

Nursery Curriculum Map

Nursery	Spring 2	Theme:	Jungle and Spring	
	Teaching	Learning		
Subject	Weeks 1-6	Success Criteria		
<p>Literacy</p> <p>Books: Dear Zoo Rumble in the Jungle Giraffes Can't Dance Monkey Puzzle</p> <p style="text-align: center;">Spring Mad about Minibeasts</p> <p>Love for reading books: Shout – Little Poems That Roar Lifesize The Girl, The Bear and The Magic Shoes. Riley Can Be Anything Little Monkey Calms Down.</p>	<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>Letters to the zoo – write our names.</p> <p>Newspaper Article – Our trip to the zoo – give meanings to marks they make.</p> <p>Describe animals – listen to the story – can we describe the animals?</p> <p>What happens next? – Children to think about what happens next in the story – monkey puzzle.</p> <p>Monkey Fact file – children to talk about what we</p>	<p>Writing</p> <p>Sometimes gives meanings to the marks as they draw and paint.</p> <p>Ascribes meanings to the marks that they see in different places.</p> <p>Continues a rhyming string.</p> <p>Begins to break the flow of speech into words.</p>	<p>Reading</p> <p>Enjoys rhyming and rhythmic activities.</p> <p>Listens to a join in with stories and poems.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Describes main story setting, events and principle characters.</p> <p>Recognises familiar words and signs.</p> <p>Looks at books independently.</p> <p>Handles books with care.</p> <p>Holds books the correct way up and turns pages.</p>	<p>Physical development</p> <p>Can copy some letters.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p>

	<p>know about monkeys following our story through answering questions.</p> <p>Our plant diary – draw pictures of how our plant is changing – give meanings to the marks they make.</p> <p>National Scribble Day – Can we give meanings to our scribbles?</p> <p>Easter Cards – Write names on our cards.</p>			
Mathematics	<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>Animals counting – how many animals are at the Maths station?</p> <p>Animal size order – look at book Lifesize and discuss sizes and then order the animals in order of size – big, small, medium etc.</p> <p>Counting Pegs – can they match the counting pegs with numerals on to the number of animals in each picture?</p> <p>Pasta Snakes – how many past pieces have the children used for their snakes?</p> <p>Where’s the monkey? – positional language game.</p> <p>Spring counting – children to count the spring objects and attempt to form the numbers/match to the correct numeral.</p> <p>Easter Egg hunt – how many eggs did the children find?</p>	<p>Number</p> <p>Uses number names and number language spontaneously.</p> <p>Recites number in order 1-10.</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>Shape, space and measure</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>	
Knowledge and Understanding of the World	<p>Children to talk about their half term holidays and share their adventures with each other.</p> <p>Look at the Jungle throughout the term –</p>	<p>People and Communities</p> <p>Shows an interest in</p>	<p>The World</p> <p>Comments and ask questions about</p>	<p>Technology</p> <p>Knows how to operate simple equipment.</p>

	<p>KWL/Circle time/ Daily discussions/CP etc – what animals do we know? Where might we find a jungle? Where do the animals live here? What animals can we see where we live? Why might we not see the other animals in Fleetwood? Look at spring – what changes have we seen? How do we know its spring? How is spring different to winter? How have we changed since starting school – look at how we are all unique and how we have changed. Visit to the zoo – discuss our visit – what animals did we see? Being kind – how can we be kind to the animals? How can we be kind to the environment they live in? How can we be kind to others? Talk about the animal’s habitat – look at the differences to where we live. Spring walk to the park – look at how the environment has changed. Lifecycle of a frog – look at how a frog grows. Our plant diary – plant a flower and discuss how it is changing each day – look after our plant.</p>	<p>the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends. 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>aspects of their familiar world. Talks about why things happen and how they work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p>	<p>Knows information can be retrieved from computers. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>
<p>Expressive arts and Design</p>	<p>Access to home corner throughout the half term – Jungle and Frogs. 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. Access to a variety of bricks and building material in the construction area to build and join blocks together. Access to small worlds station for children to develop stories around the theme – Jungle and 5 speckled frogs. Opportunities for children to create movement to music and sing along to the music and nursery</p>	<p>Exploring and using media and materials Enjoys joining in with dancing and ring games. Sing a few familiar songs. Imitates movement in response to music. Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects.</p>	<p>Being Imaginative Uses movement to express feelings. Create movement in response to music. Sings to self and makes up simple songs. Notices what adults do, imitating what is observed and then doing it spontaneously when adult is not there. Engages in imaginative role play based on</p>	

