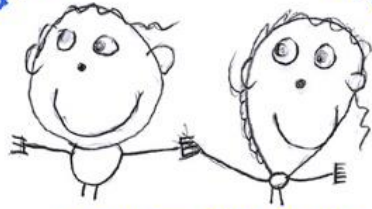


**Atherstone Nursery School**  
and Warwickshire Early Years Hub



'Bright Start, Bright Future'  
'Chances to explore, discover and grow'

**Bedworth Heath Nursery School**  
and Warwickshire Early Years Hub



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

# Curriculum Map

**September 2023 – Orchard Nursery**

## Atherstone Nursery School / 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

INTENT	By 36 MONTHS we intend that children will be able to:	By 42 MONTHS we intend that children will be able to:	By 48 MONTHS we intend that children will be able to:	By 54 MONTHS we intend that children will be able to:
<p><b><u>COMMUNICATION AND LANGUAGE</u></b></p> <p><b>SKILLS WE INTEND TO TEACH:</b></p> <p><i>1. conversing, interacting, exchanging, expressing ideas and feelings, elaborating, listening, engaging, storytelling.</i></p> <p><i>2. listening, responding, engaging</i></p> <p><i>3. listening, interacting, conversing, responding, engaging, elaborating, expressing feelings and ideas</i></p>	<p>1. Speak in simple sentences</p> <p>3. Respond to questions and instructions</p> <p>3. Ask for help if they need it</p>	<p>1. Talk with other children</p> <p>2. Sing songs and rhymes</p> <p>3. Listen and respond to things said by others</p> <p>3. follow an instruction with two parts e.g. Get your coat and open the door</p>	<p>1. Talk about what they are doing and things they remember</p> <p>3. Start conversations with familiar people and questions</p> <p>3. Listen when they are in a group with other children</p>	<p>1. Talk in clear sentences about people they know, what they see and how they are feeling</p> <p>3. Listen attentively in a range of situations</p> <p>3. Ask and answer questions to find out more</p>
<p><b><u>PSED</u></b></p> <p><b>SKILLS WE INTEND TO TEACH:</b></p> <p><i>1. communicating feelings and emotions and forming relationships</i></p> <p><i>2. setting simple goals, focusing attention, persistence, self-regulation.</i></p> <p><i>3. co-operate, listen, communicate feelings and emotions, form relationships, persist, wait, self-regulate, negotiate, focus attention.</i></p> <p><i>4. communication feelings and emotions, negotiate, co-operate, listen, wait, self-regulate</i></p>	<p>1. Show an interest in others and make new relationships</p> <p>2. Explore new environments</p>	<p>1. Show awareness of the feelings of others</p> <p>2. Know what they want to play with and where to find it</p> <p>3. Play with others.</p>	<p>2. Be confident to have a go and try new things</p> <p>3. Play with others, sharing what they are using with help.</p> <p>3. Play imaginatively with other children</p>	<p>2. Stay at activities that they really like without being distracted by other things or people</p> <p>3. make friends</p> <p>4. Understand and follow some rules</p>
<p><b><u>PHYSICAL DEVELOPMENT</u></b></p> <p><b>SKILLS WE INTEND TO TEACH:</b></p> <p><i>1. co-ordination, positional and spatial awareness, confidence, core strength, control, proficiency</i></p> <p><i>2. co-ordination, positional and spatial awareness, core strength, co-ordination, positional and confidence, control, proficiency</i></p> <p><i>3. managing own personal needs, core strength, co-ordination., spatial awareness</i></p>	<p>1. Move around their environment with awareness and control</p> <p>2. Manage a range of equipment purposefully e.g. can use a spade to fill a bucket</p> <p>3. Use the toilet with some support</p>	<p>1. Climb, run and jump with confidence</p> <p>2. Use toys and tools safely</p> <p>3. Use the toilet independently</p>	<p>1. Give new challenges a go and is aware of their own safety</p> <p>2. Use resources with some control, e.g. pour from a jug into a cup</p> <p>3. Dress themselves with some support</p>	<p>1. Move around spaces with control and co-ordination</p> <p>2. Use a variety of tools with accuracy, e.g. pencils, paint and scissors</p> <p>3. Independently use the toilet and keep themselves clean and dry</p>

