



St Alban & St Stephen Catholic Primary School & Nursery



*Learning and growing with God by our side
Faith, Friendship, Determination, Respect & Unity*







Nursery Curriculum Map 2024- 2025

Theme	<u>Ourselves</u>	<u>Let's Celebrate!</u>	<u>Poles Apart</u>	<u>Amazing Animals</u>	<u>Into The Woods</u>	<u>Let's Set Sail</u>
	Autumn 1 03.09.24 – 25.10.24	Autumn 2 04.11.24 – 20.12.24	Spring 1 07.01.25 – 14.02.25	Spring 2 24.02.25 – 04.04.25	Summer 1 23.04.25 – 23.05.25	Summer 2 02.06.25 – 18.07.25
Wow Moments / Possible Enrichment	Harvest Assembly Poetry Day Recycling Activities	Christmas Trail Nursery Christmas Concert Diwali Day Grandparents Event	Lunar New Year Parade Making Pancakes Ash Wednesday Assembly Visit to Ss Alban & Stephen Catholic Church	Easter Bonnet Parade World Book Day Vet Visit Farm Workshop/Visit	Mini beast Hunt Walk to Clarence Park Living Eggs Arrive Workers' Day Workshop Litter Picking Art & DT Week Fairy-tale Day	Green Day Open Day Sports Day Teddy Bear Picnic Transition Days School Trip: Zoo / Seaside
	<i>Volunteer led workshops based on personal background and culture.</i>					
R.E.	Domestic Church MYSELF - God knows and loves each one Baptism WELCOME - Baptism: a welcome to God's family	Belonging- Continued Other Faiths: JUDAISM- Hanukkah Advent/Christmas- BIRTHDAY - Looking forward to Jesus' birthday	Local Church CELEBRATING – People celebrate in Church GATHERING - Parish family gathers to celebrate	GATHERING – Continued Lent/Easter GROWING - Looking forward to Easter	Pentecost GOOD NEWS - Passing on the Good News of Jesus Reconciliation - FRIENDS - Friends of Jesus	Other Faiths: Hinduism Universal Church OUR WORLD - God's wonderful world

<p>PSED</p>	<p>Being Me in My World Self-Identity Understanding Feelings Being In A Classroom Being Gentle Rights and Responsibilities</p>	<p>Celebrating Difference Identifying Talents Being Special Families Where We Live Making Friends Standing Up For Yourself</p>	<p>Dreams and Goals Challenges Perseverance Goal-Setting Overcoming Obstacles Seeking Help Jobs Achieving Goals</p>	<p>Healthy Me Exercising Bodies Physical Activity Healthy Food Sleep Keeping Clean Safety</p>	<p>Relationships Family Life Friendships Breaking Friendships Falling Out Dealing With Bullying Being A Good Friend</p> <p>Feeling Brave and Overcoming Fears (RSE)</p>	<p>Changing Me (RSE) Bodies Respecting My Body Growing Up Growth and Change Fun and Fears Celebrations</p>
<p>Physical Development (Gross Motor)</p>	<p>Locomotion – Traveling</p>	<p>Dance</p>	<p>Fundamental Movement and Team Games</p>	<p>Gymnastics</p>	<p>Ball Skills</p>	<p>Target Games and Relays</p>
<p>Physical Development (Fine Motor)</p>	<p>Developing Gross Motor Skills</p> <ol style="list-style-type: none"> 1. Whole-body responses to the language of movement 2. Large movements with equipment 3. Large movements with malleable materials 4. Body responses to music 		<p>Developing Fine Motor Skills</p> <ol style="list-style-type: none"> 5. Hand and finger play 6. Making and modelling 7. Messy play 8. Links to art 9. Using one-handed tools and equipment 10. Hand responses to music 		<p>Developing Patterns</p> <ol style="list-style-type: none"> 11. Pattern-making 12. Investigating dots 13. Investigating straight lines and crosses 14. Investigating circles 15. Investigating curves, loops and waves 16. Investigating joined straight lines and angled patterns 17. Investigating eights and spirals 	
<p>Maths</p>	<p><i>See Progression of Knowledge and Skills for more info...</i></p> <p>Counting, matching, ordering, and arranging numbers 1-3. Understanding simple positional language (i.e. next to, on top of, under...) to place an object. Identifying groups of objects using ‘more’ and ‘less’. Sorting 2D shapes (i.e. squares, circles, triangles and rectangles). Noticing and continuing repeating patterns.</p>		<p><i>See Progression of Knowledge and Skills for more info...</i></p> <p>Counting, matching, ordering, and arranging numbers 1-5. Understanding simple positional language (i.e. next to, on top of, under...) to describe an object. Comparing quantities of up to 3. To name all basic 2D shapes. To name patterns in the environment. To continue a repeating pattern of 2 colours.</p>		<p><i>See Progression of Knowledge and Skills for more info...</i></p> <p>Counting, matching, ordering, arranging numbers 1-50 Understanding simple positional language (i.e. next to, on top of, under, behind, in front of...) to describe an object. To describe a sequence of events with support using words first, then, next, etc... To use language of ‘less’ and ‘fewer’. To begin to name 3D shapes (sphere, cube, cuboid) and describe some features (i.e. flat, curved, pointy) To notice and correct errors in a repeating pattern.</p>	

