

Grosvenor Nursery School – Curriculum Map 2023-24

Our Curriculum Map identifies the activities and experiences that we offer our children throughout the year and the intended learning outcomes for each Area of Learning. Throughout the year, children will be layering their skills, knowledge and understanding.

We acknowledge that children develop and learn at different rates and that not all children will achieve the intended learning by the end of the year.

Area of Learning	Autumn Term	Spring Term	Summer Term
Personal, Social and Emotional Development	<p>Settling (back) into Nursery School Becoming aware of nursery routines, expectations and boundaries Becoming independent and able to facilitate own play Weekly Circle Time sessions about feelings/emotions and getting to know each other and nursery Making choices e.g., where they would like to play, whether they need their hat/gloves on, what they would like at Snack Time</p> <p>Think Equal sessions to complement Circle Time sessions</p>	<p>Following nursery routines, expectations and boundaries with adult support Beginning to make choices and access resources more independently Beginning to carry-out self-care routines independently Learning to play co-operatively with others Turn-taking and sharing Developing resilience and self-confidence Weekly Circle Time sessions to develop self-confidence Beginning to help others e.g., helping younger children to settle-in Taking responsibilities e.g., for the nursery environment</p> <p>Think Equal sessions to complement Circle Time sessions</p>	<p>Following nursery routines, expectations and boundaries independently Meeting self-care routines independently Playing co-operatively with others Learning to negotiate with others in play Weekly Circle Time sessions about relationships, staying safe and transition to school Making own choices and decisions</p> <p>Think Equal sessions to complement Circle Time sessions</p>
<i>By the end of the term we would like our children to:</i>	<p><i>To be settled and happy at nursery Increasingly follow rules and begin to understand why they are important Feel confident to display and to talk about a range of feelings Seek out companionship with an adult or other children Enjoy playing alone or with others Show awareness of similarities and differences Begin to make healthy choices</i></p>	<p><i>Select and use activities and resources with increasing independence Be increasingly independent in meeting their own care needs Show awareness of the impact of their behaviour on others Show some empathy towards others Start to develop their social interactions with other children, extending and elaborating play ideas Show a sense of belonging at nursery and develop their sense of responsibility Enjoy receiving praise</i></p>	<p><i>Show more confidence and be able to adapt their behaviour in different social situations Assert themselves and start to negotiate and compromise with others Show pride and a can-do attitude Have the confidence to try new things and take appropriate risks Express preferences in food and drink, but be willing to taste and try different things Remember rules without adult reminders</i></p>

