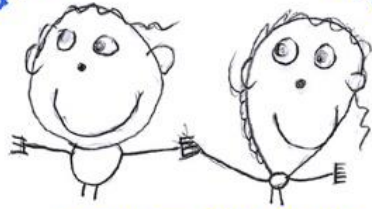


Atherstone Nursery School
and Warwickshire Early Years Hub



'Bright Start, Bright Future'
'Chances to explore, discover and grow'

Bedworth Heath Nursery School
and Warwickshire Early Years Hub



'You make the difference,
today, tomorrow, together'

Curriculum Map

September 2024 – Butterfly Nursery

Atherstone Nursery School Curriculum Map

In our Nursery School we follow the Early Years Foundation Stage Curriculum.

http://www.education.gov.uk/aboutdfe/statutory/g00213120_eyfs-statutory-framework
www.foundationyears.org.uk

This curriculum is play based, and involves children self-selecting activities, family group activities and small adult led activities by the teachers and support staff. Adults very carefully observe the children and plan progress for each of them by becoming involved in play and also planning targeted teaching to move learning forward.

Our long term curriculum mapping follows three strands:

- 1) Continuous provision planning. This ensures that the enabling environment is effective in providing stimulating and challenging opportunities for children to both reinforce and extend their learning both indoors and outdoors. Our continuous provision planning identifies effective resources to support play that are embedded in areas of learning. Practitioners in the Nursery school effectively support children's access to the continuous provision by modelling behaviour, being a play partner with the children and leading play opportunities. (See separate planning)
- 2) Child led learning. We recognise that children's learning is highly effective when children are actively involved and are interested and motivated to learn. This child led element to effective practice cannot be pre- determined, our practitioners are highly skilled in recognising and engaging in children's interests and enhancing the existing continuous provision to maximise the learning potential. (See annotated short term planning.)
- 3) Learning 'focus'. We also recognise the importance of a broad and balanced curriculum. Our practitioners plan exciting opportunities to engage and motivate children's learning. (See curriculum plan below.)

In all three strands, each child's learning and attainment is effectively supported and extended through the continuous provision and group teaching and learning. We follow the Ofsted recommendations of **Intent, Implementation and Impact**, linking them to the skills that children need to learn

INTENT	By 36 MONTHS we intend that children will be able to:	By 42 MONTHS we intend that children will be able to:	By 48 MONTHS we intend that children will be able to:	By 54 MONTHS we intend that children will be able to:
<p><u>COMMUNICATION AND LANGUAGE</u> SKILLS WE INTEND TO TEACH: <i>1. conversing, interacting, exchanging, expressing ideas and feelings, elaborating, listening, engaging, storytelling.</i> <i>2. listening, responding, engaging</i> <i>3. listening, interacting, conversing, responding, engaging, elaborating, expressing feelings and ideas</i></p>	<p>1. Speak in simple sentences</p> <p>2,3. Respond to questions and instructions 2,3. Ask for help if they need it</p>	<p>1. Talk with other children</p> <p>2. Sing songs and rhymes</p> <p>2,3. Listen and respond to things said by others 2,3. follow an instruction with two parts e.g. Get your coat and open the door</p>	<p>1. Talk about what they are doing and things they remember</p> <p>2,3. Start conversations with familiar people and questions 2,3. Listen when they are in a group with other children</p>	<p>1. Talk in clear sentences about people they know, what they see and how they are feeling</p> <p>2,3. Listen attentively in a range of situations 2,3. Ask and answer questions to find out more</p>
<p><u>COMMUNICATION AND LANGUAGE</u> Sequential Learning</p>	<p>1. Child can respond to and ask simple questions what, where, who</p> <p>2,3. Child may gesture or communicate for help by tapping, pointing or using words</p> <p>2,3. Child can increasingly name objects but is also adding descriptive words 2,3. Child is beginning to offer phrases of 3, 4 and 5 words</p>	<p>1. Child uses intonation when speaking 1. Child begins to negotiate e.g. please can I, I would like to, Will you</p> <p>2. Child can identify a change in the lyrics of a song 2. Child joins in with songs that they know</p> <p>2,3. -Children can take part in a two or three exchange back or fourth 3. Child maintains eye contact whilst engaging in a conversation</p> <p>2,3. Child may be quiet (listen) when others speak 3. Child can respond to a two part instruction</p>	<p>1. -Child can retell a recently past event -Child can talk about feelings, thoughts and ideas</p> <p>2,3. -Child engages in a conversation with three or four or more exchanges</p> <p>2,3. -Child can explain what is happening in a story or activity -Child is quiet and listens with interest when others speak</p>	<p>1. -Understand how to listen carefully and why listening is important. -Listen to and talk about stories to build familiarity and understanding</p> <p>2,3. -Ask questions to find out more and to check they understand what has been said to them. -Use new vocabulary in different contexts.</p> <p>2,3. -Articulate their ideas and thoughts in well-formed sentences. -Describe events in some detail.</p>
<p><u>PSED</u> SKILLS WE INTEND TO TEACH: <i>1. communicating feelings and emotions and forming relationships</i> <i>2. setting simple goals, focusing attention, persistence, self-regulation.</i></p>	<p>1,4. Show an interest in others and make new relationships</p> <p>2. Explore new environments</p>	<p>1,4. Show awareness of the feelings of others</p> <p>2. Know what they want to play with and where to find it</p>	<p>2. Be confident to have a go and try new things</p>	<p>2. Stay at activities that they really like without being distracted by other things or people</p>