Literacy / C&L	<p>Focus Text 1: You Choose <i>Pippa Goodhart & Nick Sharratt</i></p> <p>Focus Text 2: Elmer <i>David McKee</i></p> <p>Focus Text 3: All Are Welcome <i>Alexandra Penfold</i></p> <p><i>Additional texts about transition, starting school, body parts and senses.</i></p>	<p>Focus Text 1: Can't You Sleep Little Bear? <i>Martin Waddell</i></p> <p>Focus Text 2: Owl Babies <i>Martin Waddell</i></p> <p>Focus Text 3: This Is The Bear and the Scary Night <i>Sarah Hayes</i></p> <p>Focus Text 4: The Christmas Promise <i>Alison Mitchell</i></p>	<p>Focus Text 1: We're Going On A Bear Hunt <i>Michael Rosen</i></p> <p>Focus Text 2: Time To Move South For Winter <i>Clare Helen Welsh & Jenny Lovlie</i></p> <p><i>Additional fiction and non-fiction texts about polar animals and seasonal changes.</i></p>	<p>Focus Text 1: Dear Zoo <i>Rod Campbell</i></p> <p>Focus Text 2: Brown Bear, Brown Bear, What Do You See? <i>Eric Carle</i></p> <p>Focus Text 3: What The Ladybird Heard <i>Julia Donaldson</i></p> <p>Focus Text 4: We're Going On An Egg Hunt <i>Martha Mumford & Laura Hughes</i></p>	<p>Focus Text 1: The Very Hungry Caterpillar <i>Eric Carle</i></p> <p>Focus Text 2: The Gruffalo <i>Julia Donaldson</i></p> <p>Focus 3 – Fairy Tales: The Gingerbread Man <i>Chapatti Moon & Pippa Goodhart</i></p> <p>Goldilocks and the Three Bears / Goldy Locks and the Three Pandas <i>Natasha Lim</i></p> <p>Three Billy Goats Gruff</p> <p><i>Additional traditional tales and non-fiction texts about minibeasts.</i></p>	<p>Focus Text 1: The Rainbow Fish <i>Marcus Pfister</i></p> <p>Focus Text 2: Sharing A Shell <i>Julia Donaldson</i></p> <p>Focus Text 3: Hooray For Fish! <i>Lucy Cousins</i></p> <p><i>Additional fiction and non-fiction texts about seaside, pollution and pirates.</i></p>
	Phonics (Little Wandle)	No Sounds – focus on Rhyme time and settling children into your setting's routines.	s a t p i n m	d g o c k e	u r h b f l	j v w y z q u c h
<p>Sound Focus - In each session, play:</p> <ul style="list-style-type: none"> • What's in the box? (Learn the sound) • One of these sound games: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound). <p>Oral Blending Focus - In each session, play:</p> <ul style="list-style-type: none"> • Blend from the box (Blend with the sound) • One of these oral blending games: Can you do the actions? Can you touch your ... ? What's that noise? (Practise blending) 						

