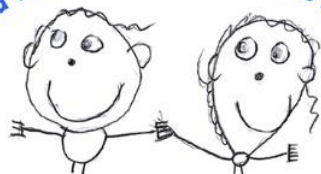


Atherstone Nursery School
and Warwickshire Early Years Hub



'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

ORCHARD CURRICULUM MAP – SUMMER TERM 2024

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THEME – WHERE DO YOU LIVE?

AREA OF LEARNING MILESTONES FROM DATA	SKILLS	CORE TEXT	VOCABULARY	OPPORTUNITIES
<p align="center">PSED 42 months</p> <p>1.Plays with others</p> <p>2. Shows awareness of the feelings of others</p> <p align="center">48 months</p> <p>3.Plays imaginatively with other children</p>	<p><i>1/2. co-operate, listen, communicate feelings and emotions, form relationships, persist, wait, self-regulate.</i></p> <p><i>3.communicating feelings and emotions, forming relationships, listen, explain, focus attention, wait</i></p>	<p>St Georges Day story CBBC video</p> <p>I Love You My Dad – Anthony Browne My Dad’s Brilliant – Nick Butterworth</p>	<p>George, dragon, princess, fight, kill, sword, hero, castle, village</p> <p>Names for Fathers/ jobs that fathers do/ Feelings</p>	<p>St Georges Day – Re-enact the story/ create swords and shields/ small world castle and figures – LINK TO HOUSES</p> <p>Father’s Day – all about Dad, Grandad, Uncle, male care givers</p>
<p align="center">COMMUNICATION AND LANGUAGE 42 months</p> <p>1.Able to follow an instruction with two parts e.g. Get your coat and open the door.</p> <p>2.Talks with other children</p> <p>3. Listens and responds to things being said by others</p> <p align="center">54 months</p> <p>4.Listens attentively in a range of situations</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><i>3. listens, responds, interacts, converse, engage, elaborate, express feelings and ideas</i></p> <p><i>4. listen, interact, engage</i></p>	<p>Spring – SHARED READING Everything Spring by Jill Esbaum Handa’s Surprise by Eileen Browne Guess what I’ll be by Louise Jackson and Paul Harrison Dora’s Eggs by Julie Sykes Dora’s Chicks by Julie Sykes</p>	<p>Weather vocab/growing vocab/ flower/stem/petal/stamen/ tall, taller, tallest/ short, shorter, shortest/Animal names and homes/ counting/ fruit names/</p>	<p>Spring New growth/ spring flowers observe and draw/ Spring walk in the garden/ planting seeds / watching them grow/ Measuring height - LINK TO GARDENS Baby animals/ development eg egg to chick</p> <p>Olympics Watch videos of Olympic games and the type of events – links to project and how people represent their country. Sponsor event , practise PE skills and challenge.</p>
<p align="center">PHYSICAL DEVELOPMENT 42 months</p> <p>1.Uses tools and toys safely.</p>	<p><i>1. proficiency, control and confidence</i></p>			
<p align="center">LITERACY 36 months</p> <p>1.Uses simple marks including lines, curves and circular movements.</p> <p align="center">42 months</p> <p>2.Enjoys listening to stories and making up play scenarios.</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. co-ordination, position and spatial awareness.</i></p>	<p>The Gruffalo – Julia Donaldson</p> <p>Going on a Bear Hunt – Michael Rosen</p> <p>SHARED READING</p>	<p>Names of characters/ story words/ types of homes eg den, nest</p>	<p>Forest School – the Gruffalo – making homes for the characters</p> <p>The Nest – sensory experiences based on the types of weather in the story Protective Behaviours Name feelings Have an understanding of feeling safe/unsafe. Early Warning signs.</p>

