

## Bleakhouse Primary School Nursery 2021-2022 Curriculum Map

<b>RWI Daily</b> (These themes may be adopted or added to)	<b>Aut 1</b> <b>Ourselves</b>	<b>Aut 2</b> <b>Festivals and Celebrations</b>	<b>Spg 1</b> <b>Frozen Worlds and Traditional Tales</b>	<b>Spg2</b> <b>Things That Grow</b>	<b>Summ 1</b> <b>Adventurers</b>	<b>Summ 2</b> <b>Under the Sea</b>
<b>Starting Points for Learning (to be added to by children's interests and ideas)</b>	Starting school - my new class New Beginnings People who are important to me My family PSED focus: What am I good at? How do I make others feel? Being kind and staying safe Where I live. Adults in school who help us	Guy Fawkes / Rama and Sita / Celebrations in own home: Christmas People who help us in different ways (postman). Emergency services. Charities – courage and Kindness: Remembrance Day/Children in Need/Antibullying week	Animals who live in Frozen worlds Geography – where are they, how are they different, the weather Favourite stories / retelling and rehearsing stories / puppet show stories / Favourite characters / Traditional stories from British culture and other cultures	Plants & Flowers – Growing / Who lives in the garden? / Creature habitats / caring for plants and animals in the garden / What can we do in the garden? Weather / seasons	What have explorers discovered – dinosaur egg/dinosaur footprint, when did dinosaurs live and what are they like. Famous Explorers – Amelia Earhart, Different worlds	Seaside – what is it like, rates, buried treasure, what animals live in the sea – ho are they different to land animals
<b>Trips/Visits</b>	Exploring school environment – outdoor learning		Looking at Local houses	Visit to the Botanical gardens  Visit to local allotments		Visit to beach  Visit to Aquarium
<b>Wider Curriculum</b>	Harvest Festival BHM Safer Internet Day	Remembrance Day Children in Need Antibullying week Mental Health Week	World Book Day Book Week Mother's Day Comic Relief	Easter	Ramadan Eid Al Fitr Queen's Jubilee Health Week	Eid Al Adha Father's Day

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<b>Assessments</b>	Nursery baseline assessments Wellcomm Baseline Boxhall	Tracker sheet update Wellcomm EAL tracker RWI phonics assessment Writing name assessment Boxhall Leuven scale	Tracker sheet update Wellcomm EAL tracker Boxhall	Tracker sheet update Wellcomm EAL tracker RWI phonics assessment Writing name assessment Leuven scale Boxhall	Tracker sheet update Wellcomm EAL tracker Boxhall	Tracker sheet update ELG Profile Wellcomm EAL tracker RWI phonics assessment Writing name assessment Leuven scale Boxhall
<b>Weekly Topics</b>	Starting School My family Bigger and Smaller Being different Belonging Autumn Harvest	Bonfire Night Diwali Birthdays Weddings Remembrance Day Christmas	Polar animals Houses and homes Traditional Tales	Growing plants Minibeasts	Dinosaurs Jungle Explores Journeys: Transport Light and Dark	Recycling Mermaids Sea animals Friendship
<b>RE</b>	Harvest (Christian) The Parable of The Sower The Parable of the Lost sheep	Diwali (Hindu) – Rama and Sita What are the different faiths?	The importance of the Temple lamps (Judaism) What is Shrove Tuesday?	Disciples – Fishes and loaves (Christian) Baptism in different religions The Night Journey (Islam)	Special Places (Sikhism – Gurdwara and Christian Church.	Leaders – Noah and the Ark, The Good Samaritan (Christian)
<b>Golden Thread</b>	Being Welcomed	Remembering	Happy Ever After	Different environments	Investigating and finding out	Differences

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<p><b>Books</b></p> <p><b>Range of story books for children to access independently and for home readers linked to topic</b></p>	<p>Titch Elmer Monkey Puzzle Incredible You Leaf Man The Enormous Turnip Christopher Pumpkin</p>	<p>Peppa's Diwali Remember Remember 5<sup>th</sup> November Kippers Birthday The Scarecrow's Wedding The Jolly Christmas Postman Little Robin Red Vest Stick Man</p>	<p>Say Hello to the Snowy Animals Poles Apart The Lost Penguin Frozen The three Little Pigs Jack and the Beanstalk Going on a Bear Hunt</p>	<p>George and the dragon I'm Going on an Egg Hunt Bunny Helps Out I'm absolutely too small for school Jasper's Beanstalk Owl Babies When I grow Up</p>	<p>The Hungry Caterpillar Handa's Surprise Harry and the Bucketful of dinosaurs go wild Dinosaurs Love Underpants Bumpus Rumpus Dinosaur Rumpus Dora the explorer Dear Zoo Amelia Earhart – Little people Big Dreams</p>	<p>Sharing A shell How to Catch a Mermaid Tiddler The snail and the Whale Someone Swallowed Stanley The Rainbow Fish</p>