<p><b>LITERACY</b></p> <p><b>SKILLS WE INTEND TO TEACH:</b></p> <p>1. <i>interaction, listening, engagement, feelings, coordination, responding, storytelling, expression of ideas, comprehension of written language</i></p> <p>2. <i>co-ordination, position and spatial awareness, conversing, responding and elaborating, expression of ideas and feelings, proficiency</i></p> <p>3 <i>comprehension of written word, decoding</i></p>	<p>1. Enjoy sharing books with adults</p> <p>2. Use simple marks including lines, curves and circular movements –</p>	<p>1. Enjoy listening to stories and making up play scenarios</p> <p>2 Make many different marks, including closed shapes, e.g. circles</p>	<p>1. Look at books and have some favourites</p> <p>2. Make marks to represent their name and talks about their drawings</p> <p>3. Form shapes that are starting to look like letters</p>	<p>1. Talk about stories as they are read to them.</p> <p>2. Form shapes that are starting to look like letters</p> <p>3. Begin to recognise familiar letters or words e.g. letters in their name, familiar names and shop signs</p>
<p><b>MATHEMATICS</b></p> <p><b>SKILLS WE INTEND TO TEACH:</b></p> <p>1 <i>comparing, describing, exploring, manipulating, comprehension of written language, counting, combining, recall,</i></p> <p>2 <i>measuring, exploring, describing, comparing, partitioning, sharing, combining, reasoning, recall, abstract thinking</i></p> <p>3 <i>exploring, reasoning, abstract thinking creating patterns, combining, manipulating, measuring, describing, recall</i></p>	<p>1. Show an awareness of number</p> <p>2 Use mathematical language in their play e.g. big, small, heavy, light</p>	<p>1. Recognise some numbers and show an interest in counting</p> <p>3. Know how to solve everyday problems in their play e.g. how to get water from one place to another</p>	<p>1. Begin to count objects in their play</p> <p>2. Notice who has more or less e.g. who has more trains or pieces of fruit</p> <p>3. Understand how different shapes fit together e.g. in their art work or block play</p>	<p>1. Count to find out how many things they have</p> <p>1. Recognise numbers in their environment</p> <p>2. Notice and compare size, weight and capacity in their play</p> <p>3. Know the name of some shapes</p>
<p><b>UNDERSTANDING THE WORLD</b></p> <p>This area of development involves guiding children to make sense of their physical world and their community by giving them opportunities to explore, observe and find out about</p>	<p><b>PEOPLE AND COMMUNITIES</b></p> <p><b>SKILLS WE INTEND TO TEACH:</b></p> <p><i>Communicating, interaction, listening, engagement, feelings, responding, storytelling, expression of ideas, comprehension of written language, knowledge of immediate family, understanding of history, knowledge of why and when things happened</i></p>	<p><b>THE WORLD</b></p> <p><b>SKILLS WE INTEND TO TEACH:</b></p> <p><i>Communicating, interaction, listening, engagement, feelings, responding, storytelling, expression of ideas, comprehension of written language, understanding of geography, knowledge of why and where things happen, understanding of sustainability</i></p>	<p><b>TECHNOLOGY</b></p> <p><b>SKILLS WE INTEND TO TEACH:</b></p> <p><i>Communicating, interaction, listening, engagement, co-ordination, positional and spatial awareness, fine motor skills, confidence, personal safety, awareness of how things work, understanding of sustainability</i></p>	<p>Understanding of the World and Expressive Arts and Design cover a range of opportunities that form the core of our Early Years Provision, and are the vehicle that provides for all the other skills children need to develop</p>

