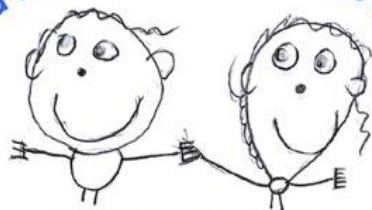


Atherstone Nursery School  
and Warwickshire Early Years Hub



'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 2024 –2025 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

INTENT	By 24 MONTHS we intend that children will be able to:	By 30 MONTHS we intend that children will be able to:	By 36 MONTHS we intend that children will be able to:	By 42 MONTHS we intend that children will be able to:
<b><u>COMMUNICATION AND LANGAUGE</u></b> <b>SKILLS WE INTEND TO TEACH:</b> <i>1.conversing, interacting, exchanging, expressing ideas and feelings, elaborating, listening, engaging, storytelling.</i> <i>2. listening, responding, engaging, expressing feelings and ideas</i> <i>3. listening, interacting, conversing, responding, engaging, elaborating,</i>	1. Put two or more words together 1. Repeat words and finds objects when asked e.g. ball, shoes  2. Respond to familiar music, songs or rhymes	1. Use lots of new words 1 Begin to use words like, me, I and you  2 Be interested in books and stories  3 Stop what they are doing and can listen to you	1.Speak in simple sentences   3. Respond to questions and instructions 3. Ask for help if they need it	1. Talk with other children   2. Sing songs and rhymes  3. Listen and respond to things said by others 3. follow an instruction with two parts e.g. Get your coat and open the door
<b><u>COMMUNICATION AND LANGAUGE</u></b> <b>Sequential Learning</b>	1.Child can respond to and ask simple questions what, where, who  1.Child may imitate words and sounds -Child may copy familiar words and sayings  2.Child may move to a familiar piece of music e.g. clap, sway, jump, -Child may join in with some words to a song that they know	1.Child may begin to use an increasing range of recognisable words -Child may use words but may not clearly express all the sounds in that word -Child may use vocabulary words around an interest  1.Child may begin to use short learned phrases -Child may begin to refer to themselves as I  2.Child has a preferred story -Child indicates to adult which story that they would like read  3.Child may need processing time and a space to contribute verbally -Child may respond to adults prompts it's our turn to	1.Child can respond to and ask simple questions what, where, who  3.Child may gesture or communicate for help by tapping, pointing or using words  3.Child can increasingly name objects but is also adding descriptive words 3.Child is beginning to offer phrases of 3, 4 and 5 words	1.Child uses intonation when speaking 1.Child begins to negotiate e.g. please can I, I would like to, Will you  2.Child can identify a change in the lyrics of a song 2.Child joins in with songs that they know  3.-Children can take part in a two or three exchange back or fourth 3.Child maintains eye contact whilst engaging in a conversation  3.Child may be quiet (listen) when others speak 3.Child can respond to a two part instruction
<b><u>PSED</u></b> <b>SKILLS WE INTEND TO TEACH:</b> <i>1. communicating feelings and emotions and forming relationships, focussing attention</i> <i>2.setting simple goals, focusing attention, persistence, self-</i>	1, 4 Enjoy simple make-believe play e.g. having a cup of tea  2. Do things for themselves, without help	2 Help you when you are busy, e.g. putting shopping away  3 Watch what friends are doing and	1,3 Shows an interest in others and makes new relationships  2.Explores new environments	1,4 Show awareness of the feelings of others  2. Know what they want to play with and where to find it  3. Play with others.