<p><b>Nursery Rhyme</b></p>	<p>Wind the Bobbin up Five Little Monkeys Head Shoulders Knees and Toes Dingle Dangle Scarecrow If Your Happy and You Know It 5 Little Pumpkins</p>	<p>Old Macdonald had a Farm Twinkle Twinkle Little Star Jingle Bells 5 Little Elves</p>	<p>Here We Go Round the Mulberry Bush One two three four five Jack and Jill</p>	<p>5 Little Ducks One Man went to Mow Humpty Dumpty Incy Wincy Spider</p>	<p>Five Little Men in a Flying Saucer Hey Diddle Diddle Hickory Dickory Dock</p>	<p>The Wheels on the Bus One Two Buckle My Shoe Row Row Row Your Boat</p>
<p><b>PSED/Jigsaw</b></p>	<p>Turn Taking Classroom Rules Families Similarities and differences Emotions - Happy/Sad</p>	<p>Friendships Valuing differences Keeping safe Emotions – happy, sad, frightened, angry</p>	<p>Importance of goals Keep trying Kind words</p>	<p>Living in the wider world taking care of the environment Personal Hygiene How to look after themselves and stay healthy Strange Danger</p>	<p>Living in the wider world rights and responsibilities Different families Emotions – Anger To begin to resolve conflicts with others with help</p>	<p>Names and Functions of parts of the body Growing from baby to adult Sharing Transition to Reception</p>

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<b>Technology</b>	<p>To begin to understand how to keep safe when using the internet          To begin to operate a range of mechanical toys          To begin to be aware that information can be found using the internet e.g. videos          To know that pictures can be taken digitally          To use the language of sequencing</p>		<p>To begin to understand what is safe – tell an adult          To talk about using ICT equipment safely and begin to use          To listen to eBooks on a digital device          Begin to operate cameras to take pictures          Begin to put together simple sequences</p>		<p>To read online safety stories and talk about them          To use ICT equipment in a range of role play opportunities          To use I Pads to make videos          To begin to explore beebots</p>	<p>To create a class online safety poster</p>
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<p>CL</p>	<p>Develop social phrases e.g. Good Morning, Responding appropriately to one-part instructions Use familiar words appropriately and understand meaning. Start conversation but may jump from topic to topic Develop simple pretend play 'putting the baby to bed' or making tea. Use a range of simple nouns in English. Begin to notice that sounds are all around.</p>	<p>Begin to listen to very short stories of interest. Begin to take turns when talking. Share some stories about their family and home life. Develop listening of environmental and instrumental sounds through phonics sessions.</p>	<p>Listen carefully to a range of rhymes and songs and begin to join in with repeated refrains Begin to expand vocabulary to describe their own experiences Start to use plurals correctly. Speak freely with friends in their free flow play Use language to pretend</p>	<p>Listening to others in small group and whole class. Listening carefully to rhymes and songs, paying attention to how they sound developing pronunciation. Explain what is happening in a story</p>	<p>Learns rhymes poems and songs. Recites rhymes, poems and songs with others and alone</p> <p>Understand why questions</p> <p>Say longer sentences with connectives and, because or, Question why things happen Listening for rhyming words Use their imagination to pretend and imagine.</p>	<p>Sing a large repertoire of songs</p> <p>Describe familiar events in detail. Retell experiences to an adult in the classroom</p> <p>Children speak in full sentences using future and past tense</p> <p>Begin to express their point of view with why they might like/not like or agrees/disagree. Use language to develop their own role play based on familiar experiences and on stories. Use language to build up play with others and develop ideas when creating, imagining or exploring. Speak clearly in sentences and to a range of people</p>
