



Yearly Curriculum Map Overview Nursery 2023/24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Texts	The Little Red Hen	The Ginger bread Man	Goldilocks and the Three Bears	Jack and The Beanstalk	The Three Billy Goats Gruff	The Three Little Pigs
Communication & Language	<p>Listen to simple stories and understand what is happening, with the help of the pictures</p> <p>Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult</p> <p>Use a wider range of vocabulary.</p>	<p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>Use longer sentences of four to six words.</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>
Personal, Social and Emotional Development	<p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special</p>	<p>Learn to use the toilet with help, and then independently</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p>	<p>Increasingly follow rules, understanding why they are important. Remember rules without needing</p>	<p>Develop appropriate ways of being assertive.</p>	<p>Understand gradually how others might be feeling</p>



Yearly Curriculum Map Overview Nursery 2023/24

	<p>needs and disabilities, religion and so on</p> <p>Develop friendships with other children.</p> <p>Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."</p>	<p>Develop their sense of responsibility and membership of a community</p>	<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</p>	<p>an adult to remind them</p> <p>Share or take turns with others, with adult guidance and understanding 'yours' and 'mine'.</p> <p>Settle to some activities for a while</p>	<p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p>	<p>Play alongside others.</p> <p>Take part in pretend play (for example, being 'mummy' or 'daddy')</p> <p>Take part in other pretend play with different roles – being the Gruffalo, for example</p> <p>Generally negotiate solutions to conflicts in their play</p>
Physical Development Gross Motor	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p>
Physical Development Fine motor	<p>I can hold a pencil (fisted/digital pronate grip) to make marks I am beginning to do up my own large buttons can turn the pages in a book</p>	<p>I can fit the pieces of a puzzle together I can pick up tiny objects using a fine pincer grasp I can use one-handed tools and equipment, e.g. make</p>	<p>I can use tweezers I can use tools effectively in playdough (eg: cutters/rollers) I can take off and put on my own shoes (not laces) I am beginning to do up my own zip</p>	<p>I can show increasing control over tools like pencils and crayons. -I can use tools for mark making with control. I can grip using five fingers or preferably two fingers and thumb for control.</p>	<p>I can use a 4 finger grip to hold my pencil I can use pincers, tweezers and threading equipment with increasing control and confidence</p>	<p>I can use scissors effectively to cut straight lines in paper I am beginning to use 3 fingers (tripod grip) to hold my pencil</p>



Yearly Curriculum Map Overview Nursery 2023/24

		snips in paper with child scissors				
PE Focus	Introduction to PE	Fundamentals Ball skills	Ball Skills	Games	Dance	Gymnastics
Expressive Art and Design	<p>Join in with songs and rhymes, making some sounds.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of soundmakers and instruments and play them in different ways</p> <p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p>	<p>-Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'</p> <p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Play instruments with increasing control to express their feelings and ideas</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc</p>	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises</p>



Yearly Curriculum Map Overview Nursery 2023/24

Artist Focus	Kandinsky (Circles)	Van Gogh (Starry Night) • Picasso	Picasso	Van Gogh (Sunflowers)	Andy Warhol (Pop Art)	Edvard Munch (The Scream)
Music Focus	All About Me	Traditional Tales	Around the World	Nursery Rhymes	Walking in the Jungle	Everyday Life
Understanding the World	<p>Make connections between the features of their family and other families</p> <p>Notice differences between people</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Explore how things work.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside</p> <p>Explore and respond to different natural phenomena in their setting and on trips</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary</p>	<p>Plant seeds and care for growing plants</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p>	<p>Explore and talk about different forces they can feel</p> <p>Talk about the differences between materials and changes they notice</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Begin to make sense of their own life-story and family's history</p> <p>Show interest in different occupations</p>
Literacy	<p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories.</p> <p>Develop their phonological awareness, so that they can:</p>	<p>Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props</p> <p>Develop their phonological awareness, so that they can: count or clap syllables in a word</p>	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Develop their phonological awareness, so that they can: spot and suggest rhymes</p>	<p>Understand the five key concepts about print:</p> <p>Print has meaning</p> <p>Print can have different purposes</p> <p>Develop their phonological awareness, so that they can: spot and suggest rhymes</p>	<p>Understand the five key concepts about print:</p> <p>we read English text from left to right and from top to bottom</p> <p>the names of the different parts of a book</p> <p>page sequencing</p>	<p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Develop their phonological awareness, so that they can: recognise words with the same initial sound,</p>



Yearly Curriculum Map Overview Nursery 2023/24

	count or clap syllables in a word				Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mother	such as money and mother
Writing	Enjoy drawing freely.	Add some marks to their drawings, which they give meaning to. For example: "That says mummy."	Make marks on their picture to stand for their name.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy	Write some or all of their name	Write some letters accurately.
Maths	<p>Take part in finger rhymes with numbers.</p> <p>React to changes of amount in a group of up to three items</p> <p>Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Count in everyday contexts, sometimes</p>	<p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</p> <p>Notice patterns and arrange things in patterns.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Understand position through words alone – for example, "The bag is under the table,"</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language:</p>	<p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>



Yearly Curriculum Map Overview Nursery 2023/24

	skipping numbers – '1-2-3-5'	– with no pointing			'sides', 'corners'; 'straight', 'flat', 'round' Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc	
--	------------------------------	--------------------	--	--	--	--