

NURSERY CURRICULUM MAPPING

	AUTUMN		SPRING		SUMMER	
Theme	This Is Me	Monsters and A Time to Wonder	Winter	Spring	Creepy Crawlies	Travelling Around
Intent: Why this, why now?	At the beginning of the school year the majority of children will be new to the setting. For some children this will have been the first time they have separated from their parents and caregivers. Children will be experiencing new things all the time and have a growing awareness of themselves, their physicality and of other children. This presents an ideal opportunity to introduce diversity and celebrate differences.	Children are beginning to develop their attention and listening skills and start to enjoy longer stories. As the dark nights draw in and children experience Halloween talk turns to monsters and all things scary. The children are naturally developing their imaginative play and the monsters topic helps to develop this. As we move into December the children enjoy experiencing the magic and wonder of the Christmas celebration.	In Nursery we enjoy being outside whatever the weather. Winter provides us with the time to explore all things wintry. We enjoy using our senses to explore frost and ice. We spend time helping children to develop the understanding that warmer clothes are needed in the cold and icy weather. This is a time to further develop vocabulary and talk about the weather in different countries.	As Spring arrives we like to prepare our outside area for the warmer weather ahead. The children see flowers starting to grow from bulbs and the leaves start to reappear on our trees. We focus on the changing weather and plants giving the children opportunities to talk about what they can see happening and to understand that we can use our sense to explore but that we also have to look after new growth.	As the year develops we start seeing and finding lots of minibests. The children are always fascinated by bugs galore. This presents further opportunity for lots of talk and development of new vocabulary, whilst also revisiting previously taught vocab.	As talk turns to thoughts about summer children begin to talk about days out or holidays. They enjoy talking about the different places they go and what they see e.g. beaches, tractors on farms, aeroplanes. This provides the natural opportunity to develop these ideas, introduce new concepts and vocabulary

Science	Animals, including humans -develop vocabulary around the basic features of the body and self -attempt to use subject specific vocabulary when talking about selves.	Materials -explores different materials Seasonal Changes -use all senses to explore natural materials linked to autumn -explore collections of natural materials linked to autumn with similar or different properties -develops vocabulary relating to natural materials -makes a collection of natural materials -investigates and talks about different types of leaves -talks about how the leaves are changing	Seasonal Changes -shows curiosity in the change of water to ice -talks about the difference between water and ice -talks about the changes they can see happening with water and ice e.g. freezing and melting	Planting and life cycles -is able to plant a seed -shows interest in caring for growing plants -can talk about what they see as seeds/plants begin to develop and grow -is beginning to show respect for growing plants -can talk about what has happened to the seed/bulb - beginning to show understanding that a seed develops into a plant -can talk about what they see happening to plants if they are not watered e.g. changes, petals fall off, they might die	Life Cycles -shows curiosity in the life cycle of a butterfly -begins to understand the lifecycle of a butterfly - egg, caterpillar, chrysalis, butterfly -beginning to show understanding of the need to care for creatures -makes collections of natural materials	Forces -explores floating and sinking -explores how different materials sink and float -explores moving forces
	Planting/Life Cycles -shows curiosity in the planting process -begins to understand that a bulb will grow over time and develop into a flower		Planting/Life Cycles -cares for flowers/plants -talks about the growth they see over time -talks about what they can see happening to plants over time - decay			
	Seasonal Changes -shows curiosity in the changing seasons -talks about what they can see around them -makes collections of natural materials to investigate and talks about them					
	Development Matters 3&4 year olds will be learning to: (Understanding the World) -use all their senses in hands on exploration of natural materials. -explore collections of materials with similar and/or different properties. -talk about what they see, using a wide vocabulary. -explore and talk about different forces they can feel. -talk about the differences between materials and changes they notice -plant seeds and care for growing plants. -understand the key features of the life cycle of a plant and an animal. -begin to understand the need to respect and care for the natural environment and all living things.					

