cycle of a Butterfly • Life Cycle of a Frog • Minibeasts	**Down on the farm!** How are animals different? • Animals and their Young • Farm Animals • Exercise • Let's Celebrate Us
Key Texts Including (A range of non-fiction books to support teaching and learning across the curriculum)	➢ Colour Monster ➢ Colour Monster goes to School ➢ Little Red Hen ➢ Three Little Pigs ➢ Room on the Broom	➢ Rama and Sita ➢ Percy Park Keeper ➢ The Gruffalo ➢ Owl Babies ➢ We're Going on a Bear Hunt	➢ Foxes in the Snow ➢ Polar Bear ➢ Polar Bear, What Do You Hear? ➢ Whatever Next! ➢ Aliens Love Underpants ➢ Rumble in the Jungle ➢ Handa's Surprise	➢ Rainbow Fish ➢ Mr Wolf's Pancake ➢ Guess How Much I Love You? ➢ Three Billy Goats Gruff	➢ Jack and the Beanstalk ➢ The Very Hungry Caterpillar ➢ What the Ladybird Heard ➢ Teeny Weeny Tadpole.	➢ Ugly Duckling ➢ What the Ladybird Heard Next

Lynch Hill Primary Academy
Curriculum Map for Nursery

Communication & Language Listening and Attention. Understanding. Speaking.	**Listening and Attention:** • To listen with interest to the noises adults make when they read stories • To recognise and respond to many familiar sounds. For example, turning to a knock on the door, looking at or going to the door • To show an interest in play with sounds, songs and rhymes **Understanding:** • To identify action words by following simple instructions • To begin to understand more complex sentences **Speaking:** • To use language to share feelings, experiences and thoughts. Hold a	**Listening and Attention:** • To use single channel attention; to shift to a different task if attention is fully obtained-using child's name to focus **Understanding:** • To be able to understand who, what and where in simple questions. For example, 'who is that?' • To develop an understanding of simple concepts. For example, 'fast or slow' **Speaking:** • To use a variety of questions • To use longer sentences • To begin to use word endings	**Listening and Attention:** • To listen to others in one to one or small groups, when conversation interests them • To listen to familiar stories with increasing attention and recall **Understanding:** • To understand the use of objects. For example, 'what do we use to cut with?' • To show an understanding of prepositions such as under, on top or behind by carrying out an action **Speaking:** • To make some errors in language, for example 'runned'. • To use language, they hear around them in their community and culture	**Listening and Attention:** • To join in with repeated refrains and anticipate key events and phrases in rhymes and stories • To focus their attention and can still listen or do what is asked, but can change their own focus of attention **Understanding:** • To respond to instructions with more elements. For example, 'give the big ball to me', 'collect up all of the blocks and put them in the box' **Speaking:** • To use intonation, rhythm and phrasing to make meaning clear to others • To talk more extensively about	**Listening and Attention:** • Able to follow directions **Understanding:** • Begin to understand 'why' and 'how' questions **Speaking:** • To build up vocabulary that reflects the breadth of their experiences • To use talk when pretending that objects stand for something else in play	**Listening and Attention:** • To show variability in listening behaviour; may move around and fiddle but still be listening or sitting still but not absorbed by the activity • To indicate two-channeled attention. For example, paying attention to something of interest for short or long periods **Understanding:** • To begin to understand humour. For example, nonsense rhymes and jokes. **Speaking:** • To use language to imagine and recreate roles and experiences in play situations

	conversation, jumping from topic to topic • To learn new words rapidly and be able to use them when communicating			things that are of particular importance to them		