<p>3. co-operate, listen, communicate feelings and emotions, form relationships, persist, wait, self-regulate, negotiate, focus attention.</p> <p>4. communication feelings and emotions, negotiate, co-operate, listen, wait, self-regulate</p>		<p>3. Play with others.</p>	<p>3. Play with others, sharing what they are using with help.</p> <p>3. Play imaginatively with other children</p>	<p>3. Make friends</p> <p>1,4. Understand and follow some rules</p>
<p>PSED</p> <p>Sequential Learning</p>	<p>1,4. Child begins to share and take turns with some support from adults</p> <ul style="list-style-type: none"> -Child seeks out familiar adult to seek comfort or ask for help or moderate their emotions -Child may respond to the feelings and wishes of others sometimes and show awareness and concern of others feelings - Child can label their feelings <p>2.-Child starts to understand and respond to some boundaries/routines with support</p> <ul style="list-style-type: none"> -Child may begin to learn that some things are theirs, some belong to others and some things are shared 	<p>1,4 .-Child seeks out familiar adult when engaging in something new</p> <ul style="list-style-type: none"> -Child starts to understand and respond to some boundaries/routines with support -Child may respond to the feelings and wishes of others and aware that some actions can affect others sometimes -Child begins to label their feelings and talk about feelings in relation to stories and scenarios -Child may seek an adult when upset to help moderate their emotions or may begin to show their own strategy e.g. move into a space <p>2.-Child becomes more resilient, seeking support when things go wrong but also moving forward</p> <p>3.-Child shares and takes turns with some support from adults</p> <ul style="list-style-type: none"> -Child may develop a friendship with a particular child or group but may be a little reliant on that familiar child/group 	<ul style="list-style-type: none"> -Child may be able to work and play with different adults and children -Child takes turns and shares without support -Child may understand that they will not always get exactly what they want at certain times and certain circumstances and accept this without upset -Child may be able to talk about how they are feeling, using feeling words -Child responds to boundaries without support to do so, sometimes sharing rules with others -Child may be able to stop themselves from doing something they know they shouldn't even if another child is doing it <p>3.-Child may know that their actions can affect how other people feel</p> <ul style="list-style-type: none"> - Child can label their feelings and talk about them in relation to stories and scenarios 	<p>2.- Child focuses their attention and involvement at a chosen activity</p> <ul style="list-style-type: none"> -Child can concentrate on an activity and is not easily distracted <p>3. Child can work and play with different adults and children</p> <ul style="list-style-type: none"> - Child may have a friendship with a particular child or group but is not reliant on that familiar child/group <p>1,4. Child usually respects boundaries and rules without support</p> <ul style="list-style-type: none"> - Child can stop themselves from doing something they know they shouldn't even if another child is doing it - Child knows that their actions can affect how other people feel and attempt to negotiate with others in play
<p>PHYSICAL DEVELOPMENT</p> <p>SKILLS WE INTEND TO TEACH:</p>	<p>1. Move around their environment with awareness and control</p>	<p>1. Climb, run and jump with confidence</p> <p>2. Use toys and tools safely</p>	<p>1. Give new challenges a go and is aware of their own safety</p>	<p>1. Move around spaces with control and co-ordination</p>

