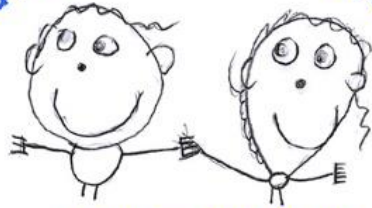


Atherstone Nursery School
and Warwickshire Early Years Hub



'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

September 2023 – 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

INTENT	By 24 MONTHS we intend that children will be able to:	By 30 MONTHS we intend that children will be able to:	By 36 MONTHS we intend that children will be able to:	By 42 MONTHS we intend that children will be able to:
<p><u>COMMUNICATION AND LANGAUGE</u> SKILLS WE INTEND TO TEACH: <i>1. conversing, interacting, exchanging, expressing ideas and feelings, elaborating, listening, engaging, storytelling.</i> <i>2. listening, responding, engaging, expressing feelings and ideas</i> <i>3. listening, interacting, conversing, responding, engaging, elaborating,</i></p>	<p>1. Put two or more words together 1. Repeat words and finds objects when asked e.g. ball, shoes</p> <p>2. Respond to familiar music, songs or rhymes</p>	<p>1. Use lots of new words 1 Begin to use words like, me, I and you</p> <p>2 Be interested in books and stories</p> <p>3 Stop what they are doing and can listen to you</p>	<p>1. Speak in simple sentences</p> <p>3. Respond to questions and instructions 3. Ask for help if they need it</p>	<p>1. Talk with other children</p> <p>2. Sing songs and rhymes</p> <p>3. Listen and respond to things said by others 3. follow an instruction with two parts e.g. Get your coat and open the door</p>
<p><u>PSED</u> SKILLS WE INTEND TO TEACH: <i>1. communicating feelings and emotions and forming relationships, focussing attention</i> <i>2. setting simple goals, focusing attention, persistence, self-regulation, managing own needs, cooperating, forming relationships</i> <i>3. co-operate, form relationships,.</i> <i>4. communication feelings and emotions,</i></p>	<p>1 Enjoy simple make-believe play e.g. having a cup of tea</p> <p>2. Do things for themselves, without help</p> <p>4 Display a range of big emotions, e.g. May jump up and down when excited</p>	<p>2 Help you when you are busy, e.g. putting shopping away</p> <p>3 Watch what friends are doing and joins in with play</p> <p>4 Begin to assert independence and challenge boundaries</p>	<p>1. Shows an interest in others and makes new relationships</p> <p>2. Explores new environments</p>	<p>1. Show awareness of the feelings of others</p> <p>2. Know what they want to play with and where to find it</p> <p>3. Play with others.</p>
<p><u>PHYSICAL DEVELOPMENT</u> SKILLS WE INTEND TO TEACH: <i>1. co-ordination, positional and spatial awareness, confidence, core strength, control, proficiency</i> <i>2. co-ordination, positional and spatial awareness, core strength, co-ordination, positional and confidence, control, proficiency</i> <i>3. managing own personal needs, core strength, co-ordination., spatial awareness</i></p>	<p>1 Climb over obstacles 1 Climb stairs independently</p> <p>2 Use a spoon or fork to feed themselves</p>	<p>1 Run around, change direction and slow down so they don't bump into things</p> <p>2 Make lines and marks 2 Build a tower</p>	<p>1. Move around their environment with awareness and control</p> <p>2. Manage a range of equipment purposefully e.g. can use a spade to fill a bucket</p> <p>3. Use the toilet with some support</p>	<p>1. Climb, run and jump with confidence</p> <p>2. Use toys and tools safely</p> <p>3. Use the toilet independently</p>

<p><u>LITERACY</u> SKILLS WE INTEND TO TEACH: 1.<i>interaction, listening, engagement, feelings, coordination, responding, storytelling, expression of ideas, comprehension of written language</i> 2. <i>co-ordination, position and spatial awareness, conversing, responding and elaborating, expression of ideas and feelings, proficiency</i></p>			<p>1. Enjoy sharing books with adults</p> <p>2. Use simple marks including lines, curves and circular movements –</p>	<p>1. Enjoy listening to stories and making up play scenarios</p> <p>2 Make many different marks, including closed shapes, e.g. circles</p>
<p><u>MATHEMATICS</u> SKILLS WE INTEND TO TEACH: 1<i>comparing, describing, exploring, manipulating, comprehension of written language, counting, combining, recall,</i> 2 <i>measuring, exploring, describing, comparing, partitioning, sharing, combining, reasoning, recall, abstract thinking</i></p>			<p>1. Show an awareness of number</p> <p>2 Use mathematical language in their play e.g. big, small, heavy, light</p>	<p>1. Recognise some numbers and show an interest in counting</p> <p>3. Know how to solve everyday problems in their play e.g. how to get water from one place to another</p>
<p><u>UNDERSTANDING THE WORLD</u> 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><u>PEOPLE AND COMMUNITIES</u> SKILLS WE INTEND TO TEACH: <i>Communicating, interaction, listening, engagement, feelings, responding, storytelling, expression of ideas, comprehension of written language, knowledge of immediate family, understanding of history, knowledge of why and when things happened</i></p>	<p><u>THE WORLD</u> SKILLS WE INTEND TO TEACH: <i>Communicating, interaction, listening, engagement, feelings, responding, storytelling, expression of ideas, comprehension of written language, understanding of geography, knowledge of why and where things happen, understanding of sustainability</i></p>	<p><u>TECHNOLOGY</u> SKILLS WE INTEND TO TEACH: <i>Communicating, interaction, listening, engagement, co-ordination, positional and spatial awareness, fine motor skills, confidence, personal safety, awareness of how things work, understanding of sustainability</i></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</p>

