

Deanesfield School Curriculum Map 2024-2025

Year Group: Nursery

+ Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Magical Me	Barnaby Bear Travels the World	Animals – past and present	Nursery Rhymes	Water	New Adventures
Big Question	What makes me special?	What is it like to live in a different country?	What animals live on our planet now?	What really happened to the characters?	Why is water special?	Where will my big adventures take me?
Outcome	Through this topic children will learn about themselves, their emotions and why they are special. They will understand why everyone is different and show respect to each other. They will represent this using their imagination and creative ideas to mark make.	Through this topic children will learn about the world around them. They will show respect for all cultures and the festivals they celebrate. They will link this learning to real life experiences in the role play and communication and language.	Through this topic children will learn about animals that live in different habitats. They will explore different materials and begin to understand their properties. They will continue to build on their fine motor skills to have control and coordination in their writing.	Through this topic children will learn rhyme and rhythm through singing. They will play with words and syllables to understand print. Through alternative versions they will explore emotions and materials through the characters from the Nursery Rhymes.	Through this topic children will play with water and understand how water can change, as well as explore how water can travel with different pressures. They will begin to understand why we need water to survive.	Through this topic the children will build on their imagination and exposure of books to go on adventures. They will learn about the importance of change and challenges through transition.
Key primary area of need focus and support for parents	Social and emotional development Building my independence.	Communication and language and importance of play. Gross motor – independence to self select	Speaking and understanding other peoples emotions. PSE development – growing in self-care needs and working with others.	Speaking and listening skills, extending sentences, Fine motor – control and co-ordination	Speaking and listening skills, extending sentences, fine motor Play – resolving conflicts	Speaking and listening skills, extending sentences, fine motor, emotions. Building my independence for transition
Books to support unit	Marvellous Me! Super Duper You! Hair Love The Five Senses ?? Happy to be me	Peppa Pig Goes to London The Runaway Chappati We're sailing down the Nile A dot in the Snow	Somebody swallowed Stanley. Dear Zoo The Bugliest Bug Commotion in the Ocean	Humpty Dumpty Incy Wincy Spider Twinkle Twinkle Little Star Baa Baa Black Sheep I'm a Little Teapot	Snail and the whale Splish, Splash, Splosh Over and under the waves Drop	When a Dragon goes to School. Harry and the dinosaurs go to school Chu's first day at school The lion Inside

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	<p>Books to enhance topic/story time: The lion inside The colour monster 5 minutes piece</p>	<p>Books to enhance topic/story time: My mother’s Sari Spot goes on Holiday</p>	<p>Harry and the Bucketful of Dinosaurs.</p> <p>Books to enhance topic/story time: The Rainbow Fish. Commotion in the Ocean. The snail and the whale. Tiddler.</p>	<p>Books to enhance theme: Traditional tales for story time Stories with repetition phrases</p>	<p>Jaspers Beadstalk (growing/water)</p> <p>Books to enhance theme: Billy’s Bucket Float Rainbow Fish</p>	<p>The Selfish Crocodile</p> <p>Books to enhance theme: Topsy and Tim start school. Never take a Bear to School. Ruby’s Worry.</p>
<p>PSED <i>Article 12 (respect for the views of the child)</i> Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.</p> <p><i>Article 15 (freedom of association)</i> Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other</p>	<p>PSE is a key priority across the year. The learning environment will enable pupils to consistently access the below and be built upon across the academic year:</p> <p>Self regulation:</p> <ul style="list-style-type: none"> - Increasingly follow rules, understanding why they are important - Talk about their feelings using words like happy, sad, angry or worried. - Begin to understand how others might be feeling. - Develop appropriate ways of being assertive <p>Managing self:</p> <ul style="list-style-type: none"> - Develop their sense of responsibility and membership of a community - Select and use activities and resources with help when needed - Show more confidence in new social situations - Be increasingly independent in meeting their own self care needs. - Make healthy choices – food, drink, healthy living ie toothbrushing <p>Building relationships:</p> <ul style="list-style-type: none"> - Become more outgoing with unfamiliar people, in the safe context of their setting. - Play with one or more children, extending and elaborating play ideas. - Talk with other to solve conflicts <p style="text-align: center;"><i>Dialogue talk across the year linked to books with a PSE theme. To encourage talk and discussion about feelings and emotions</i></p>					
<p>Focus: Settling new intake and social skills – beginning to make new friendships</p> <p>Understanding nursery rights and expectations</p>	<p>Focus: Becoming more confident with our emotions and peers.</p> <p>Respecting our friends – their culture, their views, opinions and beliefs.</p>	<p>Focus: Understanding the feelings of others.</p> <p>Increasingly follow rules, understanding why they are important</p>	<p>Focus: Playing, sharing, taking turns and extending and elaborating play ideas</p> <p>Building on self care needs - Make healthy choices – food, drink,</p>	<p>Focus: Talk with other to solve conflicts</p> <p>Secure in expressing and managing their emotions more appropriately.</p>	<p>Focus: emotions linked to change/transition</p> <p>Show more confidence in new social situations – transition</p>	