<p>1. <i>co-ordination, positional and spatial awareness, confidence, core strength, control, proficiency</i></p> <p>2. <i>co-ordination, positional and spatial awareness, core strength, co-ordination, positional and confidence, control, proficiency</i></p> <p>3. <i>managing own personal needs, core strength, co-ordination., spatial awareness</i></p>	<p>2. Manage a range of equipment purposefully e.g. can use a spade to fill a bucket</p> <p>3. Use the toilet with some support</p>	<p>3. Use the toilet independently</p>	<p>2. Use resources with some control, e.g. pour from a jug into a cup</p> <p>3. Dress themselves with some support</p>	<p>2. Use a variety of tools with accuracy, e.g. pencils, paint and scissors</p> <p>3. Independently use the toilet and keep themselves clean and dry</p>
<p>PHYSICAL DEVELOPMENT Sequential Learning</p>	<p>1.-Runs with increasing spatial awareness and negotiates space successfully, usually adjusts speed or direction to avoid obstacles</p> <p>- Sits on a push along wheeled toy, uses a scooter or ride a bike</p> <p>2.-Begins to use tools that require fine motor manipulation e.g. scissors with support and guidance</p> <p>-Develop manipulation and control</p> <p>3.-Learns to use the toilet with help and then independently</p>	<p>1.-Accesses climbing equipment using alternate feet, maintains balance using hands and body to stabilise</p> <p>-Jumps off an object safely and lands appropriately using hands, arms and body to balance and stabilise</p> <p>2.-Uses simple tools to affect changes to materials</p> <p>-Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p>3. Being increasingly independent meeting their own care needs e.g. using the toilet and washing and drying their hands</p>	<p>1.-Match their developing physical skills to tasks and activities in the setting e.g. they decide whether to crawl, walk or run across a plank depending on its length or width</p> <p>-Collaborate with others to manage large items, such as moving along plank safely</p> <p>2.-Uses one handed tools and equipment</p> <p>-Start to eat independently and learning how to use a knife and fork</p> <p>3.-Being increasingly independent as they get dressed and undressed e.g. putting on coat and doing up the zip</p>	<p>1.-Revise and refine the fundamental movement skills they have already acquired. To develop overall body strength, co-ordination, balance and agility</p> <p>2.-Develop their small motor skills so they can use a range of tools competently, safely and confidently</p> <p>-Show a preference for a dominant hand</p> <p>3.-Developing the skills needed to manage the day successfully e.g. personal hygiene</p>
<p>LITERACY SKILLS WE INTEND TO TEACH:</p> <p>1. <i>interaction, listening, engagement, feelings, coordination, responding, storytelling, expression of ideas, comprehension of written language</i></p> <p>2. <i>co-ordination, position and spatial awareness, conversing, responding</i></p>	<p>1. Enjoy sharing books with adults</p> <p>2. Use simple marks including lines, curves and circular movements</p>	<p>1. Enjoy listening to stories and making up play scenarios</p> <p>2 Make many different marks, including closed shapes, e.g. circles</p>	<p>1. Look at books and have some favourites</p> <p>2. Make marks to represent their name and talks about their drawings</p> <p>3. Form shapes that are starting to look like letters</p>	<p>1. Talk about stories as they are read to them.</p> <p>2. Form shapes that are starting to look like letters</p> <p>3. Begin to recognise familiar letters or words e.g. letters in</p>

