

Curriculum Map 2 – 3 years Nursery

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Term' s themes		2 – 3 years All about me 3-4 years The Gingerbread Man	2 – 3 years Celebrations 3-4 years I'm Going to Eat This Ant Minibeasts	2 – 3 years Transport 3-4 years Naughty Bus London/transport	2 – 3 years Animals The Hungry Caterpillar 3-4 years The Journey Home Travelling	2 – 3 years Come Outside / growing 3-4 years Silly Doggy! Bears	2 – 3 years Holidays 3-4 years Supertato Superheroes
Top 2' s Books		Car, Car, Truck, Jeep *The gingerbread man Peace at Last The Shopping Basket Farmer Duck Walking Through the Jungle Dear Zoo	*The three little pigs Faster, faster, nice and slow A busy day for birds	*Goldilocks and the three bears Whatever next Not Now Bernard	*The Hungry Caterpillar Mouse Paint Wriggle and Roar Orange, Pear, Apple, Bear Wow said the Owl Pip and Egg Monkey and Me	*We're going on a bear hunt Hippo Has a Hat I went to the Zoopermarket Hippo has a hat 5 Minutes to Bed Mrs Blackhat Bumble Bear	*Jack and the Beanstalk Is it warm enough for ice cream? I see Summer Keki goes to the park Listen to summer I need a wee
Rhymes		Humpty Dumpty Wind the bobbin up Old Macdonald had a farm Incy Wincy Spider – 1, 2, 3, 4, 5 once I caught a fish alive –	5 Little Ducks One little elephant balancing The Grand Old Duke of York The Tractor Song Christmas songs	Sleepy Bunnies Rain Rain It's Raining it Pouring Row, row, row your boat Here we go round the mulberry bush	Three Little Ducks Ba Ba Black Sheep Phonics rhymes: -If you're happy and you know it 5 currant buns Peter Rabbit	Chick, chick, chicken A sailor went to sea Mary had a little lamb	One Potato, two potato Hello Song Goodbye Song A circle like a ball Dinosaurs -Ten in a bed -Heads, shoulders, knees and

		The wheels on the bus	World Nursery Rhyme week nursery rhymes given each year				toes -Hokey Cokey - Here we go round the mulberry bush -One man went to mow
Communication and Language		<p>Sound games - children can turn towards familiar sounds</p> <p>They startled by loud noises</p> <p>Children can accurately locate the source of a familiar person's voice – through hide and seek play</p> <p>Copying facial expressions and movements like sticking out their tongue.</p> <p>During quiet joint activities children can make eye contact for longer periods And watch someone's face as they talk.</p>	<p>Enjoy singing, music and toys that make sounds.</p> <p>Can go to key person if they need support - Recognise and are calmed by a familiar and friendly voice.</p> <p>Listen and respond to a simple instruction</p> <p>Using single words and make sounds to get attention in different ways</p>	<p>Use gestures like waving and pointing to communicate.</p> <p>Reach or point to something they want while making sounds.</p> <p>Children can copy your gestures and words. single words during play. Use intonation, pitch and changing volume when 'talking'.</p> <p>Understand single words in context – 'cup', 'milk', 'daddy'. Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p>	<p>can focus on an activity of their own choice and find it difficult to be directed by an adult.</p> <p>Understand simple instructions like "give to nanny" or "stop". Recognise and point to objects if asked about them.</p> <p>Listen to other people's talk with interest but can easily be distracted by other things.</p> <p>Make themselves understood and can become frustrated when they cannot.</p> <p>Start to say how they are feeling,</p>	<p>Start to develop conversation, often jumping from topic to topic.</p> <p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p> <p>Use the speech sounds p, b, m, w. Pronounce: l/r/w/y f/th s/sh/ch/dz/j multi-syllabic words such as 'banana' and 'computer'</p> <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'</p> <p>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>Copy what adults do, taking 'turns' in conversations (through babbling) and activities.</p> <p>Copy adult speech and lip movements through whisper / silly sounds games</p>			using words as well as actions.		
Personal, Social and Emotional Development		<p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Establish their sense of self.</p> <p>Find ways of managing transitions, for example from their parent to their key person.</p>	<p>Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p>	<p>Thrive as they develop self-assurance.</p> <p>Look back as they crawl or walk away from their key person.</p> <p>Look for clues about how to respond to something interesting.</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p>	<p>Feel strong enough to express a range of emotions. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums</p> <p>. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about</p>	<p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special 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>Learn to use the toilet with help, and then independently.</p>

				TRIP - Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.	and manage their emotions.		
Physical Development		<p>2 -3 Movement a child's first language</p> <p>Mark making</p> <p>Music and dance</p> <p>Sea Anemones (60)</p> <p>Reach out for objects as co-ordination develops. Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.</p> <p>Gradually gain control of their whole body through</p>	<p>2 -3 Movement a child's first language</p> <p>The Turtle (61)</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Walk, run, jump and climb – and start to use the stairs independently</p>	<p>2 -3 Movement a child's first language</p> <p>Lizard (63)</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p>	<p>2 -3 Movement a child's first language</p> <p>Caterpillar (62)</p> <p>Butterfly (69)</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>	<p>2 -3 Movement a child's first language</p> <p>Bear (66)</p> <p>Crocodile (64)</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p>	<p>2 -3 Movement a child's first language</p> <p>The Stork (68)</p> <p>Deer (67)</p> <p>Develop manipulation and control. Explore different materials and tools.</p>

		continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music.			Start eating independently and learning how to use a knife and fork.		
Literacy		Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing.	Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. 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. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props.	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	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.		

Maths		<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p> <p>Take part in finger rhymes with numbers. 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 skipping numbers – '1-2-3-5'.</p>	<p>Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles.</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>
Understanding the world		<p>Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside.</p>	<p>Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>Make connections between the features of their family and other families.</p>	<p>Notice differences between people.</p>		
Expressive art and design		<p>Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices</p>	<p>Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways.</p>	<p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p>	<p>Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a</p>	<p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a</p>	<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.</p>

		and enjoy making sounds.			meaning to the marks they make.	wooden block to her ear and pretends it's a phone.	
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Characteristics of effective learning

playing and exploring – children investigate and experience things, and ‘**have a go**’

active learning – children concentrate and **keep on trying** if they encounter difficulties, and enjoy achievements

creating and thinking critically – children have and develop their **own ideas**, **make links** between ideas, and **develop strategies** for doing things