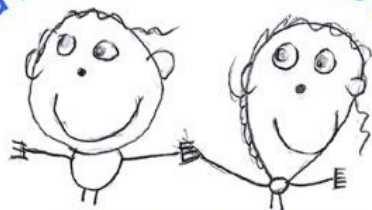


Atherstone Nursery School  
and Warwickshire Early Years Hub



'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

CATERPILLAR 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](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

AREA OF LEARNING MILESTONES FROM DATA	CORE TEXT	VOCABULARY	OPPORTUNITIES
--	-----------	------------	---------------

SKILLS SEQUENTIAL LEARNING			
<p><b><u>PSED</u></b></p> <p><b>24 MONTHS</b></p> <p>Enjoys simple make believe play</p> <p>1. communicates feelings and emotions, focusing attention</p> <p>- Child is beginning to make choices and follow interest for short periods.</p> <p>-Child copies familiar play from home</p> <p><b>30 MONTHS</b></p> <p>Watches what friends are doing and joins in with play</p> <p>1. form relationships and co-operates.</p> <p>-Child begins to notice and display interest in others, this may be non-verbal</p> <p>-Child may notice emotions of others but not always their own emotions</p>	<p>Snowy Day</p> <p>That's not my Snowman</p> <p>Mother's Day – Peppa Pig - 'My Mummy'</p> <p>Spot loves his mummy</p> <p>Bluey My Mum is the best.</p> <p>I like my mum</p>	<p>Winter, snow, cold and weather.</p> <p>Relationships, love, kind and helpful.</p>	<p>Ice exploration.</p> <p>Puddle suits, Wellies and jumping in puddles.</p> <p>Mother's Day cards.</p> <p><b>Mother's Day –</b> all about Mum, grandma</p>
<p><b><u>COMMUNICATION AND LANGUAGE</u></b></p> <p><b>24 MONTHS</b></p> <p>Responds to familiar music, songs or rhymes</p> <p>3.expression or ideas and feelings</p> <p>-Child may move to a familiar piece of music e.g. clap, sway, jump,</p> <p>-Child may join in with some words to a song that they know</p> <p><b>30 MONTHS</b></p> <p>Use lots of new words</p> <p>3.elaborate and express</p> <p>-Child may begin to use an increasing range of recognisable words</p> <p>-Child may use words but may not clearly express all the sounds in that word</p> <p>-Child may use vocabulary words around an interest</p>	<p>Spring – Spots first Walk</p> <p>That's not my ....</p> <p>Lamb, chick etc.</p> <p>I'm a little snowman</p>	<p>Flower, seed, stem, petal, bulb, daffodil, dandelion</p>	<p><b>Spring</b></p> <p>New growth, spring flowers observe and draw baby animals</p>

<p style="text-align: center;"><u><b>PHYSICAL DEVELOPMENT</b></u></p> <p style="text-align: center;"><b>24 MONTHS</b></p> <p>Climbs stairs independently 3. core strength, co-ordination, agility, positional and special awareness. -Child can climb stairs with adult support</p> <p>Climbs over obstacles 1. core strength, co-ordination, agility, positional and spatial awareness. -Child can change position from standing to squatting and sitting with little support</p> <p style="text-align: center;"><b>30 MONTHS</b></p> <p>Builds a tower 3. co-ordination, positional and special awareness, proficiency, control and confidence. -Shows increasing control in holding, using, and manipulating a range of objects</p>	<p>Easter – Going on an Easter Hunt</p> <p>Spots first Easter</p> <p>The very hungry caterpillars Easter colours.</p> <p>We’re going on an egg hunt</p>	<p>Easter Vocab.</p> <p>Spring, flowers, pond and Adventure.</p> <p>What he is he doing now?</p> <p>What can he see?</p> <p>Colour names</p>	<p><b>Easter</b></p> <p>Easter collage pictures.</p> <p>Obstacle courses outside.</p> <p>Easter songs, chick chick chicken, I see a rabbit, Peter rabbit, 5 Easter eggs all oval and sweet, hot cross buns, hop little bunnies.</p> <p>Go on an egg hunt</p> <p>Hot cross bun tasting</p> <p>Egg and spoon race</p>
<p style="text-align: center;"><u><b>LITERACY</b></u></p> <p style="text-align: center;"><b>24 MONTHS</b></p> <p>Pays attention or responds to the pictures or words in books 2. listen, respond, interact, engage -Child points to pictures in a book -Child may turn the pages in the book but not in any particular order</p> <p style="text-align: center;"><b>30 MONTHS</b></p> <p>Joins in with songs and rhymes copying sounds rhythms, tunes and tempo 1. listen, respond and engage -Child may join in with simple songs and rhymes</p>	<p>The Snowy Day</p> <p>My Chinese New Year’ story book.</p> <p>The Great race.</p>	<p>Winter, snow, cold and freezing.</p> <p>Chinese New Year, Names of all of the animals involved in the big race story.</p> <p>Tradition, celebration, Chinese,</p>	<p>Winter collages and painting.</p> <p>Winter themed songs – I’m a Little Snowman and Here we go round the Mulberry Bush</p> <p>Box of Chinese New Year resources, including dressing up clothes, and lanterns. Variety of Chinese snacks to sample at snack time. Red playdough, red paper to make lucky envelopes and black pens/paint to practice our Chinese writing.</p>

