


## Nursery Curriculum Map 2023 - 2024

<p><b>Inquisitive</b>-I wonder why? Why didn't...? But what if...? I need to find out if... I want to know what... I can't decide unless I know if... I don't agree because... I'm not sure that's true because... I think I should look at this in a different way... I'd like to know even if...</p> <p><b>Persistent</b>-I'm not sure about that so we could... I should keep going until... I haven't seen it like this before so I might have to... I'm going to try it even if... I'll make a decision based on... If I try this in different ways, I'll be able to...</p> <p><b>Disciplined</b>-How did I do? If I had..., then I could have... I'm going to look at that to make sure... I'll try different ways to... I need to practise it... I want to improve it... I think it could be better... Is this the best I can achieve yet? I've spotted... so I will...</p> <p><b>Imaginative</b>-What if I...? Would it work better if I...? I'll try it out and see if... I think I could improve it by... That reminds me of... When I did that, it... I could use the... from when I... I can see that... That links to that because... I know that because of...</p> <p><b>Collaborative</b>-I can share my idea... It's helpful if I share my ideas... I can share the results of my work... I'd like to help you... Can I contribute? I can support you.. I think that... Can you tell me what I could do? I think you could... What do you think? What if we..? Can you help me with..? We could... If we..., we might... We could ask... .. might know more because... We should look at... because... We should ask.... This will help because...</p>						
<b>N</b>	 <p><b>Us-What can we do?</b></p>		 <p><b>Grow-What is new?</b></p>		 <p><b>Beyond-Where can we go?</b></p>	
	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1
<b>Trips</b>	Local Walk		The Zoo		The Farm, Owl visit	
<b>Key Texts</b>	<p><b>Model text:</b> Goldilocks and the Three Bears</p> <p><b>Key texts:</b> Brown Bear, Brown Bear, We're Going on Bear Hunt, Peace at Last, Full, Full, Full of Love, Hello! A Counting Book of Kindness</p>	<p><b>Model text:</b> The Train Ride</p> <p><b>Key texts:</b> Where's Spot, Aliens Love Underpants, You Choose, Dear Santa, My Dad is a Grizzly Bear, So Much!, Colours Colours Everywhere</p>	<p><b>Model text:</b> Walking through the Jungle</p> <p><b>Key texts:</b> Dear Zoo, Rainbow Fish, Tiddler, What the Ladybird Heard, The Tiger who came to Tea, Chapati Moon, Amazing, All the nonsense in my Teeth</p>	<p><b>Model text:</b> Jasper's Beanstalk</p> <p><b>Key texts:</b> Hug, Oliver's Vegetables, Oliver's Fruit Salad, Giraffes Can't Dance, Astro Girl, We're Going to Find the Monster</p>	<p><b>Model text:</b> Come on Daisy</p> <p><b>Key texts:</b> Each Peach Pear Plum, Lots of Dots, A Good Place, Daisy Eat your Peas, Kindness makes us Strong, Forever Star, The Bookworm</p>	<p><b>Model text:</b> Owl Babies</p> <p><b>Key texts:</b> Stick Man, Little Rabbit Foo Foo, Lost and Found, Shark in the Park, Hairy Maclary, If I Were the World, Lulu's First Day</p>
<b>Songs and Rhymes</b>	Bear songs and rhymes - Teddy Bear, Teddy Bear, Round and Round the Garden, Goldilocks song	Transport songs and rhymes - The Runaway Train, Down at the Station, I'm a Little Engine	Jungle and animal rhymes and songs - Down in the Jungle, An Elephant Walks like This, Never smile at a Crocodile, Row Row	Traditional Nursery Rhymes	Farm songs and rhymes - Old Macdonald, Dingle Dangle Scarecrow, Baa Baa Black Sheep, 5 Little Ducks	Songs and rhymes from around the world

<p><b>Communication and Language</b></p>	<p>I can use role play to re-enact the story and develop pretend play in a bear's cottage. I can listen to and join in rhymes and songs including Teddy Bear, Teddy Bear, Round and Round the Garden, Goldilocks song. I can listen to and retell the Goldilocks story. I can answer questions about the story. I can talk about a favourite bear. I can listen to and talk about about a range of bear stories. I can use small world to retell parts of the story and develop pretend play - 3 bears, woodland settings, bears, dolls house and people. I can explore and talk about non-fiction bear books. I can talk about my favourite foods and food for a picnic.</p>	<p>I can use role play to recreate a journey on a train. I can join in rhymes and songs including The Runaway Train, Down at the Station, I'm a Little Engine. I can clap syllables to repeated words. I can use instruments to accompany the story. I can listen to and join in the repeated refrains of the Train Ride story. I can use small world to retell parts of the story and develop pretend play - towns, farm, seaside, country settings. I can answer questions about the story and during role play. I can explore and talk about non-fiction train books. I can use Kimms game to explore unfamiliar objects in the story. I can talk about my favourite place in the story and my favourite places to visit.