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<p>PD <i>Continually check the progress of children's handwriting -pencil grip and letter formation, including directionality . Provide extra help and guidance when needed.</i></p>	<p>. Dough disco- funky finger challenges for fine motor. A range of fine motor activities available – bead threading, finger gym, tweezers</p>	<p>Dough disco- funky finger challenges for fine motor. A range of fine motor activities available – bead threading, finger gym, tweezers</p> <p>Mark make with a range of media using a dominant hand.</p>	<p>Use paintbrushes, pencils and chalks with more accuracy. Drawing lines and circles and beginning to give meaning to marks. Explore spring scissors ad practise the open and closed motion. Show more control in using small tools, jugs to pour</p>	<p>Develop increased control in fine motor skills such as threading, using tweezers and jugs to pour. Develop increased pencil control moving towards a loose tripod grasp.</p>	<p>Self -help-skills Toileting, hand washing, putting coat on and off independently/zips/ buttons Pincer finger grip Scissor Skills – hold scissors correctly making snips Drawing Lines and circles (anticlockwise) Copying Letters from my name Manipulate objects with good fine motor skills:</p>	<p>Develop Muscle tone to put pencil pressure on paper. Three finger pencil grip Teach and model correct letter formation Engage children in structured activities: guide them into what to draw, write or copy. Show preference for dominant hand Using scissors to cut along lines. Use tools to effect changes Manipulate objects with good fine motor skills:</p>
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<p><b>Gross Motor</b></p> <p><i>Opportunities provided daily in continuous outdoor provision for moving, controlling objects, strength, agility, and balance. The children will be reinforcing and consolidating skills throughout the year,</i></p>	<p>Explore a range of large scale equipment outside to develop gross motor skills- bikes, large brushes, climbing: Large scale mark making</p>	<p>Join in dancing and move in time to music. Use streamers and ribbons to create our own 'firework dance'. Practise climbing using alternate feet on the ladders. Learning actions to Christmas songs</p>	<p>Be confident in using scooters and bikes, changing direction</p> <p>Complete 'over the beanstalk' obstacle courses.</p>	<p>Link movements and music together- slow, fast, stomping etc. Look at a healthy range of food and know how to keep our bodies and minds healthy. Take part in mindfulness yoga .</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Explore ball skills and show increasing control to kick and throw/catch. Move in a variety of ways such as crawling, shuffling, running, jumping all with confidence.</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Explore team games with other children working together for a joint achieved outcome. Explore some competitive running with an Early Years sports day. Explore running, jumping, hopping and dancing.</p>
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<p><b>Literacy</b></p>	<p>To enjoy making marks using gross motor skills and possibly giving meaning to their marks. Begin to be interested in joining in with songs and rhymes. Begin to listen to short stories. Begin to look at books independently, turning pages and being interested in pictures.</p>	<p>To recognise familiar logos within their environments and notice environmental print. Begin to recognise their own name by sight or out of a small choice. Children to vocalise their enjoyment in songs and rhymes and recognise a missing word in familiar rhymes. To listen to a wide range of stories linked with Diwali and Christmas and develop a love of stories. To continue to mark make with new medias like chunky chinks, crayons and paint brushes.</p>	<p>Recognise their name independently. Listen and enjoy traditional tales and explore the different characters through puppets, imaginary experiences and toys. Some children may use these props to retell some parts of the story. Adults to encourage mark making for a purpose through drawing pictures for wanted posters, making maps etc. Begin to clap out syllables in their own name.</p>	<p>Recognise their name independently and show an interest in wanting to write their name. Children to realise writing has a purpose and to want to 'write' using emergent writing. Explore a range of fiction and nonfiction books linked with growing and realise that they can find out information by using books. Listen for the initial sound in their name. Join in with some repeated refrains in familiar books. Recognise and clap out syllables for different words.</p>	<p>Copy letters from their name – first letter correctly formed and upper case. Drawing simple representations of self/things they like Mark making labels of pictures-house/family/body Read some individual letters by saying the sounds for them. Listen to and retell favourite stories. Know the language and understand and author, illustrator, title and blurb. Listen to a new story with repeated refrains and begin to join in with them by the end of the story. Choose to read books in their free play because they are enthused by them.