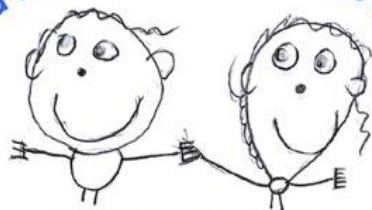


Atherstone Nursery School  
and Warwickshire Early Years Hub



'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 – 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>COMMUNICATION AND LANGUAGE</u></b></p> <p><b>36 MONTHS</b></p> <p>Responds to questions and instructions. 1.listen, interact, converse, respond -Child can respond to and ask simple questions what, where, who</p> <p>Asks for help if they need it. 2.interact, listen, converse, respond -Child may gesture or communicate for help by tapping, pointing or using words</p> <p>Speaks in simple sentences 3.converse, interact, exchange, express ideas and feelings -Child can increasingly name objects but is also adding descriptive words -Child is beginning to offer phrases of 3, 4 and 5 words</p> <p><b>42 MONTHS</b></p> <p>Talks with other children 2.interact, converse, listen, engage, respond, elaborate, expression of ideas and feelings -Child uses intonation when speaking -Child begins to negotiate e.g. please can I, I would like to, Will you</p> <p>Able to follow a 2 part instruction 4. listen, respond -Child may be quiet (listen) when others speak - Child can respond to a two part instruction</p> <p><b>48 MONTHS</b></p> <p>Listens when they are in a group with others 3, listen, engage -Child can explain what is happening in a story or activity -Child is quiet and listens with interest when others speak</p>	<p>Little Red Hen</p> <p>Rama and Sita</p>	<p>Hen, cat, dog, pig, windmill, miller, who will help me..., not I.</p> <p>Prince, princess, fight, escape, protect, monkeys, Hannaman, light</p> <p>Words to Rhymes</p> <p>Related to what the child has to say</p>	<p>Harvest</p> <p>Diwali</p> <p>Ring Games – Hot Potato/ Bug Under the Rug Musical games at nurture time</p> <p>Talking chair/ talking stick/ hold the teddy</p> <p>Phonics/ Music – clap rhythms, move body to music, play instrument in time to music, calm down</p>



<p>2.Co-ordination, position, special awareness  -Child may begin to produce marks including zig zags and say they are writing  <b>Enjoys sharing books with adults</b>  1.interact, listen, interact, engage  -Child may know some words or phrases from a favourite book  -Child may know familiar characters from a book and may name them e.g. Maisie</p> <p style="text-align: center;"><b>42 MONTHS</b></p> <p><b>Enjoys listening to stories and making up play scenarios</b>  1.interact, listen, interact, engage, respond, storytelling, expression of ideas  -Child may reenact stories in their play, role play/small world play</p>	<p>The Nativity Story at Christmas.</p> <p>The Enormous Turnip</p>	<p>the rhyme 5 Little Leaves Autumn Leaves are Falling Down Pumpkin, gourd, round, big, small, shape, colours</p> <p>Big, small, round, long, pull out, family names, heave Repetitive phrases</p>	<p>Paintings - leaves, pumpkins, conkers, sticks</p> <p>Christmas cards</p> <p>Act out the story. Role Play with puppets Role play outfits</p>
<p style="text-align: center;"><u><b>MATHEMATICS</b></u>  <b>36 MONTHS</b></p> <p><b>Use mathematical language in their play e.g. big, small, heavy, light</b>  2.measuring, exploring, describing  -Explore differences in size, length weight and capacity  -Beginning to anticipate times of the day such as mealtimes or home times</p> <p><b>Shows an awareness of number</b>  1.comparing, describing, exploring, manipulating  -Beginning to compare and recognise changes in numbers of things using words like more, lots or same  -Begins to say numbers in order some of which are in the right order  -Beginning to notice numerals or number symbols and beginning to count on their fingers</p> <p style="text-align: center;"><b>48 MONTHS</b></p> <p><b>Will notice who has more or less</b></p>	<p>The Enormous Turnip</p> <p>Number Rhymes – 5 Little Pumpkins, 5 Little Leaves</p>	<p>Big, small, round, long, pull out, family names, heave Repetitive phrases</p> <p>Count, how many, numeral, match, 5 Little Monkeys, 1,2,3,4,5 Once I caught a Fish, 5Little ducks, 5 Little men, 5 Speckled Frogs, 5 Fat sausages, 5</p>	<p>Shape games Obstacle courses Pumpkin shape and size</p> <p>Daily counting of children. Match amount to numeral Maths Matrix Advent calendar.</p>