<i>regulation, managing own needs, cooperating, forming relationships</i> <b>3. co-operate, form relationships.</b> <b>4. communication feelings and emotions,</b>	4 Display a range of big emotions, e.g. May jump up and down when excited	joins in with play  4 Begin to assert independence and challenge boundaries		
<b>PSSED</b> <b>Sequential Learning</b>	1, 4 Child is beginning to make choices and follow interest for short periods. - Child copies familiar play from home  2. Gradually separates with increasing confidence as new adults become familiar. -Child checks in -Child may grab resources that they are interested in  4.Child shows different emotions, but is not able to name them or manage them without adult support -Child could display anger and frustration and may push a boundary to attract attention -Child may be mirroring emotions e.g. crying when someone else is crying	2.Child co-operates with familiar adults -Child needs adult support to share and take turns -Child is beginning to develop awareness of things that are theirs and things that belong to others -Child begins to recognise shared nursery resources and can put them down when finished  3. Child begins to notice and display interest in others, this may be non-verbal -Child may notice emotions of others but not always their own emotions 4.Child can inhibit physical impulse to grab, beginning to hold back -Child responds to some boundaries with encouragement and support but occasionally will be resistant and challenge the adult -Child may be uncertain when change occurs and is new to them but accept with support from a familiar adult	1, 3 Child begins to share and take turns with some support from adults -Child seeks out familiar adult to seek comfort or ask for help or moderate their emotions -Child may respond to the feelings and wishes of others sometimes and show awareness and concern of others feelings - Child can label their feelings  2.-Child starts to understand and respond to some boundaries/routines with support -Child may begin to learn that some things are theirs, some belong to others and some things are shared	1, 4 -Child seeks out familiar adult when engaging in something new -Child starts to understand and respond to some boundaries/routines with support -Child may respond to the feelings and wishes of others and aware that some actions can affect others sometimes -Child begins to label their feelings and talk about feelings in relation to stories and scenarios -Child may seek an adult when upset to help moderate their emotions or may begin to show their own strategy e.g. move into a space  2.-Child becomes more resilient, seeking support when things go wrong but also moving forward  3.-Child shares and takes turns with some support from adults -Child may develop a friendship with a particular child or group but may be a little reliant on that familiar child/group
<b>PHYSICAL DEVELOPMENT</b> <b>SKILLS WE INTEND TO TEACH:</b> <b>1.co-ordination, positional and</b>	1 Climb over obstacles 1 Climb stairs independently	1 Run around, change direction and slow down so they don't bump into things	1. Move around their environment with awareness and control	1. Climb, run and jump with confidence

<i>spatial awareness, confidence, core strength, control, proficiency</i> <b>2. co-ordination, positional and spatial awareness, core strength, co-ordination, positional and confidence, control, proficiency</b> <b>3. managing own personal needs, core strength, co-ordination., spatial awareness</b>	2 Use a spoon or fork to feed themselves	2 Make lines and marks 2 Build a tower	2. Manage a range of equipment purposefully e.g. can use a spade to fill a bucket  3. Use the toilet with some support	2. Use toys and tools safely  3. Use the toilet independently
<b>PHYSICAL DEVELOPMENT</b> <b>Sequential Learning</b>	1.Child can change position from standing to squatting and sitting with little support  1.Child can climb steps with adult support  2. May grip tools in their palm -Hands start to operate independently during a task that uses both hands with each hand doing something different at the same time e.g. holding the bowl and holding a spoon	1.Child runs safely on whole foot, begins to run, walk and climb on different levels and surfaces  2. Holds a writing tool with thumb and all fingers -May be beginning to show preference for a dominant hand  2. Shows increasing control in holding, using, and manipulating a range of objects	1.-Runs with increasing spatial awareness and negotiates space successfully, usually adjusts speed or direction to avoid obstacles - Sits on a push along wheeled toy, uses a scooter or ride a bike  2.-Begins to use tools that require fine motor manipulation e.g. scissors with support and guidance -Develop manipulation and control  3.-Learns to use the toilet with help and then independently	1.-Accesses climbing equipment using alternate feet, maintains balance using hands and body to stabilise -Jumps off an object safely and lands appropriately using hands, arms and body to balance and stabilise  2.-Uses simple tools to affect changes to materials -Handles tools, objects, construction and malleable materials safely and with increasing control and intention  3. Being increasingly independent meeting their own care needs e.g. using the toilet and washing and drying their hands
<b>LITERACY</b> <b>SKILLS WE INTEND TO TEACH:</b> <b>1.interaction, listening, engagement, feelings, coordination, responding, storytelling, expression of ideas, comprehension of written language</b>	1.Enjoys songs and rhymes  1. Pay attention and responds to the pictures or words in books	1. Joins in with songs and rhymes copying sounds rhythms, tunes and tempo  2.Enjoys drawing freely	1.Enjoy sharing books with adults  2. Use simple marks including lines, curves and circular movements –	1. Enjoy listening to stories and making up play scenarios  2 Make many different marks, including closed shapes, e.g. circles