	<p>rhymes.</p> <p>Junk modelling – children to use a variety of recycled materials to create something new – jungle animals, jungle jeep.</p> <p>Paper plate animals – children to use the paint and other materials to decorate their paper plate to look like different animals.</p> <p>Pasta snakes – use the pasta and paint and join together using string to create a snake.</p> <p>Animal handprints – use the paint and our hand to create different representations of animals.</p> <p>Binoculars – use the tubes and paint to create binoculars and then decorate how the children like using the different materials at the creative station.</p> <p>Spring walk – children to use the materials they have collected from the spring walk to create their own picture.</p> <p>Flower representation – children to use the paint and the flowers to create their own representation of the flowers.</p> <p>Easter baskets – use the materials to create Easter baskets.</p> <p>Easter cards – children to decorate their own Easter card.</p>	<p>Beginning to be interested in and describing the texture of things.</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>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>	
<p>Personal, Social and Emotional Development</p>	<p>Task wall - children are able to 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</p>	<p>Making Relationships</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>Self-Confidence and Self Awareness</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>Managing Feelings and Behaviour.</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</p>

	<p>before in the home corner and around nursery. Discuss and demonstrate friendly behaviors to the children within the different areas. Class monitors – children to take on a role around nursery helping each other. Children are able to talk about what they have done over the holidays. Welcomes new pupils into nursery and shows friendly behaviour towards them. Circle time – discuss the animals 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. How have we changed this spring? Our trip discussion – Children to share their experiences with others talking about our trip to the zoo and our spring walk.</p>	<p>Demonstrates friendly behaviour, initiating conversations and forming good relations with peers and familiar adults.</p>	<p>Is more outgoing with unfamiliar people and more confident in new social situations. Confident to talk to other children when playing and will communicate freely about home and community. Shows confidence in asking adults for help.</p>	<p>support from others. Can usually adapt behaviour to different events, social situations and change of routines.</p>
<p>Communication and Language</p>	<p>Learning to speak out in a group. Develop relationship with peer further, initiating play and offering cues for others to join in. Answer questions surrounding our picture of the day. Discussion within the different continuous provision areas with peers and adult in the setting developing listening and attention skills and vocabulary. Children to begin to extend their sentences to link thoughts. Circle time activities (PSED/PHSE link). Understanding and following instructions. Listening to a variety of stories and answering questions surrounding them. Following rules and instructions in PE. Beginning to be able to answer how and why questions surrounding our themes. Children to develop language surrounding our themes using our word wall and discussions. Children to develop language surrounding our</p>	<p>Listening and Attention 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>Understanding 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>Speaking Beginning to use more complex sentences to link thoughts. Can retell simple past events in order. Questions why things happen and gives explanations. Uses vocabulary focused on objects and people that are important to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play. Introduces storyline</p>

	<p>themes – spring and jungle. Children to use the language they have learnt within different areas of the nursery classroom. Children to begin to ask questions surrounding the themes. Children to think of and ask questions surrounding jungle and spring as part of our KWL. Children to begin to introduce narrative during play situations in the home corner and small world area and other surrounding areas in continuous provision. Children to develop language based on different experience in and out of the classroom – baking, trips out, outdoor CP etc.</p>			<p>and narrative into their play.</p>
<p>Physical Development</p>	<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 & large boards, instruments, mats for free movement, large building blocks & the parachute. Weekly P.E. sessions – children to take part in weekly P.E. sessions where they will develop their fundamental skills using Lancashire planning. Children to use their pencil control books to improve pencil grip with support from adults and develop control. Children to assess the mark making station where they are able to develop pencil grip and draw. Children to write their names each day on the who's here today board. 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. Those still in nappies to discuss with parents and</p>	<p>Moving and Handling 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.</p>	<p>Health and Self-Care 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.</p>	

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

	When choosing at the task wall encourage children to try new areas and give support in those areas where needed.	
Active Learning		
Being involved and concentrating.	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.
Keeping on trying.	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.
Enjoying achieving what they set out to do.	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.
Creating & Thinking Critically		
Having their own ideas.	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.	Thinking of ideas. Finding new ways to do things.
Making links.	Give children sustained thinking time to help explore ideas and make links. Support children's interest over time, reminding	Making predictions. Making links and noticing patterns in their experiences.

	<p>them of previous approaches and encouraging them to make connections between their experience – can we predict what might happen? Hearts in a jar – children to make a prediction as to how many are in the jar.</p> <p>Children to begin to extend their sentences linking thoughts.</p>	
Choosing ways to do things.	<p>Model a plan-do-review process yourself – construction area – children to plan their house, build it and then look back and discuss it with CG/KJ.</p> <p>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.</p>	<p>Planning, making decisions about how to approach a task and solve a problem and reach a goal.</p> <p>Reviewing how well the approach worked.</p>
Online Safety	<p>Rules and responsibilities for using the computers and other hardware and software.</p>	<p>Talk about why it is important to use computers safely.</p>
RE		<p>Lancashire SACRE</p>