Physical Development	<p>Climbing, jumping, balancing on climbing frame, low beam, steps and cube and using wheeled toys, learning to pedal and manoeuvre around obstacles</p> <p>Learning/practising 'party' games</p> <p>Exploring wide variety malleable and messy play activities with loose parts and rolling pins</p> <p>Induction into the safe use of tools (scissors/hammers)</p> <p>Mark making indoors/outdoors with focus on developmental shapes)</p> <p>Using rolls of wallpaper to use big arm movement.</p> <p>Chubby chinks/crayons/spray bottles</p> <p>Threading activities</p> <p>Dough Gym</p> <p>Write Dance</p> <p>Developing gross motor skills with balls, ribbons, and painting</p> <p>Increasing self-help skills</p>	<p>Throwing, kicking and catching</p> <p>Exercising and engaging in a variety of outdoor games</p> <p>Malleable and messy play activities</p> <p>Dough Gym</p> <p>Working with scissors to snip and cut a variety of materials</p> <p>Using one-handed tools safely and effectively</p> <p>Mark making with felt tips white boards/ pens.</p> <p>Exploring different ways of moving e.g., obstacle courses</p> <p>Showing a preference for a dominant hand</p> <p>Introduce resources to aid pencil grip such as pom pom</p> <p>Using name card to support name writing</p>	<p>Aiming balls, bean bags, etc. into hoops/ containers</p> <p>Learning a sequence of movements in a dance/obstacle course</p> <p>Accessing and using scissors and tools independently to cut and join materials</p> <p>Making representations using malleable and messy play activities</p> <p>Independent self-help and self-care skills</p> <p>Writing name and simple words/labels</p>
<i>By the end of the term we would like our children to:</i>	<p><i>Run with awareness of space and others</i></p> <p><i>Maintain balance when balancing, climbing and jumping</i></p> <p><i>Enjoy making marks and copy (developmental shapes: lines, circles - clockwise and anticlockwise, spirals)</i></p> <p><i>Hold and use scissors to snip straws</i></p> <p><i>Hold and use a hammer</i></p> <p><i>Say when they are hungry or tired and if they want to rest or play</i></p> <p><i>Use the toilet when prompted by an adult</i></p> <p><i>Attempt to put on own coat</i></p>	<p><i>Balance on one foot</i></p> <p><i>Catch a large ball or bean bag</i></p> <p><i>Use scissors to snip paper and cut card and other materials</i></p> <p><i>Make large scale movements</i></p> <p><i>Talk about the effects of activity on their bodies</i></p> <p><i>Use equipment and tools safely</i></p> <p><i>Complete an obstacle course</i></p> <p><i>Wash and dry their own hands</i></p> <p><i>Use the toilet independently</i></p> <p><i>Put own coat on independently</i></p>	<p><i>Use one handed tools and equipment effectively</i></p> <p><i>Use a comfortable grip with good control when holding pens and pencils.</i></p> <p><i>Copy letters from their name</i></p> <p><i>Correctly form some letters</i></p> <p><i>Be able to aim at a target</i></p> <p><i>Express preferences in food and drink, but be willing to taste and try different things</i></p> <p><i>Be able to ride a balance bike</i></p> <p><i>Complete a sequence of movements in a dance or obstacle course</i></p> <p><i>Choose which resources to use for a given task</i></p> <p><i>Match developing physical skills to tasks and activities</i></p> <p><i>Dress independently (T-shirt/trousers)</i></p> <p><i>Zip own coat</i></p>
Communication and Language*	<p>Naming objects and actions</p> <p>New vocabulary introduced through stories and group activities</p>	<p>Model asking questions</p> <p>Listening to poems</p> <p>Knowing many rhymes</p>	<p>Paying attention to more than one thing at a time</p> <p>Expressing their points of view</p>