<p><i>and elaborating, expression of ideas and feelings, proficiency</i> 3 <i>comprehension of written word, decoding</i></p>				<p>their name, familiar names and shop signs</p>
<p>LITERACY Sequential Learning</p>	<p>1.-Child may know some words or phrases from a favourite book -Child may know familiar characters from a book and may name them e.g. Maisie</p> <p>2.-Child may begin to produce marks including zig zags and say they are writing</p>	<p>1.-Child may reenact stories in their play, role play/small world play</p> <p>2.-Child may begin to represent self or others with drawings and attach meaning -Child may begin to show some directionality or be able to match the size of the marks made to the size of the paper</p>	<p>1.-Child may share their thoughts about a story, what they do and don't like -Child may be able to talk about how the characters are feeling in a story Child may be able to say why they think something has happened in a story</p> <p>2.-Child may form some recognisable letters from their name -Child may be able to see a letter comes from their name and understand that print conveys meaning</p> <p>3.-Child may begin to understand that print is spoken words that is written down and that print carries meaning</p>	<p>1.-Engage in extended conversations about story, learning new vocabulary -Answer questions related to the story that is being read</p> <p>2.-Child can form recognisable letters from their name and possibly some other letter shapes or mock letter shapes</p> <p>3.-Recognise words with the same initial sound -Understand book vocabulary -Recognise letters from their name</p>
<p>MATHEMATICS SKILLS WE INTEND TO TEACH: 1 <i>comparing, describing, exploring, manipulating, comprehension of written language, counting, combining, recall,</i> 2 <i>measuring, exploring, describing, comparing, partitioning, sharing, combining, reasoning, recall, abstract thinking</i> 3 <i>exploring, reasoning, abstract thinking creating patterns, combining, manipulating, measuring, describing, recall</i></p>	<p>1. Show an awareness of number</p> <p>2 Use mathematical language in their play e.g. big, small, heavy, light</p>	<p>1. Recognise some numbers and show an interest in counting</p> <p>3. Know how to solve everyday problems in their play e.g. how to get water from one place to another</p>	<p>1. Begin to count objects in their play</p> <p>2. Notice who has more or less e.g. who has more trains or pieces of fruit</p> <p>3. Understand how different shapes fit together e.g. in their art work or block play</p>	<p>1. Count to find out how many things they have 1. Recognise numbers in their environment</p> <p>2. Notice and compare size, weight and capacity in their play</p> <p>3. Know the name of some shapes</p>

<p><u>MATHEMATICS</u> Sequential Learning</p>	<p>1.-Beginning to compare and recognise changes in numbers of things using words like more, lots or same -Begins to say numbers in order some of which are in the right order -Beginning to notice numerals or number symbols and beginning to count on their fingers</p> <p>2.-Explore differences in size, length weight and capacity -Beginning to anticipate times of the day such as mealtimes or hometimes</p>	<p>1.-Compares two small groups of up to five objects, saying when there are the same objects in each group -May enjoy counting verbally as far as they can go -Uses some number names and number language within play and may show a fascination with large numbers -Subitises one, two and three objects</p> <p>3.-Beginning to use understanding of number to solve practical problems in play -Chooses items based on their shape which are appropriate for the child's purpose -In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</p>	<p>1.-Points or touches each item, saying one number for each item using stable order of 1,2, 3, 4, 5 -Begins to recognise numerals to 5 in the environment</p> <p>2.-Subitises up to five -Estimates of numbers of things showing understanding of relative size</p> <p>3.-Predicts, moves or rotates objects to fit the space or create the shape they would like -Attempts to create arches and enclosures when building using trial and improvement to select blocks -Using own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build</p>	<p>1.-Counts up to five items recognising that the last number said represents the total counted so far -Counts out up to 10 objects from a larger group</p> <p>1.-Subitises up to ten -Begins to recognise numerals to 10 in the environment</p> <p>2.-Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity -Becomes familiar with measuring tools in everyday experiences and play</p> <p>3.-Enjoys partitioning and combing shapes to make new shapes with 2D and 3D shapes - Talks about and explores 2D and 3D shapes</p>
<p><u>UNDERSTANDING THE WORLD</u> SKILLS WE INTEND TO TEACH: <i>1. knowledge of immediate family, listening, engagement, interaction, comparing, sense of time</i> <i>2. Observation, exploring, knowledge of why and where things happen, understanding of sustainability, fine motor skills</i></p>	<p>1.Begin to make sense of their own life story and family's history</p> <p>2. Talk about what they see using a wide vocabulary</p>	<p>1. Show interest in different occupations</p> <p>2. Plant seeds and care for growing plants</p>	<p>1. Continue to develop positive attitudes about the differences in people</p> <p>2. Understand the key features of the life cycle of a plant and an animal</p>	<p>1.Know that there are different countries in the world and talk about the differences they have seen in photos</p> <p>2. Begin to understand the need to respect and care for the natural environment and all living things</p>
<p><u>UNDERSTANDING THE WORLD</u> Sequential Learning</p>	<p>1.-Has a sense of own immediate family and relations and pets -Learns that they have similarities and differences that connect</p>	<p>1.-Shows interest in different occupations and ways of life indoors and outdoors</p>	<p>1.Talk about members of their immediate family and community -Name and describe people who are familiar to them.</p>	<p>1.-Recognise some similarities and differences between life in this country and life in other countries.</p>

