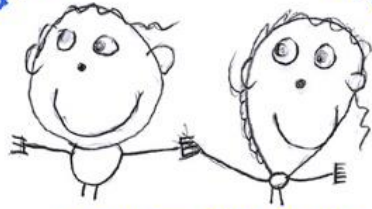


Atherstone Nursery School
and Warwickshire Early Years Hub



'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 2023 – Butterfly Nursery

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

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><u>COMMUNICATION AND LANGUAGE</u></p> <p>SKILLS WE INTEND TO TEACH:</p> <p>1. <i>conversing, interacting, exchanging, expressing ideas and feelings, elaborating, listening, engaging, storytelling.</i></p> <p>2. <i>listening, responding, engaging</i></p> <p>3. <i>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><u>PSED</u></p> <p>SKILLS WE INTEND TO TEACH:</p> <p>1. <i>communicating feelings and emotions and forming relationships</i></p> <p>2. <i>setting simple goals, focusing attention, persistence, self-regulation.</i></p> <p>3. <i>co-operate, listen, communicate feelings and emotions, form relationships, persist, wait, self-regulate, negotiate, focus attention.</i></p> <p>4. <i>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><u>PHYSICAL DEVELOPMENT</u></p> <p>SKILLS WE INTEND TO TEACH:</p> <p>1. <i>co-ordination, positional and spatial awareness, confidence, core strength, control, proficiency</i></p> <p>2. <i>co-ordination, positional and spatial awareness, core strength, co-ordination, positional and confidence, control, proficiency</i></p> <p>3. <i>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>LITERACY</p> <p>SKILLS WE INTEND TO TEACH:</p> <p>1. <i>interaction, listening, engagement, feelings, coordination, responding, storytelling, expression of ideas, comprehension of written language</i></p> <p>2. <i>co-ordination, position and spatial awareness, conversing, responding and elaborating, expression of ideas and feelings, proficiency</i></p> <p>3 <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>MATHEMATICS</p> <p>SKILLS WE INTEND TO TEACH:</p> <p>1 <i>comparing, describing, exploring, manipulating, comprehension of written language, counting, combining, recall,</i></p> <p>2 <i>measuring, exploring, describing, comparing, partitioning, sharing, combining, reasoning, recall, abstract thinking</i></p> <p>3 <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>UNDERSTANDING THE WORLD</p> <p>This area of development involves guiding children to make sense of their physical world and their community by giving them opportunities to explore, observe and find out about</p>	<p>PEOPLE AND COMMUNITIES</p> <p>SKILLS WE INTEND TO TEACH:</p> <p><i>Communicating, interaction, listening, engagement, feelings, responding, storytelling, expression of ideas, comprehension of written language, knowledge of immediate family, understanding of history, knowledge of why and when things happened</i></p>	<p>THE WORLD</p> <p>SKILLS WE INTEND TO TEACH:</p> <p><i>Communicating, interaction, listening, engagement, feelings, responding, storytelling, expression of ideas, comprehension of written language, understanding of geography, knowledge of why and where things happen, understanding of sustainability</i></p>	<p>TECHNOLOGY</p> <p>SKILLS WE INTEND TO TEACH:</p> <p><i>Communicating, interaction, listening, engagement, co-ordination, positional and spatial awareness, fine motor skills, confidence, personal safety, awareness of how things work, understanding of sustainability</i></p>	<p>Understanding of the World and Expressive Arts and Design cover a range of opportunities that form the core of our Early Years Provision, and are the vehicle that provides for all the other skills</p>