	<p>Talking about what we have done today at group times</p> <p>Sing a large repertoire of songs</p> <p>Daily stories in addition to sharing books in continuous provision</p> <p>Talking box: to develop confidence in talking to an audience and ask/answer questions</p>	<p>Talking about familiar and favourite books</p> <p>Using longer sentences. Repeat and extend children's phrases</p> <p>Understanding a two part instruction/ question</p> <p>Word wizard: weekly word to extend vocabulary</p>	<p>Model language that promotes thinking</p> <p>Using talk to organise themselves and their play</p> <p>Telling a lengthy story</p>
<i>By the end of the term we would like our children to:</i>	<p><i>Make themselves understood</i></p> <p><i>Listen in a group and 1:1</i></p> <p><i>Understand what objects are used for</i></p> <p><i>Retell a past event in the correct order</i></p> <p><i>Develop new vocabulary</i></p> <p><i>Follow simple instructions</i></p> <p><i>Know some familiar nursery rhymes</i></p>	<p><i>Follow two-part instructions</i></p> <p><i>Understand 'why' questions</i></p> <p><i>Develop communication skills</i></p> <p><i>Speak with increased clarity and articulation</i></p> <p><i>Listen to and recall events in stories</i></p> <p><i>Use 'and'; and 'because' to link their thoughts</i></p> <p><i>Join in with repeated refrains</i></p> <p><i>Sing a large repertoire of rhymes</i></p> <p><i>Use talk to explain what is happening and talk about what might happen next</i></p> <p><i>Ask 'who', 'what' 'when' questions</i></p>	<p><i>Communicate needs, thoughts and ideas clearly</i></p> <p><i>Focus their attention, able to listen and do</i></p> <p><i>Understand prepositions under, on top, behind</i></p> <p><i>Talk extensively about things and demonstrate a wide vocabulary</i></p> <p><i>Begin to use appropriate tenses in their talk</i></p> <p><i>Use talk to pretend</i></p>
Literacy	<p>PACT Literacy sessions- Home and Family</p> <p>PACT books: Peace at Last Moving House Quiet! (Red/Blue) We're going on a Bear Hunt (Purple/Orange) Five Minutes Peace</p> <p>Other Core Books: Goldilocks and the 3 Bears</p> <p>Poetry Basket – Autumn Term booklet</p> <p>Phonics – Letters and Sounds aspects 1-3 (4-5 for targeted HA children)</p>	<p>PACT Literacy sessions- Animals and Pets</p> <p>PACT books: The Gingerbread Man The Very Hungry Caterpillar Handa's Surprise The New Puppy</p> <p>Other Core Books: 3 Billy Goats Gruff</p> <p>Poetry Basket – Spring Term booklet</p> <p>Phonics – Letters and Sounds aspects 4-5 (6-7 and Jolly Phonics set 1 sounds for targeted HA children)</p> <p>'Signing-in' each day and writing name on pictures/models</p>	<p>PACT Literacy sessions- People and Places</p> <p>PACT books: One Hundred Bones Barn on Fire Anna Hibiscus' Song Going to School</p> <p>Other Core Books: Jack and the Beanstalk</p> <p>Poetry Basket – Summer Term booklet</p> <p>Phonics – Letters and Sounds aspects 6-7 (Jolly Phonics set 2/3 sounds for targeted HA children)</p> <p>Reading books sent home for targeted HA children</p>

	Making marks to represent name e.g., 'signing-in' each day, putting name on pictures/models	Writing for a purpose in role play contexts	Begin to form some letters accurately, particularly those in their name
<i>By the end of the term we would like our children to:</i>	<i>Enjoy looking at books independently</i> <i>Find their name card</i> <i>Begin to understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing</i> <i>Listen to and join in with stories in small groups</i> <i>Give meaning to their own marks and drawings</i> <i>Imitate adult writing by 'emergent writing'</i> <i>Recognise sounds in the environment</i>	<i>Engage in extended conversations about stories, learning new vocabulary</i> <i>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</i> <i>Talk about words that rhyme or start with the same sound</i>	<i>Recognise familiar words in the environment</i> <i>Develop their phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound</i> <i>Show awareness of characters and story structures</i> <i>Tell own stories as they play</i> <i>Write some or all of their name</i>
Mathematics	Learning/joining in number songs/rhymes (counting forwards/backwards) Daily counting in Registration and group activities, clapping out numbers. Opportunity to draw around fingers and say numbers/touch count Use fingers to represent numbers 0-3 Putting name on a numeral each day Number Bear Accessing 'Maths Shelves' during continuous provision Weekly stories with a Maths focus i.e., number/shape Focusing on numbers 1-3 (touch counting, totalling) Maths vocabulary opportunity at Snack Time (e.g. full/empty/more etc) Number vocabulary (focus numbers 1-3, "How many?" "Have we got enough?") and compare quantities. Solving problems initiated by adult (e.g. Not having enough cups) Introduce Numicon 1,2,3	Singing number songs/rhymes using props Daily counting in group activities and establishing the total Recording totals using tallies Using fingers to represent numbers 0-5 Putting name on a numeral each day Opportunity to name numerals and touch count Number Bear Accessing 'Maths Shelves' in continuous provision Weekly stories with a Maths focus i.e., number/shape Focusing on numbers 1-5 (touch counting, totalling) Opportunities to subitise with dice and tallies Learning positional language through stories and adult led activities Number opportunity at Snack Time (numbers 1-5) Using Numicon 1-5 Number Hunt (indoors/outdoors)	Singing number songs/activities independently Daily counting in group activities, including estimating total Recording total with numerals Putting name on a numeral each day and naming numbers 1-10 Number Bear Finding different ways to represent numbers to 10 Accessing 'Maths Shelves' during continuous provision Weekly stories with Maths focus i.e., number/shape Matching numeral to quantity during snack (1-5) Using Numicon to make numbers to 5,10 Using 2D and 3D shapes appropriately to create representational models and pictures Opportunities to use positional language in games such as hide and seek, small world play etc

