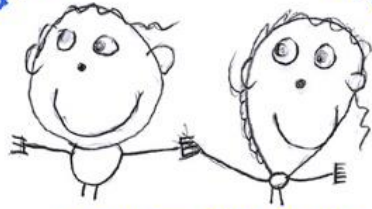


Atherstone Nursery School
and Warwickshire Early Years Hub



'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

CATERPILLAR CURRICULUM MAP – SUMMER TERM 2024

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

AREA OF LEARNING MILESTONES FROM DATA	SKILLS	CORE TEXT	VOCABULARY	OPPORTUNITIES
<p>PSED</p> <p>24 months</p> <p>1. Likes to do things for themselves, without help.</p>	<p><i>1.setting simple goals, focusing attention, persistence, self-regulation, managing own needs, cooperating, forming relationships</i></p>	<p>Pip and Posy and the new friend.</p>	<p>Seaside, shells, sand, beech, water, sea, rocks and crabs.</p>	<p>Relationships, Family life and Friendships. Talking about safety when jumping, climbing and using equipment</p>
<p>COMMUNICATION AND LANGUAGE (C&L)</p> <p>24 months</p> <p>1.Puts two or more words together.</p> <p>2.Repeats words and finds objects when asked e.g. ball, shoes.</p> <p>30 months</p> <p>1.Beginning to use words like, me, I and you</p>	<p><i>1.conversing, interacting,</i> <i>2. listening, responding, engaging, expressing feelings and ideas</i></p>	<p>‘Oh Dear’.</p> <p>My Dad is Brilliant!</p>	<p>Grandma, farm, eggs, basket, Animal names and Animal homes.</p> <p>Father’s Day, Dad, Grandad and Uncle.</p>	<p>Making eggs in the playdough.</p> <p>Father’s Day cards. Father’s Day – all about Dad/grandad/Uncle</p> <p>Summer Sun, hot and suncream.</p>
<p>PHYSICAL DEVELOPMENT (PD)</p> <p>24 months</p> <p>1. Uses a spoon or fork to feed themselves.</p> <p>30 months</p>	<p><i>1.co-ordination, positional and spatial awareness, confidence, core strength, control, proficiency, agility</i> <i>2. managing own personal needs, core strength, co-ordination., spatial awareness</i></p>	<p>Jasper’s Beanstalk</p>	<p>Bean, Beanstalk, grow, tall, water, spray, dig, plant, soil and rake.</p>	<p>Different movements, grow tall like a Beanstalk or curl up small like a little Bean. Slither, gallop, trot, rolling,</p>

<p>1. Can run around, change direction and slow down so they don't bump into things</p> <p style="text-align: center;">36 months</p> <p>2. Uses the toilet with some support</p>				<p>hopping, skipping, jumping Climbing, jumping and landing safely.</p>
<p style="text-align: center;">LITERACY</p> <p style="text-align: center;">36 months</p> <p>1. Uses simple marks including lines, curves and circular movements</p>	<p><i>1. co-ordination, position and spatial awareness.</i></p>	<p>Jack and the Beanstalk</p>	<p>Man, Lady, Beanstalk, castle, clouds, sky, windows, door, bed, kitchen, table, garden, chicken, harp and Giant.</p>	<p>Drawing/painting pictures of the Beanstalk.</p>
<p style="text-align: center;">MATHS</p> <p style="text-align: center;">36 months</p> <p>1. Shows an awareness of number.</p> <p>2. Uses mathematical language in their play e.g. big, small, heavy, light</p>	<p><i>1 comparing, describing, exploring, manipulating, comprehension of written language, counting,</i></p> <p><i>2 measuring, exploring, describing, comparing, partitioning, sharing, combining, reasoning, recall, abstract thinking</i></p>	<p>Titch</p>	<p>Grow, tall, short, small, big, taller and flowerpot.</p> <p>Number names and counting.</p>	<p>Number rhymes, counting 1:1 to 3 and use the language of size.</p>
<p style="text-align: center;">UNDERSTANDING THE WORLD (UW)</p>	<p>Understanding of the World and Expressive Arts and Design cover</p>	<p>Spot Goes for a walk.</p>		<p>Animal homes – name different animal homes</p>

<p>This area of development involves guiding children to make sense of their physical world and their community by giving them opportunities to explore, observe and find out about people, places, technology and the environment. This ensures that they gain important knowledge of our world in all of its diversity</p>	<p>a range of opportunities that form the core of our Early Years Provision, and are the vehicle that provides for all the other skills children need to develop across the early year's curriculum. Children thrive on having the time and space to explore and express their creativity in a broad range of ways, and to develop a wide understanding of their community at a local, national and international level, their place in the world and their role as a citizen and keeper of their environment going forward.</p>		<p>Walk, woods, flowers and Animal names.</p> <p>Spring vocabulary.</p>	<p>on the farm or woodland. Talk about why it is important for them to stay safe. Animal sounds – talk about the farm animals. What other animals make sounds?</p>
<p>EXPRESSIVE ARTS & DESIGN This area of development involves enabling children to explore and play with a wide range of media and materials and share their thoughts, ideas and feelings, so that they develop their imagination and creativity through artistic and cultural awareness</p>		<p>The 3 little pigs</p>	<p>Sticks, straw, bricks, pigs, house, Wolf, huff and puff.</p>	<p>Building homes with the blocks. Making houses for the pigs with recycled materials. Painting houses for the pigs.</p> <p>Project – 3 Little Pigs Houses Photos of own front door Family photos 3 pigs house role play Counting to 3 door numbers</p>

				<p>The Tweenies – Going to build a house song. Oh Dear story.</p> <p>Music and Movement – songs, musical instruments, scarves, lycra etc. Learning paint techniques. Experimenting with colour. Sensory experiences Water painting. Large scale painting. Paint dabbers. Paint rollers on large blackboard. Water in the mud kitchen.</p>
--	--	--	--	---