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<p><i>people from enjoying their rights.</i></p> <p>Article 42 <i>You have the right to know your rights! Adults should know about these rights and help you learn about them too.</i></p>	<p>Exploring the Golden charter and creating our Nursery charter</p> <p>Emotions – naming emotions</p> <p>Explore the environment – learning to share and take turns</p>	<p>Develop their sense of responsibility and membership of a community</p> <p>Build on selecting and using activities and resources with help when needed</p> <p>Self-care needs</p> <p>Play with one or more children, beginning to extend play ideas</p>	<p>Talk and name emotions using appropriate words – link to golden charter.</p> <p>More confident in selecting and using activities and resources with help when needed</p>	<p>healthy living ie toothbrushing</p>	<p>Skills to build on social development and play.</p>	<p>Become more outgoing with unfamiliar people – transition linked</p> <p>Be increasingly independent in meeting their own self care needs.</p>					
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<p>Phonics</p> <p><i>Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer</i></p>	<p>Nursery will follow whole school phonic scheme, Bug Club Phonics, starting with phase 1 phonics in the first term focusing heavily on hearing environmental sounds, rhyme and rhythm, alliteration, action sound, instrumental sounds. This will lead into phase 2 phonics as the year progresses for those who are ready.</p>										
	<p>Bug Club Phonics Phase 1</p> <p>Book Focus: A Wet Walk A Piece of Art</p> <p>Environmental sounds listening walks Rhyme and rhythm Alliteration Voice Percussion Instrumental Sounds</p>	<p>Bug Club Phonics Phase 1</p> <p>Book Focus: Nature Shapes Missing Buttons From Seed to Sandwich</p> <p>Environmental sounds listening walks Listening skill Oral blending Instrumental Sounds Voice Sounds Oral blending and segmenting. Rhyme and rhythm</p>	<p>Phonics differentiated across the setting</p> <p>Phase 1 as needed</p> <p>Phase 2 Phonics Learning the following phonemes: s,a,t,p,i,n, recap all sounds Recognising initial sound Blending and segmenting these sounds to read and write Letter formation Name writing</p>	<p>Phonics differentiated across the setting</p> <p>Phase 1 as needed</p> <p>Phase 2 Phonics Learning the following phonemes: m,d,g,o,c,k recap all sounds Recognising initial sound Blending and segmenting these sounds to read and write Letter formation Name writing</p>	<p>Phonics differentiated across the setting</p> <p>Phase 1 as needed</p> <p>Phase 2 Phonics Learning the following phonemes: Set 5: h, b, f, ff, l, ll, ss - recap all sounds Recognising initial sound Blending and segmenting these sounds to read and write Letter formation Name writing</p>	<p>Phonics differentiated across the setting</p> <p>Phase 1 as needed</p> <p>Phase 2 Phonics Learning the following phonemes: Set 4: ck, e, u, r - Recap all sounds Recognising initial sound Blending and segmenting these sounds to read and write Letter formation Name writing</p>					