<p>3. Makes many different marks including closed shapes</p> <p style="text-align: center;">48 months</p> <p>4. Knows the difference between pictures and words</p> <p>5. Makes marks to represent their name</p> <p style="text-align: center;">54 months</p> <p>6. Begins to recognise familiar letters or words eg name/ shop signs</p>	<p>4. <i>Decoding</i></p> <p>5. <i>co-ordination, spatial awareness, converse, respond and elaborate, expression of ideas of feelings</i></p> <p>6. <i>comprehension of written language</i></p>	<p>The Colour Monster – Anna Llenas Susan Laughs - Jeanne Willis and Tony Ross When I'm feeling Lonely -Trace Moroney I love You Just the Way you are - Virginia Miller A Dark Dark Tale - Ruth Brown The Huge Bag of Worries - Virginia Ironside Sometimes I feel...Sunny - Gillian Shields and Georgie Birkett Bear feels Scared - Karma Wilson and Jane Chapman The Selfish Crocodile - Faustin Charles and Michael Terry Giraffes Can't Dance - Giles Andrede and Guy Parker-Rees The Underpants Rule – Kate and Rod Power</p> <p>This is Our House – Michael Rosen</p> <p>Superworm – Julia Donaldson</p>	<p>Feelings words/ sharing/ shape names</p> <p>Rhyming/ names of insects/ maths language/ feelings</p>	<p>Network Hand. Opportunities to play games using feelings pictures. Safe challenges out doors.</p> <p>Project – Project work covers all areas of learning and widens the child's knowledge of the world</p> <p>1. Homes – My house- What materials do we need for a house? Construct a house using large cardboard boxes – add in windows, doors, chimney, path etc – build using Community playthings bricks outdoors. Shapes used in houses.</p> <p>2. Animal homes – Sorting animals and naming by type of home eg land, sea Minibeasts – What is an insect? Create a wormery – collect worms. Measure – long, longer, longest. Life cycles.</p>
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		Traditional tales – Jack and the Beanstalk	Book language eg cover, page, author, illustrator. Pretend, imagine Draw, paint, write. Tell me about...?	<p>3. Maps – Using Google maps to see where we live from street view to town, country, world, earth. Look at amenities in the local area. Create a map of our on home in relation to the amenities. Address</p> <p>4. Growth – Spring flowers/ planting seeds/ observing growth in the garden</p> <p>5. Stories – Jack and the Beanstalk – Re-launch project work. Re-tell the story. Act out the story using props. Small world play. Adults to develop during Round Robin sessions –</p>
<p>MATHS 36 months</p> <p>1. Uses mathematical language in their play e.g. big, small, heavy, light</p> <p>42 months</p> <p>2. Recognises some numbers and shows an interest in counting.</p> <p>48 months</p> <p>3. Will notice who has more or less eg who has more trains or pieces of fruit</p> <p>54 months</p> <p>4. Notices and compares size, weight and capacity in their play</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><i>4. compares size, weight and capacity, sharing, exploring, reasoning, recall, describing, abstract thinking.</i></p>		<p>eg - Heavy, light, big, small, tall, taller, tallest and other comparative vocabulary Number names Counting by rote and 1:1</p> <p>More, less, fewer Maths Matrix activities</p>	<p>Refugee Week – 17/6/24 Link to our project and Protective Behaviours</p> <p>What is a Refugee – Elise Gravel My Name is Not Refugee – Kate Milner</p> <p>ROUND ROBIN – different staff members, so listening skills practised Woodwork – physical skills and the safe use of tools – progress from using clay and golf tees to wood and nails. Mud Kitchen – Creating a café – using mud and leaves, herbs, petals/ menu and price list for everyday Maths Forest School – Animal homes/ creating a spark – safe use of tools, physical skills</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 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>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,</p>			<p>Shop – Turn Taking, shopping list writing, Role play, handling money, weight, capacity. Moving from goods to fresh produce. Where does the family shop? What happens there?</p>

<p>EXPRESSIVE ARTS & DESIGN</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>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. SPONSORSHIP – Joint understanding of belonging and how to support each other. MINI OLYMPICS – PE themed</p> <p>Round Robin – Music – Rhythm, playing an instrument to a beat, dancing, relaxing – loud/ quiet, fast/ slow Music and Movement – songs, musical instruments, scarves, lycra etc. RoundRobin-PaintTechniques. Experimenting with colour. Sensory experiences</p>
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