

Bedworth Heath Nursery School  
and Early Years Teaching Centre



'You make the difference,  
today, tomorrow, together'

# Curriculum Map

September 2020 –Daisy Nursery

## Bedworth Heath Nursery School Curriculum Map

In our Nursery School we follow the Early Years Foundation Stage Curriculum.

[http://www.education.gov.uk/aboutdfe/statutory/g00213120\\_eyfs-statutory-framework](http://www.education.gov.uk/aboutdfe/statutory/g00213120_eyfs-statutory-framework)  
[www.foundationyears.org.uk](http://www.foundationyears.org.uk)

This curriculum is play based, and involves children self-selecting activities, family group activities and small adult led activities by the teachers and support staff. Adults very carefully observe the children and plan progress for each of them by becoming involved in play and also planning targeted teaching to move learning forward.

Our long term curriculum mapping follows three strands:

- 1) Continuous provision planning. This ensures that the enabling environment is effective in providing stimulating and challenging opportunities for children to both reinforce and extend their learning both indoors and outdoors. Our continuous provision planning identifies effective resources to support play that are embedded in areas of learning. Practitioners in the Nursery school effectively support children's access to the continuous provision by modelling behaviour, being a play partner with the children and leading play opportunities. (See separate planning)
- 2) Child led learning. We recognise that children's learning is highly effective when children are actively involved and are interested and motivated to learn. This child led element to effective practice cannot be pre- determined, our practitioners are highly skilled in recognising and engaging in children's interests and enhancing the existing continuous provision to maximise the learning potential. (See annotated short term planning.)
- 3) Learning 'focus'. We also recognise the importance of a broad and balanced curriculum. Our practitioners plan exciting opportunities to engage and motivate children's learning. (See curriculum plan below.)

In all three strands, each child's learning and attainment is effectively supported and extended through the continuous provision and group teaching and learning. We follow the Ofsted recommendations of **Intent, Implementation and Impact**, linking them to the skills that children need to learn.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Developing early phonics skills</b>	Moving their body to music Singing rhymes Listen to the noise adults make when they read stories Listen Up activities	Moving their body to music Singing rhymes Listen to the noise adults make when they read stories Listen Up activities	Moving their body to music Singing rhymes Listen to the noise adults make when they read stories Listen Up activities
<b>Mathematics</b>	Singing number rhymes daily Focus on 0-5 secure knowledge. Using counting words in order. Sorting and matching Noticing shapes in the environment	Singing number rhymes daily Focus on 0-5 secure knowledge Noticing and naming shapes in the environment Simple inset puzzles	Singing number rhymes daily Focus on 0-5 secure knowledge Beginning to count 1:1. Noticing and naming shapes in the environment Simple inset puzzles
<b>Learning Focus</b> Each Term To plan a focus from environment journals and weekly plan and pedagogy meeting. To plan focus from Data reports focusing on areas of development. <b>INTENT, IMPLEMENT, IMPACT</b>	Our Nursery Ourselves – who am I and what makes me unique. Home play – babies/ kitchen play Golden Rules and Values – democracy and responsibility Summer into Autumn Change and Autumn into Winter. Light and Dark	Winter into Spring change British Values – democracy and responsibility SPRING 1 - All About Me - My Family/ My Body/ My beliefs Taking Care/ OSBOX SPRING 2 - Growth and Change - humans	Spring into Summer. SUMMER 1 –Animals/ Pets/ Zoo/Farm Animal babies. SUMMER 2 - Transitions – for children moving to Orchard nursery British Values – democracy and responsibility
<b>Festivals</b> <b>CBBC PROGRAMMES</b>	Hinduism Diwali Bonfire Night Christianity – Christmas Remembrance Day	Chinese New Year – year of the RAT Valentines Day Mother’s Day Easter- Shrove Tuesday St Georges day	Sikhism - Vaisakhi Father’s Day Eid Ramadan Wianki - Poland's Midsummer Solstice Festival
<b>Seasonal Change</b>	Summer into Autumn Autumn into Winter	Winter into Spring	Spring into Summer
<b>Home Learning – COVID</b>	Weekly plans to reflect learning in school	Spring 1 - Weekly plans to reflect learning in school	
<b>Key Books/ Stories to Share/ display</b>	Pip and Posy stories Julia Donaldson stories – Room on a Broom, Gruffalo, Gruffalo’s Child, Stick man Season Books The story of Rama and Sita, Nativity story Light and dark books Colour – Brown Bear, Brown Bear	Penguin, Jack frost Clever Sticks Chinese New Year story Easter story Non-fiction texts- Winter/ Spring themed 3 Bears	Very Hungry Caterpillar Apple Tree Farm stories Non-fiction texts- Books on growth moving into Summer themed books , My new school – transition

--	--	--	--

The Curriculum Map for the academic year 2020 - 2021 has been tweaked in line with Government Guidelines as a result of the Covid 19 pandemic.

Nursery is open for key worker and vulnerable children only.

Children who are remaining at home will engage with weekly Home Learning tasks that reflect learning in school.

Visits will not take place. Curriculum visitors will not come onsite.