2. co-ordination, position and spatial awareness, conversing, responding and elaborating, expression of ideas and feelings, proficiency				
<b>LITERACY</b> <b>Sequential Learning</b>	<p>1. Body language and facial expressions change to show enjoyment</p> <p>1. Child points to pictures in a book -Child may turn the pages in the book but not in any particular order</p>	<p>1. Child may join in with simple songs and rhymes -Child may say the last word in a line in a familiar rhyme or story</p> <p>2. Child displays some awareness and interest in making marks -Child is able to enjoy making marks but not yet attaching meaning or representing</p>	<p>1.-Child may know some words or phrases from a favourite book -Child may know familiar characters from a book and may name them e.g. Maisie</p> <p>2.-Child may begin to produce marks including zig zags and say they are writing</p>	<p>1.-Child may reenact stories in their play, role play/small world play</p> <p>2.-Child may begin to represent self or others with drawings and attach meaning -Child may begin to show some directionality or be able to match the size of the marks made to the size of the paper</p>
<b>MATHEMATICS</b> <b>SKILLS WE INTEND TO TEACH:</b> <i>1 comparing, describing, exploring, manipulating, comprehension of written language, counting, combining, recall,</i> <i>2 measuring, exploring, describing, comparing, partitioning, sharing, combining, reasoning, recall, abstract thinking</i>	<p>1. Take part in finger rhymes with numbers</p> <p>2. Builds with a range of resources</p>	<p>1. Compares amounts, using words such as lots, more, same</p> <p>2. Complete an inset puzzle</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>2 Know how to solve everyday problems in their play e.g. how to get water from one place to another</p>
<b>MATHEMATICS</b> <b>Evidence of Sequential Learning</b>	<p>1. May be aware of number names through their enjoyment of action rhymes and songs that relate to number -Joins in with repeated actions in songs and stories</p> <p>2. Looks for things that have moved out of sight -Stacks objects using flat surfaces -Respond to changes of shape</p>	<p>1. Comparison: Responds to words like lots or more - Says some counting words</p> <p>2. Begins to select a shape for a specific purpose -Pushes through objects through different shape holes and attempts to fit shapes into spaces on inset boards or puzzles</p>	<p>1.-Beginning to compare and recognise changes in numbers of things using words like more, lots or same -Begins to say numbers in order some of which are in the right order -Beginning to notice numerals or number symbols and beginning to count on their fingers</p> <p>2.-Explore differences in size, length</p>	<p>1.-Compares two small groups of up to five objects, saying when there are the same objects in each group -May enjoy counting verbally as far as they can go -Uses some number names and number language within play and may show a fascination with large numbers -Subitises one, two and three</p>

			weight and capacity -Beginning to anticipate times of the day such as mealtimes or hometimes	objects  2.-Beginning to use understanding of number to solve practical problems in play -Chooses items based on their shape which are appropriate for the child's purpose -In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items
<b><u>UNDERSTANDING THE WORLD</u></b> <b>SKILLS WE INTEND TO TEACH:</b> <i>1. knowledge of immediate family, listening, engagement, interaction, comparing, sense of time</i> <i>2. Observation, exploring, knowledge of why and where things happen, understanding of sustainability, fine motor skills</i>	1. Make connections between the features of their family  2. Explore materials with different properties both inside and out	1. Notices differences between people  2. Explore and respond to different natural materials in the setting	1. Begin to make sense of their own life story and family's history  2. Talk about what they see using a wide vocabulary	1. Show interest in different occupations  2. Plant seeds and care for growing plants
<b><u>UNDERSTANDING THE WORLD</u></b> <b>Sequential Learning</b>	1. Recognises key people in their own lives -Develops a sense of belonging to their family and their key carer -Is interested in photographs of themselves and other familiar people and objects  2. Looks for dropped objects and begins to associate objects with a place. -Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers, posting and filling.	1. Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them -In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird  2. Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life -Matches parts of objects that fit	1.-Has a sense of own immediate family and relations and pets -Learns that they have similarities and differences that connect them to, and distinguish them from, others  2.-Can talk about some of the things they have observed such as plants, animals, natural and found objects -Notices detailed features of objects in their environment	1.-Shows interest in different occupations and ways of life indoors and outdoors  2.-Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world