History	-aware they can do more now than when they were babies -aware that parents/grandparents are older than they are	-understand yesterday -understand tomorrow	-aware of 'old' and 'new'. (e.g. old toy vs new toy) -recognise that there are children older than them -recognise that there are children younger than them		-look at photos of self or artefacts (earlier in Nursery or from home) and retell a memory from this photo or object using chronology boxes	-look at photos of family members when they were younger and understand that they are the same people/the photos were taken in the past when they were younger
Development Matters 3&4 year olds will be learning to: (Understanding the World) -begin to make sense of their own life-story and family's history -show interest in different occupations <u>HISTORICAL SKILLS</u> <u>Chronology</u> • use everyday language related to time • order and sequence familiar events <u>Interpreting the Past</u> • aware that they have changed as they have gotten older • aware that other people can be older or younger than them <u>Historical Enquiry and Using Sources</u> • look at photos of self or artefacts and retell a memory from this photo or from memory box • answer 'how' and 'why' questions ... in response to stories or events. • explain own knowledge and understanding, and asks appropriate questions. <u>KEY CONCEPTS</u> • Continuity and Change: -look closely at similarities, differences, patterns and change -develop understanding of growth, decay and changes over time • Cause and Consequence: -question why things happen and give explanations • Similarity and Difference: -know about similarities and differences between themselves and others, and among families, communities and traditions • Significance: -recognise and describe special times or events for family or friends						

Geography	-comments and asks questions about the place where they live and places they have visited	-comments and asks questions about the natural world -know that there are different countries in the world and discuss other countries the children have visited or have heard of -know that there are different occupations related to geography (e.g. a farmer, travel agent, coastguard) -uses new vocabulary related to the occupation and use it in their speech and play	-interested in and enjoy playing with small world models/toys such as a farm, garage or train track -knows that animals live in different places (e.g. cows live in fields, dogs and cats live with people) -knows that there are different countries in the world and talk about the similarities and differences they have experienced or seen in photos -knows why someone might visit a different country
	Development Matters 3&4 year olds will be learning to: (Understanding the World) -knows that there are different countries in the world and talk about the differences they have experienced or seen in photos		

Computing	Computer Science -shows interest in technological toys and real objects such as cameras and mobile phones -plays with/investigates objects in the nursery	Computer Science -knows to press buttons on simple equipment to make it work e.g. cd player and videos on screen -shows skill by using making toys work e.g. battery-operated toys such as hooovers, kettles, microwaves	Computer Science -explores Clever Cats -knows that they can make a Clever Cat move by pressing a button -explores moving Clever Cats around an area -shows some skill in using the Clever Cats
	Key vocabulary: camera, phone, computer	Key vocabulary: button, start, stop	Key vocabulary: forwards, backwards
		Digital Literacy -uses Digital Screens to make marks -shows interest in using computers/tablets to look at farms	Digital Literacy -can use a computer/tablet with help to look at the seaside/farm -using cameras to take photos
		Key vocabulary: screen, touch	Key vocabulary: photo
	Online Safety: - I can name a trusted adult - I know to tell a trusted adult if I see something I don't like when they are using computers/tablets, etc		
The previous Development Matters Document for Technology has been removed in the Sept 21 curriculum update, however all of the above is still important to teach / support as part of a rounded curriculum in order for children to safely and sensibly use technology to enhance their own play / learning and be ready to access our curriculum in Reception and the national curriculum in year 1.			
Previous EYFS 30-50 months Understanding The World - (Technology) -knows how to operate simple equipment -shows an interest in technological toys with knobs or pulleys, or real objects -shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images -knows that information can be retrieved from computers			

Music	-sings a few familiar songs -joins in with finger rhymes -joins in with songs as a group -joins in with pitch matching songs -explore sounds -can investigate the different sounds that instruments make	-sings a few familiar songs -can join in with new and known songs -joins in with simple dancing and ring games -sings the melodic shape of familiar songs	-can explore and distinguish between higher and lower sounds through matching actions to songs -can explore making high and low sounds with the voice -can explore making higher and lower sounds through songs -can pitch match (sing the pitch or a tone sung by another person)	-can sing previously learned songs and games -can clap, tap and play instruments loudly and quietly to match the songs -can explore making quiet and loud sounds with the voice and body -can explore louder and quieter sounds through joining in with songs -can sing a song using a quiet singing voice	-can clap, tap and play instruments faster and slower to match the speed of singing	-can clap, tap and play instruments to match the rhythm of a song - plays instruments with increasing control. -can join in with songs and games that introduce the concept of rhythm as the pattern of words in songs and rhymes -can make up their own rhythm -creates own songs
	-listens to different genres of music. -talks about the sounds they have heard. -expresses their thoughts and feelings about music e.g. how does it make them feel -explores instruments					
	Development Matters 3&4 year olds will be learning to: (Exploring and using media and materials/Being Imaginative) -listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings -remember and sing entire songs -sing the pitch of a tone sung by another person ('pitch match') -sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs -create their own songs, or improvise a song around one they know -play instruments with increasing control to express their feelings and ideas					

