



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 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	CORE	VOCABULARY	OPPORTUNITIES
MILESTONES FROM DATA	TEXT		
SKILLS			
SEQUENTIAL LEARNING			
COMMUNICATION AND LANGUAGE	Little Red	Hen, cat, dog, pig,	Harvest
36 MONTHS	Hen	windmill, miller,	
Responds to questions and instructions.		who will help	
1.listen, interact, converse, respond		me, not I.	
-Child can respond to and ask simple questions what, where, who		ine, not i.	
Asks for help if they need it.			
2.interact, listen, converse, respond	Rama and	Prince, princess,	Diwali
-Child may gesture or communicate for help by tapping, pointing or using words	Sita	fight, escape,	
Speaks in simple sentences		protect, monkeys,	
3.converse, interact, exchange, express ideas and feelings		Hannaman, light	
-Child can increasingly name objects but is also adding descriptive words			
-Child is beginning to offer phrases of 3, 4 and 5 words		Words to Rhymes	Ring Games – Hot Potato/ Bug Under the Rug
42 MONTHS		vvoids to kinyllics	
Talks with other children			Musical games at nurture time
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			
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			
48 MONTHS			
		Related to what	Talking chair/ talking stick/ hold the teddy
Listens when they are in a group with others		the child has to	
3, listen, engage -Child can explain what is happening in a story or activity			Phonics/ Music – clap rhythms, move body to
-Child is quiet and listens with interest when others speak		say	
			music, play instrument in time to music, calm
			down

Shows an interest in others and makes new relationships. 1. feelings and emotions and forming relationships -Child begins to share and take turns with some support from adults -Child seeks out familiar adult to seek comfort or ask for help or moderate their emotions -Child may respond to the feelings and wishes of others sometimes and show awareness and concern of others feelings - Child can label their feelings	Owl Babies	I want my Mummy I wish, I wish. Owl, Sarah, Percy and Bill. Habitat, Nocturnal, Nests, Night and Day.	Discuss feelings and provide reassurance. Talk about family's and caring for each other. Repetition.
Explores new environments 2.sets simple goals, focuses attention -Child starts to understand and respond to some boundaries/routines with support -Child may begin to learn that some things are theirs, some belong to others and some things are shared 42 months Plays with others 3.co-operate, listen, communicate, persist, wait, self-regulate. -Child shares and takes turns with some support from adults	Teeth Are Not For Biting Hands are not for Hitting Colour	Teeth are for Hands are for	Getting along with other children. Socially accepted behaviour. My Body parts Protective Behaviours
-Child may develop a friendship with a particular child or group but may be a little reliant on that familiar child/group	Monster Pudseys Fundraiser	Colours, feelings words, How do you feel today	Remembrance Day Bonfire Night -safety Children In Need
PHYSICAL DEVELOPMENT 36 MONTHS Uses the toilet with some support 1.managing own personal needs, core strength, co-ordination., spatial awareness -Learns to use the toilet with help and then independently	I Want My Potty	Wee, poo, potty, toilet	Supporting independence to access toilet and/ or toilet training in conjunction with parents
LITERACY 36 MONTHS Uses simple marks including lines, curves and circular movements.	We're Going on a Leaf Hunt	Leaves, Autumn, colours, shapes, size, find, words to	Autumn Play in fallen leaves, leaf hunt, sweep leaves Look at pumpkins

2.Co-ordination, position, special awareness -Child may begin to produce marks including zig zags and say they are writing Enjoys sharing books with adults 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 42 MONTHS Enjoys listening to stories and making up play scenarios 1.interact, listen, interact, engage, respond, storytelling, expression of ideas -Child may reenact stories in their play, role play/small world play	The Nativity Story at Christmas.	the rhyme 5 Little Leaves Autumn Leaves are Falling Down Pumpkin, gourd, round, big, small, shape, colours	Paintings - leaves, pumpkins, conkers, sticks Christmas cards Act out the story. Role Play with puppets Role play outfits
	The Enormous Turnip	Big, small, round, long, pull out, family names, heave Repetitive phrases	
<u>MATHEMATICS</u>	The	Big, small, round,	Shape games
36 MONTHS	Enormous	long, pull out, family	Obstacle courses
Use mathematical language in their play e.g. big, small, heavy,	Turnip	names, heave	Pumpkin shape and size
light		Repetitive phrases	
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	Number	Count, how many,	Daily counting of children. Match amount to
Shows an awareness of number 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 48 MONTHS	Rhymes – 5 Little Pumpkins, 5 Little Leaves	numeral, match, 5 Little Monkeys, 1,2,3,4,5 Once I caught a Fish, 5Little ducks, 5 Little men, 5 Speckled Frogs, 5	numeral Maths Matrix Advent calendar.
Will notice who has more or less		Fat sausages, 5	

3.comparing, partitioning, sharing, combining, reasoning -Subitises up to five -Estimates of numbers of things showing understanding of relative size		Currant buns, 5 little leaves.	
UNDERSTANDING THE WORLD 36 MONTHS Begin to make sense of their own life story and family's history 1.knowledge of immediate family, listening, engagement, interaction, comparing, sense of time -Has a sense of own immediate family and relations and pets -Learns that they have similarities and differences that connect them to, and distinguish them from, others Talk about what they see using a wide vocabulary 2. Observation, communication, interacting, comparing, exploring -Can talk about some of the things they have observed such as plants, animals, natural and found objects -Notices detailed features of objects in their environment	UW- The story of Rama and Sita The Nativity Story	Rangoli patterns, light, celebration, colours, temple, decorations, diva lamps, special clothes, sparkly and jewellery. Mary, Joseph, baby Jesus, shepherd, sheep, wise men, presents, stable, ox, donkey, camels, star, manger	
EXPRESSIVE ARTS & DESIGN 36 MONTHS Use their imagination when they consider what they can do with different materials 2.exploration of colour, expression of ideas, fine-motor skills, -Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations 42 MONTHS Listen with increasing attention to sounds 1.responding, core strength, listening, creating, expression of ideas and feelings -Mirrors and improvises actions they have observed, e.g. clapping or waving -Sings/vocalises whilst listening to music or playing with instruments/sound makers	Nursery rhyme books and stories It Starts With a Dot	Draw, dot, lines, circle, join up	Christmas – Parent Craft Session, Christmas songs, Nativity story, wrapping stations, Colour mixing, card station, small world nativity Self portraits, family portraits, leaves, pumpkins Flipper Flappers Letter to Santa

