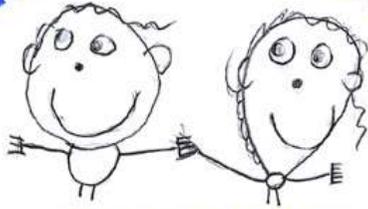


**Atherstone Nursery School**  
and Warwickshire Early Years Hub



'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 2022 – Butterfly Nursery/Orchard 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](http://www.education.gov.uk/aboutdfe/statutory/g00213120_eyfs-statutory-framework)  
[www.foundationyears.org.uk](http://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 36 MONTHS we intend that children will be able to:	By 42 MONTHS we intend that children will be able to:	By 48 MONTHS we intend that children will be able to:	By 54 MONTHS we intend that children will be able to:
<p><b><u>COMMUNICATION AND LANGAUGE</u></b></p> <p><b>SKILLS WE INTEND TO TEACH:</b></p> <p><i>1. conversing, interacting, exchanging, expressing ideas and feelings, elaborating, listening, engaging, storytelling.</i></p> <p><i>2. listening, responding, engaging</i></p> <p><i>3. listening, interacting, conversing, responding, engaging, elaborating, expressing feelings and ideas</i></p>	<p>1. Speak in simple sentences</p> <p>3. Respond to questions and instructions</p> <p>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</p> <p>3. follow an instruction with two parts e.g. Get your coat and open the door</p>	<p>1. Talk about what they are doing and things they remember</p> <p>3. Start conversations with familiar people and questions</p> <p>3. Listen when they are in a group with other children</p>	<p>1. Talk in clear sentences about people they know, what they see and how they are feeling</p> <p>3. Listen attentively in a range of situations</p> <p>3. Ask and answer questions to find out more</p>
<p><b><u>PSED</u></b></p> <p><b>SKILLS WE INTEND TO TEACH:</b></p> <p><i>1. communicating feelings and emotions and forming relationships</i></p> <p><i>2. setting simple goals, focusing attention, persistence, self-regulation.</i></p> <p><i>3. co-operate, listen, communicate feelings and emotions, form relationships, persist, wait, self-regulate, negotiate, focus attention.</i></p> <p><i>4. communication feelings and emotions, negotiate, co-operate, listen, wait, self-regulate</i></p>	<p>1. Show an interest in others and make new relationships</p> <p>2. Explore 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>2. Be confident to have a go and try new things</p> <p>3. Play with others, sharing what they are using with help.</p> <p>3. Play imaginatively with other children</p>	<p>2. Stay at activities that they really like without being distracted by other things or people</p> <p>3. make friends</p> <p>4. Understand and follow some rules</p>
<p><b><u>PHYSICAL DEVELOPMENT</u></b></p> <p><b>SKILLS WE INTEND TO TEACH:</b></p> <p><i>1. co-ordination, positional and spatial awareness, confidence, core strength, control, proficiency</i></p> <p><i>2. co-ordination, positional and spatial awareness, core strength, co-ordination, positional and confidence, control, proficiency</i></p> <p><i>3. managing own personal needs, core strength, co-ordination., spatial awareness</i></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>1. Give new challenges a go and is aware of their own safety</p> <p>2. Use resources with some control, e.g. pour from a jug into a cup</p> <p>3. Dress themselves with some support</p>	<p>1. Move around spaces with control and co-ordination</p> <p>2. Use a variety of tools with accuracy, e.g. pencils, paint and scissors</p> <p>3. Independently use the toilet and keep themselves clean and dry</p>

