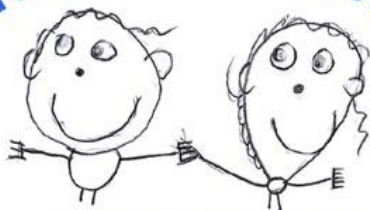


Atherstone Nursery School
and Warwickshire Early Years Hub



'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

BUTTERFLY CURRICULUM MAP – SPRING TERM 2025

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 MILESTONES FROM DATA SKILLS SEQUENTIAL LEARNING	CORE TEXT	VOCABULARY	OPPORTUNITIES
<p><u>COMMUNICATION AND LANGUAGE</u> 42 MONTHS</p> <p>Sing songs and rhymes 1. listen, respond, engage -Child can identify a change in the lyrics of a song -Child joins in with songs that they know</p> <p>Listens and responds to things said by others 3. listens, responds, interacts, converse, engage, elaborate, express feelings and ideas -Children can take part in a two or three exchange back or fourth -Child maintains eye contact whilst engaging in a conversation</p> <p>48 MONTHS</p> <p>Talks about things they are doing and things they remember 1. listens, responds, interacts, converse, engage, elaborate, express feelings and ideas, storytelling -Child can retell a recently past event -Child can talk about feelings, thoughts and ideas</p>	<p>Spring – A wWalk in Spring, Busy Spring and Little Bears Spring.</p> <p>Easter – The Easter Story The Golden Egg, The Story of the Easter Bunny and We're Going on an Egg hunt.</p>	<p>Spring, new beginnings, renewal, growth, days, longer, warmer, flowers, birds, bees.</p>	<p>Spring New growth/ spring flowers observe and draw/ Spring walk in the garden</p> <p>Easter Bible story/ customs/egg hunt</p> <p>Phonics – Listening and Attention Skills – syllables, hearing initial sounds, alliteration.</p>
<p><u>PSED</u> 42 MONTHS</p> <p>Knows what they want to play with and where to find it 2. set simple goals, focus attention, persist. -Child becomes more resilient, seeking support when things go wrong but also moving forward</p> <p>Plays with others 3.co-operate, listen, communicate feelings and emotions, form relationships,</p>	<p>Guess How Much I Love You?</p> <p>The Great Race.</p> <p>The Runaway</p>	<p>Chinese New Year, Zodiac, Emperor, Animal names and race. Shrove Tuesday. Emotions, feel, sad,</p>	<p>Valentine's Day – shapes – hearts/ love</p> <p>Chinese New Year Food tasting/ using cotton buds to paint/ Chinese numbers and letters in the sand and writing</p>

<p>persist, wait, self-regulate.</p> <p>-Child shares and takes turns with some support from adults</p> <p>-Child may develop a friendship with a particular child or group but may be a little reliant on that familiar child/group</p> <p>48 MONTHS</p> <p>Plays imaginatively with other children</p> <p>2. communicating feelings and emotions, forming relationships, listen, explain, focus attention, wait</p> <p>-Child may know that their actions can affect how other people feel</p> <p>- Child can label their feelings and talk about them in relation to stories and scenarios</p>	<p>Pancake and Mr Wolfes Pancakes.</p> <p>The Colour Monster</p> <p>My mum is fantastic.</p>	<p>happy, afraid, love, calm angry.</p>	<p>area.</p> <p>Pancake Day</p> <p>Food tasting/ drawing/sting pancake pictures.</p> <p>Mother's Day –</p> <p>all about Mum, grandma/drawing pictures</p>
<p><u>PHYSICAL DEVELOPMENT</u></p> <p>36 MONTHS</p> <p>Moves around the environment with awareness and control</p> <p>2. co-ordination, positional and confidence</p> <p>-Runs with increasing spatial awareness and negotiates space successfully, usually adjusts speed or direction to avoid obstacles</p> <p>- Sits on a push along wheeled toy, uses a scooter or ride a bike</p> <p>42 MONTHS</p> <p>Uses the toilet independently</p> <p>1. managing own personal needs, core strength, co-ordination.</p> <p>Being increasingly independent meeting their own care needs e.g. using the toilet and washing and drying their hands</p> <p>Climbs, runs and jumps with confidence</p> <p>2. core strength, co-ordination, agility, positional and special awareness.</p> <p>-Accesses climbing equipment using alternate feet, maintains balance using hands and body to stabilise</p> <p>-Jumps off an object safely and lands appropriately using hands, arms and body to balance and stabilise</p> <p>48 MONTHS</p> <p>Gives new challenges a go and is aware of their own safety</p> <p>2. proficiency, control and confidence.</p> <p>-Match their developing physical skills to tasks and activities in the setting e.g.</p>	<p>Yoga stories</p> <p>We're Going on a Bear Hunt</p>	<p>Meditation, breathing, calming and poses.</p> <p>Balance, pose, space, hold, high, low</p>	<p>Cosmic Yoga – Balance, spatial awareness</p> <p>Forest School – Balance, Climbing, Den Building, Negotiating space, hide and seek, risk taking</p> <p>Loose Parts – climbing, balancing, jumping, collaboration, coordination, crawl, hop, run</p>

