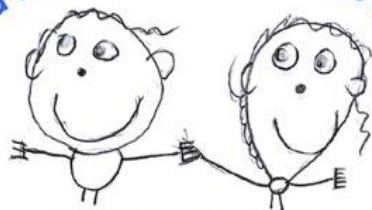


**Atherstone Nursery School**  
and Warwickshire Early Years Hub



'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

DAISY CURRICULUM MAP – AUTUMN TERM 2024

## Atherstone 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

AREA OF LEARNING MILESTONES FROM DATA SKILLS SEQUENTIAL LEARNING	CORE TEXT	VOCABULARY	OPPORTUNITIES
<p><b><u>PSED</u></b></p> <p><b>24 MONTHS</b></p> <p>Likes to do things for themselves, without help.</p> <p><i>2.setting simple goals, focusing attention, persistence, self-regulation, managing own needs, cooperating, forming relationships</i></p> <p>-Gradually separates with increasing confidence as new adults become familiar.</p> <p>-Child checks in</p> <p>-Child may grab resources that they are interested in</p> <p>Displays a big range of emotions</p> <p><i>3.communicates feelings and emotions</i></p> <p>-Child shows different emotions, but is not able to name them or manage them without adult support</p> <p>-Child could display anger and frustration and may push a boundary to attract attention</p> <p>-Child may be mirroring emotions e.g. crying when someone else is crying</p>	Owl Babies	<p>I want my Mummy</p> <p>I wish, I wish.</p> <p>Owl, Sarah, Percy and Bill.</p>	<p>Discuss feelings and provide reassurance.</p> <p>Talk about family's and caring for each other.</p>
<p><b><u>COMMUNICATION AND LANGUAGE</u></b></p> <p><b>24 MONTHS</b></p> <p>Puts two or more words together.</p> <p><i>1.conversing, interacting,</i></p> <p>-Child may repeat the name of the person they want to communicate with</p> <p>- Child may use short phrases to converse</p> <p>Repeats words and finds objects when asked e.g. ball, shoes.</p> <p><i>2. listening, responding, engaging, expressing feelings and ideas</i></p> <p>-Child may imitate words and sounds</p>	That's not my.... stories.	<p>Textures, rough, smooth, shiny, soft, bumpy, scratchy and smooth.</p>	<p>Provide different textures for the children to explore.</p>

<p>-Child may copy familiar words and sayings</p> <p><b>30 MONTHS</b></p> <p>Is interested in books and stories</p> <p>1.listen and engage</p> <p>-Child has a preferred story</p> <p>-Child indicates to adult which story that they would like read</p>			
<p><u><b>PHYSICAL DEVELOPMENT</b></u></p> <p><b>24 MONTHS</b></p> <p>Uses a spoon or fork to feed themselves.</p> <p>1.co-ordination, positional and spatial awareness, confidence, core strength, control, proficiency, agility</p> <p>-May grip tools in their palm</p> <p>-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</p> <p><b>30 MONTHS</b></p> <p>Can run around, change direction and slow down so they don't bump into things</p> <p>2. managing own personal needs, core strength, co-ordination., spatial awareness</p> <p>-Child runs safely on whole foot, begins to run, walk and climb on different levels and surfaces</p>	My Days out	Rain, whoosh, seasons, tricycle, snowman, baby, crying and warm. Hot, sun cream. Big and bigger.	Opportunities to explore the different types of weather outside.
<p><u><b>LITERACY</b></u></p> <p><b>24 MONTHS</b></p> <p>Sing songs and rhymes</p> <p>1.listen, respond, engage</p> <p>-Body language and facial expressions change to show enjoyment</p>	Oh Dear  Christmas – The First Christmas Spot's Christmas That's not my Reindeer Shhh Santa!	Oh Dear, eggs, farm, animal sounds/names/homes.	Provide the resources from the story, so that the children can explore and re-tell the story.  Christmas themed books, songs: Jingle Bells, Twinkle, Twinkle Christmas Star.

<p><b><u>MATHEMATICS</u></b></p> <p><b>24 MONTHS</b></p> <p>Take part in finger rhymes with numbers</p> <p>1.counting, singing, ordering</p> <p>-May be aware of number names through their enjoyment of action rhymes and songs that relate to number</p> <p>-Joins in with repeated actions in songs and stories</p>	<p>Maths-5 little Pumpkins.</p>	<p>Numbers 1-5. Big and small, fat and thin. Spooky, witch, ghosts, spider, dark, moon and sun.</p>	<p>counting 1-5. Big, tall, small and short. Up and down.</p>
<p><b><u>UNDERSTANDING THE WORLD</u></b></p> <p><b>24 MONTHS</b></p> <p>Explore materials with different properties both inside and out</p> <p>2. Observation, communication, interacting, comparing, exploring</p> <p>-Looks for dropped objects and begins to associate objects with a place.</p> <p>-Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers, posting and filling.</p> <p>Make connections between the features of their family</p> <p>knowledge of immediate family, listening, engagement, interaction</p> <p>-Recognises key people in their own lives</p> <p>-Develops a sense of belonging to their family and their key carer</p> <p>-Is interested in photographs of themselves and other familiar people and objects</p>	<p>UW- My Diwali</p>	<p>Rangoli patterns, light, celebration, colours, temple, decorations, diva lamps, special clothes, sparkly and jewellery.</p>	<p>Diwali Celebrations</p> <p>UW – Round Robin - Naming body parts,</p>
<p><b><u>EXPRESSIVE ARTS &amp; DESIGN</u></b></p> <p><b>24 MONTHS</b></p> <p>Move and dance to music</p> <p>1.responding, core strength, co-ordination, spatial awareness</p> <p>-Beginning to control and choose to make whole body movements in response to a stimulus such as music or the environment</p>	<p>Nursery rhyme books and stories</p>	<p>5 Little Monkeys, 1,2,3,4,5 Once I caught a Fish, 5 Little ducks, 5 Little men, 5 Speckled Frogs, 5 Fat sausages, 5 Currant buns, 5 little leaves.</p>	<p>Circle time-Nursery rhymes.</p>

### 30 MONTHS

Explore a range of sound makers and instruments and play them in a range of different ways

responding, core strength, co-ordination, spatial awareness, listening, creating, expression of ideas and feelings

- Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments
- Expresses self through physical actions and sound