</p>	<p>Some children to write their name independently through interest using correct identifiable formation. Children to listen to stories and join in confidently with repeated refrains. Children to make their own predictions to what might happen next. Children to identify rhyming pairs. Begin to listen for initial sounds in words and notice when 2 words may begin with the same sound. Listen and begin to join in with oral blending and segmenting games</p>
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<p><b>Mathematics</b></p> <p><i>Counting will part of our daily routine and maths with a purpose such as counting out the amount of snack. Using language such as how many more?</i></p>	<p>To begin to be able to join in with number rhymes. To use some language of quantities, such as 'more' and 'a lot'. To say what is different and what is the same. To begin to experiment with capacity in the sand and water tray. Look at the value of 0. Complete inset puzzles</p>	<p>To understand the value of 1 – Recognise numeral 1 Count out 1 object. 1 spot on a dice to subitise. Represent one in different ways, on fingers, with numicon, with blocks. Join in with counting songs to 5. Rote count past 5. Look at 2d shapes and their names. Explore pattern linked with xmas wrapping paper and using vocab such as spotty, blobs and dots. Explore the language of full and empty and capacity in water tray. Look at language of big and small and compare.</p>	<p>To understand the value of 2 – Recognise numeral 2 Count out 2 objects. 2 spots on a dice to subitise. Represent 2 in different ways, on fingers, with numicon, with blocks. Know that 2 is one more than 1. Join in with counting songs to 5. Touch counting knowing one number per object. Use shapes for a purpose when building or playing. Find numbers in the environment. Explore some 3d shapes and exploring informal and mathematical vocab.</p>	<p>Touch counting 1 - 3 Counting objects actions and sounds Subitise 1 - 3 Number recognition 1-3 Counting out a number of objects to 3 Matching number to quantity to 3 Singing counting songs Represent 3 in different ways, on fingers, with numicon, with blocks. Know that 3 is one more than 2. Join in with counting songs to 5. Touch counting knowing one number per object Complete and explore repeating pattern. Explore and work on cardinal principle</p>	<p>To understand the value of 4 – Recognise numeral 4 Count out 4 objects. 4 spots on a dice to subitise. Represent 4 in different ways, on fingers, with numicon, with blocks. Know that 4 is one more than 3. Join in with counting songs to 5. Touch counting knowing one number per object Complete and explore repeating pattern. Explore and work on cardinal principle Look at informal ways of measuring length and use language such as taller, shorter, longer</p>	<p>To understand the value of 5 – Touch counting 1- 5 Subitise 1 - 5 Number recognition 1-5 Counting out a number of objects in order to 5 Count out a smaller number from a larger group Matching number to quantity to 5 Know that 5 is one more than 4. Join in with counting songs to 5. Compares 2 groups more/fewer than Copy and create repeating Patterns ABB Understanding the language of part, part whole Be interested in solving real maths problems. Show interest in writing numbers. Explore and work on cardinal principle</p>
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<p><b>UW</b></p>	<p>Know who is in their family and lives in their house. Talk about their own facial features and talk about what they look like. What is the same and different about themselves and friends Look at the changes in the trees on our autumn walk. Physically explore leaves, pine cones and other natural materials with magnifying glasses, and noticing texture. Sorting leaves by colour and shape.</p>	<p>Children to experience the changes in weather and temperatures. Explore activities to do in the rain and wind- splashing in puddles and making kites. Children to explore the differ celebrations of Diwali and Christmas and notice some similarities and differences. Enjoy taking part in a range of customs such as Indian dancing and food tasting for Diwali and decorating a Christmas tree.