		together, e.g. puts lid on teapot, begins to fix puzzle pieces together		
<b><u>EXPRESSIVE ARTS AND DESIGN</u></b> <b>SKILLS WE INTEND TO TEACH:</b> <i>1. responding, core strength, listening, creating, expression of ideas and feelings</i> <i>2. exploration of colour, expression of ideas, fine-motor skills, collaboration</i>	1. Move and dance to music  2. Explore paint using fingers and other parts of their body including brushes and tools	1. Explore a range of sound makers and instruments and play them in a range of different ways  2. Explore different materials using all their senses to investigate them	1. Make rhythmical and repetitive sounds  2. Use their imagination when they consider what they can do with different materials	1. Listen with increasing attention to sounds  2. Explore colour and colour mixing
<b><u>EXPRESSIVE ARTS AND DESIGN</u></b> <b>Sequential Learning</b>	1. Beginning to control and choose to make whole body movements in response to a stimulus such as music or the environment  2. Experiment with a range of media exploring paint and playdough often directly with their hands and for the purpose of exploration rather than representation -Begins to explore the use of tools, such as paint brushes and scissors but also their bodies, sometimes covering hands or fingers with paint.	1. Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments -Expresses self through physical actions and sound  2. Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression -Notices and becomes interested in the transformative effect of their action on materials and resources	1.-Creates sounds by rubbing, shaking, tapping, striking or blowing -Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i>  2. -Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations	1.-Mirrors and improvises actions they have observed, e.g. clapping or waving -Sings/vocalises whilst listening to music or playing with instruments/sound maker  2.-Notices and becomes interested in the transformative effect of their action on materials and resources -Enjoys and responds to playing with colour in a variety of ways, for example combining colours



IMPLEMENTATION				
<b>FESTIVALS</b>	AUTUMN Diwali Bonfire Night Remembrance Day Christmas St Andrews Day	SPRING Chinese New Year Valentines Day Mothers Day Shrove Tuesday Easter St Georges Day St Davids Day St Patricks Day	SUMMER Fathers Day	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			
<b>Key Books/ Stories to Share/ Core texts</b>	<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 – Owl babies              Easter – The Easter Story              Father's Day -           </p> <p>             Non-fiction texts- Winter themed/ Spring themed/ Books on growth moving into Summer themed books              Traditional Tales - 3 Bears, Jack and the Beanstalk, 3 Little Pigs, The Gingerbread Man              Classic Stories – Bear Hunt, Owl Babies, Shark in the Park, Pip and Posy stories, Peppa Pig, Spot, That's Not My...,              Oral Health related books – Alans Big Scary Teeth, Teeth Are Not For Biting              Transitional – Going To Nursery              Nurture/Protective Behaviours – Vocabulary – safe/ unsafe, Kind hands, Stop              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,              Jill Murphy – Peace At Last           </p>			
<b>CORE SONGS/ RHYMES</b>	<p>             Traditional/ Nursery Rhymes –Baa, Baa, Black Sheep, Twinkle, Twinkle, Row Your Boat, Ring a Roses, Round and Round the Garden, Wind the Bobbin, The Turtle, 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 Ducks, 5 Speckled Frogs, 5 Currant Buns, 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, Let It Go, Baby Shark              Ring Games/ Action Songs – Heads, Shoulders, knees and Toes, Sleeping Bunnies, Peter Hammers,           </p>			

<b>ECOSYSTEMS/ FOREST AREA</b>	Lifecycles, Planting, Growth and Decay, Patterns in Nature, Colours, Shapes, Sizes and Measuring, Tool safety, Plants, Animals, Classification, Insects, Recycling/ Sustainability, Weather, Art, Photography, ICT, Music, Microscopes, Magnifying Glasses, Dens, Composter
<b>CORE EXPERIENCES</b>	Chatter Matters Music and Movement Fundamental Values Oral Health/ Healthy Eating Fire Safety Water Safety Online Safety Wellbeing Strong Relationships Sensory play