</p>	<p>I can listen to and join in the repeated refrains of Walking Through the Jungle. I can join in the story using actions - creeping, crawling. I can guess an animal by it's sound by playing sound games. I can use my body to pretend to be an animal. I can use small world and role play to retell parts of the story. I can describe the animals to a friend for them to guess and when painting, modelling and playing. I can use instruments to accompany the story. I can talk about my favourite jungle animal and give some reasons why. I can explore vocabulary in the story with different voices and actions. I can use non-fiction texts, pictures, artwork and multi-media to find out more about jungles, ask questions and describe them. I can listen to and join in jungle and animal rhymes and songs.</p>	<p>I can listen to and join in with actions to the story Jasper's Beanstalk. I can act out parts of the story with props e.g. planting and watering the bean and describe what I am doing. I can place my bean in different places - in, under, on, behind, on top. I can use the story vocabulary while planting my own bean and seeds and when gardening. I can use role play to retell the story. I can explore vocabulary in the story through using props and actions. I can talk about my favourite part of the story. I can use Kimms game to explore unfamiliar objects in the story. I can talk about planting my own bean and talk about some changes. I can explore and talk about non-fiction growing books. I can make simple observations of plants. I can listen to and join in growing rhymes and songs. *I can provide a single instruction.</p>	<p>I can listen to the story of Come on Daisy and join in with the repeated refrains. I can use actions to accompany the story. I can use small world resources to role play the story. I can respond to 'why' questions about Daisy's actions in the story. I can use my senses to describe a duckling (visit) I can use new vocabulary to name parts of a chick or duckling. I can make simple observations of an egg life cycle through real life experience, videos and books. I can listen carefully to farm songs, stories and rhymes and respond by joining in. I can understand and respond to instructions with 2 key words. I can play hide the duck games describing where the duck is using positional language. I can start a conversation and take it in turns to speak *I can talk about what to do first and next.</p>	<p>I can listen to the story of Owl Babies and join in with the repeated refrains. I can use actions to accompany the story and follow a simple story map. I can use small world resources to role play the story. I can simply retell the story and talk to a friend about how the owls felt. I can explore new vocabulary in the story. I can find out about owls and make observations through a real life visit. I can listen carefully to songs from around the world, stories and rhymes and respond by joining in. I can understand and respond to instructions with 2 key words. I can go on a scavenger hunt in the forest school area to find items following instructions with 2 key words and positional language. I can use language to make observations of owls. I can use my senses on a walk through the forest school and have conversations about what I heard, saw, smelt and touched.</p>
<p><b>Personal, Social and Emotional Development</b></p>	<p>I can talk about myself and my favourite toy. I can explore happy and sad faces using mirrors and create happy and sad faces in paint. I can name a friend and say what I like doing with them. I can play cooperative games. I can make and eat healthy foods (fruit salad). I can talk about the characters' feelings in the story - being sorry.</p>	<p>I can talk about the things I am good at. I can talk about one way I am special. I know that all families are different. I know that there are different homes. I can invite a friend to play. I can participate in cooperative play. I can work with others to make a role play train with boxes. I can talk about feeling happy, sad and angry. *I can record my voice with help from an adult, explaining how I'm feeling.</p>	<p>I can challenge myself by trying something tricky and talk about it. I can keep trying through challenges such as puzzles and model making. I can talk about something I would like to get better at. I can use kind words to encourage others. I can find out about and talk about the jobs people do. I can feel proud when I achieve a goal (wow moments). I can work with a friend to build a model, create a small world setting and build a jungle den. I can talk about my feelings and the feelings of others - happy, sad and angry. *I can talk to an adult about being safe online.</p>	<p>I know the names for some parts of the body.  I am starting to understand how to be healthy.I can join in action songs and games.  I can taste and name some healthy foods. I can talk about my bedtime. I can say why I brush my teeth. I can wash my hands and begin to talk about why. I know who my safe adults are. I can invite a new friend to play with me. I can solve a problem in play with modelling from an adult. *I can summarise the most important part of a safety story.