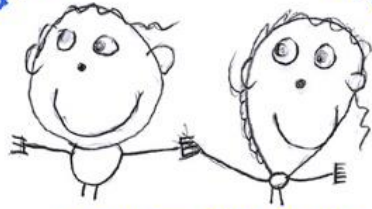


Atherstone Nursery School
and Warwickshire Early Years Hub



'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

Spring term 2024 – 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
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

ORCHARD CURRICULUM MAP – SPRING TERM 2024

THEME – WHERE DO YOU LIVE?

AREA OF LEARNING MILESTONES FROM DATA	SKILLS	CORE TEXT	VOCABULARY	OPPORTUNITIES
<p align="center">PSED</p> <p align="center">36 months</p> <p>1.Shows an interest in others and makes new relationships.</p> <p align="center">48 months</p> <p>2.Plays imaginatively with other children</p>	<p><i>1.feelings and emotions and forming relationships</i></p> <p><i>2.communicating feelings and emotions, forming relationships, listen, explain, focus attention, wait</i></p>	<p>Chinese New Year- The New Year Name story, Clever Sticks</p> <p>Valentine’s Day – Guess How Much I Love You?</p> <p>The Runaway Pancake</p>	<p>Linked to CNY</p> <p>Love/ heart/ pink/ red/ card</p> <p>Pancakes/ story words</p>	<p>Chinese New Year Food tasting/ using sticks to paint/ dragon dancing/ where China is / Chinese homes</p> <p>Valentine’s Day – shapes – hearts/ love</p> <p>Pancake Day Food tasting/ customs</p>
<p align="center">COMMUNICATION AND LANGUAGE</p> <p align="center">36 months</p> <p>1.Responds to questions and instructions. 2.Asks for help if they need it. 3.Speaks in simple sentences.</p> <p align="center">42 months</p> <p>1.Able to follow an instruction with two parts e.g. Get your coat and open the door. 2.Talks with other children</p>	<p><i>1/2.listen, respond, engage, converse, interact</i></p> <p><i>3. converse, interact, exchange, express ideas and feelings</i></p> <p><i>1.Listen, respond</i></p> <p><i>2. interact, converse, listen, engage, respond, elaborate, expression of ideas and feelings</i></p>	<p>Mother’s Day</p> <p>Spring -</p> <p>Easter – The Easter Story</p> <p>Esater songs – Little Peter Rabbit/ Chick, chick, chicken</p>	<p>Names for Mothers/ jobs that mothers do</p> <p>Weather vocab/growing vocab/ flower/stem/petal/stamen</p> <p>Secular words/ religious words</p>	<p>Mother’s Day – all about Mum, grandma, care givers</p> <p>Spring New growth/ spring flowers observe and draw/ Spring walk in the garden/ planting seeds for Mothers day present</p>
<p align="center">PHYSICAL DEVELOPMENT</p> <p>Ongoing development of large and fine motor skills for all children at all stages</p>				<p>Easter Bible story/ customs/egg hunt/ Easter bonnets</p>
<p align="center">LITERACY</p>				

<p>36 months 1. Uses simple marks including lines, curves and circular movements.</p> <p>42 months 2. Enjoys listening to stories and making up play scenarios.</p> <p>48 months 3. Knows the difference between pictures and words</p>	<p><i>1. co-ordination, position and special awareness.</i></p> <p><i>2. interact, listen, engage, respond, storytelling, expression of ideas</i></p> <p><i>3. Decoding</i></p>		<p>Book language eg cover, page, author, illustrator.</p> <p>Pretend, imagine Draw, paint, write. Tell me about...?</p>	<p>Forest School Project – Project work covers all areas of learning and widens the child’s knowledge of the world</p> <p>1.Homes – My house/ building/ rooms/ furniture/ materials/ homes across the world. Door numbers. How many windows, steps etc in your house? Home learning quiz. My address</p>
<p>MATHS</p> <p>36 months 1. Uses mathematical language in their play e.g. big, small, heavy, light</p> <p>42 months 2. Recognises some numbers and shows an interest in counting.</p> <p>48 months 3. Will notice who has more or less eg who has more trains or pieces of fruit</p>	<p><i>1 measuring, exploring, describing, comparing, partitioning, sharing, combining, reasoning, recall, abstract thinking</i></p> <p><i>2 counting, describing, comprehension of written language</i></p> <p><i>3.comparing, partitioning, sharing, combining, reasoning</i></p>	<p>Traditional tales – 3 Little Pigs Stories about homes – My House, This is My House, The Best Nest</p>	<p>Heavy, light, big, small, and other comparative vocabulary Number names Counting by rote and 1:1</p> <p>More, less, fewer Maths Matrix activities</p>	<p>2. Families – Who lives in my house? How many people? 3. Weather – types/ how it effects us, Science of weather Experiments with rain 4. Growth – Spring flowers/ planting seeds/ observing growth in the garden 5. Stories – 3 Little Pigs – launch project work. Re-tell the story. Act out the story using props. Small world play. Adults to put on a performance of the story. Counting to 3. Subitising up to 5</p>
<p>UNDERSTANDING THE WORLD This area of development involves guiding children to make sense of their physical world and their community by giving them</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</p>			

<p>opportunities to explore, observe and find out about people, places, technology and the environment. This ensures that they gain important knowledge of our world in all of its diversity</p>	<p>that provides for all the other skills children need to develop 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>			<p>Fundamental values – Golden rules, Forest School Rules, Sharing and Turn Taking, Kindness to and respect for others. Shared history and place eg customs that repeat every year and the local area.</p> <p>Music and Movement – songs, musical instruments, scarves, lycra etc. Learning paint techniques. Experimenting with colour. Sensory experiences</p>
<p>EXPRESSIVE ARTS & DESIGN 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>				