	<p>Exploring and creating with 2D and 3D shapes</p> <p>Shape Hunts indoors/outdoors.</p> <p>Noticing patterns around us.</p> <p>Creating simple patterns with loose parts, fabric swatches etc</p>	<p>Number Day</p> <p>Complete AB pattern</p>	<p>Using 1st, 2nd, 3rd through stories, races, waiting turns.</p> <p>Solving real/relevant problems using their maths knowledge (How can we record who wants apples/bananas etc)</p> <p>Tidying the bricks away independently, matching silhouettes</p> <p>Using magnetic shapes to create other shapes</p> <p>Create own AB patterns</p>
<i>By the end of the term we would like our children to:</i>	<p><i>Enjoy counting and reciting numbers</i></p> <p><i>Recognise groups of 1 and 2 instantly (subitising)</i></p> <p><i>Use number names and language in play</i></p> <p><i>Use shapes within their play, e.g., building with bricks and blocks</i></p>	<p><i>Recognise groups of 3 objects (subitising)</i></p> <p><i>Count up to 5 items</i></p> <p><i>Recognise that the last number is the total counted (cardinality)</i></p> <p><i>Begin to represent number knowledge</i></p> <p><i>Say which group has more/fewer objects</i></p> <p><i>Respond to positional language</i></p> <p><i>Use shape language (names, sides, corners, flat, curved)</i></p>	<p><i>Link numerals to amounts to 5</i></p> <p><i>Subitise 1-6</i></p> <p><i>Touch count consistently 1-6</i></p> <p><i>Use number to solve practical problems in play</i></p> <p><i>Say 1 more 1 less than a number</i></p> <p><i>Combine shapes to create new ones</i></p> <p><i>Use positional language in everyday play</i></p> <p><i>Copy an AB pattern</i></p> <p><i>Add to an AB pattern</i></p> <p><i>Create their own patterns</i></p>
Understanding the World	<p>Look for signs of Autumn in the Nursery School Garden</p> <p>Introduction to Forest School</p> <p>Seasonal sensory activities</p> <p>Play with loose parts (natural resources) (Visit to library)</p> <p>Introduce use of iPads</p>	<p>Look for signs of Spring in the Nursery School Garden</p> <p>Planting and growing</p> <p>Farm visit to nursery</p> <p>Visitors into nursery e.g., police officer</p> <p>Using iPads to take photographs</p> <p>Introduce use of Big Pad</p> <p>Looking at photographs of when we were babies</p>	<p>Look for signs of Spring in the Nursery School Garden</p> <p>Stories from around the world</p> <p>Photos of buildings from around the world in Construction Area</p> <p>Role play: trains/planes/Travel Agents</p> <p>Representing journeys e.g., drawing maps</p> <p>Planting and looking after the nursery garden</p> <p>Exploring forces e.g. magnets/water displacement/stretching elastic</p> <p>Using iPads to find out information</p>
<i>By the end of the term we would like our children to:</i>	<p><i>Use all of their senses in hands-on exploration of natural materials</i></p> <p><i>Explore collections of materials with similar and/or different properties</i></p> <p><i>Talk about what they see, hear and experience, using a wide vocabulary</i></p> <p><i>Talk about the differences between materials and the changes they notice</i></p>	<p><i>Plant seeds and care for growing plants</i></p> <p><i>Begin to understand the key features of the life cycle of a plant and an animal</i></p> <p><i>Begin to understand the need to respect and care for the natural environment and all living things</i></p> <p><i>Identify features of the local environment</i></p>	<p><i>Continue developing positive attitudes about the differences between people</i></p> <p><i>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</i></p> <p><i>Explore how things work.</i></p> <p><i>Explore and talk about the forces they feel</i></p> <p><i>Show an interest in different occupations</i></p>

