



WELLESBOURNE PRIMARY AND NURSERY SCHOOL

EYFS Nursery Curriculum Overview 2024/2025

'Living to Learn, Learning to Live'



Nursery Curriculum Map—Long Term Curriculum Overview

Core Values	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Respect	Effort	Attend	Cooperation	Honest	ALL VALUES
SMSC/PSHE	Relationships		Living in the Wider World		Health and Wellbeing	
EYFS Overarching Themes	This is me!	Seasons and Celebrations	In the Jungle	Traditional Tales	Health and Wellbeing	Seaside
Structured Story Time	<p>Our core texts that introduce key language, ideas and themes that pupils need to access the foundational knowledge to support their development and prepare them for success in Key Stage 1 and beyond.</p>  <p>George's First Day at Playgroup A Squash and a Squeeze Room on the Broom</p>	 <p>The Squirrels Who Squeaked Pumpkin Soup The Best Diwali Ever</p>	 <p>Walking Through the Jungle Poles Apart The Great Race</p>	 <p>The Gingerbread Man Little Red Riding Hood We're Going on an Egg Hunt</p>	 <p>Oliver's Fruit Salad Handa's Surprise Oliver's Vegetables</p>	 <p>We're Going on a Treasure Hunt The Pirate's on the Bus What the Ladybird Heard at the Seaside</p>
Supplementary High Quality Texts as the Beating Heart of our Curriculum	 <p>The Mega Magic Hair Swap What the Ladybird Heard Colour Monster</p>	 <p>Christmas Lights What the ladybird heard Jesus' Christmas Party</p>	 <p>I love Chinese New Year Mr Wolf's Pancakes The Lion Inside</p>	 <p>The Ugly Duckling Kind The Most Exciting Eid</p>	 <p>Dentist Trip The Koala Who Could Sam Plants a Sunflower</p>	 <p>The Hungry Caterpillar Ruby's Worry Sea Lights</p>

Respect Effort Attend Cooperate Honesty

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Communication and Language	<p>To begin to enjoy listening to stories.</p> <p>To experience many rhymes.</p> <p>To be able to listen and respond to simple instructions.</p> <p>To begin to be able to understand how to listen attentively and answer questions with relevant answers.</p> <p>To know and begin to understand and talk about the rules and routines at school.</p> <p>To be able to talk about what they are doing or what they have done.</p> <p>To be able to talk about themselves, their families and others.</p> <p>To know new vocabulary introduced in relation to families.</p> <p>To find objects on request and follow one step instructions.</p>	<p>To enjoy listening to stories.</p> <p>To be able to listen to and answer questions about stories based around celebrations such as Diwali, Christmas etc.</p> <p>To know about and talk about celebrations at home.</p> <p>To be able to talk about the different ways people celebrate.</p> <p>To know new vocabulary in relation to different celebrations.</p> <p>To be able to answer questions to show understanding and recall of specific vocabulary.</p> <p>To be able to use talk in play.</p> <p>To know and be able to use language to describe and compare.</p>	<p>To listen to longer stories and remember much of what happens.</p> <p>To begin to sing a repertoire of songs.</p> <p>To know new vocabulary in relation to 'The Jungle' inc animal names.</p> <p>To be able to ask questions and clarify understanding in group and one to one discussion.</p> <p>To be able to respond to questions with relevant answers.</p> <p>To answer 'who, what, where' questions.</p> <p>To be able to make comments about what they have heard and what has been read to them.</p> <p>To know and use more complicated sentences of up to 6 or more words.</p> <p>To know and use talk to organise themselves in play.</p>	<p>To know and sing a repertoire of songs.</p> <p>To know some rhymes.</p> <p>To be able to listen attentively to traditional tales and retain new key vocabulary.</p> <p>To be able to talk about settings, characters and story structure such as the 'beginning' 'middle' and 'end'.</p> <p>To begin to orally use connectives to retell stories such first, then and finally.</p> <p>To know and begin to use story vocabulary to retell familiar stories like 'Once upon a time' and 'the end'.</p> <p>To be able to talk about different characters from stories and rhymes.</p> <p>To be able to converse in conversations with an adult or peer.</p> <p>To be able to use talk to organise themselves and peers in play.</p>	<p>To listen more carefully and know why we should listen.</p> <p>To be able to join in and perform different songs and rhymes singing words confidently and clearly.</p> <p>To begin to express their point of view to debate with friends who may disagree.</p> <p>To be able to converse in conversations with an adult or peer.</p> <p>To know that sometimes we have to wait for our turn when speaking.</p> <p>To know and use talk to organise themselves and others in play.</p> <p>To be able to continue to talk about stories, story settings, characters and story structures.</p> <p>To know new vocabulary from texts read to them about health and wellbeing.</p> <p>To pay attention to more than one thing at a time. Switching attention between listening to others and completing tasks.</p>	<p>To sing a large repertoire of songs.</p> <p>To know many rhymes.</p> <p>To be able to follow two step instructions.</p> <p>To be able to Understand 'how' and 'why' questions.</p> <p>To be able to retell familiar and invented stories.</p> <p>To know and use language from stories in role, play activities</p> <p>To know new vocabulary from texts read to them about the seaside.</p> <p>To pay attention to more than one thing at a time.</p> <p>Responds appropriately when asked e.g. 'whole body listening'.</p>
Phonics	Essential Letters and Sounds Phase 1 Activities (see scheme)	Essential Letters and Sounds Phase 1 Activities (see scheme)	Essential Letters and Sounds s a t p l n (see scheme)	Essential Letters and Sounds m d g o c k (see scheme)	Essential Letters and Sounds e u r h b f l (see scheme)	Essential Letters and Sounds j v w x y z qu (see scheme)