<p><i>countries achieve this.</i></p>						
<p>Literacy <i>Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people</i></p>	<p>Across the year pupils will build upon the following in relation to the topic:</p> <p>Reading:</p> <ul style="list-style-type: none"> - Print has meaning - Print has different purposes - Words in English are read from left to right and from top to bottom - The names/features of different parts of a book - Page sequencing - Recognise the difference between sounds and words. Know how many words are in a sentence and a group of letters make a word. - For pupils who begin to build early phonic knowledge will be encouraged to read individual letters by saying the sound, blend sounds into words and have a reading book appropriate to their phonic level. - Build on their vocabulary to communicate. <p>Understanding:</p> <ul style="list-style-type: none"> - Talk about the story and display understanding of what they have heard - Join in with repeated phrases of a story - Engage in conversation about stories, learning and using new vocabulary - Link stories read to other familiar stories or to own personal experiences - Begin to draw on vocabulary from the stories they have heard in their play and learning. <p>Linked to phonics:</p> <ul style="list-style-type: none"> - Spot and suggest rhymes - Count and clap syllables in a word - Recognise words with the same initial sound - Hear the initial sound in words - Begin to hear the sound within the word <p>Writing:</p> <ul style="list-style-type: none"> - Begin to mark make using a variety of different media and give meaning to their marks - Use their knowledge of print and phonic knowledge in their early writing - Write some or all of their name - Write some letters accurately - Pupils with good phonic knowledge to begin to write words phonetically/ initial and end sounds, cvc words. 					

	<p>Stories to be read daily with the children at end of session and before lunch – ‘ Favourite 5 ’ Reading focus: Exploring new vocabulary and language. develop comprehension, sequencing, recall and being able to make predictions, making links to other familiar stories.</p>					
<p>Overall Communication and Language Provision</p>	<p>Across the year pupils will build upon: Listening, attention and understanding</p> <ul style="list-style-type: none"> - Listening to stories, enjoying stories and remember most of what happened in the story. - Use a wide range of vocabulary drawn from stories, learning environment and adult interactions - Understand questions posed with the 5 ‘w’s – why, where, what, when, who and how - Understand questions or instruction with two parts. - Maintain focus and attention for a short period of time <p>Speaking:</p> <ul style="list-style-type: none"> - Sing a wide range of rhymes/songs - Know many rhymes and talk about familiar books and be able to tell a story - Develop their communication skills using tenses, plurals, sounds and blends. - Use longer sentences of four to six words. - Start a conversation with their teacher/peers and continue it for many turns. - Use talk to aid play and organise their play <p>Supportive daily strategies to aid C&L:</p> <ul style="list-style-type: none"> - Box Clever to enhance communication and language skills in the small wold - Chatterboxes – weekly nursery rhyme focuses in communication area - Language land – linked closely to weekly stories - Dialogic book talk 					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Physical Development <i>Article 24 You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe</i></p>	<p>Fine Motor Focus: Large muscle movements leading to mark making. Funky fingers focus Dough Disco</p> <p>Gross Motor Focus: Balancing, riding and early ball skills for play.</p>	<p>Fine Motor Focus: Large muscle movements leading to medium movements such as - pouring, threading, pencil, elastic bands and peg boards, using cutlery, tweezer control.</p>	<p>Fine Motor Focus: Movements leading to one handed tools and equipment - Pencil grip and control, scissor skills, Begin to form recognise letters/numbers. Dough Disco</p>	<p>Fine Motor Focus: Forming recognisable letters, numbers and building on scissor skills. Dough Disco Gross Motor Focus:</p>	<p>Fine Motor Focus: Forming recognisable letters, numbers and building on scissor skills with basic control and manipulation of paper. Dough Disco</p>	<p>Fine Motor Focus: Forming letters correctly and using scissors with confidence. Dough Disco Gross Motor Skills:</p>

