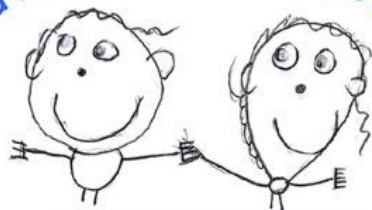


Atherstone Nursery School
and Warwickshire Early Years Hub



'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 – SUMMER 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
PSED 42 MONTHS Shows awareness of the feelings of others. <i>1. communicating feelings and emotions and forming relationships, focussing attention</i> -Child seeks out familiar adult when engaging in something new -Child starts to understand and respond to some boundaries/routines with support -Child may respond to the feelings and wishes of others and aware that some actions can affect others sometimes -Child begins to label their feelings and talk about feelings in relation to stories and scenarios -Child may seek an adult when upset to help moderate their emotions or may begin to show their own strategy e.g. move into a space 48 MONTHS Confident to have a go and try new things <i>3. set simple goals, persist, focus attention, self regulate.</i> -Child may be able to adapt their behaviour when changes occur, routines, events and people -Child tries and persists at a new activity 54 MONTHS Is able to make friends <i>3. communicating feeling and emotions, forming relationships</i> - Child can work and play with different adults and children - Child may have a friendship with a particular child or group but is not reliant on that familiar child/group	The Colour Monster Goes to School. My Underpants Rule	Transition, worried, friendship, classroom, hall, lunchtime, teacher Correct Body parts names.	Collage of feelings to go to school, circle time around new transitions, Protective Behaviours - Drawing the Network hand, circle time activities, shared reading and discussions.

<u>COMMUNICATION AND LANGUAGE</u> 48 MONTHS Starts conversations with familiar people and asks questions <i>2. listening, responding, engaging, expressing feelings and ideas, converse, elaborate</i> -Child engages in a conversation with three or four or more exchanges Talks about what they are doing and things they remember <i>1. listens, responds, interacts, converse, engage, elaborate, express feelings and ideas, storytelling</i> -Child can retell a recently past event -Child can talk about feelings, thoughts and ideas 54 MONTHS Talks in clear sentences about people they know, what they see and how they are feeling <i>3. listens, responds, interacts, converse, engage, elaborate, express feelings and ideas</i> -Articulate their ideas and thoughts in well-formed sentences. -Describe events in some detail.	The Hungry Caterpillar	Alliteration, lists, healthy and unhealthy, past and present	Making Caterpillars of different length Sponge painting Butterfly Collages Phonics – Blending and Segmenting, Alliteration, Rhyme
<u>PHYSICAL DEVELOPMENT</u> 42 MONTHS Uses toys and tools safely <i>3. proficiency, control and confidence.</i> -Uses simple tools to affect changes to materials -Handles tools, objects, construction and malleable materials safely and with increasing control and intention 48 MONTHS Use resources with some control <i>3.co-ordination positional and spatial awareness, proficiency, control and confidence</i> -Uses one handed tools and equipment -Start to eat independently and learning how to use a knife and fork	The story of 'We're going on a bear hunt'. Oral Health - You Choose Open Wide, What's Inside	Bear, hunt, journey, under, over, through, grass, river, mud, forest, snowstorm, cave, movement, fast, slow. Teeth, brushing, hygiene, dentist, toothbrush, toothpaste	The Bear Hunt Movement Activity. Obstacle course. Forest school area. Resources – paper clips, scissors, hole punches,

54 MONTHS Independently uses the toilet and keeps themselves, clean and dry 2. managing personal needs -Developing the skills needed to manage the day successfully e.g. personal hygiene			
<u>LITERACY</u> 48 MONTHS Makes marks to represent their name and talks about drawings 2. co-ordination, position and spatial awareness, conversing, responding and elaborating, expression of ideas and feelings, proficiency -Child may form some recognisable letters from their name -Child may be able to see a letter comes from their name and understand that print conveys meaning	The Mad about Mini-beasts	Rhyme, character, beginning, end, author, title, blurb, description	Abstract Drawings Labelling minibeasts Name writing. Information cards linked to Minibeasts
54 MONTHS Can form shapes that are starting to look like letters 2. co-ordination, control, spatial awareness, proficiency -Child can form recognisable letters from their name and possibly some other letter shapes or mock letter shapes			
<u>MATHEMATICS</u> 42 MONTHS Knows how to solve everyday problems in their play e.g. how to get water from one place to another 1. exploring, reasoning, abstract thinking -Beginning to use understanding of number to solve practical problems in play -Chooses items based on their shape which are appropriate for the child's purpose -In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items	10 Magic Butterflies story.	Number names from 0 – 10 Counting backwards 5,4,3,2,1 and 0.	Number cards/ Numbers in the sand/Numbers in the environment.
48 MONTHS	Superworm	Length, long, short, tall, small, size,	Ten frames – subitising Counting on number lines 5 little Butterfly's rhyme. Weighing scales in malleable and cooking

Understands how different shapes fit together eg in art work or block play <i>4. creating patterns, combining, manipulating, measuring</i> -Predicts, moves or rotates objects to fit the space or create the shape they would like -Attempts to create arches and enclosures when building using trial and improvement to select blocks -Using own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build Will notice who has more or less eg who has more trains or pieces of fruit <i>5.comparing, partitioning, sharing, combining, reasoning</i> -Subitises up to five -Estimates of numbers of things showing understanding of relative size 54 MONTHS Recognises number in their environment 2. recall, describing -Subitises up to ten -Begins to recognise numerals to 10 in the environment Notice and compare size, weight and capacity in their play 4.notices and compares size , weight and capacity in their play, sharing, exploring, reasoning, recall, describing, abstract thinking. -Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity -Becomes familiar with measuring tools in everyday experiences and play			Large containers of different sizes for water play
<u>UNDERSTANDING THE WORLD</u> 42 MONTHS Show interest in different occupations <i>1.knowledge of immediate family, listening, engagement, interaction, comparing, sense of time</i> -Shows interest in different occupations and ways of life indoors and outdoors 48 MONTHS		Police officer visit, Uniforms, road safety, safe, unsafe	Non-Fiction Police officer books Police uniform dress up Construction police focus Police car visits– occupations and transport

Continue to develop positive attitudes about the differences in people <i>1. knowledge of immediate family, listening, engagement, interaction, comparing, sense of time</i> -Talk about members of their immediate family and community -Name and describe people who are familiar to them.			
<u>EXPRESSIVE ARTS & DESIGN</u> 48 MONTHS Plays instruments with increasing control to express their ideas <i>1. responding, core strength, listening, creating, expression of ideas and feelings</i> -Taps out simple repeated rhythms -Develops an understanding of how to create and use sounds intentionally Develop their own ideas and then decide which materials to use to express them <i>2. Imagination, creating, expression of ideas and feelings</i> -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 54 MONTHS Create collaboratively, sharing ideas, resources and skills <i>2. exploration of colour, expression of ideas, fine-motor skills, collaboration</i> -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them.		Instrument, beat, rhythm, slow, fast, Pace, speed	Round Robin – Beat baby – Rhythm, playing an instrument to a beat, dancing, relaxing – loud/ quiet, fast/ slow Music and Movement – songs, musical instruments, scarves, lycra etc.