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Literacy	<p>To experience a range of Nursery rhymes.</p> <p>To be able to enjoy stories with adults.</p> <p>To be able to talk about pictures in books.</p> <p>To know that print has meaning.</p> <p>To be able to begin to develop play around favourite stories using props.</p> <p>To be able to discriminate between different sounds (Environmental and instrumental sounds)</p> <p>To begin to talk about sounds they can hear.</p> <p>To be able to access mark making tools independently.</p> <p>To be able to make marks independently.</p> <p>To begin to be able to draw pictures.</p>	<p>To begin to discriminate and talk about different sounds they can hear.</p> <p>To begin to build an understanding that text is read from right to left and top to bottom.</p> <p>To be able to engage in conversations about stories.</p> <p>To be able to draw information from pictures in books and talk about what they see.</p> <p>Engage in conversations about stories, learning new vocabulary</p> <p>To begin to be able to recognise their name.</p> <p>To be able to begin imitate writing in play shopping lists, letters, cards.</p> <p>To begin to understand that print can have different purposes e.g. writing a letter to Santa</p> <p>To write a card with support.</p>	<p>To be able to talk about and retell familiar stories.</p> <p>To be able to join in with repeated refrains in stories and rhymes.</p> <p>To develop an awareness of sounds and rhythms.</p> <p>To distinguish between sounds.</p> <p>To begin to remember simple patterns in sounds.</p> <p>To understand speech sounds as distinct from other environmental sounds</p> <p>To begin to recognise that sentences are made up of individual words.</p> <p>To begin to develop an awareness of syllables.</p> <p>To be able to access a wide range of mark making materials in class and in the outdoor provision.</p> <p>To begin to mark make and identify marks.</p> <p>To add some marks to drawings that to them symbolise their name.</p> <p>To begin to write familiar letters using a range of materials.</p> <p>To begin to use a two finger and a thumb grip when writing.</p>	<p>To be able to talk about different parts of a story. (Beginning, middle, end).</p> <p>To describe sequence of events e.g. first, next, then etc.</p> <p>To be able to make predictions about stories.</p> <p>To be able to talk about the different parts of a book.</p> <p>To be able to demonstrate an understanding of what has been read to them by retelling using recently introduced vocabulary.</p> <p>To be able to begin to develop phonological awareness.</p> <p>To begin to recognise initial sounds in words.</p> <p>To be able to count or clap syllables</p> <p>To be able to say words that rhyme and recognise rhyming words in stories and poems.</p> <p>To begin to write familiar letters using a range of materials.</p> <p>To be able to mark make and identify marks.</p> <p>To begin to write letters in their name.</p> <p>To begin to understand that print can have different purposes e.g. recipes, invitations, scripts, etc..</p>	<p>To recognise words with the same initial sound.</p> <p>To develop an understanding of alliteration.</p> <p>To begin to know that each letter makes a sound.</p> <p>To listen to sounds at the beginning of words and hear the differences between them.</p> <p>To begin to develop oral blending and segmenting of sounds in words.</p> <p>To be able to engage in extended conversations about stories.</p> <p>To be able to talk about characters and settings.</p> <p>To be able to learn new vocabulary from texts and topics</p> <p>To know that the Author is the person who writes the book.</p> <p>To be able to act out some stories using props and small world toys using vocabulary learnt form focus texts.</p> <p>To be able to join in with repeated refrains in stories and rhymes.</p> <p>To suggest rhymes.</p> <p>To begin to form some letters in their name correctly</p> <p>To write familiar letters using a</p>	<p>To begin to understand that print can have different purposes e.g. signs.</p> <p>To develop an understanding of alliteration.</p> <p>To know that each letter makes a sound.</p> <p>To listen to sounds at the beginning of words and hear the differences between them.</p> <p>To begin to innovate, invent and retell own stories. (teacher to scribe).</p> <p>To join in with repeated refrains in stories and rhymes.</p> <p>To be able to engage in extended conversations about stories.</p> <p>To be able to learn new vocabulary from texts and topics.</p> <p>To understand page sequencing.</p> <p>To spot and suggest rhymes.</p> <p>To engage in extended conversations about stories.</p> <p>To be able to write letters accurately.</p> <p>To be able to write some or all letters in their name.</p> <p>To write for different purposes, e.g. a shopping list, label and sign..</p>