Art	Knowledge	Drawing	Painting	Printing	3D / Textiles	Collage	Digital Media
	Have prints and art books available	Use large, chunky tools such as decorator brushes, , hands, sticks, chunky chalks, sticks, sponges	Ready mix, block, watercolours, textured paints (by adding sand, etc)	Rubbings, wood, objects (hard and soft)	Dough, clay, papier mache, junk modelling, wood, weaving	Materials, papers, objects, textures, colours	Computers, tablets, photography, art packages
	-talk about artists pictures e.g. Picasso, Van Gough, Kandinsky (e.g. What do you see? How does it make you feel? How is it different? What do you like? Why?) -talk about what they are doing e.g. 'I am doing a circle for the sun' -answer open questions about their artwork e.g. why did you use that colour? -talk about what they like about their work and begin to say how they could make it better	-using gross motor movements to create large marks- continuous rotations, push/ pulls, vertical arcs -using lines to enclose shapes -begin to use enclosed shapes to represent people or objects -begin to include features such as circles for eyes, hair and limbs on pictures of figures -use drawing to represent ideas like movement or loud noises -show different emotions in their drawings	-explore paint using a wide variety of tools hands/cars/sponges/ve g -explore different types of paint- powder paint, textured paint, water colours, poster paint -exploring how colours can be changed -start to use vocabulary such as light dark, colour names, change -use colour and marks to show emotions in their paintings	-become aware that objects leave marks e.g. hand printing, foot printing, sponges, dinosaur toys -use a variety of resources for printing e.g. fruit -find different ways to print e.g. with water, play dough, mud	-handle and investigate a variety of materials and malleable materials, boxes, pots, sticks, salt dough, play dough, Duplo, Lego etc -use hands to manipulate malleable materials in different ways, rolling, kneading, squashing, pinching -begin to arrange blocks, boxes in different ways- stacking, lining up, enclosure -explore the textures of different fabrics -begin to use vocabulary such as soft, smooth, rough -begin to use scissors to cut snips in fabric -develop threading, hand-eye coordination, threading large beads, pasta -gross motor weaving with a range of materials e.g. string, ribbon, tissue paper on posts, fencing etc	-exploring a range of materials such as pasta, shells, rice, tissue, paper, string, fabric, beginning to respond to different textures -begin to combine resources with different textures, colours and shapes -talk about what they are doing using vocabulary such as smooth, shiny, soft, bumpy, rough	-use fingers to make marks on painting program
	Colour Paper	Draw	Paint Light Dark Colour names Change	Stamp Press	Soft Smooth Rough	Smooth Shiny Soft Bumpy Rough	Computer Camera
Development Matters 3&4 year olds will be learning to: (Expressive arts and design) -Explore different materials freely, to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them. -Join different materials and explore different textures. -Create closed shapes with continuous lines and begin to use these shapes to represent objects. -Draw with increasing complexity and detail, such as representing a face with a circle and including details. -Use drawing to represent ideas like movement or loud noises. -Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. -Explore colour and colour mixing.							

DT	Design -explore objects to see how they work (i.e. things with switches, mechanisms, flaps)	Design -beginning to verbalise what they are going to attempt e.g. a house, a tower	Design -develops own ideas -be able to say what they are planning to make and decides which materials they would like to use
	Make -stack blocks vertically and horizontally - making a tower and a line of blocks/crates, etc -explores and joins construction kit parts (mobilo, duplo, outdoor crates) -explores different materials freely, develop their ideas about how to use them -investigates and explores different ways of joining -begins to use tools to manipulate materials (i.e. scissors, glue spreaders, trowels, dough tools)	Make -beginning to make enclosures and creating spaces -uses construction kits (mobilo, duplo, outdoor crates) to begin to make small worlds and things that move -explores "workshop" materials (e.g. paper, tubes, boxes, glue, tape, pencils) developing ideas of what to make -joins different materials e.g. using tape, glue, clips	Make -as making model verbalise the process i.e. tell a grown up or another child what they are doing -uses construction kits available e.g. mobilo using connector pieces to make something planned -chooses the right tool to make
	Evaluate -shows emotions displaying how they feel about their model	Evaluate -in verbal conversation with an adult or another child can say what they have made	Evaluate -is beginning to 'bounce back' if a model doesn't work - show resilience
	Cooking experiences ongoing across the year -follow verbal and pictorial instructions -with support use tools and equipment safely -work as part of a team -know we have to wash our hands before beginning -begin make links between one cooking experience and a subsequent one		
	Development Matters 3&4 year olds will be learning to: (Physical Development) -Use one-handed tools and equipment, for example, making snips in paper with scissors. -Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.		
	(Understanding the World) -Explore how things work.		
	(Expressive Arts and Design) -Explore different materials freely, to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them. -Join different materials and explore different textures.		
Voc	Design	Make	Evaluate
	Draw, ideas, tool, kit, crate, material	Build, make, stack, join, workshop, trowel, glue spreader, construction, scissors, dough, tower, crate	Like, don't like, better, worse, gravity