</p>	<p>I can talk about my family. I understand how to make friends. I can talk about some of the things I like about my friends. I know what to do and say if someone is mean to me. I can use my calm me time to manage my feelings. I can work together and enjoy being with my friends. I can express my feelings and starting to talk about them. I can talk about the feelings of others. I am able to use the toilet independently or express when I need the toilet and can use it with help. I can talk about how Daisy felt in the story and why she should stay close to mamma duck. *I can follow classroom-established safety rules with support.</p>	<p>I can name parts of my body and show respect for myself. I can tell you some things I can do and some food I can eat to be healthy. I understand that we all start as babies and grow into children and then adults. I know that I grow and change. I can talk about how I feel moving to school from Nursery. I can remember some fun things about Nursery this year. I can talk about my feelings and feelings of others. I am starting to handle new experiences with more confidence. I can play with others cooperatively *I can show an adult something that is worrying me on technology.</p>

<p><b>Physical Development</b></p>	<p>I can mark make in a variety of mediums including in porridge, oats, gloop, chalk, water, paint etc. I can make sandwiches and cakes for a picnic. I can travel in different ways to complete a bear hunt. I can use junk modelling to make characters and objects from the story and models linked to my own interests. I can make porridge using tools and equipment. I can use playdough tools and cutters - bear cutters and oat dough. I can use movements to act out and join in the story. I can join in action songs and rhymes.</p>	<p>I can mark make on a large scale eg. train tracks, journeys and settings. I can recreate a train journey physically and travel in different ways. I can use movements to act out and join in the story. I can join in action songs and rhymes. I can help to build dens and create tunnels. I can use junk modelling to make a train and models linked to my own interests. I can use collage and paint to create settings from the story. I can explore a range of tools in sensory play and playdough.</p>	<p>I can create movements like an animal both inside and out. I can match my movements to the story - crawling, creeping, running, jumping, leaping etc. I can play physical games such as jumping on lily pads across the jungle. I can move imaginatively to join in a jungle boogie. I can join in jungle action songs and rhymes. I can explore a range of tools in sensory play and playdough. I can use collage and paint to create a jungle. I can print using natural materials. I can use junk modelling to make animals.</p>	<p>I can use actions and match movements to act out the story - raking, planting etc. I can use a range of gardening tools - rake, spade, trowel, fork, watering can. I can use tools to make and eat fruit salad and soup. I can move to music to create growing sequencing and dances. I can use natural objects to mark make and print e.g. sticks, twigs, leaves, pine cones. I can explore different types of beans and seeds in a tuff spot with tongs, spoons, sieves and funnels. I can create collages with seeds and natural materials. I can make drawings and paintings of plants.</p>	<p>I can recreate actions from the story - chasing, bouncing, frog hopping, hiding, scrambling. I can use my body to respond to music to skip, hop and travel in a variety of ways. I can use a range of tools to create a river collage. I can draw, paint and print farm animals with a comfortable grip. I can explore a range of tools in sensory play and playdough. I can explore different types of corn, grass, hay in a tuff spot with tongs, spoons, sieves and funnels. I can create clay models and tiles using natural materials. I can create bridges and stepping stones using a range of large construction materials and use balance and coordination to use and navigate them.</p>	<p>I can balance on stepping stones and across obstacles in the garden and in the forest school area - balancing, stepping stones. I can work with others to make dens. I can use natural materials to make nests. I can use tools and manipulate materials to collage owls. I can make bird feeders and fat balls. I can explore a range of tools in sensory play and playdough. I can use clay to make clay owls and birds. I can make observational drawings and paintings of birds. I can start to eat using a knife and fork. I can start to manage zips, putting on coats etc. *I can move the mouse and press keys.</p>