people, places, technology and the environment. This ensures that they gain important knowledge of our world in all of its diversity				across the early year's curriculum. Children thrive on having the time and space to explore and express their creativity in a broad range of ways, and to develop a wide understanding of their community at a local, national and international level, their place in the world and their role as a citizen and keeper of their environment going forward.
<p><b><u>EXPRESSIVE ARTS AND DESIGN</u></b></p> <p>This area of development involves enabling children to explore and play with a wide range of media and materials and share their thoughts, ideas and feelings, so that they develop their imagination and creativity through artistic and cultural awareness</p>	<p><b>CREATING WITH MATERIALS</b>  <b>SKILLS WE INTEND TO TEACH:</b>  <i>interaction, listening, engagement, feelings, coordination, responding, expression of ideas, co-ordination, position and spatial awareness, conversing, responding and elaborating, expression of ideas and feelings, proficiency, safety, exploration of colour, texture, form, design and function</i></p>	<p><b>BEING IMAGINATIVE AND EXPRESSIVE</b>  <b>SKILLS WE INTEND TO TEACH:</b>  <i>conversing, interacting, exchanging, expressing ideas and feelings, elaborating, listening, engaging, storytelling, responding, core strength, co-ordination., spatial awareness</i></p>		
<b>IMPLEMENTATION</b>				
<b>FESTIVALS</b>	<p>AUTUMN</p> <p>Diwali  Bonfire Night  Remembrance Day  Christmas  St Andrews Day</p>	<p>SPRING</p> <p>Chinese New Year  Valentines Day  Mothers Day  Shrove Tuesday  Easter  St Georges Day  St Davids Day  St Patricks Day</p>	<p>SUMMER</p> <p>Fathers Day  Eid</p>	Also to include cultural festivals that are celebrated in other parts of the world, depending on the cohort of children eg Australia Day
<b>SEASONAL CHANGES</b>	Weather, nature, clothing, lifecycles			

<p><b>Key Books/ Stories to Share/ Core texts</b></p>	<p>Celebrations -          Diwali - The story of Rama and Sita,          Christmas - Nativity story,          Valentine's Day – Guess How Much I Love You?          Chinese New Year- The Big Race/ Clever Sticks          Mother's Day – Guess How Much I Love You?/ Monkey Puzzle/ Owl Babies          Easter – The Easter Story/ Going On An Egg Hunt          Father's Day -My Dad          Eid –</p> <p>Non-fiction texts- Winter themed/ Spring themed/ Books on growth moving into Summer themed books / Ecosystems/ Lifecycles          Traditional Tales - 3 Bears, Billy Goat Gruff, Jack and the Beanstalk, 3 Little Pigs, The Gingerbread Man, Little Red Hen          Classic Stories – Bear Hunt, Owl Babies, Shark in the Park series, Spot          Oral Health related books – Open Wide, Look Inside, Alan's Big Scary Teeth          Light and dark – Wow Said the Owl          Transitional – The Colour Monster Goes To School          Nurture/Protective Behaviours – The Colour Monster,          Julia Donaldson stories – Room on a Broom, Gruffalo, Gruffalo's Child, Stick Man          Eric Carle stories - Very Hungry Caterpillar, the Very Busy Spider, The Tiny Seed, Brown Bear, The Bad Tempered Ladybird, Polar Bear          Jill Murphy stories – Peace at Last, Whatever Next, The Large Family</p>
<p><b>CORE SONGS/ RHYMES</b></p>	<p>Traditional/ Nursery Rhymes – Re- visit Baa, Baa, Black Sheep, Twinkle, Twinkle, Row Your Boat, Ring a Roses, Round and Round the Garden, Wind the Bobbin, The Turtle from Daisy. Add in Incey, Wincey Spider, Humpty Dumpty, Miss Polly, I'm a Little Teapot, Hickory, Dickory, Dock, Sing a Song of Sixpence, Mary, Mary.</p> <p>Number Rhymes – 1,2,3,4,5, 5 Little Monkeys, 5 Little Ducks, 5 Speckled Frogs, 5 Currant Buns, 10 Green Bottles, 10 Fat Sausages.</p> <p>Songs related to festivals</p> <p>Modern Songs – Wheels on the Bus, Old Macdonald, If You're Happy and You Know It, Penguin Song          Ring Games/ Action Songs – Heads, Shoulders, knees and Toes, Sleeping Bunnies, Peter Hammers, Dingle, Dangle Scarecrow, One Potato, Two Potato, Hokey, Cokey, One Elephant, Down in the Jungle, Walking Through The Jungle.</p>
<p><b>ECOSYSTEMS/ FOREST AREA</b></p>	<p>Lifecycles, Planting, Growth and Decay, Patterns in Nature, Colours, Shapes, Sizes and Measuring, Habitats, Tool safety, Diet and Nutrition, Food Chains, Plants, Animals, Classification, Insects, Recycling/ Sustainability, Weather, Art, Photography, ICT, Music, Microscopes, Magnifying Glasses, Bug Hotel, Fire Circle, Dens          Pond Dipping – Bog Baby, Composter</p>

<b>CORE EXPERIENCES</b>	Flipper Flappers Write Dance Music Protective Behaviours Dough Disco Fundamental Values Oral Health Fire Safety Water Safety Wellbeing Strong Relationships Sensory Exploration
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