RE - Christianity - Islam -Hinduism + other religious traditions relevant to the cohort - Non-religious world views	I am special -know I have a name that is mine -know my features (eye colour, hair colour etc) -know I am part of a family -know I am different from others but we are all important	Easter Listen to the Easter Story - talk about how they celebrate at home - begin to notice differences in what and how they celebrate	Caring for the world Listen to the story of Seven New Kittens -talk about how Muslims believe Allah created the world and how it should be cared for -think about some ways they might care for the world and the creatures in it - begin to show a positive attitude towards different beliefs about the world and how and why it should be cared for
	Christmas Listen to the Christmas Story -talk about how they celebrate at home -take part in school celebrations -begin to recognise differences in what and how they celebrate Possible Festivals , dependent on ch in cohort: Rosh Hashana- Jewish New Year Sukkot- Jewish- harvest festival Milad Un Nabi- Muslim- Prophet Muhammad (pbuh) birthday Diwali - Hindu and Sikh Birthday of Guru Nanak- Sikh Bodhi Day- Buddhist Hanukah – Jewish	Possible Festivals , dependent on ch in cohort: Birthday of Guru Gobind Singh- Sikh Chinese New Year- Chinese Holi- Hindu The Prophet's Night Journey and Ascent- Muslim Passover- Jewish	Possible Festivals , dependent on ch in cohort: Vaisakhi/Baisakhi- Sikh Ramadan- Muslim Eid-UI-Fitr- Muslim Eid-UI-Adha-Muslim
	Special, Same, Different, Family, Christmas, Diwali	Easter	Allah, Prophet Muhammad (pbuh), Eid
Development Matters 3&4 year olds will be learning to: (Understanding the world) -Continue developing positive attitudes about the differences between people.			

PSHE	<u>Families and Carers</u> -that families are important for children growing up because they can give love, security and stability -how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <u>Caring Friendships</u> -how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable -how to manage conflict, how to manage these situations -how to seek help or advice from others, if needed <u>Respectful Relationships</u> -how to be polite and say please and thank you <u>Being Safe and Healthy</u> -how to wash and dry their hands thoroughly	<u>RSE objectives covered by 'Big Talk'</u> -know the differences between girls and boys -name body parts with the correct scientific words -know what areas of the body are private -know there is a difference between good touches and bad touches <u>Respectful Relationships</u> -children to talk about the differences they notice between people -recognise similarities between different families and communities <u>Being Safe and Healthy</u> -talk about their feelings using appropriate words -how to recognise and report feelings of being unsafe -how to recognise and report feeling bad about an adult -how to brush teeth	<u>Respectful Relationships</u> -in school and in wider society they can expect to be treated with respect by others -know that in turn they should show due respect to others, including those in positions of authority <u>Being Safe and Healthy</u> -how to ask for advice or help for themselves or others -how to keep trying until they are heard -understand there are different occupations that help to keep us safe -understand we have rules and why they are important, be able to follow them -begin to understand healthy drink and food choices
	Development Matters 3&4 year olds will be learning to: <u>(Personal, Social and Emotional Development)</u> -Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. -Develop their sense of responsibility and membership of a community. -Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. -Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. -Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. -Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. -Understand gradually how others might be feeling. -Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. <u>(Understanding of the World)</u> -Show interest in different occupations. -Continue developing positive attitudes about the differences between people.		

Physical Development (Dance element is Expressive Arts and Design) – PE (through continuous outdoor provision and adult led challenges)	Movement -to walk/run in a variety of directions and at different speeds -can mount stairs/crates etc. using alternate feet Small apparatus -can attempt to catch a large ball Dance -joins in with simple ring game -imitates movement in response to music	Movement -to move in a range of ways e.g. slithering, shuffling, rolling, crawling -can run with skill adjusting speed and direction to avoid obstacles Small apparatus -can play games involving catching large balls Dance -is beginning to move rhythmically using large muscle movements using materials -can use movement to express feelings	Movement -to move freely and with confidence in a range of ways including skipping and hopping -can stand momentarily on one foot when shown Small apparatus -can catch a large ball and create their own game in a team Dance -can capture an experience using dance -can capture a response using dance -can copy and follow a simple sequence and remember a simple sequence with 3 movements
	Development Matters 3&4 year olds will be learning to: (Physical Development) -Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. -Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. -Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.		