				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.
<p><u>EXPRESSIVE ARTS AND DESIGN</u></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>CREATING WITH MATERIALS SKILLS WE INTEND TO TEACH: <i>interaction, listening, engagement, feelings, coordination, responding, expression of ideas, co-ordination, position and spatial awareness, conversing, responding and elaborating, expression of ideas and feelings, proficiency, safety, exploration of colour, texture, form, design and function</i></p>	<p>BEING IMAGINATIVE AND EXPRESSIVE SKILLS WE INTEND TO TEACH: <i>conversing, interacting, exchanging, expressing ideas and feelings, elaborating, listening, engaging, storytelling, responding, core strength, co-ordination., spatial awareness</i></p>		
IMPLEMENTATION				
FESTIVALS	<p>AUTUMN</p> <p>Diwali Bonfire Night Remembrance Day Christmas St Andrews Day</p>	<p>SPRING</p> <p>Chinese New Year Valentines Day Mothers Day Shrove Tuesday Easter St Georges Day St Davids Day St Patricks Day</p>	<p>SUMMER</p> <p>Fathers Day</p>	Also to include cultural festivals that are celebrated in other parts of the world, depending on the cohort of children eg Australia Day
SEASONAL CHANGES	Weather, nature, clothing, lifecycles			

<p>Key Books/ Stories to Share/ Core texts</p>	<p>Celebrations - Diwali - The story of Rama and Sita Christmas - Nativity story, Valentine's Day – Guess How Much I Love You? Chinese New Year- The Big Race, Clever Sticks Mother's Day – Owl babies Easter – The Easter Story Father's Day -</p> <p>Non-fiction texts- Winter themed/ Spring themed/ Books on growth moving into Summer themed books Traditional Tales - 3 Bears, Jack and the Beanstalk, 3 Little Pigs, The Gingerbread Man Classic Stories – Bear Hunt, Owl Babies, Shark in the Park, Pip and Posy stories, Peppa Pig, Spot, That's Not My..., Oral Health related books – Alans Big Scary Teeth, Teeth Are Not For Biting Transitional – Going To Nursery Nurture/Protective Behaviours – Vocabulary – safe/ unsafe, Kind hands, Stop Julia Donaldson stories – Room on a Broom, Gruffalo, Gruffalo's Child, Stick man Eric Carle stories - Very Hungry Caterpillar, the Very Busy Spider, The Tiny Seed, Jill Murphy – Peace At Last</p>
<p>CORE SONGS/ RHYMES</p>	<p>Traditional/ Nursery Rhymes –Baa, Baa, Black Sheep, Twinkle, Twinkle, Row Your Boat, Ring a Roses, Round and Round the Garden, Wind the Bobbin, The Turtle, Incey, Wincey Spider, Humpty Dumpty, Miss Polly, I'm a Little Teapot, Hickory, Dickory, Dock, Sing a Song of Sixpence, Mary, Mary.</p> <p>Number Rhymes – 1,2,3,4,5, 5 Little Ducks, 5 Speckled Frogs, 5 Currant Buns, 10 Fat Sausages.</p> <p>Songs related to festivals</p> <p>Modern Songs – Wheels on the Bus, Old Macdonald, If You're Happy and You Know It, Let It Go, Baby Shark Ring Games/ Action Songs – Heads, Shoulders, knees and Toes, Sleeping Bunnies, Peter Hammers,</p>
<p>ECOSYSTEMS/ FOREST AREA</p>	<p>Lifecycles, Planting, Growth and Decay, Patterns in Nature, Colours, Shapes, Sizes and Measuring, Tool safety, Plants, Animals, Classification, Insects, Recycling/ Sustainability, Weather, Art, Photography, ICT, Music, Microscopes, Magnifying Glasses, Dens, Composter</p>

CORE EXPERIENCES	Chatter Matters Music and Movement Fundamental Values Oral Health/ Healthy Eating Fire Safety Water Safety Online Safety Wellbeing Strong Relationships Sensory play
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