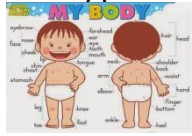




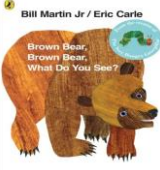







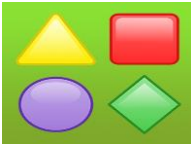











































ACTON GARDENS PRIMARY SCHOOL

Nursery Curriculum Map - 2022 - 2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics and Trips	<p style="text-align: center;">Autumn 1 All about me Body parts</p>  <p style="text-align: center;">Local / listening walk</p>	<p style="text-align: center;">Autumn 2 Transport Festivals</p>  <p style="text-align: center;">Library</p>	<p style="text-align: center;">Spring 1 Chinese New Year Weather People who help us</p>  <p style="text-align: center;">Supermarket</p>	<p style="text-align: center;">Spring 2 Favourite Stories Storyteller Visits</p>  <p style="text-align: center;">Firefighter visit</p>	<p style="text-align: center;">Summer 1 Mini Beasts Visit to the Pond for Minibeast Hunt</p>  <p style="text-align: center;">Farm</p>	<p style="text-align: center;">Summer 2 In Our Garden Teddy Bear's Picnic Visit to our New class</p> <p style="text-align: center;">Local park</p>
Phonics		<p>Teach children to hear the same initial sound for words and names of objects.</p> <p>Teach children to blend CVC words using oral blending and objects.</p>	<p>Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.</p> <p>Teach children to blend a wider range of CVC words using oral blending.</p>	<p>Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.</p> <p>Teach children to blend a wider range of words using oral blending.</p>	<p>Teach children to identify initial sounds of words and objects.</p> <p>Teach children to blend a wider range of words using oral blending.</p>	<p>Teach children to identify the final sounds of words and objects.</p> <p>Teach children to blend a wide range of words using oral blending when playing</p>
Reading Focus	<p>Reading focus</p>  <p>Brown Bear Brown Bear what do you see? My Mum and Dad Make Me Laugh Reading Skills Show an interest in books. Handles books carefully. Begin to join in with songs and rhymes.</p> <p>Writing Exploring mark making using a range of media. Doctors- appointment writing Prescriptions Labelling our bodies</p>	<p>Reading focus</p>  <p>Dear Zoo – write a letter Christmas and Diwali story Reading Skills Shared reading- Favourite books, Celebration books – Diwali/Christmas stories. Children can choose and handle a book Choose familiar books Favourite books join in with songs and rhymes.</p> <p>Writing Mark making, drawing. Dotted name writing (scaffold) Talk about /Write a letter to the zoo Writing marks for name</p>	<p>Reading focus</p>  <p>Polar Bear Polar Bear what do you hear ? Reading Skills To recognise familiar words and signs such as own name and advertising logos. Talk about front cover, open book and read using pictures joins in with songs and rhymes. Know principle characters</p> <p>Writing To begin to write our names. To show an interest in mark-making and talk about what they have written/drawn. Talk /Write about what animals they would hear if in a jungle? A zoo? A park Write recognisable name marks</p>	<p>Reading focus</p>  <p>The Bad Tempered Ladybird Reading Skills Enjoying a range of different texts linked to mini beasts Listen for sounds in the text and repetition Turn pages Tell the stories using pictures join in with songs and rhymes makes up their own talk about characters in the story</p> <p>Writing Give meanings to marks as they draw and paint Handwriting focus - orientation and forming letters Talk /Write about how they feel when they are angry Meaningful marks Write own name</p>	<p>Reading Focus</p>  <p>The Very Hungry Caterpillar Reading Skills Favourite stories Non fiction books about butterflies and caterpillars Listen for initial sounds Recognise some graphemes Turn pages and use finger Talk about story structure</p> <p>Writing give meanings to marks as they draw and paint Handwriting focus - orientation and forming letters correctly Write all letters in name</p>	<p>Reading focus</p>  <p>Three Billy Goats Gruff Reading Skills Share and discuss stories read. Talk about the story Suggest how story will end</p> <p>Writing Encourage mark making (indoor and outdoor). Writing for a purpose Write name with correct orientation</p>
Mathematics	 <p>Joining in with number songs and rhymes. Use fingers to show amounts to five. Matching amounts of actions Claps / stomps</p>	 <p>Numbers/Counting Joining in with number songs and rhymes. Children can recognise some numbers to 5 Match objects to numbers</p>	 <p>Select a quantity of objects from a larger group (e.g. give me five) Identify common 2D shapes</p>	 <p>Measurement Capacity/height/weight Comparing the difference between two objects – describing capacity and length. Number: Match objects to 5 Represent numbers using fingers, marks on paper and picture</p>	 <p>Number Count, order and sequence numbers to 10 Order and sequence shapes. Recognise patterns.</p>	 <p>Combining two sets Consolidation of Maths beyond/shapes/sequencing and orderin</p>