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<p><i>environment, and information to help you stay well</i></p>	<p>Beginning to show control on climbing apparatus using alternate feet.</p>	<p>Practice holding large pencils and chalk using a tripod grips. Demonstrating a preference of dominant hand. Dough Disco</p> <p>Gross Motor Focus:</p> <p>Moving their body in response to music – remember a sequence/pattern of movements Skip, hop, balance, hold a pose – musical statues.</p>	<p>Gross Motor Focus:</p> <p>Match physical development to tasks – self choosing to crawl, walk, run with control and co-ordination</p> <p>Selecting resources to carry out own plan.</p> <p>Building on body and movement for good control and co-ordination.</p>	<p>Selecting resources to carry out own plan.</p> <p>Collaborate with others – managing large items for building Negotiating spaces, running.</p>	<p>Gross Motor Skills:</p> <p>Selecting resources to carry out own plan.</p> <p>Collaborate with others – managing large items for building</p> <p>Moving in a range of different ways, obstacle course</p>	<p>Show increasing independence to dress/undress</p> <p>Variety of outdoor sport games, jumping, throwing kicking, running and hopping.</p>
<p>Maths (White Rose Framework)</p> <p><i>Article 13 You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people</i></p>	<p>Number songs</p> <p>Numerical patterns</p> <p>Basic counting from 0-5.</p> <p>Begin to subitise up to 3 objects</p> <p>Sorting in a range of ways and discussing sorting rules.</p> <p>Comparing amounts of objects – more/fewer</p>	<p>Counting principles 1-5 Recite number to 5</p> <p>Can subitise upto 5 objects</p> <p>Say one number for each object upto 5. (1-1 correspondence)</p> <p>Repeating patterns - extend and create ABAB patterns</p> <p>Size – large/big, little/small</p> <p>Explore real world mathematical problems up to 5.</p>	<p>Counting principles 1-10 Recite number to 1-10</p> <p>Exploring and understanding 1-5</p> <p>Say one number for each object upto to 5. (1-1 correspondence)</p> <p>Counting regular and irregular arranged objects. Understanding cardinality – last number is the total amount.</p> <p>Linking numeral to a total amount to 5.</p>	<p>Counting principles 1-10 Recite number to 1-10</p> <p>Exploring and understanding 6-8</p> <p>Counting regular and irregular arranged objects. Understanding cardinality – last number is the total amount.</p> <p>Linking numeral to a total amount to 8.</p>	<p>Counting principles 1-10 Recite number to 1-15</p> <p>Exploring and understanding 5-10</p> <p>Understanding cardinality – last number is the total amount.</p> <p>Comparing amounts of objects – more/fewer</p> <p>Representing quantities in different ways.</p> <p>Shapes (2D and properties and 3D shapes)</p>	<p>Counting principles 1-20 Recite number to 1-20</p> <p>Exploring and understanding 0-10 securely</p> <p>Recognise numbers in and out of order and represent the amount</p> <p>Weight – light, heavy and comparison</p> <p>Capacity – full, half full, empty and comparison.</p> <p>Positional language -in, on, under, in front, behind, on top, etc.</p>