		<ul style="list-style-type: none"> The sound games focus on awareness of sounds in general, and words do not need to include the focus sound from the day's session. The oral blending games focus on awareness of sounds in general, and oral blending words do not need to include the focus sound from the day's session. 				
UTW (Science)	<p>Exploring the parts of the body (external).</p> <p>Identify and explore our senses.</p> <p>Autumn - Natural Materials</p>	<p>Light and Dark</p> <p>Finding out how light can be created and changed.</p> <p>Seasonal Changes</p>	<p>Hands-on experiences with a variety of materials, making observations and describing what they can see.</p> <p>Ice Melting</p> <p>Food Changing States</p>	<p>Learn about animals from their own experiences and which can be kept as pets.</p> <p>Farm animals and the life cycle of a chicken.</p> <p>Seasonal Changes</p>	<p>Understand the key features of the life cycle of a plant.</p> <p>Investigate mini-beasts and learn about animals that hatch from eggs (i.e. butterflies, chicks).</p>	<p>To observe the changes of the new season and continue to observe the plants and flowers growing outdoors (link to Art).</p> <p>Investigate materials and forces to make a boat.</p>
UTW (History / Geography)	<p>To make discoveries about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</p> <p>Local Area Maps</p>	<p>To appreciate that a range of festivals and celebrations take place that may be outside of their own experiences and how they are celebrated.</p>	<p>To learn where the North and South Poles are and some of the animals that live there.</p> <p>Make simple comparisons between their own environment and the arctic regions.</p> <p>UK / World Maps</p>	<p>To develop geographical awareness by exploring maps of our school and local areas (i.e. Clarence Park)..</p> <p>Create their own simple maps (based on imagination or a real place i.e. school).</p>	<p>To further develop geographical map work skills by exploring journeys made by fairy-tale characters.</p> <p>Earth Day</p> <p>Important issues we face in our world today.</p>	<p>To explore the seaside and share places they have visited in the past.</p> <p>Learn the features of the seaside and what they might find there.</p> <p>Create simple treasure maps.</p>
UTW (Computing)	<p>How to use our class computer and interactive whiteboard.</p>	<p>Exploring different types of technology, e.g. torches, remote controlled-toys, CD players.</p>	<p>How to take photographs on a digital camera or iPad.</p>	<p>How to edit photographs.</p>	<p>Sorting in readiness for data-handling.</p> <p>Creating Digital Art using the class iPads</p>	<p>Using technology to help us, e.g. metal detectors, traffic lights.</p>

<p>EAD (Art)</p>	<p>Picasso 2D Shape Art / Self-Portraits</p> 	<p>Jackson Pollock Painting Technique <i>Splatter Painting</i></p> 	<p>Chinese New Year / Cherry Blossoms</p> 	<p>Observational Drawings / Paintings of Living Eggs</p> 	<p>Aboriginal Art / Dot Work</p> 	<p>Van Gogh Seaside Paintings</p> 
<p>EAD (D&T)</p>	<p>Exploring mixed media and joining/fixing through continuous provision.</p> <p>Food Tech Focus:</p>	<p>Model Fireworks</p> <p>Christmas Cards (cutting/folding)</p> <p>Continuous provision.</p> <p>Food Tech Focus:</p>	<p>Penguin Models (using tools)</p> <p>Continuous provision.</p> <p>Food Tech Focus:</p>	<p>Farm Animal Faces</p> <p>Continuous provision.</p> <p>Food Tech Focus:</p>	<p>Creating simple structures (i.e. making a den).</p> <p>Continuous provision.</p> <p>Food Tech Focus:</p>	<p>Simple baking with food tasting for the Teddy Bear Picnic.</p> <p>Continuous provision.</p> <p>Food Tech Focus:</p>
<p>EAD (Music)</p>	<p>Western Classical up To 20th Century</p> <p>Nursery Rhyme Time</p> <p>Nandy Bushwell - Child Musician</p>	<p>Popular Music</p> <p>Nursery Rhyme Time</p>	<p>Musical Traditions</p> <p>Nursery Rhyme Time</p>	<p>Western Classical beyond 20th Century</p> <p>Nursery Rhyme Time</p>	<p>Popular Music</p> <p>Nursery Rhyme Time</p>	<p>Popular Music</p> <p>Nursery Rhyme Time</p>

For more information about each subject, please refer to the 'Curriculum Overview' and the skills progression documents.