<p>Expressive Arts and Design</p>	 <p>Colours Exploration Self portraits Junk modelling Explore and use media and materials Choose particular colours for a purpose Sing familiar songs</p> <p>Jackson Pollock</p> 	 <p>Christmas/Diwali Crafts Rangoli Patterns/ Hand printing Using tools Shiny and Sparkly Junk modelling making cars Construction making transport musical instruments Use actions to accompany familiar songs</p> <p>Claude Monet</p> 	 <p>Malleable materials Dinosaur Art Moving to the stomp Malleable materials, playdoh, flour, pasta, rice. 2D shape pictures/ Art Chinese new year art and objects To use available resources to create props to support role-play. Match movements to music</p> <p>Henri Matisse</p> 	 <p>Mini beast Art Using different media and materials Sing and dance to different genres of music Make musical instruments</p> <p>Wassily Kandinsky</p> 	 <p>Eid Art Minibeasts Art Observational drawing Making houses using different materials Painting. Collage with sticks and straw Painting Bricks Choose own favourite music</p> <p>Andy Goldsworthy</p> 	 <p>Techniques- printing mixing colours Use ICT to select songs and rhymes they would like to sing and dance to Teddy Bear's Picnic Song</p> <p>Georgia O Keefe</p> 
<p>Understanding of the world</p>	 <p>Know how to operate simple ICT equipment. People and communities: Begin to have our own friends. Name some body parts The World: Notice details in our immediate environment.</p>	 <p>Begin to use smartboard tools People and communities: We are all different. The World: Celebrations around the world Online safety</p>	 <p>Technology around us, Learn how to operate technological equipment. Talk about our visit to the doctors. Explain how to use medicine safely To talk about (describe and explain) features of the outdoors environment that they have observed. Pancake Day</p>	 <p>Finding our about minibeast using the internet, using magnifying lenses Talk about our families. Show care and concern for living things. Eid Online safety</p>	 <p>Online stories. To have an understanding of a Healthy life style Healthy foods to eat. Begin to know where our food comes from.</p>	 <p>Technology around us: People and communities: How we have grown! To recount events that is important to them. Online safety</p>
<p>PSED</p>	<p>Health and Wellbeing</p>  <p>PANTS – keeping safe. Setting simple goals Knowing the Golden Rules Knowing people in my class learning their names knowing how people are similar and different Playing with other children Settle into the Nursery routine. Show an understanding of and cooperate with some boundaries and routines. Join in with other children's play. We look after property</p>	<p>Health and Wellbeing</p>  <p>Anti-Bullying week. Being kind to friends. Keeping clean Looking after our teeth Tidying up properly Recognising our achievements Learning to share. washing and drying our hands We are gentle</p>	<p>Living in the wider world</p>  <p>PANTS – keeping safe. Keeping myself safe Celebrating being similar and different. Understand how we are all different. Recognise what makes us proud. Begin to accept the needs of others and to take turns and share resources. Listen and respond to what others are saying or doing We are kind and helpful</p>	<p>Living in the wider world</p>  <p>Exploring different types of families. Knowing who to tell if you are worried or scared. Staying safe online Identifying and understanding basic feelings fundraising for a charity Working hard to help us learn To be confident in expressing our feelings. To talk about and demonstrate the characteristics of a good friend. We listen</p>	<p>Relationships</p>  <p>PANTS – keeping safe. understanding the feeling of loss Talking about our friends and family Identifying special people in their lives. Understanding the terms fair and unfair. Understand the terms fair and unfair. Begin to understand what is right or wrong Learning to wait for something they would like to do or have. To understand our actions affect others. We are honest</p>	<p>Relationships</p>  <p>Begin to understand gender stereotypes. Preparing for change Explaining why change is good Identifying basic ways to use medicine correctly Identifying how to manage feelings Identify how things can change Begin to prepare for change Explain why change is good. Identify friends in our lives & explain why these friends are special. We work hard</p>
<p>Communication and Language</p>	<p>Getting to know my environment Naming the different places in the school and my classroom Speaking with new friends and teachers Listening and Attention: Listen to stories with increasing attention. Understanding: Understanding simple instructions Speaking: Getting to know each other's names. Begin to use simple phrases and sentences.</p>	<p>Follow simple instructions. Listening to others. Christmas singing concert Listening and Attention: Listen to others. Learn rhymes and songs Understanding: Follow simple instructions. Speaking: Learn and perform songs to an audience at the Christmas concert</p>	<p>Using language to communicate wants and needs Listening and attention: To be able to recall information about nursery rhymes. Understanding: To understand and respond to simple questions and give a reason for their answer. Speaking:</p>	<p>Listening and responding to stories with enjoyment Listening and attention: Listen to stories with increasing attention. Understanding: Understand simple instructions. Speaking: Begin to use simple phrases and sentences. Talk about what they are doing.</p>	<p>Speaking skills- organising talk and sequencing ideas. Beginning to follow more complex instructions. Listening to others & respond. Listening and attention: Listen to others & respond. Understanding: Begin to follow more complex instructions. Speaking: Organise talk and sequence ideas.</p>	<p>Answering simple questions About what they've heard or seen Knowing new vocabulary linked to their new class Listening and attention: Listens and recalls parts of the story. Understanding: Understands what is happening in the story. Speaking: Answering simple questions About the story.</p>

