

### Nursery Curriculum Map

Nursery	Summer 1	Theme:	Fairy Tales			
	Teaching	Learning				
Subject	Weeks 1-5	Success Criteria				
<b>Literacy</b>  <b>Books:</b> Jack and the Beanstalk Three Little Pigs The Little Red Hen The Gingerbread Man Goldilocks and the Three Bears  <b>Love for reading books:</b> What do People do All day? Welcome to our world. I don't want to be quiet The Very Hungry Caterpillar You Choose	<p>Access to Love for Reading books and other books, poems and literature (fiction and non-fiction) in the reading corner where children are able to look at books independently or read with an adult.</p> <p>Tales toolkits – Guided discussions surrounding our 5 love for reading books focusing on the character, setting, problem and solution in the story.</p> <p>Daily nursery rhymes – list to and join in with our nursery rhymes.</p> <p>Poem of the day – listen to our poem of the day.</p> <p>Guided Reading – children to listen to our weekly book from rising stars and discuss after.</p> <p>Phonics – children to engage in our daily phonics sessions and play at the phonics station.</p> <p>Who's here today display – children to practice forming the letters to their names using the name cards for reference each day.</p> <p>Letter of the week formation – children to practice forming the letter of the week using the formation rhymes.</p> <p>Order the pictures from the stories in the correct order.</p> <p>Three Little Pigs newspaper article – children to draw a picture surrounding the story.</p> <p>Story maps – children to draw features from the story.</p>	<b>Writing</b> Gives meanings to the marks as they draw and paint. Ascribes meanings to the marks that they see in different places. Continues a rhyming string. Begins to break the flow of speech into words.	<b>Reading</b> Enjoys rhyming and rhythmic activities. Shows an awareness of rhyme and alliteration. Listens to a join in with stories and poems. Listens to stories with increasing attention and recall. Begins to be aware of the way stories are structured. Suggests how a story might end. Describes main story setting, events and principle characters. Recognises familiar words and signs. Looks at books independently. Handles books with care. Holds books the correct way up and turns pages.	<b>Physical development</b> Can copy some letters. Holds pencil near point between first two fingers and thumb and uses it with good control.		

	Letters to the three bears from goldilocks. Recreate the stories – children to recreate the stories thinking of different endings.			
<b>Mathematics</b>	<p>Access to Maths station in CP with counting and shape activities.</p> <p>Number of the week formation – children to practice forming the number of the week.</p> <p>Fishing – Children practice catching the fish at the messy play station – how many have you caught? Can they recognise the numbers on the fish?</p> <p>Dough Disco Counting – Can the children make and count bears at the station – can they match them to the correct numeral?</p> <p>Jack and the beanstalk I spy – children to count how many of each object there are.</p> <p>Beanstalk numbers – children to place the numbers in the correct order.</p> <p>Goldilocks counting – children to count the characters from the story.</p> <p>Three Little Pigs houses – children to name the shapes in the houses.</p> <p>Three Little Pigs counting – children to count how many pigs there are and how many of each there are – which has more/less.</p>	<p><b>Number</b></p> <p>Uses number names and number language spontaneously.</p> <p>Recites number in order 1-10.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Begin to represent numbers using fingers, marks on paper or pictures.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Shows an interest in number problems.</p> <p>Shows an interest in representing numbers.</p> <p>Counts objects to 10 and beginning to count beyond 10.</p> <p>Recognises some numerals of personal significance.</p>	<p><b>Shape, space and measure</b></p> <p>Shows an awareness of similarities of shapes in the environment.</p> <p>Shows an interest in shape by sustained construction activities or by talking about shapes or arrangements.</p> <p>Begins to use the language of size.</p> <p>Uses positional language.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> <p>Orders two or three items by length or height.</p> <p>Selects a particular named shape.</p>	
<b>Knowledge and Understanding of the World</b>	<p>Children to talk about their half term holidays and share their adventures with each other.</p> <p>Caring for our own beanstalk – look back to our beanstalks – what can we remember about look</p>	<p><b>People and Communities</b></p> <p>Shows an interest in the lives of people who are</p>	<p><b>The World</b></p> <p>Comments and ask questions about aspects of their familiar</p>	<p><b>Technology</b></p> <p>Knows how to operate simple equipment.</p> <p>Knows information can</p>