	<p>them to, and distinguish them from, others</p> <p>2.-Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>-Notices detailed features of objects in their environment</p>	<p>2.-Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p>	<p>1.Developing an understanding of growth, decay and changes over time and can begin to make observations about those changes</p> <p>-Shows care and concern for living things and the environment with a growing awareness that they can effect the environment.</p>	<p>-Draw information from a simple map.</p> <p>2.-Recognise some environments that are different from the one in which they live.</p> <p>-Understand the effect of changing seasons on the natural world around them.</p>
<p><u>EXPRESSIVE ARTS AND DESIGN</u></p> <p>SKILLS WE INTEND TO TEACH:</p> <p><i>1. responding, core strength, listening, creating, expression of ideas and feelings</i></p> <p><i>2. exploration of colour, expression of ideas, fine-motor skills, collaboration</i></p>	<p>1.Make rhythmical and repetitive sounds</p> <p>2. Use their imagination when they consider what they can do with different materials</p>	<p>1.Listen with increasing attention to sounds</p> <p>2. Explore colour and colour mixing</p>	<p>1.Plays instruments with increasing control to express their ideas</p> <p>2. Develop their own ideas and then decide which materials to use to express them</p>	<p>1. Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>2. Create collaboratively, sharing ideas, resources and skills</p>
<p><u>EXPRESSIVE ARTS AND DESIGN</u></p> <p>Sequential Learning</p>	<p>1.-Creates sounds by rubbing, shaking, tapping, striking or blowing</p> <p>-Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i></p> <p>2. -Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations</p>	<p>1.-Mirrors and improvises actions they have observed, e.g. clapping or waving</p> <p>-Sings/vocalises whilst listening to music or playing with instruments/sound maker</p> <p>2.-Notices and becomes interested in the transformative effect of their action on materials and resources</p> <p>-Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p>	<p>1.Taps out simple repeated rhythms</p> <p>-Develops an understanding of how to create and use sounds intentionally</p> <p>2.-Continues to explore colour and how colours can be changed</p> <p>-Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>-Uses tools for a purpose</p>	<p>1.-Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>2.-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>-Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>

