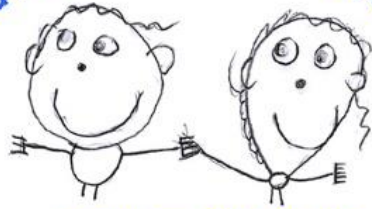


Atherstone Nursery School
and Warwickshire Early Years Hub



'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

BUTTERFLY 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 42 months 1.Shows awareness of the feelings of others. 2.Plays with others.</p> <p>48 months 3.Confident to have a go and try new things</p>	<p><i>1. communicating feelings and emotions and forming relationships, focussing attention</i></p> <p><i>2. co-operate, form relationships ,listen, communicate feelings and emotions, persist, wait, self regulate</i></p> <p><i>3. set simple goals, persist, focus attention, self regulate.</i></p>	<p>The Bad-Tempered Ladybird.</p> <p>My Underpants Rule</p>	<p>Mini-beasts names, feelings e.g. cross, unhappy etc.</p> <p>Body parts names. The underpants Rules.</p>	<p>Mini-beast hunt, caring for the mini-beasts and Turn taking games,</p> <p>Protective Behaviours - Drawing the Network hand, circle time activities, shared reading and discussions.</p>
<p>COMMUNICATION AND LANGUAGE (C&L) 42 months 1. Able to follow an instruction with two parts e.g. Get your coat and open the door.</p> <p>48 months 2.Starts conversations with familiar people and asks questions</p>	<p><i>1.listen, respond, engage</i></p> <p><i>2. listening, responding, engaging, expressing feelings and ideas, converse, elaborate</i></p>	<p>What the Ladybird Heard</p>	<p>Rhyming words, Animal names, animal sounds.</p>	<p>Mini-beasts – observe and describe. Ladybird biscuits. Story maps. Collage modelling.</p>

<p>1.Listens when they are in a group with other children</p>				
<p>PHYSICAL DEVELOPMENT (PD) 36 months 1.Uses the toilet with some support 48 months 2.Gives new challenges a go and is aware of their own safety</p>	<p><i>1.managing own personal needs, core strength, co-ordination., spatial awareness</i></p> <p><i>2. co-ordination, positional and spatial awareness, core strength, confidence, positional and confidence, control, proficiency</i></p>	<p>The story of 'We're going on a bear hunt'.</p>	<p>Bear, hunt, journey, under, over, through, grass, river, mud, forest, snowstorm, cave, movement, fast, slow.</p>	<p>The Bear Hunt Movement Activity. Obstacle course. Forest school area.</p>
<p>LITERACY 42 months 1.Enjoys listening to stories and making up play scenarios. 48 months 2.Makes marks to represent their name and talks about drawings</p>	<p><i>1.interaction, listening, engagement, feelings, coordination, responding, storytelling, expression of ideas,</i></p> <p><i>2. co-ordination, position and spatial awareness, conversing, responding and elaborating, expression of ideas and feelings, proficiency</i></p>	<p>'The Very Hungry Caterpillar' story.</p>	<p>Leaf, cocoon, butterfly, caterpillar, and sun. The story starts on a Sunday, do you know what day comes after Sunday?</p>	<p>Make fruit kebabs.</p> <p>'There's a tiny Caterpillar on a leaf' song.</p> <p>Drawing/painting Caterpillars and Butterflies.</p> <p>Name writing.</p>

<p>3.Knows the difference between pictures and words</p>	<p>3. <i>Decoding</i></p>			
<p>MATHS 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>42 months</p> <p>3.Recognises some numbers and shows an interest in counting.</p> <p>48 months</p> <p>4.Understands how different shapes fit together eg in art work or block play</p> <p>5.Will notice who has more or less eg who has more trains or pieces of fruit</p>	<p><i>1.comparing, describing, exploring, manipulating, comprehension of written language, counting, combining, recall,</i></p> <p><i>2 measuring, exploring, describing, comparing, partitioning, sharing, combining, reasoning, recall, abstract thinking</i></p> <p><i>3 counting, describing, comprehension of written language</i></p> <p><i>4. creating patterns, combining, manipulating, measuring</i></p> <p><i>5.comparing, partitioning, sharing, combining, reasoning</i></p>	<p>10 Magic Butterflies story.</p>	<p>Number names from 0 - 10</p> <p>Butterflies, sipping, Nectar, flew, tree and number names.</p> <p>Counting backwards 5,4,3,2,1 and 0.</p>	<p>Number cards/ Numbers in the sand/Numbers in the environment.</p>
<p>UNDERSTANDING THE WORLD</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</p>	<p>Understanding of the World and Expressive Arts and Design cover 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</p>	<p>Road Safety Power point presentation.</p>	<p>Stop, look and listen before you cross. Wear bright clothes at night. Find a safe place to cross. Don't run across the road. Walk on the pavement.</p>	<p>Road safety role play in the garden e.g. draw a zebra crossing in chalk and make lollipop stick signs.</p>

<p>people, places, technology and the environment. This ensures that they gain important knowledge of our world in all of its diversity</p>	<p>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>Yoga stories</p>		<p>Cosmic Yoga 'We're going on a Bear hunt. 5 little Butterfly's rhyme.</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>Stretch, bend, reach, balance, core,</p>	