<p>-Child may say the last word in a line in a familiar rhyme or story</p>		<p>culture, lanterns, dragon, lion, dancing, family, chopsticks, spring rolls, fortune cookies, fire crackers, prawn crackers.</p>	
<p><b><u>MATHEMATICS</u></b></p> <p><b>24 MONTHS</b></p> <p>Build with a range of resources</p> <p>2. Sorting, exploring, matching, manipulating, reasoning</p> <p>-Looks for things that have moved out of sight</p> <p>-Stacks objects using flat surfaces</p> <p>-Respond to changes of shape</p> <p><b>30 MONTHS</b></p> <p>Compares amounts, using words such as lots, more, same</p> <p>1.Counting, comparing, sorting, matching</p> <p>-Comparison: Responds to words like lots or more</p> <p>- Says some counting words</p>	<p>The very hungry Caterpillar</p> <p>There's a tiny Caterpillar on a leaf song.</p>	<p>Fruit names, food names, counting and days of the week.</p>	<p>Tea party with food from the story.</p> <p>Number names and counting.</p> <p>Shapes, numbers and positional language, number names, songs and rhymes, counting.</p> <p>Growing language – small, big, tall, Colour Pom Poms in egg boxes with tweezers.</p>
<p><b><u>UNDERSTANDING THE WORLD</u></b></p> <p><b>30 MONTHS</b></p> <p>Explore and respond to different natural materials in the setting</p> <p>2. Observation, communication, interacting, comparing, exploring</p>	<p>I'm a little snow man.</p> <p>1 little blue bird song</p>	<p>Spring, flower, bud, stem, leaves, blossom</p>	<p>Winter dressing up clothes</p> <p>Project – Oh Dear story.</p>

<p>-Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life</p> <p>-Matches parts of objects that fit together, e.g. puts lid on teapot, begins to fix puzzle pieces together</p> <p><b>Notices differences between people</b></p> <p>1. knowledge of immediate family, listening, engagement, interaction, comparing</p> <p>-Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</p> <p>-In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</p>	<p>Chick, Chick chicken song</p> <p>I dig my Garden,</p> <p>Little peter Rabbit</p> <p>I see a Rabbit going hop, hop, hop.</p>		<p>Spot loves his Dad, I love my Mummy, My new baby, daddy, papa and me.</p> <p>Pip and posy new friend how kind.</p>
<p><b><u>EXPRESSIVE ARTS &amp; DESIGN</u></b></p> <p><b>24 MONTHS</b></p> <p>Explore paint using fingers and other parts of their body including brushes and tools</p> <p>2. exploration of colour, expression of ideas, fine-motor skills,</p> <p>-Experiment with a range of media exploring paint and playdough often directly with their hands and for the purpose of exploration rather than representation</p> <p>-Begins to explore the use of tools, such as paint brushes and scissors but also their bodies, sometimes covering hands or fingers with paint.</p> <p><b>30 MONTHS</b></p> <p>Explore different materials using all their senses to investigate them</p> <p>2. exploration of colour, expression of ideas, fine-motor skills,</p> <p>-Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression</p> <p>-Notices and becomes interested in the transformative effect of their action on materials and resources</p>	<p>I love mummy she is very kind to me rhyme.</p> <p>Shake your bells its wintertime.</p> <p>Dancing with scarves.</p>	<p>Mummy, kind and love.</p> <p>Shake, bells and Winter.</p>	<p>Songs, musical instruments, scarves, lycra etc.</p> <p>Learning paint techniques.</p> <p>Experimenting with colour.</p> <p>Sensory experiences</p> <p>Water painting.</p> <p>Large scale painting.</p> <p>Paint dabbers.</p> <p>Paint rollers on large blackboard.</p> <p>Water in the mud kitchen.</p>