people, places, technology and the environment. This ensures that they gain important knowledge of our world in all of its diversity				children need to develop across the early year's curriculum. Children thrive on having the time and space to explore and express their creativity in a broad range of ways, and to develop a wide understanding of their community at a local, national and international level, their place in the world and their role as a citizen and keeper of their environment going forward.
<p><u>EXPRESSIVE ARTS AND DESIGN</u></p> <p>This area of development involves enabling children to explore and play with a wide range of media and materials and share their thoughts, ideas and feelings, so that they develop their imagination and creativity through artistic and cultural awareness</p>	<p>CREATING WITH MATERIALS SKILLS WE INTEND TO TEACH: <i>interaction, listening, engagement, feelings, coordination, responding, expression of ideas, co-ordination, position and spatial awareness, conversing, responding and elaborating, expression of ideas and feelings, proficiency, safety, exploration of colour, texture, form, design and function</i></p>	<p>BEING IMAGINATIVE AND EXPRESSIVE SKILLS WE INTEND TO TEACH: <i>conversing, interacting, exchanging, expressing ideas and feelings, elaborating, listening, engaging, storytelling, responding, core strength, co-ordination., spatial awareness</i></p>		
IMPLEMENTATION				
FESTIVALS/KEY DATES	<p>AUTUMN</p> <p>Diwali Bonfire Night Remembrance Day Christmas Children in Need National Poetry Day World Mental Health Day National Recycling Week</p>	<p>SPRING</p> <p>Chinese New Year Valentines Day Mothers Day Shrove Tuesday Atherstone Ball Game - History Easter St Georges Day The Big Bird Watch National Storytelling Week World Book Day</p>	<p>SUMMER</p> <p>Fathers Day Eid</p>	
SEASONAL CHANGES	Weather, Growth and change, Sun safety, Clothing			

<p>Key Books/ Stories to Share/ Core texts</p>	<p>Celebrations - Diwali - The story of Rama and Sita Christmas - Nativity story and Stick Man Valentine’s Day – Guess How Much I Love You? Chinese New Year- The New Year Name Story, Clever Sticks Mother’s Day – My Mum’s a Monster Easter – The Easter Story</p> <p>Non-fiction texts-Top Dinosaurs, A-Z Animals, Animal faces, 10 Little Ladybirds, 10 Twinkly Stars, Let’s Look Inside-Transport, Trucks, Tractors Traditional Tales – Goldilocks and the Three Bears, The Three Billy Goats Gruff, Jack and the Beanstalk, The Enormous Turnip, The Three Little Pigs, The Gingerbread Man, Little Red Hen, The Runaway Pancake Classic Stories- We’re going on a Bear hunt, Owl Babies, Shark in the Park, Oliver’s Vegetables, Handa’s Surprise Oral Health related books – Open Wide, Look Inside Light and dark - The foggy, foggy forest, Funny bones, A dark Tale. Transitional – The Colour Monster goes to school 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 Tiny Seed Jill Murphy stories- Peace at last, Whatever Next, The Large family, Oliver Jeffers – Stuck, Lost and Found, How to Catch Star Tom Fletcher – The Dinosaur that Pooped a Planet, There’s a Dragon in Your Book</p>
<p>Core songs/rhymes</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, Row, row, row your boat, Ring a ring of roses, Wind the Bobbin Up, Rolly Polly up and up, Grand Old Duke of York, Two Little Dickie Birds</p> <p>Number rhymes- 5 Little Monkeys, 1,2,3,4,5 Once I caught a Fish, 5Little ducks, 5 Little men, 5 Speckled Frogs, 10 Fat sausages, 10 Green bottles, 5 Currant buns, One potato, two potato</p> <p>Songs related to festivals</p> <p>Modern songs- Wheels on the bus, Old MacDonald, If you’re happy and you know it, Baby Shark</p> <p>Ring games/Action songs- Dingle, dangle Scarecrow, I dig my garden, Head, shoulders knees and toes, Sleeping Bunnies, Tiny Tim Turtle, Down in the jungle, Wide eyed Owl, Walking through the jungle/forest</p>

ECOSYSTEMS/ FOREST AREA	Lifecycles, Planting, Growth and decay, Patterns in nature, Colours, Shapes and sizes, measuring, Habitats, Materials, Food chains, Plants, Animals, Insects, Recycling/Sustainability, Weather, Art, Photography, Microscopes, Magnifying glasses, Animal/plant classifications, Numeracy, Spatial awareness/gross motor, Working together,
CORE EXPERIENCES	Dough Disco Letters and Sounds Music & Movement – Beat Baby British Values Oral Health/Healthy eating Safer environments - Fire Safety, Water Safety, Online Safety Protective Behaviours Wellbeing Cooking Sewing Gardening Yoga Mindfulness Forest School