

Nursery Long-Term Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	On entry to Reception we will be able to
Umbrella themes	I wonder what makes me special? Family, celebrations, our community, pets, friends, school, likes and dislikes, people who help us.		I wonder what moves? Animals, transport, water, people, oceans, and recycling.		I wonder what changes? Seasons, transition, growing, life-cycles, dinosaurs, food		
Possible Texts							
Trips/enhancements							
Personal, Social and Emotional	I can separate from my grown up with support. I can begin to explore my new environment.	I can follow daily routines and classroom expectations Eg: lining up, tidying up I can select and use resources appropriately and begin to tidy up independently.	I can manage my own care needs including washing my hands and using the toilet. I can begin to share resources and play in a group	I can begin to talk to others to resolves conflicts. I can begin to wait my turn whilst playing a team game. I can look after my	I can understand the importance of working as a team.		

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	I can begin to play alongside my peers.	I can begin to talk about my feelings using words like happy, sad, angry, or worried.	I can begin to understand how others might be feeling.	environment without always being reminded by an adult eg: putting fruit in the bin, picking up coats and toys.			
Communication and Language	<p>I can recall events from a short simple story.</p> <p>I can join in with familiar stories and nursery rhymes.</p> <p>I can start to engage in conversation with my peers or adults.</p>	<p>I can listen to longer stories and can remember much of what happens.</p> <p>I can understand a two-part instruction</p> <p>I can extend my vocabulary linked to prior learning.</p> <p>I can use talk to organise my play for</p>	<p>I can talk in short sentences that others can understand.</p> <p>I can respond to a question appropriately.</p> <p>I can name different forms of transport that can be seen on the road each day.</p>	<p>I can begin to extend my sentences using 'and' or 'because'.</p> <p>I can begin to talk about the Setting, characters and structure of a story.</p> <p>I can begin to express my opinions in relation to a</p>			

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		example 'let's go on a bus, I'll be the driver'.	I can follow a set of simple instructions.	certain topic eg: voting for a certain book and why?			
Physical Development	<p>I can begin to take care of my toileting needs independently.</p> <p>I can begin to use cutlery independently when feeding myself.</p> <p>I can move my body in different ways when balancing, riding a bike, and running.</p>	<p>I can begin to put on my own coat and zip it up with support.</p> <p>I can use big movements to wave flags, streamers, paint, and make-marks.</p> <p>I can climb up steps and apparatus using alternate feet.</p>	<p>I can begin to skip, hop, stand on one leg, and hold a pose.</p> <p>I can learn about different fine motor activities including threading, cutting, mark-making, and using tools.</p>	<p>I can begin to talk about healthy choices.</p> <p>Enhancement - Healthy smoothie, fruit kebabs, packing a healthy lunch box.</p> <p>I can begin to remember sequences and patterns of movements which are related to music and rhythm.</p>			
Literacy	I can recognise familiar logos	I can begin to make marks	I can begin to recognise my	I can begin to write some of the letters			

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	<p>and signs in the environment.</p> <p>I can begin to distinguish different sounds in the environment (phase 1 environmental sounds)</p> <p>I can show an interest in looking at books independently.</p>	<p>and ascribe meaning.</p> <p>I can use a range of vocabulary to talk about the sounds made by different instruments.</p> <p>I can handle books appropriately and turn the pages correctly.</p> <p>I can talk with an adult or a friend about the illustrations in a book.</p>	<p>name from a name card.</p> <p>I can begin to name some parts of a book eg: title, front and back cover.</p> <p>I can begin to recognise the rhythm in one or two of my favourite Nursery rhymes.</p> <p>I can show a preference for a dominant hand</p>	<p>found in my name in the correct order.</p> <p>I can begin to ascribe meaning to the marks I make eg: pretending to write a shopping list or birthday card.</p> <p>I can begin to predict what might happen next in a simple story.</p> <p>I can use a comfortable grip with some control when holding pens and pencils.</p>			
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<p>Mathematics</p>	<p>I can sing a range of number rhymes using numbers to 5.</p> <p>I can recite numbers to 5 with support.</p> <p>I can show finger numbers up to 5.</p>	<p>I can recognise numbers to 5.</p> <p>I know that the last number reached tells you how many there are in total (cardinal principle)</p> <p>I can show an understanding of 1-1 counting to 5.</p> <p>I can recognise up to 3 objects without having to count them individually (subitise)</p> <p>I can begin to show an interest in 2d shapes within provision.</p>	<p>I can quickly recognise numbers to 5 (subitising)</p> <p>I can begin to recognise patterns around me eg: stripes on clothes, designs on rugs. Using informal language eg: spotty, pointy, stripy.</p> <p>I can create an ABAB patterns eg: stick leaf, stick leaf.</p> <p>I can count out a given number of objects up to 5.</p>	<p>I can link numerals to a quantity.</p> <p>I can solve real-life problems to 5.</p> <p>I can experiment with marks to represent numbers.</p> <p>I can notice and correct an error in a repeating pattern.</p> <p>I can select shapes appropriately for a certain task eg: shapes pictures, shape shadow matching, a circle to</p>			
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				represent a plate or pizza.			
Understanding the World	<p>I can use my senses to explore the changes in seasons and explore natural materials.</p> <p>I can talk about who is in my immediate family and who lives is special to me.</p> <p>I can begin to recognise similarities and differences between myself and my peers.</p>	<p>I can talk about my body parts and their functions.</p> <p>I can begin to show an interest in different occupations eg: the dentist.</p> <p>I understand that some celebrations are specific to come cultures eg: Diwali is celebrated by Sikhs.</p>	<p>I can learn about different modes of transportation and who operates them.</p> <p>I can talk about how I travel to school.</p> <p>I can use the ipad to take photos of different forms of transport that I see on the roads.</p> <p>I can begin to talk about the differences between different</p>	<p>I can begin to understand that there are lots of different countries in the world.</p> <p>I can begin to talk about the differences between England and other countries eg: weather, food, clothing, types of homes, traditions.</p> <p>I can explore how things work eg: an old steam train</p>			

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			materials and changes they notice eg: Ice and snow, melting chocolate, freeze water balloons.	compared to new trains.			
Celebrations	Harvest Halloween	Diwali Bonfire Night Christmas Black History Month Hannukah Children in need National Nursery Rhyme Day	New Year Chinese New Year Pancake Day Valentine's Day	World Book Day Mother's Day Easter	St George's Day	Father's Day	
Expressive Arts and Design	I can use pitch and tone correctly to sing a song. I can begin to use imaginary play skills when using small-world area.	I can begin to think of different ways to join materials eg: glue, string, cellotape.	I can recall and sing nursery rhymes and begin to create my own song. I can develop my own ideas to make a	I can make a habitat for an animal using wooden blocks and different construction materials. I can use art to represent			

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	<p>I can begin to explore the creative area and use some of the materials independently.</p>	<p>I can begin to explore colours and what happens when they are combined.</p> <p>I can create closed shapes with continuous lines to represent objects.</p> <p>I can learn about arts and crafts from different cultures.</p>	<p>mode of transport.</p> <p>I can begin to use scissors effectively.</p> <p>Artist Exploration – Picasso Art for Kids Playdough Faces</p>	<p>the changes happening around us in Spring.</p> <p>I can begin to play instruments independently to express their feelings and ideas.</p>			