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Physical Development	<p>Walks confidently.</p> <p>Climbs using two feet at a time.</p> <p>Knows how to scoop and pour e.g. sand, mud.</p> <p>They can run around the garden with some control and direction.</p> <p>Claps and stamps to music.</p> <p>To be able to experiment with wide range of small equipment to build hand and finger strength and hand and eye co-ordination.</p> <p>To be able to confidently and safely use a range of apparatus indoors and outside and in a group or team.</p> <p>To develop their movement, balancing and riding.</p> <p>To develop their movement, balancing and riding.</p> <p>To be able to develop Pre-Writing skills through mark making, spontaneous scribbles, vertical and horizontal lines.</p> <p>To use playdough to roll, cut, ball, sausage (linked to dough disco— building skills throughout the year).</p>	<p>Beginning to balance on one leg.</p> <p>They use the available equipment to create an obstacle course to navigate.</p> <p>To be able to experiment with wide range of small equipment to build hand and finger strength and hand and eye co-ordination.</p> <p>To be able to confidently and safely use a range of apparatus indoors and outside and in a group or team.</p> <p>To develop their movement, balancing and riding.</p> <p>To use large muscle movements to wave streamers.</p> <p>To skip, hop, stand on one leg and pose for a game like musical statues.</p> <p>To be able to develop Pre-Writing skills through mark making, spontaneous scribbles, vertical and horizontal lines.</p>	<p>Put on their own coat (needing support to do their coat up still).</p> <p>Put on their own shoes.</p> <p>Going up and down stairs with control and balance.</p> <p>Fundamentals</p> <p>To be able to experiment with wide range of small equipment to build hand and finger strength and hand and eye co-ordination.</p> <p>To be able to confidently and safely use a range of apparatus indoors and outside and in a group or team.</p> <p>To collaborate with others when moving large items.</p> <p>Develop fine motor skills- holding pencil correctly, using scissors etc.</p> <p>To be able to respond with marks to the language of letter formation and to talk about shapes and movements.</p> <p>To be able to develop Pre-Writing skills through mark making , spontaneous scribbles, vertical, horizontal lines and circles.</p>	<p>Children can kick a large ball with some control.</p> <p>Children can throw a ball with some control.</p> <p>Children dance with control using different parts of their body.</p> <p>To remember sequences and patterns of movements which are related to music and rhythm.</p> <p>To be able to experiment with wide range of small equipment to build hand and finger strength and hand and eye co-ordination.</p> <p>To be able to confidently and safely use a range of apparatus indoors and outside and in a group or team.</p> <p>To use large-muscle movements to wave flags.</p> <p>Develop fine motor skills- holding pencil correctly, using scissors etc..</p> <p>To be able to respond with marks to the language of letter formation and to talk about shapes and movements.</p>	<p>Children can run with more confidence and skill and independently use a climbing frame or similar resource.</p> <p>Begins to show good posture when sitting on the carpet.</p> <p>To know and be able to talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing,.</p> <p>To be able to experiment with wide range of small equipment to build hand and finger strength and hand and eye co-ordination.</p> <p>To be able to confidently and safely use a range of apparatus indoors and outside and in a group or team.</p> <p>To be able to respond with marks to the language of letter formation and to talk about shapes and movements.</p> <p>To use a comfortable grip with good control when holding pens and pencils.</p> <p>To show a preference for a dominant hand.</p> <p>To use scissors to make snips in paper.</p>	<p>To put on coat and fasten zips independently.</p> <p>To choose the right resources to carry out their plan.</p> <p>To go up steps using alternate feet.</p> <p>Children make up own movements with their body.</p> <p>They begin to use their core muscle strength to achieve good posture when sitting on the floor or at the table.</p> <p>To know and be able to talk about the different factors that support their overall health and wellbeing: sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.</p> <p>To be able to confidently and safely use a range of apparatus indoors and outside and in a group or team.</p> <p>To be able to respond with marks to the language of letter formation and to talk about shapes and movements.</p> <p>To use a comfortable grip with good control when holding pens and pencils.</p> <p>To show a preference for a dominant hand.</p> <p>To use scissors to make snips in paper.</p>