Lynch Hill Primary Academy
Curriculum Map for Nursery

PSED Making Relationships Understanding Emotions Sense of Self	**Making Relationships:** • Build relationships with special people • To become more able to separate from close carers and explore new situations with support and encouragement from a familiar adult • To show some understanding that other people have perspectives, ideas and needs that are different to theirs. For example, may turn a book to face you so that you can see it • To show empathy and concern for people who are special to them **Understanding Emotions:** • To express self-aware emotions	**Making Relationships:** • Begin to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety • Seek others to share experiences with and may choose to play with a familiar friend or a child who has a similar interest **Understanding Emotions:** • Become able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • Seek comfort from familiar adults when needed and	**Making Relationships:** • To seek out companionship with adults and other children, sharing experiences and play ideas • To use their experiences of adult behaviours to guide their social relationships and interactions **Understanding Emotions:** • To express a wide range of feelings in interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt **Sense of Self:** • Becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifying themselves in	**Making Relationships:** • To show increasing consideration of other people's needs and gradually more impulse control in favourable conditions • To practice skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers **Understanding Emotions:** • To talk about how others might be feeling and respond according to their understanding of the other person's needs and wants. **Sense of Self:** • Enjoys a sense of belonging	**Making Relationships:** • To enjoy playing alone, alongside and with others, inviting others to play and attempting to join others' play **Understanding Emotions:** • To be able to recognise the impact of their choice and behaviours/actions on others and know that some actions and words can hurt others' feelings • To understand that expectations vary depending on different events, social situations and change in routine **Sense of Self:** • Aware of being evaluated by others and begin to develop ideas about themselves according to the	**Making Relationships:** • To represent and recreate what they have learnt about social interactions from their relationships with close adults, in their play and relationship with others. • To develop particular friendships with other children, which help them to understand different points of view and to challenge their own and other's thinking **Understanding Emotions:** • Begin to attempt to repair relationships where they have caused upset and understand their actions impact other people **Sense of Self:**

	of pride and embarrassment as well as a wide range of other feelings **Sense of Self:** • Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Developing an understanding of and interest in differences of gender, ethnicity and ability • Showing a sense of Autonomy through asserting their ideas and preferences and making choices and decisions	distract themselves with a comfort object when upset. Respond to the feelings of others, showing concern and offering comfort • Recognise that some actions can hurt or harm others and begin to stop themselves from doing something they should not do • Participate more in collective cooperation **Sense of Self:** • Experimenting with their own and other people's views of who they are through their play, by trying out different behaviours, and the way they	relation to social groups and to their peers • Sensitive to others' messages of appreciation or criticism	through being involved in daily tasks	messages they hear from others • Show their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help	• Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group • Have a clear idea about what they want to do in their play and how they want to go about it • Shows confidence in choosing resources and perseverance in carrying out a chosen activity

		talk about themselves. • Learning that actions have consequences and not always the consequences the child hopes for				

Lynch Hill Primary Academy
Curriculum Map for Nursery

Physical Development Moving and Handling Health and Self-care	**Moving and Handling:** • Is able to sit up from lying down, stands up from sitting and squats with steadiness • Can sit comfortably on a chair with both feet on the ground • Runs safely on their whole foot • Can move in response to music or rhythms, played on instruments such as drums or shakers **Health and Self-care:** • Can feed themselves competently • Can hold a cup with two hands and drink well without spilling it • Develop some independence in self-care and to be able to show some awareness of routine such as handwashing	**Moving and Handling:** • Is able to jump up in the air with both feet leaving the floor and can jump forward a small distance • Can begin to walk, run and climb on different levels and surfaces • To begin to understand and choose different ways of moving • To kick a stationary ball with either foot, throw a ball with increasing force and accuracy and start to catch a large ball by using two hands and their chest to trap it • To use a wheeled toy with increasing skill, such as	**Moving and Handling:** • Able to climb stairs, steps and move across climbing equipment using alternate feet, maintaining balance, using hands and body to stabilise themselves • Be able to walk down steps or slopes whilst carrying a small object, maintaining balance and stability • To run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles • To balance on one foot or squat momentarily, shifting body weight to improve stability **Health and Self-care:** • To be able to communicate when hungry, full up, tired, want to rest, sleep or play	**Moving and Handling:** • To grasp and release (with two hands) to throw and catch a large ball or bean bag • To be able to create lines and circles pivoting from the shoulder and elbow **Health and Self-care:** • Able to mirror the playful actions or movements of another adult or child • To work towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understand why this is important	**Moving and Handling:** • To be confident manipulating a range of tools in one hand. Tools include paintbrushes, scissors, hairbrushes, toothbrushes, scarves or ribbons. **Health and Self-care:** • Can manage bowel and bladder control and can attend to toileting needs with independence • Able to dress with minimal support	**Moving and Handling:** • To begin to move in a range of ways, moving freely and with confidence • To be able to experiment with different ways of moving, testing out ideas and adapting movements to reduce risk **Health and Self-care:** • Can understand the need to eat a range of food • Can describe a range of different food textures and tastes when cooking and notice changes when they are exposed to hot and cold temperatures

