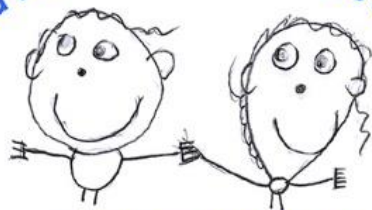


Atherstone Nursery School
and Warwickshire Early Years Hub



'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 – AUTUMN 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

<p style="text-align: center;">AREA OF LEARNING MILESTONES FROM DATA SKILLS SEQUENTIAL LEARNING</p>	<p style="text-align: center;">CORE TEXT</p>	<p style="text-align: center;">VOCABULARY</p>	<p style="text-align: center;">OPPORTUNITIES</p>
<p style="text-align: center;"><u>COMMUNICATION AND LANGUAGE</u></p> <p style="text-align: center;">36 MONTHS</p> <p>Responds to questions and instructions. 1.listen, interact, converse, respond -Child can respond to and ask simple questions what, where, who</p> <p>Asks for help if they need it. 2.interact, listen, converse, respond -Child may gesture or communicate for help by tapping, pointing or using words</p> <p>Speaks in simple sentences 3.converse, interact, exchange, express ideas and feelings -Child can increasingly name objects but is also adding descriptive words -Child is beginning to offer phrases of 3, 4 and 5 words</p> <p style="text-align: center;">42 MONTHS</p> <p>Talks with other children 2.interact, converse, listen, engage, respond, elaborate, expression of ideas and feelings -Child uses intonation when speaking -Child begins to negotiate e.g. please can I, I would like to, Will you</p> <p>Able to follow a 2 part instruction 4. listen, respond -Child may be quiet (listen) when others speak - Child can respond to a two part instruction</p> <p style="text-align: center;">48 MONTHS</p> <p>Listens when they are in a group with others 3, listen, engage -Child can explain what is happening in a story or activity -Child is quiet and listens with interest when others speak</p>	<p>Room on the Broom.</p>	<p>Witch, stirred, muttered, started, jumped, dropped, clambered, flapped, wagged, laughed, held, clutched, cried, squelched, dripped, spluttered and flew.</p>	<p>Halloween awareness and activities.</p> <p>Phonics – Listening and Attention Skills – listening to sounds with musical instruments, environmental sounds and animal sounds.</p>
<p style="text-align: center;"><u>PSED</u></p> <p style="text-align: center;">36 MONTHS</p> <p>Shows an interest in others and makes new relationships. 1.feelings and emotions and forming relationships</p>	<p>Owl Babies</p>	<p>I want my Mummy I wish, I wish. Owl, Sarah, Percy and Bill. Habitat,</p>	<p>Discuss feelings and provide reassurance. Talk about family's and caring for each other. Repetition.</p>

<p>-Child begins to share and take turns with some support from adults -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> <p>Explores new environments 2.sets simple goals, focuses attention -Child starts to understand and respond to some boundaries/routines with support -Child may begin to learn that some things are theirs, some belong to others and some things are shared</p> <p style="text-align: center;">42 months</p> <p>Plays with others 3.co-operate, listen, communicate, persist, wait, self-regulate. -Child shares and takes turns with some support from adults -Child may develop a friendship with a particular child or group but may be a little reliant on that familiar child/group</p>		<p>Nocturnal, Nests, Night and Day.</p>	
<p style="text-align: center;"><u>PHYSICAL DEVELOPMENT</u></p> <p style="text-align: center;">36 MONTHS</p> <p>Uses the toilet with some support 1.managing own personal needs, core strength, co-ordination., spatial awareness -Learns to use the toilet with help and then independently</p>			<p>Forest School – Rules and Routines, Listening games, respecting habitats, Seasonal changes, Plants, Animals, Insects, Recycling/Sustainability</p>
<p style="text-align: center;"><u>LITERACY</u></p> <p style="text-align: center;">36 MONTHS</p> <p>Uses simple marks including lines, curves and circular movements. 2.Co-ordination, position, special awareness -Child may begin to produce marks including zig zags and say they are writing</p> <p>Enjoys sharing books with adults 1.interact, listen, interact, engage -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 style="text-align: center;">42 MONTHS</p>	<p>Autumn non-Fiction texts</p> <p>The Nativity Story at Christmas.</p>	<p>Hedgehog, badgers, rabbits, fox, Owl, forest and Hibernate, Autumn, leaves, acorns and Conkers.</p>	<p>Paintings - leaves, pumpkins, conkers, sticks Christmas cards</p> <p>Act out the story. Role Play with puppets Role play outfits</p>

