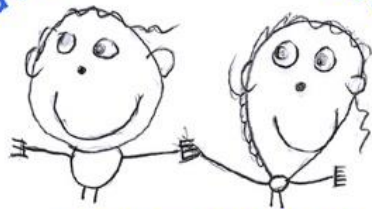


Atherstone Nursery School
and Warwickshire Early Years Hub



'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 2025 – 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
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 2025

THEME – WHO AM I

AREA OF LEARNING MILESTONES FROM DATA/ SKILLS/ SEQUENTIAL LEARNING	CORE TEXT	VOCABULARY	OPPORTUNITIES
<p style="text-align: center;"><u>PSED</u> 24 months</p> <p>Likes to do things for themselves, without help.</p> <p>1.setting simple goals, focusing attention, persistence, self-regulation, managing own needs, cooperating, forming relationships</p> <p>-Child co-operates with familiar adults</p> <p>-Child needs adult support to share and take turns</p> <p>-Child is beginning to develop awareness of things that are theirs and things that belong to others</p> <p>-Child begins to recognise shared nursery resources and can put them down when finished</p>	<p>Photo books My First Day at Nursery</p> <p>Chinese New Year- The New Year Name story, Clever Sticks CBBC programme Chinese New Year Song</p>	<p>Feelings/ emotions</p> <p>CNY related vocab</p>	<p>New Children Welcoming/ using photos to help settle</p> <p>Chinese New Year Food tasting/ using sticks to paint/ dragon dancing/ collage with red and yellow/ lanterns/ red playdough with glitter</p>
<p style="text-align: center;"><u>COMMUNICATION AND LANGUAGE</u> 30 Months</p> <p>Uses lots of new words</p> <p>1.elaborate, express</p> <p>-Child may begin to use an increasing range of recognisable words</p> <p>-Child may use words but may not clearly express all the sounds in that word</p> <p>-Child may use vocabulary words around an interest</p>	<p>5 Little Snowmen song Snowy Day The Snowman Non fiction books</p>	<p>Warm/Cold/ snow/ ice/ weather/Jack Frost/winter clothes</p>	<p>Winter Play outdoors- look at frost Use twigs in playdough Winter animals Chatter Matters Week</p>
<p style="text-align: center;"><u>PHYSICAL DEVELOPMENT</u> 24 months</p> <p>Climbs stairs independently</p> <p>1.core strength, co-ordination, agility, positional and special awareness.</p> <p>-Child can climb steps with adult support</p>	<p>Valentine's Day – Guess How Much I Love You?</p>	<p>Love/ heart/ pink/ red/ card</p>	<p>Valentine's Day – shapes – hearts/ love/ kindness</p> <p>Pancake Day Food tasting/ customs</p>
<p style="text-align: center;"><u>LITERACY</u> 24 Months</p> <p>Pay attention or responds to the words or pictures in books.</p> <p>1.Listen, interact, engage, respond</p> <p>-Child points to pictures in a book</p> <p>-Child may turn the pages in the book but not in any particular order</p>	<p>Assortment of favourite books Nursery Library</p>		<p>World Book Day Dress up as a character/ bring favourite book from home</p>
<p style="text-align: center;"><u>MATHS</u> 24 Months</p> <p>Take part in finger rhymes with numbers</p> <p>1.Counting, singing, ordering</p>	<p>Mother's Day – I love My Mummy</p>	<p>Names for mothers</p>	<p>Mother's Day – all about Mum, grandma, special person in your life Planting seeds in a decorated pot</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>Builds with a range of resources</p> <p>2. Sorting, exploring, matching, manipulating, reasoning</p> <p>-Looks for things that have moved out of sight</p> <p>-Stacks objects using flat surfaces</p> <p>-Respond to changes of shape</p>	<p>Spring – Songs - I See a Rabbit, Old Macdonald, Peter Rabbit, Chick, Chick, Chicken and I Dig My Garden.</p> <p>Stories – Spot’s First Walk/The First Spring</p> <p>Easter – The Easter Story</p> <p>Counting books</p> <p>Rhyme Bag with finger Rhymes</p> <p>This is My Dad series</p> <p>Use Spotify - Busy Feet, Chase the Rhythm, Sticky Kids, Tumble Tots</p>	<p>Flower/ seed/ stem/ petal/ bulb/ daffodil/ dandelion</p> <p>Secular and religious vocab</p> <p>Tommy Thumb</p> <p>Wind the Bobbin</p> <p>Body parts/ hair, eye colour/ names of family members</p>	<p>Spring</p> <p>New growth/ spring flowers observe and draw</p> <p>Easter</p> <p>Bible story/ customs/egg hunt/ Easter bonnets</p> <p>Maths -shapes, numbers and positional language, number names, songs and rhymes, counting. Comparative language small, big, long, short</p> <p>Project – Who Am I ? Me/ family/ home/ likes and dislikes</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.</p> <p>Learning paint techniques. Experimenting with colour. Sensory experiences</p>
<p><u>UNDERSTANDING THE WORLD</u></p> <p>30 Months</p> <p>Notices differences between people</p> <p>1. knowledge of immediate family, listening, engagement, interaction, comparing</p> <p>-Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</p> <p>-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</p>			
<p><u>EXPRESSIVE ARTS & DESIGN</u></p> <p>24 MONTHS</p> <p>Explore paint using fingers and other parts of their body including brushes and tools</p> <p>2. exploration of colour, expression of ideas, fine-motor skills,</p> <p>-Experiment with a range of media exploring paint and playdough often directly with their hands and for the purpose of exploration rather than representation</p> <p>-Begins to explore the use of tools, such as paint brushes and scissors but also their bodies, sometimes covering hands or fingers with paint.</p> <p>30 MONTHS</p> <p>Explore different materials using all their senses to investigate them</p> <p>2. exploration of colour, expression of ideas, fine-motor skills,</p> <p>-Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</p> <p>-Notices and becomes interested in the transformative effect of their action on materials and resources</p>			

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