<p>they decide whether to crawl, walk or run across a plank depending on its length or width</p> <p>-Collaborate with others to manage large items, such as moving along plank safely</p>			
<p>LITERACY</p> <p>42 MONTHS</p> <p>Makes many different marks including closed shapes</p> <p>2. co-ordination, position and special awareness.</p> <p>-Child may begin to represent self or others with drawings and attach meaning</p> <p>-Child may begin to show some directionality or be able to match the size of the marks made to the size of the paper</p> <p>48 MONTHS</p> <p>Knows the difference between pictures and words</p> <p>3. decoding</p> <p>-Child may begin to understand that print is spoken words that is written down and that print carries meaning</p> <p>Looks at books and has some favourites</p> <p>1. listen, expression of ideas and feelings, co-ordination</p> <p>-Child may share their thoughts about a story, what they do and don't like</p> <p>-Child may be able to talk about how the characters are feeling in a story</p> <p>Child may be able to say why they think something has happened in a story</p>	<p>The Gingerbread Man</p> <p>The Three Little Pigs</p> <p>The Three Billy Goats Gruff.</p> <p>Goldilocks</p>	<p>Front cover, back cover, spine, blurb, author, title, letter sounds, initial sounds, character</p> <p>Draw, write, mark, paint, imagine.</p>	<p>Making Gingerbread Men in the playdough.</p> <p>Making stick puppets. Drawing pictures.</p> <p>Role play characters</p> <p>Initial sound writing.</p>
<p>MATHEMATICS</p> <p>42 MONTHS</p> <p>Recognises some numbers and shows an interest in counting</p> <p>2. counting, describing, comprehension of written language</p> <p>-Compares two small groups of up to five objects, saying when there are the same objects in each group</p> <p>-May enjoy counting verbally as far as they can go</p> <p>-Uses some number names and number language within play and may show a fascination with large numbers</p>	<p>10 Little Penguins/5 Little Men in a flying Saucer/ 5 Little Ducks</p> <p>Monkey Puzzle</p> <p>You Choose</p>	<p>Number names from 0 – 10, more, less, compare, subitise, five frame, numeral, whole, 1:1, order.</p> <p>Heavy, light, big, small, long, short.</p>	<p>Number cards/ Numbers in the sand/Numbers in the environment.</p> <p>Project – Where Do You Live?</p> <p>House numbers, addresses, mathematical language</p> <p>Subitising to five</p> <p>Families – who lives in my</p>

<p>-Subitises one, two and three objects</p> <p>48 MONTHS</p> <p>Beginning to count object in their play</p> <p>1.counting and comparing</p> <p>-Points or touches each item, saying one number for each item using stable order of 1,2, 3, 4, 5</p> <p>-Begins to recognise numerals to 5 in the environment</p>			<p>house?</p> <p>Numeral recognition</p>
<p><u>UNDERSTANDING THE WORLD</u></p> <p>42 MONTHS</p> <p>Plant seeds and care for growing plants</p> <p>2.Observation, exploring, knowledge of why and where things happen, understanding of sustainability, fine motor skills</p> <p>-Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>48 MONTHS</p> <p>Understand the key features of a life cycle of a plant or animal</p> <p>2. Observation, exploring, knowledge of why and where things happen, understanding of sustainability, fine motor skills</p> <p>-Developing an understanding of growth, decay and changes over time and can begin to make observations about those changes</p> <p>-Shows care and concern for living things and the environment with a growing awareness that they can effect the environment.</p>	<p>Winter stories</p> <p>‘You can do it Sam’.</p> <p>You can do it Sam’.</p> <p>‘Kipper’s Snowy day’.</p> <p>The Snow Thief</p> <p>Jasper’s Seed</p> <p>The Very Hungry Caterpillar</p> <p>The Tiny Seed</p>	<p>Winter, snow, ice, cold, frozen, snowflakes and snowballs</p> <p>spring, season, bulb, seed, grow, roots, beanstalk, sun, water, compost</p> <p>life cycle, egg, caterpillar, cocoon, butterfly</p>	<p>Painting Winter pictures and making Snowmen in the playdough.</p> <p>Planting seeds in Gardening Club</p> <p>Weather – types/ how it affects us, Science of weather Experiment</p> <p>Sand – wet/ dry/ building/ moulding/ filling sand pit/ exploring/ where it comes from</p> <p>Birds – observe, describe, feathers, body parts, homes, sound.</p>
<p><u>EXPRESSIVE ARTS & DESIGN</u></p> <p>42 MONTHS</p> <p>Explore colour and colour mixing</p> <p>2.exploration of colour, expression of ideas, fine-motor skills,</p> <p>-Notices and becomes interested in the transformative effect of their action on materials and resources</p> <p>-Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p>	<p>Jaxon Pollock</p> <p>Piet Mondrian</p>	<p>Light, dark, shade, mixing, press, pull, push, pinch,</p>	<p>EAD - Easter – Parent Craft Session, Easter songs, Easter egg patterns, easter cakes, easter abstract painting,</p> <p>Colour experimentation, mixing, light and dark. Painting real life</p>

48 MONTHS

Develop their own ideas and then decide which materials to use to express them

2.responding, core strength, listening, creating, expression of ideas and feelings

-Continues to explore colour and how colours can be changed

-Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces

-Uses tools for a purpose

objects – flowers, manipulating play dough and clay.

Observational painting - flowers