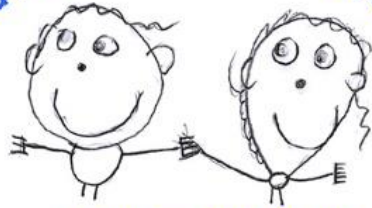


Atherstone Nursery School
and Warwickshire Early Years Hub



'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 – AUTUMN TERM 2023

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 | CORE TEXT | VOCABULARY | OPPORTUNITIES |
|--|--|---|---|---|
| <p>PSED 24 months 1. Likes to do things for themselves, without help.</p> | <p><i>1.setting simple goals, focusing attention, persistence, self-regulation, managing own needs, cooperating, forming relationships</i></p> | <p>Owl Babies</p> | <p>I want my Mummy I wish, I wish. Owl, Sarah, Percy and Bill.</p> | <p>Discuss feelings and provide reassurance. Talk about family's and caring for each other.</p> |
| <p>COMMUNICATION AND LANGUAGE (C&L) 24 months 1.Puts two or more words together. 2.Repeats words and finds objects when asked e.g. ball, shoes. 30 months 1.Beginning to use words like, me, I and you</p> | <p><i>1.conversing, interacting, 2. listening, responding, engaging, expressing feelings and ideas</i></p> | <p>C&L That's not my.... stories.</p> | <p>Textures, rough, smooth, shiny, soft, bumpy, scratchy and smooth.</p> | <p>Provide different textures for the children to explore.</p> |
| <p>PHYSICAL DEVELOPMENT (PD) 24 months 1. Uses a spoon or fork to feed themselves. 30 months 1. Can run around, change direction and slow down so they don't bump into things 36 months 2. Uses the toilet with some support</p> | <p><i>1.co-ordination, positional and spatial awareness, confidence, core strength, control, proficiency, agility 2. managing own personal needs, core strength, co-ordination., spatial awareness</i></p> | <p>PD-My Days out</p> | <p>Rain, whoosh, seasons, tricycle, snowman, baby, crying and warm. Hot, sun cream. Big and bigger.</p> | <p>Opportunities to explore the different types of weather outside.</p> |

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| <p style="text-align: center;">LITERACY 36 months</p> <p>1. Uses simple marks including lines, curves and circular movements</p> | <p><i>1. co-ordination, position and spatial awareness.</i></p> | <p>Literacy- Oh Dear Christmas – The First Christmas Spot’s Christmas That’s not my Reindeer Shhh Santa!</p> | <p>Oh Dear, eggs, farm, animal sounds/names/homes.</p> | <p>Provide the resources from the story, so that the children can explore and re-tell the story.</p> |
| <p style="text-align: center;">MATHS 36 months</p> <p>1. Shows an awareness of number. 2. Uses mathematical language in their play e.g. big, small, heavy, light</p> | <p><i>1 comparing, describing, exploring, manipulating, comprehension of written language, counting, 2 measuring, exploring, describing, comparing, partitioning, sharing, combining, reasoning, recall, abstract thinking</i></p> | <p>Maths-5 little Pumpkins.</p> | <p>Numbers 1-5. Big and small, fat and thin. Spooky, witch, ghosts, spider, dark, moon and sun.</p> | <p>Christmas themed books, songs: Jingle Bells, Twinkle, Twinkle Christmas Star.</p> <p>Halloween awareness and activities.</p> |
| <p style="text-align: center;">UNDERSTANDING THE WORLD (UW)</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</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</p> | <p>UW- My Diwali</p> | <p>Rangoli patterns, light, celebration, colours, temple, decorations, diva lamps, special clothes, sparkly and jewellery.</p> | <p>Diwali Celebrations UW – Round Robin - Naming body parts, counting 1-5. Big, tall, small and short.</p> |

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| <p>the environment. This ensures that they gain important knowledge of our world in all of its diversity</p> | <p>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> | <p>Nursery rhyme books and stories</p> | <p>5 Little Monkeys, 1,2,3,4,5 Once I caught a Fish, 5 Little ducks, 5 Little men, 5 Speckled Frogs, 5 Fat sausages, 5 Currant buns, 5 little leaves.</p> | <p>Up and down. Circle time-Nursery rhymes.</p> |
| <p>EXPRESSIVE ARTS & DESIGN 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> | | | | |