<p><b>Literacy</b></p>	<p>I can listen to and join in rhymes and songs including Teddy Bear, Teddy Bear, Round and Round the Garden, Goldilocks song. I can listen to and retell the Goldilocks story and a range of bear stories including Brown Bear. I can use props and story sacks to re-enact the story. I can explore and talk about non-fiction bear books. I can talk about how to make porridge (instructions). I can mark make in a variety of mediums including in porridge, oats, gloop, chalk, water, paint etc.</p>	<p>I can listen to and retell the Train Ride story. I can use props and story sacks to re-enact the story. I can explore and talk about non-fiction books about trains, countryside and farms. I can explore rhyming words linked to the story. I can mark make on a large scale eg. train tracks, journeys and settings. I can mark make in a variety of mediums including seeds, oats, gloop, chalk, water, paint etc.</p>	<p>I can listen to and join in the repeated refrains of Walking Through the Jungle. I can copy finger movements and other gestures - 5 little monkeys, Incy Wincy. I can share jungle animal themed stories with an adult from left to right and top to bottom. I can clap syllables in words from the story and join in rhymes. I can use early writing to write lists, labels and speech bubbles. I can draw and paint jungle animals. I can mark make and write in a variety of mediums including gloop, chalk, water, paint etc.</p>	<p>I can listen to and join in with actions to the story Jasper's Beanstalk. I can listen to and join in growing rhymes and songs. I can copy finger movements and other gestures - Baby Bumblebee, Two Little Blackbirds. I can use early writing to write labels for the garden, seed packets, instructions and recipes. I can draw and paint plants. I can use a range of tools to mark make in the natural environment. I can share stories and non-fiction books about growing with an adult from left to right and top to bottom.</p>	<p>I can listen to and join in with the repeated refrains from the story Come on Daisy. I can listen to and join in farm rhymes and songs. I can sequence the main events in the story. I can use early writing to write speech bubbles, captions, labels and signs, writing some letters accurately. I can start to tell others about what my marks relate to. I can share stories and non-fiction books about ducks, farms and life cycles with an adult from left to right and top to bottom. *I can tell/retell a simple story.</p>	<p>I can retell the Owl Babies story using a simple story map. I can begin to make my own stories using objects and a story curve. I can sequence the main events from Owl Babies. I can think of words to describe an owl. I can share stories and non-fiction books about owls and woodland animals with an adult from left to right and top to bottom. I can use early writing to write speech bubbles, captions, labels and signs, writing some letters accurately. I can start to tell others about what my marks relate to. *I can tell/retell a simple story.</p>
<p><b>Maths</b></p>	<p>I can recite numbers to 3. I can count bears, chairs, beds and bowls. I can find and collect up to two objects. I am starting to subitise up to two. I can compare sizes, lengths and weights of bears, chairs, beds and bowls. I can spot and talk about patterns. I can create my own patterns. I can follow and use visual instructions. I can use shapes to build 3D models and 2D shapes to make pictures.</p>	<p>I can recite numbers to 5. I can spot patterns linked to the story - trains, animals, buildings. I can make simple repeating patterns with colour carriages. I can describe the time of day using pictures from the story. I can talk about what I do at different times of the day e.g. have breakfast, come to Nursery etc. I can join in and recite counting songs and rhymes - 12345, 5 Little Space men, 5 fat Sausages etc. I can find and collect up to three objects.</p>	<p>I can say one number name for each item. I can show 'finger' numbers to 5. I can see 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting. I can extend a pattern that has been made. I can join in and recite counting songs and rhymes - 5 Currant Buns, Alice the Camel, 5 little Monkeys. I can start to talk about upcoming events e.g. Birthdays and then talk</p>	<p>I can say one number name for each item (counting objects and actions in the inside and outside environment). I can show 'finger' numbers to 5. I can make comparisons between quantities (using beans, seeds, flowers, pine cones, stones, beads etc). I can create my own simple patterns in the environment, with objects, printing, and shapes (ABAB). I can join in and recite counting songs and rhymes - 1 Tomato 2 Tomatoes, One Man went to Mow, 5 Little Apples.</p>	<p>I can count, order, recognise and use numbers to 5. I can compare quantities using the vocabulary of greater, less, more, fewer and the same. I can talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat). I can join in and recite counting songs and rhymes - 5 Green Bottles, Two Little Dickie Birds. *I can make single decisions to guide a robot.</p>	<p>I can count, order, recognise and use numbers to 5. I can subitise up to 3 objects. I can talk about patterns and spot errors. I can continue and create patterns. I can sequence a pattern of events using time language e.g. first, next, then. I can join in and recite counting songs and rhymes - One Elephant Went Out to Play, One Two Buckle My Shoe. *I can identify and fix short broken patterns.</p>

	I can join in and recite counting songs and rhymes - 5 Little Ducks, 5 Speckled Frogs etc.	I am starting to subitise up to three.	about what happened after the event. *I can show routes through a simple maze.	I can combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc. *I can predict what comes next in a short pattern.		*I can make a device move in an intended direction.