	Talk about what they are doing.		To begin to use vocabulary related to nursery rhymes/people who help us /Chinese new year			Answer simple questions about what they have seen of done.
Physical Education	 Start and stopping, Hopping, jumping and balancing.	 Dance- matching movements to music Throwing and catching	 To hold a pencil correctly To use scissors with control	 Balance bikes and scooters To copy some of the letters of our names. To develop an awareness of foods that are healthy	 Athletics- running, skipping, jumping, hopping.	 Working in a team Sports' Day Activities
Special Events	Black History Month Diwali Harvest	Anti-Bullying week Road Safety week Walk to School Christmas Children in Need	Chinese New Year Safer Internet Day PANTS Assembly Mental Health Week Sports Relief	Science Week World Book Week Easter Story	Healthy/Lifestyles Health Fair Ramadan/Eid STARS – Safer sustainable travel gardening week	Sports Day Saying Goodbye Changes /transitions
British Values	British Values - Democracy	British Values - The Rule of Law	British Values - Respect	British Values -Tolerance	British Values -Individual Liberty	British Values - Contribution and Responsibility
Principles of Harmony	Interdependence  How natural systems are all connected	Oneness  How to stay calm- mindfulness	Adaptation  How we adapt to the environment (weather)	Diversity  How different animals are	Cycles  Grow cycles- how they repeat	Health  What makes us healthy
Principle of Geometry	Discovering Maths in Nature	Symmetry in Nature	Nature's Shapes and Sizes	Geometric Patterns	Patterns within cycles Shape and size	Proportion in Nature

Key: Blue – links with other subjects

Green – Enquiry Based Questions linked to Principles of Harmony

Red – General Enquiry Based Questions