

Nursery Long-Term Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	
Trips/enhancements	You Choose Day Family Fun Day Tour of the school		Walk of the local area Fire-engine visit Steam Train Ride		Farm visit Ice-cream parlour Allotment visit	
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 begin to talk about my feelings using	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 understand how others might be feeling.	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 environment without always being reminded by an adult eg: putting fruit in the bin,	I can understand the importance of working as a team. I can talk about and make healthy choices with regards to food exercise and hygiene. I can follow expectations without adult supervision.	I can compromise with my peers to solve conflicts. I can make my voice heard in an appropriate way. I can show more confidence in new social situations – transition

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	I can begin to play alongside my peers.	words like happy, sad, angry, or worried.		picking up coats and toys.	I can explore new friendship groups.	
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 example 'let's go on a bus, I'll be the driver'.</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 follow a set of simple instructions.</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 certain topic eg: voting for a certain book and why?</p>	<p>I can talk about familiar books and recall a variety of Nursery rhymes</p> <p>I can use longer sentences containing 4-6 words</p>	<p>I can tell a long story which can be understood by others</p> <p>I can begin to use the correct tenses and plurals</p>
Physical Development	I can begin to take care of my	I can begin to put on my own coat and zip it	I can begin to skip, hop, stand on one	I can begin to talk about healthy choices.	I can create and take part in group activities eg: ring	I can choose the correct way to move to

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	<p>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>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>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>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>	<p>games, obstacle courses.</p> <p>I can select the appropriate resources to complete a task eg: a spade for enlarging a hole in the soil.</p>	<p>complete a task eg: crawl, walk or run</p> <p>I can work with others to move large objects safely</p> <p>I can continue to consolidate all my fine motor skills</p>
Literacy	<p>I can recognise familiar logos and signs in the environment.</p> <p>I can begin to distinguish different sounds in the</p>	<p>I can begin to make marks and ascribe meaning.</p> <p>I can use a range of vocabulary to talk about the</p>	<p>I can begin to recognise my 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 write some of the letters 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 talk about stories in detail using new vocabulary</p> <p>I can handle books correctly, turning the pages sequentially</p>	<p>I can write my full name with support</p> <p>I can begin to use some letters accurately within provision for different tasks</p> <p>I can understand that in English we read from left to right and top to bottom</p>

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	<p>environment (phase 1 environmental sounds)</p> <p>I can show an interest in looking at books independently.</p>	<p>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>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>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>	<p>I understand that print has meaning and is used for different purposes</p> <p>I can count or clap the syllables in words</p>	<p>I can spot and suggest rhymes</p> <p>I can spot and suggest words with the same initial sound</p>
Mathematics	<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 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 begin to 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:</p>	<p>I can link numerals to a quantity.</p> <p>I can solve real-life problems to 5. I can experiment with marks to represent numbers.</p> <p>I can notice and correct an error in</p>	<p>I can begin to compare quantities using the words more than and fewer than</p> <p>I can begin to talk about 2d and 3d shapes using some</p>	<p>I can recognise numbers to 5 without counting them</p> <p>Recap</p>

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	<p>I can show finger numbers up to 5.</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>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>a repeating pattern.</p> <p>I can select shapes appropriately for a certain task eg: shapes pictures, shape shadow matching, a circle to represent a plate or pizza.</p>	<p>mathematical and informal language</p> <p>I can understand positional language through words and pictures</p> <p>I can begin to make comparisons between objects relating to size, weight, length and capacity.</p> <p>I can combine shapes to make new ones eg: using three triangles to make a bigger triangle</p>	<p>I can understand positional language through words alone and an begin to apply it to different tasks</p> <p>I can begin to describe a sequence of events using simple words eg: first, next, after that etc – Makaton signs to support</p>
<p>Understanding the World</p>	<p>I can use my senses to explore the changes in seasons and</p>	<p>I can talk about my body parts and their functions.</p>	<p>I can learn about different modes of transportation and who operates them.</p>	<p>I can begin to understand that there are lots of different countries in the world.</p>	<p>I can plant seeds and care for growing plants</p> <p>I can understand the key features</p>	<p>I can continue to develop positive attitudes about the differences between people</p>

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	<p>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 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 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 materials and changes they notice eg: Ice and snow, melting chocolate, freeze water balloons.</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 compared to new trains.</p>	<p>of the lifecycle of a plant and an animal</p> <p>I can begin to understand the need to respect and care for the natural environment and all living things</p>	<p>I can begin to talk to talk about different forces I can feel</p>
Celebrations	<p>Harvest</p> <p>Halloween</p>	<p>Diwali</p> <p>Bonfire Night</p> <p>Christmas</p> <p>Black History Month</p> <p>Hannukah</p> <p>Children in need</p> <p>National Nursery Rhyme Day</p>	<p>New Year</p> <p>Chinese New Year</p> <p>Valentine's Day</p>	<p>World Book Day</p> <p>Mother's Day</p> <p>Easter</p> <p>Pancake Day</p>	<p>St George's Day</p> <p>Eid</p> <p>Queen's Jubilee</p> <p>Red Nose Day</p>	<p>Father's Day</p>

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<p>Expressive Arts and Design</p>	<p>I can use pitch and tone correctly to sing a song.</p> <p>I can begin to use imaginary play skills when using small-world area.</p> <p>I can begin to explore the creative area and use some of the materials independently.</p>	<p>I can begin to think of different ways to join materials eg: glue, string, cellotape.</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>I can recall and sing nursery rhymes and begin to create my own song.</p> <p>I can develop my own ideas to make a mode of transport.</p> <p>I can begin to use scissors effectively.</p> <p>Artist Exploration – Picasso Art for Kids Playdough Faces</p>	<p>I can make a habitat for an animal using wooden blocks and different construction materials.</p> <p>I can use art to represent the changes happening around us in Spring.</p> <p>I can begin to play instruments independently to express their feelings and ideas.</p>	<p>I can draw with increasing detail such as representing a face with facial features</p> <p>I can begin to listen with increased attention to sound and respond to what I have heard expressing my thoughts and feelings</p> <p>I can engage in imaginative role play using objects to represent something else even though they are not similar</p>	<p>I can begin to show different emotions in my drawings and paintings eg: happiness and fear</p> <p>I can use drawing to represent ideas like movement and loud noises</p> <p>I can make imaginative and complex small worlds eg: a city with different buildings</p>
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