	<p>after the beans? How do we look after them? Review what they have done over Easter – how do they celebrate?</p> <p>Visit the park, discuss signs of spring that we can see? Talk about the difference between what the park looked like in the winter to now.</p> <p>Talk about our walk to the park, what did we see, what did we pass? Where else could we go?</p> <p>Discuss the habitats of the animals from the story (the pigs, the hen etc.)</p> <p>Look out for different animals seen in our school garden – discuss what we know about them and find out what we would like to find out.</p> <p>Children to build different houses like the three little pigs and explore which is best.</p> <p>Children have access to the messy play area inside where they can explore different textures.</p> <p>Look at our shadows in the sunlight – draw round them and discuss.</p> <p>Children have access to the computer station and I pad's throughout the day where they can access child appropriate software and learning games.</p>	<p>familiar to them. Remembers and talks about significant events in their own experiences.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</p>	<p>world. Talks about why things happen and how they work.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p>	<p>be retrieved from computers.</p> <p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>
<b>Expressive arts and Design</b>	<p>Access to home corner throughout the half term – Castle – children to build their own narrative surrounding the theme.</p> <p>Access to creative area where children are able to access resources to make their own creations using paint, colours, a variety of pencils, glitter, tissue paper, ribbons, fabrics etc.</p> <p>Access to a variety of bricks and building material in the construction area to build and join blocks together.</p> <p>Access to small worlds station for children to develop stories around the theme – castle, Three Little Pigs, The Little Red Hen, The Gingerbread Man, Goldilocks and the Three Bears, Jack and the</p>	<p><b>Exploring and using media and materials</b></p> <p>Begins to build a repertoire of songs and dances.</p> <p>Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects.</p> <p>Beginning to be interested in and describing the texture of things.</p>	<p><b>Being Imaginative</b></p> <p>Uses movement to express feelings.</p> <p>Create movement in response to music.</p> <p>Sings to self and makes up simple songs.</p> <p>Notices what adults do, imitating what is observes and then doing it spontaneously when adult is not there.</p> <p>Engages in imaginative role play based on</p>	

	<p>Beanstalk.</p> <p>Opportunities for children to create movement to music and sing along to the music and nursery rhymes.</p> <p>Junk modelling – children to use a variety of recycled materials to create something new – houses, castles, beanstalks, chairs, windmills.</p> <p>Create our own magic bean – use different textures.</p> <p>Design and build a castle in the construction area.</p> <p>My house is made of...- children to choose different materials to decide what they want their houses to be made of.</p> <p>Materials investigation – children to look at and describe the texture of different materials sorting them in soft/hard categories.</p> <p>Baking – children to make bread like the Little Red Hen and gingerbread men.</p> <p>Little Red Hen painting – children to choose colour for a purpose to paint their own interpretation of the hen.</p>	<p>Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together.</p> <p>Explores what might happen when they mix colours.</p> <p>Understands that different materials can be combined to create new effects.</p> <p>Explores the different sounds of instruments.</p>	<p>firsthand experiences.</p> <p>Builds stories around toys.</p> <p>Uses available resources to create props to support role play.</p> <p>Plays alongside other children who are engaged in the same theme.</p>	
<b>Personal, Social and Emotional Development</b>	<p>Task wall - children can choose where they would like to play – self-selecting activities.</p> <p>Continue to reinforce our class rules and routines in Nursery.</p> <p>Listening and following directions.</p> <p>Taking turns with the resources in all the rooms.</p> <p>Learning to get on with all their classmates and resolving conflicts.</p> <p>Feelings wall – children to express how they are feeling.</p> <p>Children to reimagine roles they may have seen before in the home corner and around nursery.</p> <p>Discuss and demonstrate friendly behaviors to the children within the different areas.</p> <p>Class monitors – children to take on a role around</p>	<p><b>Making Relationships</b></p> <p>Can play in a group, extending and elaborating play ideas.</p> <p>Initiate play, offering cues for peers to join in.</p> <p>Keeps play going by responding to what others are saying or doing.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relations with peers and familiar</p>	<p><b>Self-Confidence and Self Awareness</b></p> <p>Can select and use activities and resources with help.</p> <p>Welcomes and values praise for what they have done.</p> <p>Enjoys responsibilities of carrying out small tasks.</p> <p>Is more outgoing with unfamiliar people and more confident in new social situations.</p>	<p><b>Managing Feelings and Behaviour.</b></p> <p>Aware of own feelings and knows that some actions and words can hurt others feelings.</p> <p>Begin to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can usually adapt behaviour to different events, social situations</p>