<p><b>LITERACY</b></p> <p><b>SKILLS WE INTEND TO TEACH:</b></p> <p><b>1.</b> <i>interaction, listening, engagement, feelings, coordination, responding, storytelling, expression of ideas, comprehension of written language</i></p> <p><b>2.</b> <i>co-ordination, position and spatial awareness, conversing, responding and elaborating, expression of ideas and feelings, proficiency</i></p> <p><b>3</b> <i>comprehension of written word, decoding</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>1. Look at books and have some favourites</p> <p>2. Make marks to represent their name and talks about their drawings</p> <p>3. Form shapes that are starting to look like letters</p>	<p>1. Talk about stories as they are read to them.</p> <p>2. Form shapes that are starting to look like letters</p> <p>3. Begin to recognise familiar letters or words e.g. letters in their name, familiar names and shop signs</p>
<p><b>MATHEMATICS</b></p> <p><b>SKILLS WE INTEND TO TEACH:</b></p> <p><b>1</b> <i>comparing, describing, exploring, manipulating, comprehension of written language, counting, combining, recall,</i></p> <p><b>2</b> <i>measuring, exploring, describing, comparing, partitioning, sharing, combining, reasoning, recall, abstract thinking</i></p> <p><b>3</b> <i>exploring, reasoning, abstract thinking creating patterns, combining, manipulating, measuring, describing, recall</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>1. Begin to count objects in their play</p> <p>2. Notice who has more or less e.g. who has more trains or pieces of fruit</p> <p>3. Understand how different shapes fit together e.g. in their art work or block play</p>	<p>1. Count to find out how many things they have</p> <p>1. Recognise numbers in their environment</p> <p>2. Notice and compare size, weight and capacity in their play</p> <p>3. Know the name of some shapes</p>
<p><b>IMPLEMENTATION</b></p>				
<p><b>FESTIVALS</b></p>	<p>AUTUMN</p> <p>Diwali</p> <p>Bonfire Night</p> <p>Remembrance Day</p> <p>Christmas</p> <p>St Andrews Day</p>	<p>SPRING</p> <p>Chinese New Year</p> <p>Valentines Day</p> <p>Mothers Day</p> <p>Shrove Tuesday</p> <p>Easter</p> <p>St Georges Day</p>	<p>SUMMER</p> <p>Vaisakhi – Sikhism</p> <p>Fathers Day</p> <p>Eid</p> <p>Wianki – Polands Midsummer Solstice</p>	
<p><b>SEASONAL CHANGES</b></p>	<p>Weather/Growth and change/ Sun safety/Clothing</p>			

<p><b>Key Books/ Stories to Share/ Core texts</b></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 New Year Name story, Clever Sticks          Mother's Day          Easter – The Easter Story          Father's Day -          Eid –</p> <p>Non-fiction texts- Winter themed/ Spring themed/ Books on growth moving into Summer themed books, Eco systems, Lifecycles          Traditional Tales - 3 Bears, Billy Goat Gruff, Jack and the Beanstalk, The Enormous Turnip, 3 Little Pigs, The Gingerbread Man, Little Red Hen,          Classic Stories- We're going on a Bear hunt, Owl Babies, Shark in the Park, Oliver's Vegetables, Handa's Surprise, Pip and Posy, Spot, That's not my..., Where's my Teddy?          Oral Health related books – Open Wide, Look Inside, Alan's big Scary teeth,          Light and dark - The foggy, foggy forest, Winnie in the winter, Funny bones, A dark tale.          Transitional – The Colour Monster goes to school, I like Nursery,          Nurture/Protective Behaviours – The Colour Monster          Julia Donaldson stories – Room on a Broom, Gruffalo, Gruffalo's Child, Stick man          Eric Carle stories - Very Hungry Caterpillar, the Very Busy Spider, The Sunflower          Jill Murphy stories- Peace at last, Whatever Next, The Large family,</p>
<p><b>Core songs/rhymes</b></p>	<p>Traditional/Nursery rhymes- Incey wincey, Twinkle twinkle, Humpty Dumpty, Baa Baa black sheep, Miss Polly had a dolly, I'm a little teapot, Hickory Dickory dock, sing a song of six pence, Mary, Mary quite contrary, row, row, row your boat, ring a ring of roses, round and round the garden,</p> <p>Number rhymes- 5 Little Monkeys, 1,2,3,4,5 Once I caught a Fish, 5 Little ducks, 5 Little men, 5 Speckled Frogs, 10 Fat sausages, 10 Green bottles, 5 Currant buns,</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, Penguin song,</p> <p>Ring games/Action songs- Dingle, dangle Scarecrow, I dig my garden, one potato, two potatoes, Head, shoulders knees and toes, Hokey Cokey, Sleeping Bunnies, Tiny Tim Turtle, One Elephant came to play, down in the jungle, Wide eyed Owl, Walking through the jungle,</p>

<b>ECOSYSTEMS/ FOREST AREA</b>	Lifecycles, Planting, Growth and decay, Patterns in nature, Colours, Shapes and sizes, measuring, Terrarium, Habitats, Tool safety, Diet and Nutrition, Materials, Food chains, Plants, Animals, Insects, Recycling/Sustainability, Weather, Art, Photography, ICT, Music, Microscopes, Magnifying glasses, Animal/plant classifications, Numeracy, Spatial awareness/gross motor, Working together,
<b>CORE EXPERIENCES</b>	Dough Disco Flipper Flappers Write Dance L&S/Listen Up/Singing for Sounds Music & Movement British Values Oral Health/Healthy eating Safer environments - Fire Safety, Water Safety, Online Safety Protective Behaviours Wellbeing Strong Relationships