

St Cuthbert's RC Primary School Curriculum Map 2018/2019 - 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	Home 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. 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 some boundaries and routines. Continuous Provision planned around the children's interests.	To select and use activities with support. 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. Continuous Provision planned around the children's interests. Transition to Reception.
	Physical Development	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 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, beginning to show preference for dominant hand. Access to outdoor continuous provision Runs safely on whole foot. 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 begin to form recognisable letters i.e. those in their name. To observe the effects of activity on their bodies. To be more independent with personal hygiene. 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 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. Phase one letters and sounds.	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 stories with increasing attention and recall To retell simple past event in correct order Talk Talk bags to be shared at home. Phase one letters and sounds.	Continuous provision to encourage language skills A variety of role play opportunities To listen to stories with increasing attention and recall. To listen to others one to one and in small groups. To respond to simple instructions. To question why things happen and gives explanations. To build up vocabulary that reflects the breadth of their experiences. Talk Talk bags to be shared at home. Phase one letters and sounds.
4 specific areas of learning and development	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. To repeat words or phrases from familiar stories. To begin mark making	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 begin to give meaning to marks as they draw and paint.	Continuous provision including stories, role-play, puppets. Continuous provision offering a range of mark making activities. Gross and fine motor group activities. To enjoy rhyming and rhythmic activities. To listen to and join in with stories and poems. To enjoy an increasing range of books. To describe main story settings, events and characters. To recognise familiar words and signs such as own name. To give meaning to marks as they draw and paint.
	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	Continuous provision including games, rhymes, songs, measuring equipment, shapes and numbers. 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.	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. To begin to match numeral and quantity correctly. To show an interest in number problems. To show interest in shapes in the environment and use shapes appropriately for tasks.

	Understanding the world	<p>Continuous provision exploring the environment 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. Celebrations- Halloween, Bonfire night, Christmas. Autumn and Winter investigations</p>		<p>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. Celebrations- New Year, Chinese New Year, Mother's day, Shrove Tuesday, Easter Winter and Spring investigations</p>		<p>Continuous provision exploring the environment 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. Summer investigations</p>	
	Expressive Arts and Deign	<p>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 Beginning to make-believe by pretending</p>		<p>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</p>		<p>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 engage in imaginative role-play based on own first-hand experiences.</p>	
	RE	<p>Domestic Church: Family/Myself Baptism/ Confirmation: Belonging</p>	<p>Advent/Christmas: Loving: Birthdays</p>	<p>Local Church: Community/ Celebrating Eucharist: Relating/Gathering</p>	<p>Lent/Easter: Giving/Growing</p>	<p>Pentecost: Serving/ Good News Reconciliation: Inter-relating/Friends</p>	<p>Universal Church: Our World</p>
British Values		<p><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.</p>					