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Mathematics	<p>To join in with number songs and rhymes.</p> <p>To say one number name for each item in order 1, 2, 3, 4, 5.</p> <p>To show 'finger numbers' up to 5.</p> <p>To begin to be able to say the days of the week with adult support.</p> <p>To match and sort objects.</p> <p>To Complete inset puzzles.</p> <p>To recognise, name and match colours.</p>	<p>To match and sort objects.</p> <p>Make comparisons between objects.</p> <p>To talk about and identify the patterns around them.</p> <p>To begin to notice and correct a repeating pattern.</p> <p>To extend and create patterns.</p> <p>To compare amounts.</p> <p>To be able to compare quantities using language 'more than' 'less/fewer than'</p> <p>To make comparisons between objects relating to capacity.</p>	<p>To begin to count with one-to-one correspondence 0-5.</p> <p>To begin to be able to represent numbers in different ways. (Fingers, dice, Numicon, manipulatives)</p> <p>To begin to be able to recognise numerals 0-5.</p> <p>To be able to count everyday objects.</p> <p>To be able to recite numbers past 5.</p> <p>To recognise numerals 0-5.</p> <p>To begin to form numbers 0-5 using paints, glitter and mark making materials.</p> <p>To recite numbers forwards and backwards.</p> <p>To subitise to three.</p> <p>To recognise more than, fewer than, same.</p> <p>To make comparisons between objects relating to size.</p> <p>To explore and build with shapes and objects.</p> <p>To create repeating ABAB patterns.</p> <p>To build a simple jigsaw</p>	<p>To count everyday objects with one-to-one correspondence 0-5.</p> <p>To be able to represent numbers in different ways. (Fingers, dice, Numicon, manipulatives)</p> <p>To be able to recognise numerals 0-5.</p> <p>To count forwards and backwards to 5.</p> <p>To be able to count orally to 10.</p> <p>To recognise numerals 0-5.</p> <p>To form numbers 0-5 using paints, glitter</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>To show 'finger numbers' up to 5.</p> <p>To subitise to three.</p> <p>To join in with repeats.</p> <p>To respond to some spatial and positional language .</p> <p>To recognise that two objects have the same shape.</p> <p>To follow simple small-world routes.</p> <p>To create patterns.</p>	<p>To be able to count orally to 10.</p> <p>To say one number for each item in order: 1,2,3,4,5.</p> <p>To know that the last number reached when counting a small set of objects tells you how many there are in total</p> <p>To take or gives two or three objects .</p> <p>To subitise to three.</p> <p>To be able to recognise and order numbers 0-5</p> <p>To compare quantities using language: 'more than', 'fewer than'.</p> <p>To experiment with their own symbols and marks as well as numerals.</p> <p>To begin to form numbers to 5.</p> <p>To make comparisons between objects relating to weight..</p> <p>To talk about and explore 2D / 3D shapes. and recognise that two objects have the same shape .</p> <p>To be able to select shapes appropriately, for example a pyramid for a roof.</p> <p>To combine shapes to make new ones .</p>	<p>To be able to count objects and sounds.</p> <p>To begin to count forwards and backwards on a number line to 10</p> <p>To be able to say one more or one less than a number with some support.</p> <p>To begin to understand that five can be shown in different ways.</p> <p>To solve real world mathematical problems with numbers up to 5.</p> <p>To begin to know and be able to talk about 3D shapes and shape properties.</p> <p>To talk about and order key events (e.g. daily routine) using words such as 'first' and 'then'.</p> <p>To use language to describe when things happens (e.g. day,</p> <p>To create patterns. To notice and correct an error in a repeating pattern.</p> <p>To sort, match and compare.</p> <p>To make comparisons between objects relating to length.</p> <p>To play a dice and track game developing subitising skills.</p>