<b>Understanding of the world</b>	I can talk about myself using photos and special objects. I can talk about natural materials on an autumn walk and explore collections of autumn objects. I can use my senses to explore different environments and settings. I can find out about bears around the world. I can find out about some people that help us. I can talk about how is harvest celebrated. *I can turn machines on and off.	I can talk about my family using photos. I can join in group role play I can find out about some famous trains. I can talk about what I might see, hear and smell in different environments. I can use the forest school area to explore and collect natural materials. I can use different materials to create collages. I can talk about journeys I have been on. I can explore some of the ways people celebrate Diwali. I can explore how Christmas is celebrated and find out about how countries celebrate Christmas around the world.	I can talk about how I am special. I can talk about a special object from home. I can talk about how animals are the same and different. I can create and explore small world jungles. I can find out about jungles around the world and name some countries. I can help care for a jungle planting area. I can find out about animals on a nursery trip to Banham Zoo. I can explore the natural environment on imaginary jungle adventures. I can explore some of the ways people celebrate Chinese New Year, valentines and Shrove Tuesday. I can take a picture with an ipad if the app is opened for me.	I can say how others are special and talk about something they are good at. I can talk about how people are the same and different. I can plant and care for seeds and plants. I can make simple observations about plant growth. I can talk about how I have grown. I can talk about the things I can do now that I couldn't when I was a baby. I can make close observations of nature with a magnifier e.g. leaves, flowers, mini-beasts. I can use my senses to explore the natural environment and make observations. I can talk about some of the ways people celebrate Easter and Holi and Eid. *With adult support, I can choose a piece of technology to help me.	I am aware of my own family and that others have families too. I can talk about other people's families using photos, books and stories. I can talk about the role of people in the community that help us through visits, books, role play and small world. I can explore and talk about mystery and interesting objects asking simple questions. I can talk about some of my own and my family's history (grandparents, parents, etc.) through photos and objects. I can talk about the differences I have seen in people, countries and communities. I can talk about the key features of life cycles using key vocabulary I can talk about the world around us observing animals and plants. *I can spend short periods of time discovering functions on pieces of technology.	I can find out about owls and make observations through a real life visit. I can use my senses on a walk through the forest school and have conversations about what I heard, saw, smelt and touched. I can find out about and begin to identify some animal habitats. I can build dens and nests using natural materials. I can identify features of a tree and notice similarities and differences. I can explore the sights and smells of forest habitats. I can explore dark and light through the use of dens and torches. I can describe objects hidden in a feely bag. Through stories, video and non-fiction books I can explore nocturnal animals. I can make observations of different feathers. *I can make a Bee-bot/robot move in different directions.
<b>Expressive Arts and Design</b>	I can use role play to re-enact the story and develop pretend play in a bear's cottage. I can listen to and join in rhymes and songs including Teddy Bear, Teddy Bear, Round and Round the Garden, Goldilocks song. I can use instruments to accompany Goldilocks story and song. I can explore environmental sounds. I can explore mark making in different materials e.g. porridge, oats. I can use junk modelling to make characters and objects from the story and models linked to own interests.	I can use role play to re-enact the story and develop pretend play on a train. I can create sounds to accompany train role play using the environment and instruments. I can create paintings of settings (inspired by Monet) using paint brushes and sponges. I can use junk modelling to make trains and models linked to my own interests. I can join in rhymes and songs including The Runaway Train, Down at the Station, I'm a Little Engine.	I can create jungle environments with small world and role play. I can listen to and join in jungle and animal rhymes and songs. I can create my own songs about jungle animals. I can play instruments to represent animals in the story. I can paint jungle animals, plants and settings. I can create my own Tiger in a Tropical Storm painting by Henri Rousseau. I can create animal models using junk, clay, play dough and collage. I can explore animal tracks, patterns and footprints. *I can draw or construct a pattern.	I can use tools and natural objects to manipulate dough. I can listen to and join in growing rhymes and songs. I can use instruments to create music to match the actions in the story. I can create an environment in small world and role play to retell the story. I can create my own stories in woodland, garden and natural small world settings. I can print using natural materials. I can draw plants and make drawings of sprouting seeds. I can use clay to make models with natural materials. I can use herbs and flowers to create potions. *I can draw or construct a pattern.	I can listen carefully to farm songs, stories and rhymes and respond by joining in. I can accompany songs with instruments and create my own music. I can explore pitch, melody and rhythm through games and songs. I can join in drumming sessions and explore drumming in provision. I can create river paintings and collages inspired by the art of Monet. I can look at Monet paintings and talk about what I can see and express what I feel/like. I can create junk model bridges and boats using a variety of tools and materials. I can colour mix purposefully and freely. I can start to develop my own stories linked to the story Come on Daisy, through what I know through role & small world play. *I can make marks digitally with a single tool/colour.	I can use tools and manipulate materials to collage owls. I can use feathers to paint with and print. I can explore light and dark through mark making. I can explore paint with white and fluorescent colours on dark backgrounds. I can create natural sculptures and patterns with natural materials. I can look at Andy Goldsworthy's sculptures and talk about what I can see and express what I feel/like. I can explore patterns in natures and make bark rubbings. I can colour mix purposefully and freely. I can listen carefully to songs, stories and rhymes from around the world and respond by joining in. I can create my own story by innovating the Owl Babies story. I can match instruments to woodland creatures and create my own simple composition.