



Paget Primary School

Nursery Curriculum Map 2019-20

Term	Topic Key Texts	Mathematics	Literacy	PSED	Physical Development	Communication and Language	Understanding the World	Expressive Arts and Design
Autumn 1	<b>Getting along together</b> -Owl Babies -The Family Book	Uses some number names and number language spontaneously.  Uses some number names accurately in play.  Knows that numbers identify how many objects are in a set.	Looks at books independently.  Handles books carefully.  Listens to stories with increasing attention and recall.  Sometimes gives meaning to marks as they draw and paint.	Settling in  Rules, routines and expectations	Gross motor skills  Experiments with different ways of moving	Can retell a simple past event in correct order  Responds to simple instructions, e.g. to get or put away an object.	Shows interest in the lives of people who are familiar to them.  Remembers and talks about significant events in their own experience.  Autumn observations	Role play  Self portraits
Autumn 2	<b>How do we keep ourselves safe?</b> -Nativity story - Rama and Sita -Kipper's Christmas Eve	Shows an interest in numerals in the environment.  Shows an interest in representing numbers.  Realises not only objects, but anything can be counted, including steps, claps or jumps.  Shows interest in shape by sustained construction activity or by talking about	Looks at books independently.  Handles books carefully.  Listens to stories with increasing attention and recall.  Ascribes meanings to marks that they see in different places.  Recognises familiar words	Trying something new  Building confidence	Apparatus  Hall games  Gross motor skills	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	Recognises and describes special times or events for family or friends  Festivals -Bonfire night, Diwali, Christmas	Role play  Christmas crafts  Winter pictures  Diwali crafts and activities

		shapes or arrangements.	and signs such as own name and advertising logos.					
Spring 1	<b>We have different types of weather</b> - Range of nursery rhymes - Kipper's Rainy Day - Percy the Park Keeper: One Snowy Night - Non-fiction books about weather	Recites numbers in order to 10. Beginning to represent numbers using fingers, marks on paper or pictures.  Sometimes matches numeral and quantity correctly.  Shows curiosity about numbers by offering comments or asking questions. Shows interest in shapes in the environment.	Enjoys rhyming and rhythmic activities.  Shows awareness of rhyme and alliteration.  Recognises rhythm in spoken words.	Playing together nicely  Taking turns Sharing	Dance  Fine motor skills  Coordination and balance	Uses vocabulary focused on objects and people that are of particular importance to them.	Talk about some of the things they have observed such as plants, animals, natural and found objects.  Winter and spring observations  Chinese new year	Role play  Weather charts  Wind chimes  Kites
Spring 2	<b>Where in the world do we live?</b> - Non-fiction books about different places - Handa's Surprise - My Granny Went to the Market	Shows an interest in shape and space by playing with shapes or making arrangements with objects.  Shows awareness of similarities of shapes in the environment.	Knows information can be relayed in the form of print.  Holds books the correct way up and turns pages.  Knows that print carries meaning and, in English, is read from left to right and top to bottom.	Work as part of a team	Fine motor skills  Ball games	Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how.</i>	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  Different places- hot and cold, farm and town	Uses various construction materials.  Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  Joins construction pieces together to build and balance.

								Role play
Summer 1	<b>Life is so busy we miss out on books</b> -Range of traditional Tales	Compares two groups of objects, saying when they have the same number.  Shows an interest in number problems.  Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.	Listens to and joins in with stories and poems, one-to-one and also in small groups.  Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories  Beginning to be aware of the way stories are structured.  Describes main story settings, events and principal characters.  Suggests how the story might end.	Sharing fairly	Fine motor skills  Team Games	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.  Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.	Role play  Story maps  Puppets
Summer 2	<b>Animals and Plants</b> - Twist and Hop, Minibeast Bop! -Jasper's Beanstalk - Non-fiction books about growing	Uses positional language.  Uses shapes appropriately for tasks.  Beginning to talk about the shapes of	Begins to write own name  Gives meaning to marks they make as they draw, write and paint	Show sensitivity to others needs	Fine motor skills  Athletics  Sports Day	Understands use of objects (e.g. "What do we use to cut things?")  Shows understanding of prepositions such as 'under', 'on top', 'behind' by	Developing an understanding of growth, decay and changes over time.  Shows care and concern for living things and the environment.	Role play  Minibeast crafts

		everyday objects, e.g. <i>'round'</i> and <i>'tall'</i> .				carrying out an action or selecting correct picture.	Mini beasts	
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These are some of the topics that we plan to cover during the year. EYFS is a child-centred approach to learning whereby the children are active participants. This involves giving the children choices of learning activities with the teacher acting as the facilitator of learning. Therefore, the above plan is just a guide and may change depending on the interests of the children.