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Understanding of the World	<p>To explore using beakers/ scoops etc .</p> <p>To learn about how to take care of themselves .</p> <p>To know and name different body parts and the five senses. (The Body Book)..</p> <p>To be able to describe what they and their friends look like.</p> <p>To record their observations by drawing.</p> <p>To be able to notice similarities and differences between people.</p> <p>To sort and group.</p> <p>To use vocabulary: look closely, observe, same, different, compare, ask questions, sort, and group.</p> <p>To use their observations to help them to answer their questions .</p> <p>To be able to name and describe people who are familiar to them.</p> <p>To be able to talk about the past and begin to make sense of their life story and how they have grown up.</p> <p>To begin to understand a simple timeline.</p>	<p>To be able to explore the natural world around them at school and locally.</p> <p>To explore the surrounding natural environment and be able to make observations and talk about what they see, hear and feel.</p> <p>To use their senses to explore natural objects from the surrounding environment .</p> <p>To explore collections of materials with similar and/or different properties.</p> <p>To use magnifying glasses or tablets with magnifiers to make observations.</p> <p>To make direct comparisons.</p> <p>To use vocabulary: look closely and observe watch, touch, feel, smell, listen, same, different, compare, sort and group.</p> <p>To talk about what they see.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>To explore how things work.</p> <p>To explore light sources</p> <p>To shine light on or through different materials</p>	<p>To begin to understand the need to respect and care for the natural environment and all living things.</p> <p>To show an interest in and talk about different animals.</p> <p>To be able to describe features of animals</p> <p>To begin to know about different habitats.</p> <p>To develop their vocabulary in relation to animals and habitats.</p> <p>To sort and group.</p> <p>To understand the key features of the life cycle of an animal.</p> <p>To compare adult animals to their babies .</p> <p>To use their observations to help them to answer their questions .</p> <p>To use vocabulary: look closely, observe, watch, touch, feel, smell, same, different, compare, ask questions, record, sort, group .</p> <p>To learn about how to take care of themselves .</p> <p>To find out about being a dentist.</p> <p>To find out about being a vet.</p>	<p>To combine and mix ingredients.</p> <p>To change materials by heating and cooling, including cooking.</p> <p>To explore collections of materials with similar and/or different properties.</p> <p>To talk about the differences between materials and changes they notice. When baking.</p> <p>To use vocabulary: feel, smell, same, different and compare.</p> <p>To use all their senses in hands-on exploration of natural materials.</p> <p>To record their observations by taking photographs.</p> <p>To talk about what they have done and found out .</p> <p>To explore how things work.</p> <p>To listen to sounds.</p> <p>To make sounds.</p> <p>Observe how baby animals change over time .</p> <p>To know that there are different countries in the world.</p> <p>To talk about the differences around the world. using a wide vocabulary.</p>	<p>To be able to explore the natural world around them.</p> <p>Describe what they see, hear, and feel whilst outside.</p> <p>To begin to understand the need to respect and care for the natural environment and all living things.</p> <p>To plant seeds and care for growing plants.</p> <p>To know what a plant needs to grow.</p> <p>To begin to understand the key features of the life cycle of a plant.</p> <p>To make observations over time.</p> <p>To begin to know about healthy foods that grow naturally.</p> <p>To develop their vocabulary in relation to plants.</p> <p>-To use magnifying glasses or tablets with magnifiers to make observations.</p> <p>-To make comparisons between objects (“This leaf is bigger than that one.”) and quantities (“There are more flowers on this one.”).</p>	<p>To be able to explore the natural world around them.</p> <p>To know how to respect and care for the natural environment..</p> <p>To begin to understand the key features of the life cycle of an animal.</p> <p>To talk about what they see, using a wide vocabulary.</p> <p>To develop their vocabulary in relation to the seaside.</p> <p>To find out about being a life-guard.</p> <p>To sort and group objects.</p> <p>To talk about what they have done and found out .</p> <p>To explore and talk about different forces they can feel.</p> <p>To talk about the differences between materials and changes they notice.</p> <p>To explore how things work.</p> <p>To use vocabulary: look closely and observe watch, compare, ask questions, record.</p> <p>To make marks to record their observations.</p> <p>To shape and join materials .</p> <p>To identify electrical devices</p>

