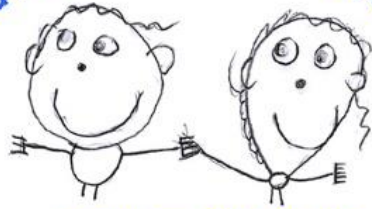


**Atherstone Nursery School**  
and Warwickshire Early Years Hub



'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 2024

## 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	SKILLS	CORE TEXT	VOCABULARY	OPPORTUNITIES
<p><b>PSED</b> <b>42 months</b> 1.Shows awareness of the feelings of others. 2.Plays with others. <b>48 months</b> 3.Confident to have a go and try new things</p>	<p><i>1. communicating feelings and emotions and forming relationships, focussing attention</i></p> <p><i>2. co-operate, form relationships ,listen, communicate feelings and emotions, persist, wait, self regulate</i></p> <p><i>3. set simple goals, persist, focus attention, self regulate.</i></p>	<p>Valentine’s Day – Guess How Much I Love You?</p> <p>Chinese New Year- The Great Race.</p> <p>The Runaway Pancake and Mr Wolfes Pancakes.</p> <p>The Colour Monster</p>	<p>Chinese New Year, Zodiac, Emperor, Animal names and race. Shrove Tuesday.</p> <p>Emotions, feel, sad, happy, afraid, love, calm angry.</p>	<p><b>Valentine’s Day</b> – shapes – hearts/ love <b>Chinese New Year</b> Food tasting/ using cotton buds to paint/ Chinese numbers and letters in the sand and writing area. <b>Pancake Day</b> Food tasting/ drawing/sting pancake pictures.</p>
<p><b>COMMUNICATION AND LANGUAGE (C&amp;L)</b> <b>42 months</b> 1. Able to follow an instruction with two parts e.g. Get your coat and open the door. <b>48 months</b> 2.Starts conversations with familiar people and asks questions 1.Listens when they are in a group with other children</p>	<p><i>1.listen, respond, engage</i></p> <p><i>2. listening, responding, engaging, expressing feelings and ideas, converse, elaborate</i></p>	<p>Mother’s Day My mum is fantastic.</p> <p>Spring – Busy Spring and Little Bears Spring.</p> <p>Easter – The Easter Story The Golden Egg and We’re Going on an Egg hunt.</p>	<p>Spring, new beginnings, renewal, growth, days, longer, warmer, flowers, birds, bees.</p>	<p><b>Mother’s Day</b> – all about Mum, grandma/drawing pictures</p> <p><b>Spring</b> New growth/ spring flowers observe and draw/ Spring walk in the garden</p> <p><b>Easter</b> Bible story/ customs/egg hunt</p> <p><b>Weather</b> – types/ how it affects us, Science of weather Experiment</p> <p><b>Sand</b> – wet/ dry/ building/ moulding/ filling sand pit/ exploring/ where it</p>

				comes from <b>Birds</b> – observe, describe, feathers, body parts, homes, sound.  <b>Phonics</b> – Listening and Attention Skills – syllables, hearing initial sounds, alliteration.
<b>PHYSICAL DEVELOPMENT (PD)</b> <b>36 months</b> 1. Uses the toilet with some support <b>48 months</b> 2. Gives new challenges a go and is aware of their own safety	<i>1. managing own personal needs, core strength, co-ordination., spatial awareness</i>  <i>2. co-ordination, positional and spatial awareness, core strength, confidence, positional and confidence, control, proficiency</i>	Yoga stories	Meditation, breathing, calming and poses.	Cosmic Yoga
<b>LITERACY</b> <b>42 months</b> 1. Enjoys listening to stories and making up play scenarios. <b>48 months</b> 2. Makes marks to represent their name and talks about drawings 3. Knows the difference between pictures and words	<i>1. interaction, listening, engagement, feelings, coordination, responding, storytelling, expression of ideas,</i>  <i>2. co-ordination, position and spatial awareness, conversing, responding and elaborating, expression of ideas and feelings, proficiency</i> <i>3. Decoding</i>	Traditional tale's stories- The Gingerbread Man/The Three Little pigs/The Three Billy Goats Gruff.	Front cover, back cover, spine, blurb, author, title, letter sounds, initial sounds.  Draw, write, mark, paint, imagine.	Making Gingerbread Men in the playdough. Making stick puppets. Drawing pictures.  Name writing.
<b>MATHS</b> <b>36 months</b> 1. Shows an awareness of number.	<i>1. comparing, describing, exploring, manipulating, comprehension of written language, counting, combining, recall,</i>	10 Little Penguins/5 Little Men in a flying Saucer/ 5 Little Ducks	Number names from 0 – 10, more, less, compare, subitise, five frame, numeral, whole, 1:1, order.	Number cards/ Numbers in the sand/Numbers in the environment.  <b>Project</b> – Where Do You Live? House numbers, addresses, mathematical language

<p>2. Uses mathematical language in their play e.g. big, small, heavy, light</p> <p style="text-align: center;"><b>42 months</b></p> <p>3. Recognises some numbers and shows an interest in counting.</p> <p style="text-align: center;"><b>48 months</b></p> <p>4. Understands how different shapes fit together eg in art work or block play</p> <p>5. Will notice who has more or less eg who has more trains or pieces of fruit</p>	<p><i>2 measuring, exploring, describing, comparing, partitioning, sharing, combining, reasoning, recall, abstract thinking</i></p> <p><i>3 counting, describing, comprehension of written language</i></p> <p><i>4. creating patterns, combining, manipulating, measuring</i></p> <p><i>5. comparing, partitioning, sharing, combining, reasoning</i></p>		<p>Heavy, light, big, small, long, short.</p>	<p>Subitising to five Families – who lives in my house?</p> <p>Numeral recognition</p>
<p style="text-align: center;"><b>UNDERSTANDING THE WORLD</b></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 people, places, technology and the environment. This ensures that they gain important knowledge of our world in all of its diversity</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 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,</p>	<p>Winter stories</p> <p>'You can do it Sam'. You can do it Sam'.</p> <p>'Kipper's Snowy day'.</p>	<p>Winter, snow, ice, cold, frozen, snowflakes and snowballs</p>	<p>Painting Winter pictures and making Snowmen in the playdough.</p> <p><b>UW - Round Robin –</b> Sewing - Pinch, pull, push, in, out, long, short Cooking – Temperature, safety, hot, cold, boiling, sharp, blunt, measuring, weighing, hygiene Gardening – Allotment, dig, growing, soil, sun, water, nutrients, mud, wellies, seeds, compost, flowers Yoga – Stretch, reach, high, bend, low, breathe, Beat Baby - Beat, rhythm, quite, loud, fast, slow, listen</p>

	national and international level,			
<p><b>EXPRESSIVE ARTS &amp; DESIGN</b>  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>their place in the world and their role as a citizen and keeper of their environment going forward.</p>			<p><b>EAD - Easter</b> – Parent Craft Session, Easter songs, Easter egg patterns, easter cakes, easter abstract painting,</p> <p>Colour experimentation, mixing, light and dark. Painting real life objects – flowers, manipulating play dough and clay.</p>