IMPLEMENTATION				
FESTIVALS/KEY DATES	<p>AUTUMN</p> <p>Diwali</p> <p>Bonfire Night</p> <p>Remembrance Day</p> <p>Christmas</p> <p>Children in Need</p> <p>National Poetry Day</p> <p>World Mental Health Day</p> <p>National Recycling Week</p>	<p>SPRING</p> <p>Chinese New Year</p> <p>Valentines Day</p> <p>Mothers Day</p> <p>Shrove Tuesday</p> <p>Atherstone Ball Game - History</p> <p>Easter</p> <p>St Georges Day</p> <p>The Big Bird Watch</p> <p>National Storytelling Week</p> <p>World Book Day</p>	<p>SUMMER</p> <p>Fathers Day</p> <p>Eid</p>	
SEASONAL CHANGES	Weather, Growth and change, Sun safety, Clothing			
Key Books/ Stories to Share/ Core texts	<p>Celebrations -</p> <p>Diwali - The story of Rama and Sita</p> <p>Christmas - Nativity story and Stick Man</p> <p>Valentine's Day – Guess How Much I Love You?</p> <p>Chinese New Year- The New Year Name Story, Clever Sticks, The Great Race – The Story of Nyan</p> <p>Mother's Day – My Mum's a Monster, Why I love my Mummy</p> <p>Easter – The Easter Story, Dora's Eggs</p> <p>Halloween – Room on the Broom, 10 Little Pumpkins, Funny bones</p> <p>Non-fiction texts-Top Dinosaurs, A-Z Animals, Animal faces, 10 Little Ladybirds, 10 Twinkly Stars, Let's Look Inside-Transport, Trucks, Tractors</p> <p>Traditional Tales – Goldilocks and the Three Bears, The Three Billy Goats Gruff, Jack and the Beanstalk, The Enormous Turnip, The Three Little Pigs, The Gingerbread Man, Little Red Hen, The Runaway Pancake</p> <p>Classic Stories- We're going on a Bear hunt, Owl Babies, Shark in the Park, Oliver's Vegetables, Handa's Surprise</p> <p>Oral Health related books – Open Wide, Look Inside</p> <p>Light and dark - Funny bones, A dark Tale.</p> <p>Transitional – The Colour Monster goes to school</p> <p>Nurture/Protective Behaviours – The Colour Monster</p> <p>Julia Donaldson stories – Room on a Broom, Gruffalo, Gruffalo's Child, Stick man</p> <p>Eric Carle stories - Very Hungry Caterpillar, the Very Busy Spider, The Tiny Seed</p> <p>Jill Murphy stories- Peace at last, Whatever Next, The Large family,</p> <p>Oliver Jeffers – Stuck, Lost and Found, How to Catch Star</p> <p>Tom Fletcher – The Dinosaur that Pooped a Planet</p>			

<p>Core songs/rhymes</p>	<p>Traditional/Nursery rhymes- Incey wincey, Twinkle twinkle, Humpty Dumpty, Baa Baa black sheep, Miss Polly had a dolly, I'm a little teapot, Hickory Dickory dock, Row, row, row your boat, Ring a ring of roses, Wind the Bobbin Up, Rolly Polly up and up, Grand Old Duke of York, Two Little Dickie Birds, Wide Eyed Owl, Tiny Tim, A Hedgehog is very prickly, Have you ever had a penguin come to tea, Walking through the Forest</p> <p>Number rhymes- 5 Little Monkeys, 1,2,3,4,5 Once I caught a Fish, 5 Little ducks, 5 Little men, 5 Speckled Frogs, 10 Fat sausages, 10 Green bottles, 5 Currant buns, One potato, two potato</p> <p>Songs related to festivals</p> <p>Modern songs- Wheels on the bus, Old MacDonald, If you're happy and you know it, Baby Shark</p> <p>Ring games/Action songs- Dingle, dangle Scarecrow, I dig my garden, Head, shoulders knees and toes, Sleeping Bunnies, Tiny Tim Turtle, Down in the jungle, Wide eyed Owl, Walking through the jungle/forest</p>
<p>ECOSYSTEMS/ FOREST AREA</p>	<p>Lifecycles, Planting, Growth and decay, Patterns in nature, Colours, Shapes and sizes, measuring, Habitats, Materials, Food chains, Plants, Animals, Insects, Recycling/Sustainability, Weather, Art, Photography, Magnifying glasses, Spatial awareness/gross motor, Working together, Rubbings</p>
<p>CORE EXPERIENCES</p>	<p>Letters and Sounds Music & Movement – Beat Baby British Values Oral Health/Healthy eating Safer environments - Fire Safety, Water Safety, Online Safety Protective Behaviours Wellbeing Cooking Sewing Gardening Yoga Dancing Mindfulness Forest School Allotment Wood work</p>