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Understanding of the World	<p>To learn about the life cycles of humans .</p> <p>To be able to discuss the changes observed in regard to the weather.</p> <p>To develop their vocabulary in relation to the weather.</p>	<p>To shine light on or through different materials</p> <p>To talk about changes to the weather in the autumn and winter and how it feels.</p> <p>To share past experiences i.e. birthdays and other celebrations (using the words ‘then’ ‘now’ ‘next’ ‘before’).</p> <p>To know that people have different beliefs and celebrate special times in different ways.</p> <p>To develop their vocabulary in relation to celebrations.</p> <p>To identify similarities and differences in the different ways people celebrate.</p>	<p>To recognise changing seasons—winter and weather.</p> <p>To notice water freezing and melting.</p>	<p>To talk about the differences they have experienced or seen in photos from around the world.</p> <p>To develop positive attitudes about the differences between people.</p> <p>To find out about being a baker.</p> <p>To show curiosity about objects from the past.</p> <p>To learn about new life and plants that grow in Spring.</p>	<p>To use vocabulary: look closely, observe, watch, touch, feel, smell, same, different, compare, ask questions, record, sort, group .</p> <p>To find out about being a doctor and gardener.</p> <p>To learn about how to take care of themselves</p> <p>To develop an idea of ‘belonging’. Where do we live?</p>	<p>To use battery-powered devices</p> <p>To feel forces</p> <p>To explore how objects/materials are affected by forces</p> <p>To know that there are different countries in the world and talk about the differences.</p>
Computing	<p>To be able to use a paint programme on the Interactive White Board .</p> <p>To doodle on an i-Pad.</p> <p>Using old mobile phones in the role play area.</p>	<p>To be able to use Topmarks Christmas themed games on the Interactive White Board .</p> <p>To experiment with a Bee-bot.</p> <p>To create patterns on a light panel.</p>	<p>To be able to use Topmarks counting games on the Interactive White Board .</p> <p>To know that information can be retrieved online.</p> <p>To know and continue to build an awareness of how to stay safe online.</p> <p>To learn who we can trust with information and how that links to the online world.</p> <p>To create rules about using the internet safely.</p> <p>To use an old keyboard and telephones n the role-play area.</p>	<p>To begin to use an iPad and other devices to record images.</p> <p>To give a Bee- bot a simple instruction.</p> <p>To listen to music using headphones.</p> <p>To use timers on the interactive white board.</p> <p>To recognise the different parts of a computer.</p>	<p>To explore mechanical toys.</p> <p>To be able to select and use technology for a particular purpose e.g. microphones, iPad and lights.</p> <p>To be able to use age-appropriate apps on the iPad.</p> <p>To use a cashier’s till in role play.</p> <p>To be able to play Phonics Play on the Interactive White Board .</p>	<p>To give a Bee-bot a set of instructions.</p> <p>To give instructions to a remote control toy.</p> <p>To use a cashier’s till in role play.</p> <p>To use an electronic timer.</p> <p>To order instructions.</p> <p>To explore 2D shapes on the light panel.</p>