			<i>Begin to make sense of their own life story and family's history</i>
Expressive Arts and Design	Dressing-up and pretend play e.g., in the home corner Small World play Using construction kits along with small world resources to create habitats/ environments Exploring paint, and other creative and malleable resources Working with glue Mixing activities in large trays Exploring properties of dough and clay Learning nursery rhymes Letters and Sounds: Aspects 1-3	Working with scissors and glue Junk modelling Exploring medium, including paint with different textures added Combining medium Beginning to make closed shapes Painting/drawing in response to music and to stimuli such as snow/ice and spring blossom Mixing own paint/colours Listening to music from different cultures Increasing repertoire of songs and rhymes	Role play: people who help us e.g., hospital/doctors/vets Representational paintings, drawings and 3D models Joining materials in different ways (sellotape, masking tape, fixings, etc.) Using tools, including scissors, hole punch, tape dispenser, hammer and nails Woodwork Mixing shades of paint Music programme Making up own songs and rhymes Role play: shops and shopping Re-enacting familiar stories through role play
<i>By the end of the term we would like our children to:</i>	<i>Engage in simple pretend play, using an object to represent something else even though they are not similar. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Listen with increased attention to sounds</i>	<i>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. and through role play Explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore colour and colour mixing. Use drawing to represent ideas like movement or loud noises. Respond to what they have heard, expressing their thoughts and feelings Remember and sing entire songs.</i>	<i>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Join different materials Develop their own ideas and then decide which materials to use to express them. Be familiar with musical terms: rhythm; tempo and pitch Play instruments with increasing control to express their feelings and ideas Create their own songs or improvise a song around one they know.</i>
*Communication and Language for our children in the High Needs Base	Be supported by adults who listen to their sounds, words and body language Be exposed to various verbal and non-verbal communication strategies Be exposed to new vocabulary at Circle Time supported by adults' modelling and limited use of words	Be supported by adults who listen to their sounds, words and body language Begin to make themselves understood through verbal and non-verbal communication strategies Singing Time, Base Band and Circle Time	Be supported by adults who listen to their sounds, words and body language Make themselves understood through verbal and non-verbal communication strategies Engage with adults who use objects of reference, limited language and repetition of high frequency words

	<p>Music activities including daily singing time, weekly 'Base Band', use of the iPad, 'Bucket Time' and 'Squiggle-wiggle'</p> <p>Be supported to understand and express feelings through adults modelling facial expressions</p> <p>Receive praise for their attempts to communicate throughout the day</p>	<p>Engaging in 1:1 activities during which adults model the naming of objects</p> <p>Engaging with adults who actively use spoken language, repetition, signing and visuals</p> <p>Hearing adults who model imitating words and sounds throughout the day</p> <p>Receive praise for their attempts to communicate throughout the day</p>	<p>Engaging with adults who actively use spoken language, repetition, signing and visuals</p> <p>Receive praise for their attempts to communicate throughout the day</p>
<p><i>By the end of the term we would like our children to:</i></p>	<p><i>Be introduced to new vocabulary through Circle time</i></p> <p><i>Sing a large repertoire of songs</i></p> <p><i>Move whole body to the sounds they enjoy such as music of a familiar book</i></p> <p><i>Communicate needs and feelings in a variety of ways, including laughing, crying, babbling, squealing</i></p>	<p><i>Show interest in playing with sounds, songs and rhymes</i></p> <p><i>Name objects and actions</i></p> <p><i>Imitate sounds and words</i></p>	<p><i>Express their point of view</i></p> <p><i>Begin to understand single words in context</i></p> <p><i>Use single words</i></p> <p><i>Copy familiar expressions</i></p>