	• To show an increasing understanding of and control of bowel and bladder urges and be able to start communicating their need for the preferred choice of potty or toilet • To be able to help with and be increasingly independent, putting on and taking off simple clothing items such as hats, unzipped jackets and wellington boots	pedalling, balancing, holding handlebars and sitting astride • Showing a preference of a dominant hand or foot • To show increasing control over holding, using and manipulating a range of tools and objects • Hold mark making tools with thumb and all fingers **Health and Self-care:** • To begin to recognise danger and seek the support and comfort of significant adults • To express thoughts and emotions through words as well as using	• Can describe in words or actions the effects of physical activity on their body • To be able to name and identify different parts of the body • To take practical actions to reduce risk, showing their understanding that equipment and tools can be used safely • Is willing to try a range of different textures and tastes and expresses a preference • Is able to observe and control breath, being able to take deep breaths, scrunching and releasing the breath			

		facial expressions				

Lynch Hill Primary Academy
Curriculum Map for Nursery

Literacy Reading Writing	**Reading:** • Has some favourite stories, rhymes, songs, poems or jingles • Can repeat and use actions, words or phrases from familiar stories **Writing:** • Can distinguish between the different marks they make	**Reading:** • Begins to recognise familiar logos • Join in with musical activities with percussion instruments, actions, rhymes and songs, clapping along with the beat • Can join in with familiar nursery rhymes **Writing:** • Enjoys drawing and writing on paper, on screen and on different textures	**Reading:** • Can listen and join in with stories and poems, when reading one to one and in small groups • Can join in with repeated refrains and anticipate key events and phrases in rhymes and stories **Writing:** • Can make up stories, play scenarios and drawings in response to experiences, such as outings • Can give meanings to marks they are making • Can ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves	**Reading:** • Is aware of the way stories are structured and can tell their own story • Can talk about events and principal characters in stories, suggesting how the story might end • Is showing an interest in illustrations and words in print, digital books and in the environment **Writing:** • Can include mark making and early writing in their play • Can imitate adults' writing by making continuous lines of shapes and symbols (Early Writing) from left to right	**Reading:** • Can recognise their own name • Can look at a book independently **Writing:** • Can use a combination of lines, circles and curves to attempt to write their name • Shows an interest in letters on a keyboard, identifying the initial letter of their own name • Beginning to make letter type shapes to represent the initial sound of their name or other familiar words	**Reading:** • Can read some high frequency words, and use developing knowledge of letters and sounds to read simple phonically decodable words • Can include everyday literacy artefacts in play, such as labels, envelopes, signs and instructions. **Writing:** • Can form some recognisable letters from their name in order

Lynch Hill Primary Academy
Curriculum Map for Nursery

Mathematics	• Can compare and recognise changes in the numbers of things, using words like more, lots or the same • Begins to say numbers in order, some of which are in the correct order • Can move their body and toys around objects and explore fitting into spaces • Can remember their way around familiar environments • Can choose a puzzle piece and fit it in • Can make simple constructions • Joins in and anticipates repeated sound and action patterns	• In everyday situations, takes and gives two or three objects from a group • Begins to notice numerals • Can count on their fingers • Can respond to some spatial and positional language • Explores how things look from different viewpoints including things that are far away or near • Can recognise that two objects have the same shape • Understands what happens next using the pattern of everyday routines	• Can compare two small groups of up to five objects, saying when there are the same number of objects in each group • Can verbally count as far as they can go • Can point at an item and number them • Can subitise one, two and three objects (without counting) • Can count up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Can respond to and use language of position and direction • Can choose items based on their shape which are appropriate for purpose • Shows an awareness of shape similarities and differences between objects	• Can use some number names and number language within play and shows a fascination with large numbers • Can create their own spatial patterns showing some organisation • Can explore and add to simple linear patterns of two or three repeating items • Can join in with simple patterns in sounds, objects, games, stories and dance and movement, predicting what comes next • Can predict, move and rotate objects to fit the space or create the shape they would like • Can respond to both informal language and common shape names	• Can recognise some numerals 0-10 • In a meaningful context, find the longer or shorter, heavier or lighter and more/less full of two items • Can recall a sequence of events in everyday life and stories • Can partition and combine shapes to make new shapes with 2D and 3D shapes • Attempts to create arches and enclosures when building, using trial and improvement to select blocks	• Can recite numbers 0-10 (and beyond) and back from 10 • Can estimate the number of things, showing an understanding of relative size • Can match the numeral with a group of items to show how many there are (up to 10)