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Nursery Curriculum Map—Long Term Curriculum Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts	<p>To know and join in with dancing and ring games.</p> <p>To be able to respond to sound with body movement.</p> <p>To know and show awareness of sound being loud or soft.</p> <p>To begin to use a variety of drawing tools.</p> <p>To become more confident when drawing people.</p> <p>To know colours and explore how colours can be changed.</p> <p>To be able to join construction pieces together to build and balance.</p> <p>To be able to engage in imaginative role-play based on home.</p> <p>To be able to play alongside others who are engaged in the same theme.</p> <p>To be able to build stories around small-world toys.</p> <p>To explore different materials freely.</p>	<p>To know and be able to join in with simple songs.</p> <p>To explore a range of musical instruments and hold a beat.</p> <p>To express how music makes them feel.</p> <p>To be able to perform songs and actions in concert.</p> <p>To know and show awareness of pitch.</p> <p>To begin to use a variety of drawing tools.</p> <p>To begin to describe what they can see in the work of an artist.</p> <p>To join materials.</p> <p>Show emotions in their paintings.</p> <p>To be interested in and able to describe the texture of things.</p> <p>To take part in pretend play using an object to represent something else even though they are not similar.</p>	<p>To be able to recognise rhythmic changes for skipping, marching, hopping, jumping etc.</p> <p>To use instruments to express their feelings.</p> <p>To be able to participate in group action songs.</p> <p>To be able to construct with a purpose in mind, using a variety of resources.</p> <p>To make complex 'small worlds' with blocks and construction kits, such as Antarctica</p> <p>To create closed shapes with continuous lines.</p> <p>To be able to use simple tools and techniques competently and appropriately.</p> <p>To join materials.</p> <p>To develop their own ideas about how to use materials and what to make.</p> <p>To explore shades of blue.</p> <p>To add more to their pictures and creations, e.g. pom-poms, glitter and talk about the choices they have made.</p>	<p>To be able to recognise different percussion instruments from listening, not seeing.</p> <p>To begin to know, name and use percussion instruments e.g., drums, woodblocks, triangles, bells.</p> <p>Play instruments to express ideas.</p> <p>To discuss likes and dislikes about music.</p> <p>To create closed shapes with continuous lines.</p> <p>To show different emotions in their drawings.</p> <p>To be able to use simple tools and techniques competently and appropriately.</p> <p>To take part in pretend play using an object to represent something else even though they are not similar.</p> <p>To use drawing to represent loud noises.</p> <p>To create with a friend.</p>	<p>To be able explore sound through singing, movement and instrumental work.</p> <p>To play instruments with increasing control.</p> <p>To express thoughts about use of musical instruments in music..</p> <p>To be able to move to music with a rhythmic feel.</p> <p>To sing the melodic shape (moving melody, such as up and down, down and up of familiar songs.</p> <p>To discuss likes and dislikes about artwork.</p> <p>To draw with increasing complexity.</p> <p>To be able to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play</p> <p>Show different emotions in their drawings.</p> <p>To know colours and explore how colours can be changed.</p> <p>To create in a group.</p>	<p>To know an initial repertoire of simple songs.</p> <p>To sing the pitch of a tone sung by another person ('pitch match').</p> <p>To be able to play a short percussion piece with a rhythmic feel.</p> <p>To confidently join materials using a variety of techniques.</p> <p>To be able to manipulate materials to achieve a planned effect..</p> <p>To develop their own ideas about how to use materials and what to make.</p> <p>To know how to access the environment to be able to explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>To create their own songs around one they know.</p> <p>To explore 'under the sea' art and music (Debussy-La Mer and Dawn—Benjamin Britton).</p>

Respect Effort Attend Cooperate Honesty