	<p>nursery helping each other.</p> <p>Children are able to talk about what they have done over the holidays.</p> <p>Welcome's new pupils into nursery and shows friendly behaviour towards them.</p> <p>Circle time – discuss the animals from the story and where they live and how that is different to where we live. Being kind to our habitat and other habitats. Being kind to others.</p> <p>Our trip discussion – Children to share their experiences with others talking about our spring walk.</p>	<p>adults.</p>	<p>Confident to talk to other children when playing and will communicate freely about home and community.</p> <p>Shows confidence in asking adults for help.</p>	<p>and change of routines.</p>
<b>Communication and Language</b>	<p>Learning to speak out in a group.</p> <p>Develop relationship with peer further, initiating play and offering cues for others to join in.</p> <p>Answer questions surrounding our picture of the day.</p> <p>Discussion within the different continuous provision areas with peers and adult in the setting developing listening and attention skills and vocabulary.</p> <p>Children to begin to extend their sentences to link thoughts.</p> <p>Circle time activities (PSED/PHSE link).</p> <p>Understanding and following instructions.</p> <p>Listening to a variety of stories and answering questions surrounding them.</p> <p>Following rules and instructions in PE.</p> <p>Beginning to be able to answer how and why questions surrounding our themes.</p> <p>Children to develop language surrounding our themes using our word wall and discussions.</p> <p>Children to develop language surrounding our themes – fairytales/traditional tales.</p> <p>Children to use the language they have learnt within different areas of the nursery classroom.</p>	<p><b>Listening and Attention</b> Listens to others one to one or in small groups when conversations interest them.  Listens to stories with increasing attention and recall.  Focusing attention – still listen or do but can shift own attention.  Is able to follow directions.</p>	<p><b>Understanding</b> Understands use of objects.  Responds to simple instructions, Beginning to understand how and why questions.  Listens and responds to ideas expressed by others in conversations or discussions.</p>	<p><b>Speaking</b> Beginning to use more complex sentences to link thoughts.  Can retell simple past events in order.  Uses talk to connect ideas and explain what is happening.  Questions why things happen and gives explanations.  Uses intonation, rhythm and phrasing to make the meanings clear to others.  Uses vocabulary focused on objects and people that are important to them.  Builds up vocabulary that reflects the breadth of their experiences.</p>

	<p>Children to begin to ask questions surrounding the themes.</p> <p>Children to begin to introduce narrative during play situations in the home corner and small world area and other surrounding areas in continuous provision.</p> <p>Children to develop language based on different experience in and out of the classroom – baking, trips out, outdoor CP etc.</p>			Uses talk in pretending that objects stand for something else in play. Introduces storyline and narrative into their play.
<b>Physical Development</b>	<p>In addition to the activities below, the children have daily access to the Outdoor Areas which includes den making, wheeled vehicles on the track, sand, water, PE trolley of equipment, space hoppers, gardening equipment, small world toys, construction, role play areas, chalk &amp; large boards, instruments, mats for free movement, large building blocks &amp; the parachute.</p> <p>Weekly P.E. sessions – children to take part in weekly P.E. sessions where they will develop their fundamental skills using Lancashire planning.</p> <p>Children to use their pencil control books to improve pencil grip with support from adults and develop control.</p> <p>Children to assess the mark making station where they are able to develop pencil grip and draw.</p> <p>Children to write their names each day on the who's here today board.</p> <p>Children to access the fine motor skills station where they will play with different activities to develop their skills including tweezers, scissors control, dough disco etc.</p> <p>Those still in nappies to discuss with parents and create a plan to become more independent on the toilet.</p> <p>Discuss hygiene with children and the importance of washing our hands.</p>	<p><b>Moving and Handling</b> Draws lines and circles using gross motor movements. Moves freely and with pleasure and confidence in a range of ways. Runs skillfully on whole foot. Beginning to use one handed tools and equipment. Use one handed tools and equipment. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters. Shows a preference for a dominant hand. Jumps off an object and lands appropriately, Negotiates space successfully when</p>	<p><b>Health and Self-Care</b> Observes the effects of activity on their bodies. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. Beginning to be independent with self-care. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Understands that equipment and tools have to be used safely.</p>	