Lynch Hill Primary Academy
Curriculum Map for Nursery

Understanding the World People and Communities The World Technology	**People and Communities:** • Has a sense of own immediate family, relations and pets • Can imitate everyday actions and events from their own family and cultural backgrounds in pretend play **The World:** • Can notice detailed features of objects in their environment **Technology:** • Is able to acquire basic skills in turning on and operating some digital equipment	**People and Communities:** • Can begin to make their own friends • Is able to understand that they have similarities and differences that connect them to and distinguish them from others **The World:** • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Engages in play with small world reconstructions, building on firsthand experiences **Technology:** • Can operate mechanical toys	**People and Communities:** • Can show an interest in the lives of people who are familiar to them • Joins in family customs and routines • Remembers and talks about significant events **The World:** • Can comment and ask questions about aspects of their familiar world such as the place where they live or the natural world **Technology:** • Can operate simple equipment • Shows an interest in technological toys with knobs or pulleys, real objects such as cameras or touch screen devices.	**People and Communities:** • Can show an interest in different occupations and ways of life indoors and outdoors **The World:** • Can talk about how and why things happen • Has developed an understanding of growth, decay and change over time **Technology:** • Can make a toy work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images	**People and Communities:** • Is able to understand what makes them unique and can talk about some of the similarities and differences between relation to friends and family **The World:** • Shows care and concern for living things and the environment • Understands the effect their behaviour can have on the environment **Technology:** • Understands that information can be retrieved from digital devices and the internet • Can use a range of materials to learn about cause and effect, for example make a string puppet using dowels and string	**People and Communities:** • Can talk about past and present events in their own life • Understand that not all children enjoy the same things as them and are sensitive to this **The World:** • Can talk about features in their own environment and how environments might vary from one and another **Technology:** • Can complete a simple programme on an electronic device • Can use ICT hardware to interact with age-appropriate computer software

Lynch Hill Primary Academy
Curriculum Map for Nursery

					to suspend the puppet	
Expressive Arts and Design Creating with materials. Being Imaginative and Expressive.	**Creating with Materials:** • Can join in singing songs • Can create sounds by rubbing, shaking, tapping, striking or blowing • Can experiment with playing instruments and show an interest in the way they sound **Being Imaginative and Expressive:** • Can use everyday materials to explore, understand and represent their world (their ideas, interests and fascinations)	**Creating with Materials:** • Can experiment with ways to enclose a space, create shapes and represent actions, sounds and objects • Can combine colours and explore materials to express ideas: **Being Imaginative and Expressive:** • Can begin to make-believe by pretending, using sounds, movements, words, objects and can describe sound • Can create rhythmic sounds and movements.	**Creating with Materials:** • Can explore and learn how sound and movements can be changed • Can move in a range of ways • Can join in with moving, dancing and ring games **Being Imaginative and Expressive:** • Can use movement and sounds to express experiences, expertise, ideas and feelings	**Creating with Materials:** • Can sing familiar songs • Can tap out a repeated rhythm • Has an understanding of how to create and use sound intentionally • Understands how colours can be changed **Being Imaginative and Expressive:** • Can experiment and create movement in response to music, stories and ideas	**Creating with Materials:** • Has an understanding of using lines to enclose space, begins to use drawing to represent actions and objects based on observations, imagination and experience • Can use various construction materials. **Being Imaginative and Expressive:** • Can sing to themself and make up simple songs • Can create sounds, movements and drawings to accompany stories	**Creating with Materials:** • Begins to build a collection of songs and dances • Can make music in a range of ways **Being Imaginative and Expressive:** • Can create representations of both imaginary and real-life ideas, events and people • Can initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences
PSHE Jigsaw	Being Me	Celebrating Difference	Relationships	Changing me	Dreams and Goals	Healthy Me

Lynch Hill Primary Academy
Curriculum Map for Nursery

RE Discovery	Christianity and Judaism What makes people special?	Christianity What is Christmas?	Hinduism How do people celebrate?	Christianity What is Easter?	Christianity, Islam, Hinduism and Sikhism What can we learn from stories?	Christianity, Islam and Judaism What makes places special?
Possible Trips, Presentations & Events	Harvest Festival	Christmas Play	Cooking pancakes	Easter Bonnet Parade	Farm visit	Sports Week with a song performed at Sports Day, transition and graduation.