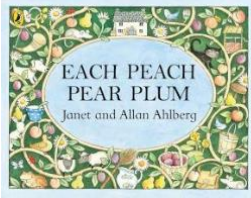
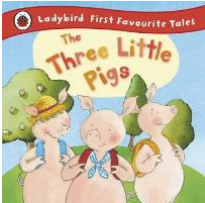
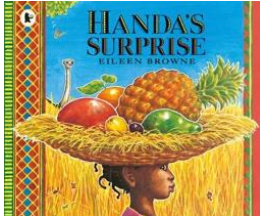
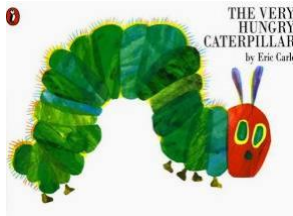


Hungerford Nursery School N1 Curriculum Map



Hungerford Nursery School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seasons, Celebrations and Festivals	Autumn		Winter		Spring	Summer
	- Exploring the nursery environment and settling in - Halloween and Firework Night - Harvest		- Diwali - Christmas and New Year - Chinese New Year		- Pancake day - World Book Day - Easter	Transition
School Value	Belonging	Resilience	Imagination	Curiosity	Kindness	Sustainability
Core Experiences & Community Links	Settling In	Father Christmas Visit	Musical Workshop	Hatching Eggs	Farms2Ewe, Market Visit	Caterpillars, Sports Event
Personal, Social and Emotional Development	- Separating from carers - Beginning to share - Self-care – hand washing	- Celebrating differences - Building confidence in groups - Exploring 'Happy' in Feelsville	- Caring for living things - