

St Cuthbert's RC Primary School Curriculum Map 2023/2024 - Year NURSERY

EDUCATE; Create; Witness; Christ at the Centre

		Autumn	Spring	Summer
The Characteristics of effective learning		PLAYING AND EXPLORING To show curiosity about objects, events and people.	CREATING AND THINKING CRITICALLY To think of ideas	ACTIVE LEARNING To show high levels of energy and fascination.
3 prime areas of learning and development	Personal, Social and Emotional Development	Transition visits. Separating from main carer with confidence and feeling safe and secure in the environment. Showing care and concern for self, others and the environment. To make new friends and take turns. To learn new classroom rules and routines. To select and use activities and resources with help when needed. Introduce key worker groups. Continuous Provision planned around the children's interests.	Separates from main carer with confidence and feels safe and secure in the environment. To express own preferences and interests. To express feelings such as sad, happy, cross, scared, worried. To show understanding and cooperate with boundaries and routines. To develop their sense of responsibility and membership of a community. To develop friendships. Continuous Provision planned around the children's interests.	To select and use activities with support. To be more independent with personal hygiene, e.g. using toilet, washing and drying hands. To make healthy choices about food, drink, activity and tooth brushing. To express own preferences and interests. To understand that own actions and words can hurt others' feelings To begin to accept the needs of others and can take turns and share resources. To show more confidence in new social situations. To find solutions to conflicts and rivalries. Continuous Provision planned around the children's interests. Transition to Reception.
	Physical Development	To use large-muscle movements to wave flags and streamers, paint and make marks. To show control in holding and using jugs to pour hammers, books and mark-making tools. To turn pages in a book. To help with clothing, e.g. put on own hat, coat- unzipping and beginning to zip up zippers. Access to outdoor continuous provision To continue to develop their movement, balancing, riding [scooters & bikes] and ball skills. Mark making opportunities indoor and outdoor. Play dough disco to encourage fine motor	To begin to use three fingers (tripod grip) to hold writing tools. To show preference for dominant hand. To use one-handed tools and equipment e.g. scissors. To eat independently using a knife and fork. Access to outdoor continuous provision Runs safely on whole foot. To skip, hop, stand on one leg and hold a pose. To help with clothing, e.g. put on own hat, coat- unzipping and beginning to zip up zippers. Mark making opportunities indoor and outdoor. Play dough disco to encourage fine motor Fine motor area indoors	Access to outdoor continuous provision To move confidently in a range of ways e.g. running, jumping, skipping and hopping. To adjust speed and change direction to avoid obstacles. To use a comfortable grip with good control when holding pens and pencils. Form recognisable letters i.e. those in their name. To help with clothing, e.g. put on own hat, shoes, coat- unzipping and beginning to zip up zippers. Mark making opportunities indoor and outdoor. Play dough disco to encourage fine motor Fine motor area indoors
	Communication and Language	Continuous provision to encourage language skills A variety of role play opportunities To respond to simple instructions. To listen with interest to the noises adults make when they read stories. To show interest in play with sounds, songs and rhymes To hold a conversation jumping from topic to topic To learn new words related to Nursery experience. Talk Talk bags to be shared at home. Playing with sounds and phonological awareness	Continuous provision to encourage language skills A variety of role play opportunities To use a variety of questions e.g. what, where, who To show understanding of prepositions such as 'under,' 'on,' 'top,' 'behind.' To listen to others one to one and in small groups. To listen to stories with increasing attention and recall To retell simple past event in correct order Talk Talk bags to be shared at home. Playing with sounds and phonological awareness.	Continuous provision to encourage language skills A variety of role play opportunities To listen to longer stories with increasing attention and recall. To question why things happen and gives explanations. To build up vocabulary that reflects the breadth of their experiences. To understand a question or instruction that has two parts. To sing a large repertoire of songs. Talk Talk bags to be shared at home. Playing with sounds and phonological awareness.
	4 specific areas of	Reading and Writing	Continuous provision including stories, role-play, puppets. Continuous provision offering a range of mark making activities. Gross and fine motor group activities. To recognise own name. To show interest in books and rhymes To have some favourite stories, rhymes, songs, poems or jingles.	Continuous provision including stories, role-play, puppets. Continuous provision offering a range of mark making activities. Gross and fine motor group activities. To recognise own written name. To have some favourite stories, rhymes, songs, poems or jingles. To fill in the missing word or phrase in a known rhyme or story.

		To repeat words or phrases from familiar stories. To begin mark making		To begin to give meaning to marks as they draw and paint. To listen to and join in with stories and poems.		To recognise familiar words and signs such as own name. To understand the five key concepts about print. To develop their phonological awareness: rhyme, syllables and initial sounds. To write their own name.	
	Mathematics	Continuous provision including games, rhymes, songs, measuring equipment, shapes and numbers. To recite some number names in sequence To use some language of quantities such as 'more' and 'a lot' To join in with number rhymes and songs To begin to sort objects in a variety of ways To talk about and explore 2D and 3D shapes and select appropriately for tasks. To talk about and identify patterns around them. To understand positional language.		Continuous provision including games, rhymes, songs, measuring equipment, shapes and numbers. To recite numbers past 5. To develop fast recognition of up to 3 objects [subitising] To select a small number of objects from a group. To begin to make comparisons between quantities. To join in with number rhymes and songs To know that a group of things changes in quantity when something is added or taken away. Extend and create ABAB patterns. To notice and correct an error in a repeating pattern. To describe a familiar route.		Continuous provision including games, rhymes, songs, measuring equipment, shapes and numbers. To use some number names accurately in play. To recite numbers in order to 10. To understand that numbers identify how many objects are in a set [cardinal principle] To begin to match numeral and quantity correctly. To show 'finger numbers' up to 5. To solve real world mathematical problems. To discuss routes and locations. To make comparisons between objects relating to size, length, weight and capacity.	
	Understanding the world	Continuous provision exploring the environment To explore collections of materials with similar and/or different properties. To operate simple mechanical toys To talk about family. To begin to develop new friendships To play with small- world models To become aware of the Nursery Classroom and its immediate vicinity. To explore and talk about the forces they can feel. Celebrations- Halloween, Bonfire night, Christmas. Autumn and Winter investigations		Continuous provision exploring the environment To operate simple mechanical toys and equipment. Has a sense of own immediate family and relations. To develop friendships To play with small- world models To notice detailed features of objects in their environment. To plant seeds and care for growing plants. To talk about the differences between materials and changes they notice. Celebrations- New Year, Chinese New Year, Mother's day, Shrove Tuesday, Easter Winter and Spring investigations		Continuous provision exploring the environment To show interest in different occupations. To discuss family customs, celebrations and routines. To interact with age appropriate computer software. To develop an understanding of growth, decay and changes over time. To show care and concern for living things and the environment. To continue developing positive attitudes about the differences between people. To know that there are different countries in the world and talk about differences. Summer investigations	
	Expressive Arts and Deign	Continuous provision to include a variety of creative materials. To join in singing favourite songs To show an interest in the way musical instruments sound To experiment with blocks, colours and marks To explore different materials and how to use them. Beginning to make-believe by pretending		Continuous provision to include a variety of creative materials. To join in singing favourite songs To join in with dancing and ring games. To explore and learn how sounds can be changed. To explore colour and how colours can be changed. Beginning to make-believe by pretending To develop more complex stories using small world equipment. To make imaginative 'small worlds' with blocks and construction kits.		Continuous provision to include a variety of creative materials. To explore the different sounds of instruments. To explore what happens when colours are mixed. To manipulate materials to achieve a planned effect. To draw with increasing complexity and detail. To create their own songs. To play instruments with increasing control to express their feeling and ideas. To engage in imaginative role-play based on own first-hand experiences.	
	RE	Domestic Church: Family/Myself Baptism/ Confirmation: Belonging	Advent/Christmas: Loving: Birthdays	Local Church: Community/ Celebrating Eucharist: Relating/Gathering	Lent/Easter: Giving/Growing	Pentecost: Serving/ Good News Reconciliation: Inter-relating/Friends	Universal Church: Our World
	British Values	<u>How do we teach British values at St. Cuthbert's?</u> In all our lessons children are encouraged to listen to others, respect each other and have their voices and opinions heard. Children are given the opportunity to join in and celebrate a variety of traditional customs and celebrations. They are also made explicit through our PSE and nurturing curriculum.					

