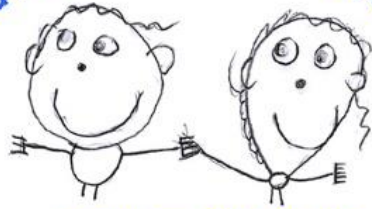


**Atherstone Nursery School**  
and Warwickshire Early Years Hub



'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 – Daisy 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

**DAISY CURRICULUM MAP – SPRING TERM 2024**  
**THEME – WHERE DO YOU LIVE?**

AREA OF LEARNING MILESTONES FROM DATA	SKILLS	CORE TEXT	VOCABULARY	OPPORTUNITIES
<p style="text-align: center;"><b>PSED</b> <b>24 months</b></p> <p>1.Likes to do things for themselves, without help.</p> <p style="text-align: center;"><b>30 months –</b></p> <p>1.Watches what friends are doing and joins in with play</p>	<p><i>1.setting simple goals, focusing attention, persistence, self-regulation, managing own needs, cooperating, forming relationships</i></p> <p><i>2.form relationships, cooperates</i></p>	<p>Chinese New Year- The New Year Name story, Clever Sticks CBBC programme</p> <p>Valentine’s Day – Guess How Much I Love You?</p>	<p>CNY related vocab</p> <p>Love/ heart/ pink/ red/ card</p>	<p><b>Chinese New Year</b> Food tasting/ using sticks to paint/ dragon dancing</p> <p><b>Valentine’s Day</b> – shapes – hearts/ love</p> <p><b>Pancake Day</b> Food tasting/ customs</p>
<p style="text-align: center;"><b>COMMUNICATION AND LANGUAGE</b> <b>24 months</b></p> <p>1.Puts two or more words together. 2.Repeats words and finds objects when asked e.g. ball, shoes.</p> <p style="text-align: center;"><b>30 months</b></p> <p>1.Beginning to use words like, me, I and you 2.Uses lots of new words.</p>	<p><i>1.conversing, interacting,</i> <i>2. listening, responding, engaging, expressing feelings and ideas</i></p>	<p>Mother’s Day – I love My Mummy</p>	<p>Names for mothers</p>	<p><b>Mother’s Day</b> – all about Mum, grandma, special person in your life Planting seeds in a decorated pot</p> <p><b>Spring</b> New growth/ spring flowers observe and draw</p>
<p style="text-align: center;"><b>PHYSICAL DEVELOPMENT</b> <b>24 months</b></p> <p>1. Climbs stairs independently</p>	<p><i>1.core strength, co-ordination, agility, positional and special awareness.</i></p>	<p>Spring –</p>	<p>Flower/ seed/ stem/ petal/ bulb/ daffodil/ dandelion</p>	<p><b>Easter</b> Bible story/ customs/egg hunt/ Easter bonnets</p>
<b>LITERACY</b>				<p><b>Project</b> – 3 Little Pigs Houses Photos of own front door Family photos Outdoors – obstacle course/ 3 pigs house role play Counting to 3</p>
<b>MATHS</b>		<p>Easter – The Easter Story</p>	<p>Secular and religious vocab</p>	

		3 Little Pigs	Story words/ repetitive phrases House vocabulary Building materials Street vocabulary	door numbers <b>Numeracy</b> -shapes, numbers and positional language, number names, songs and rhymes, counting. Comparative language small, big, long, short
<b>UNDERSTANDING THE WORLD</b> 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 people, places, technology and the environment. This ensures that they gain important knowledge of our world in all of its diversity	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 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.			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.
<b>EXPRESSIVE ARTS &amp; DESIGN</b> 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				Music and Movement – songs, musical instruments, scarves, lycra etc. Learning paint techniques. Experimenting with colour. Sensory experiences