</p>	<p>Different houses and homes. Talking about and using different textures and materials Recognising that some environments are different from their own. Explore materials and the best materials to build for the 3 pigs houses. What is a strong material? Notice the changes in the seasons around them – look at the changing trees and colder weather. Children to think about how to dress for weather. Experience snow and ice. Investigate ice and how we can melt it.</p>	<p>Watch and explore how plants grow from a seed. Know how to care for a plant. Develop a vegetable patch in Nursery garden for children to independently care for. Explore and enjoy the celebration of Eid and what that means for our community.</p>	<p>Explore what explorers wear and why. Explore differ types of transport and why they are used. Compare what the world was like when dinosaurs ruled the world and now (past and present). Use beebots on simple maps</p>	<p>Seaside and City find out about differences Make transport boats floating and sinking, planes do they fly? Take part in a virtual visit to the beach to learn about sand, stay safe near water. Explore the beach to develop vocabulary of the seaside and give that experiential learning. Learn and name some sea creatures and find about where they live. Look at the features of sea creatures and compare them to animals we learnt about in Spring e.g. comparing hooves and fins. Look at the seasonal change again and explore the weather outdoors. Think and prepare for transition to reception.</p>
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<p><b>EMM</b></p>	<p>Explore artistic effects by <b>Pablo Picasso</b> cutting circles, collage repeating patterns, painting, using brushes using playdough tools. Self Portraits paint /colour mixing Collage – mixing materials Collaborative art pieces Children to sit at circle time and begin to join in with actions. Children to begin to explore a wide range of ‘messy play’ to explore texture, develop vocabulary and make marks. <b>Music</b> Children to learn songs linked with nursery routine, for washing hands, singing hello and saying goodbye.</p>	<p>Explore artistic effects by <b>Mondrian – patterns</b> Use natural materials to make firework pictures and Autumn leaf and stone pictures in circular patterns.  <b>Music</b> Watch and talk about music and performance art: Bangra dance – perform and move to. Children to learn range of songs linked with the celebrations. Children to perform a short nativity / song for parents. Take part in nursery rhyme week and learn a new set of rhymes. Children to explore instruments and the sound that they make Begin to take part in simple ‘pretend play’ e.g. looking</p>	<p>Explore artistic effects by Paint pictures of Lowry outdoors landscapes Design and build a home Making their own traditional tale character. Using different forms of media to make artwork. Explore large scale building with blocks, crates and planks Continue to explore marks in different ways. Copy what adults do in their play Use glue and collage materials to make puppets  <b>Music</b> Sing in a group or on own increasingly matching the pitch and melody – Develop a repertoire of different songs. Join in with</p>	<p>Explore artistic effects by <b>Georgia O’Keefe</b> Make flower picture using different techniques, fingers, brushes, palette stick  Make wire and weave sculptures of plants  Use and create a model with a purpose using a range of materials such as large and small scale construction materials. Create junk models and know how to stick and attach pieces together.</p>	<p>Build with a purpose and explain each part of a model. Independently enjoy creating their own pictures with media. Act of different role plays based on stories and their first-hand experiences with friends.  Begin to use colours for a purpose  <b>Music</b> Independently create own songs with instruments. Use the outdoor stage to perform for friends and make up shows.</p>	<p>Explore artistic effects by <b>Anthony Gormley</b> On the Beach George Seurat Pointillism sun rise over the sea. Make seaside/city model using different media  Shell art/collage  Represent important events through drawings, collage and paintings. Collaboratively work with others to develop a narrative in their play.</p>
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		<p>after the babies or driving the cars.</p> <p>Explore large scale marks and the effect they can have. Use brushes, mops and powder paint to create large scale fireworks.</p>	<p>dancing and begin to move rhythmically. Know and join in with a large range of action songs.</p>			
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