<p>Enjoys listening to stories and making up play scenarios 1.interact, listen, interact, engage, respond, storytelling, expression of ideas -Child may reenact stories in their play, role play/small world play</p>	<p>Stick Man</p>		
<p style="text-align: center;"><u>MATHEMATICS</u> 36 MONTHS</p> <p>Use mathematical language in their play e.g. big, small, heavy, light 2.measuring, exploring, describing -Explore differences in size, length weight and capacity -Beginning to anticipate times of the day such as mealtimes or home times</p> <p>Shows an awareness of number 1.comparing, describing, exploring, manipulating -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 style="text-align: center;">48 MONTHS</p> <p>Will notice who has more or less 3.comparing, partitioning, sharing, combining, reasoning -Subitises up to five -Estimates of numbers of things showing understanding of relative size</p>	<p>The 3 Little Pigs The Three Billy Goats Gruff</p>	<p>Wolf, Three little pigs, house, straw, sticks and bricks. Strong, light.</p> <p>Big, medium and small. Goats, Troll, bridge, Cross, Trip, Trap, Bang, Bang, meadow and grass.</p>	<p>Narrate the story and emphasise counting, 1,2,3. Talk about the different sizes of the pigs and Wolf.</p>
<p style="text-align: center;"><u>UNDERSTANDING THE WORLD</u> 36 MONTHS</p> <p>Begin to make sense of their own life story and family’s history 1.knowledge of immediate family, listening, engagement, interaction, comparing, sense of time -Has a sense of own immediate family and relations and pets</p>	<p>UW- The story of Rama and Sita</p>	<p>Rangoli patterns, light, celebration, colours, temple, decorations, diva lamps, special</p>	<p>Round Robin Skills: Sewing - Pinch, pull, push, in, out, long, short Cooking – Temperature, safety, hot, cold, boiling, sharp, blunt, measuring, weighing, hygiene</p>

<p>-Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>Talk about what they see using a wide vocabulary</p> <p>2. Observation, communication, interacting, comparing, exploring</p> <p>-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>clothes, sparkly and jewellery.</p>	<p>Gardening – Allotment, dig, growing, soil, sun, water, nutrients, mud, wellies, seeds, compost, flowers</p> <p>Yoga – Stretch, reach, high, bend, low, breathe,</p> <p>Beat Baby - Beat, rhythm, quite, loud</p>
<p style="text-align: center;"><u>EXPRESSIVE ARTS & DESIGN</u></p> <p style="text-align: center;"><u>36 MONTHS</u></p> <p>Use their imagination when they consider what they can do with different materials</p> <p>2.exploration of colour, expression of ideas, fine-motor skills,</p> <p>-Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations</p> <p style="text-align: center;"><u>42 MONTHS</u></p> <p>Listen with increasing attention to sounds</p> <p>1. responding, core strength, listening, creating, expression of ideas and feelings</p> <p>-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 makers</p>	<p>Nursery rhyme books and stories</p>		<p>Christmas – Parent Craft Session, Christmas songs, Nativity story, wrapping stations, Colour mixing, card station, small world nativity</p> <p>5 Little Monkeys, 1,2,3,4,5 Once I caught a Fish, 5 Little ducks, 5 Little men, 5 Speckled Frogs, 5 Fat sausages, 5 Currant buns, 5 little leaves.</p>