			Explore 2D shapes		My day – ordering events Length and height – long/tall/short	
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>UTW</p> <p>People and Communities/The World.</p> <p><i>Article 29 (education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</i></p> <p><i>Article 30 (children from minority or indigenous groups) Every child has the right to learn and use the language, customs</i></p>	<p>Exploring their baby pictures and comparing how they are now. How have they changed? How are they different in the picture? How are they different from their friends?</p> <p>Recognising what makes us special and unique, our appearance, interests and cultures.</p> <p>Celebrating me for me! Begin to explore our senses. Begin to make sense of their own life-story and family history.</p> <p>Black History Month: discussion about how we recognise and</p>	<p>Respecting families from different cultures – exploring celebrations and traditions with Barnaby Bear travelling to different parts of the world and joining in with special festivals: India – Diwali London - Fireworks Antarica – Christmas Egypt – Eid</p> <p>Food tasting: food from different countries.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have</p>	<p>Explore different types of animals:</p> <p>Dinosaurs – linked to Harry and the bucket full of dinosaurs Jungle animals – linked to Dear Zoo Minibeasts – The Bugliest Bug Sea Animals – Commotion in the Ocean Farm animals – Farmer duck</p> <p>Respect and care for the natural environment and living things – Looking after the sea animals – Somebody swallowed Stanley.</p> <p>Minibeasts – make habitats Explore different materials, their properties, talking about what they see.</p>	<p>Humpty Dumpty – alternative endings. Explore how materials change – boiled egg</p> <p>Investigate best material to make a parachute for Humpty to land safely.</p> <p>Incy wincy spider – the spout broke? How can we fix it? What can we use to make a new spout? What happened to the water? Where did it go?</p> <p>I'm a little Teapot ??– food tasting tea, observing change</p> <p>Baa baa black sheep – best material to make a jumper ??</p>	<p>Bring a Plant Week Plant seeds and caring for plants Understand key features of a life cycle for a plant. Respect and care for the natural environment and living things.</p> <p>Water play Explore and talk about different forces they can feel</p> <p>Explore changes of water. Talk about differences between materials and changes they notice</p>	<p>Learning about how we have grown and changed over the year.</p> <p>Talking about our strengths and what we want to get better at.</p> <p>Exploring our new classrooms and school routines. Make sense of their own life-story and family history. New beginning/start</p> <p>My special something for Dragon – creating something special that will aid their transition.</p> <p>My emotions fan.</p>

<p><i>and religion of their family, whether or not these are shared by the majority of the people in the country where they live.</i></p>	<p>celebrate each other's differences.</p> <p>How our families, cultures and appearances differ.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>experienced or seen in photos</p>		<p>Explore different materials, their properties, talking about what they see.</p>		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Expressive Arts and Designs</p> <p><i>Article 29 (goals of education)</i> <i>Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</i></p>	<p>Early mark making – exploring different materials and media freely.</p> <p>Self-portraits – features of a face – link to colour and shape.</p> <p>Portraits using variety of media Exploring textures.</p> <p>Express emotions through drawings and media ie playdough.</p> <p>Explore colour through colour mixing</p>	<p>Listening to music from other cultures and watching performances from around the world, creating their own representation of these.</p> <p>African drumming – creating own beat and music.</p> <p>Practicing different styles of dance – free style to express self.</p> <p>Firework and creating Rangoli patterns through colour mixing.</p>	<p>Building on drawing skills – using shapes to draw animals – exploring line/detail.</p> <p>3D – paper mache of animals</p> <p>Clay modelling</p> <p>Art – animal foot printing.</p> <p>exploring different materials and media freely. Develop ideas Join different materials together</p>	<p>Singing and performing songs using musical instruments and streamers etc.</p> <p>Designing and making our own musical instruments to re-enact nursery rhymes</p> <p>Art – printing Sing entire songs Sing the pitch of a song correctly Create and improvise a song.</p>	<p>Flower observational drawings</p> <p>Bubble wrap painting.</p> <p>Blow painting to create water theme paintings</p> <p>Water colours</p> <p>Explore art/media</p> <p>Develop their own ideas and decided which materials to use</p> <p>Join different materials and explore different textures.</p>	<p>Summer pictures using collage materials – this is me</p> <p>Arts Week Masterpieces – exploring different media and materials.</p> <p>Drawing and writing about our favourite memories of nursery.</p> <p>Final art – representation of own art using different art/creative skills.</p>

		Creating Rangoli patterns using rice and coloured flour. Christmas themed activities: salt dough decorations, cards, gingerbread baking.				
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