	Children to practice helping to put their coats on.  Children to discuss the daily picture – asking questions surrounding it.  Help children with their coats where needed, allowing them the opportunity to try independently first.	playing racing and chasing games.		
<b>Characteristics of Effective Learning</b>				
<b>Playing and Exploring</b>				
<b>Finding out and exploring.</b>	Play with the children in a variety of area in continuous provision encouraging them to explores and show your own interest in discovering new things.  Children to discuss the daily picture – asking questions surrounding it.  Help children with their coats where needed, allowing them the opportunity to try independently first.	Showing curiosity about objects, events and people. Engaging in open ended activities. Showing particular interest.		
<b>Playing with what they know.</b>	Model pretending an object is something else and help develop roles and stories within different areas particularly the home corner and small worlds station.  Free play small worlds stations – allow the children to develop their own narrative surrounding a theme.  Children to take on different roles within the home corner using the different props to support role play.	Pretending objects are things from their experiences. Taking on a role in their play. Acting out experiences with other people. Representing their experiences in play.		
<b>Being willing to 'have a go'.</b>	Encourage children to try new activities and to judge risks for themselves – children to choose where they would like to play using the task wall. When choosing at the task wall encourage children to try new areas and give support in those areas where needed.  Children to look at the book you choose and discuss what they are doing – could we do that in	Initiating activities. Showing a 'can do attitude'. Taking a risk, engaging in new experiences and learning by trial and error.		

	school – how?	
<b>Active Learning</b>		
<b>Being involved and concentrating.</b>	Stimulate children's interests through shared attention and calm over-stimulated children. Use timers for set activities where children try to beat the time and therefore maintaining concentration on that task.	Showing high levels of energy, fascination. Maintaining focus on their activity for a period of time.
<b>Keeping on trying.</b>	Encourage children to learn together and from each other – if a challenge occurs can anyone help – how can they help. Set goals for children and show that we might not meet them straight away, but we continue to try.	Persisting with an activity when challenge occurs. Bouncing back after difficulties.
<b>Enjoying achieving what they set out to do.</b>	Help the children become aware of their own goals, make plans and to review their own progress and successes. Be specific when you praise children especially noting effort – tell children why we are praising them – what goal are they meeting – can they move up the planets.	Showing satisfaction in meeting their goals. Being proud of how they accomplish something not just the end result.
<b>Creating &amp; Thinking Critically</b>		
<b>Having their own ideas.</b>	Encourage open-ended thinking by not settling on the first idea – what else is possible? Has anyone else got any ideas? Talking aloud – helps children to think and control what they do. Model self-talk, describing your actions in play. Ask critical thinking questions to broaden ideas and develop thoughts.	Thinking of ideas. Finding new ways to do things.

<b>Making links.</b>	Give children sustained thinking time to help explore ideas and make links – use a timer. Support children's interest over time, reminding them of previous approaches and encouraging them to make connections between their experience – can we predict what might happen? Children to begin to extend their sentences linking thoughts.	Making predictions. Making links and noticing patterns in their experiences.
<b>Choosing ways to do things.</b>	Model a plan-do-review process yourself – construction area – children to plan their castles, build it and then look back and discuss it with CG/KJ. Give feedback and help children to review their own progress and learning. Talk with the children about what they are doing, how they plan to do it, what worked well and what they could change next time.	Planning, making decisions about how to approach a task and solve a problem and reach a goal. Reviewing how well the approach worked.
<b>Online Safety</b>	Rules and responsibilities for using the computers and other hardware and software.	Talk about why it is important to use computers safely.
<b>RE</b>	Who are our neighbors? Develop thinking surrounding the Sikh faith – looking at different acts of kindness and treating each other fairly.	Lancashire SACRE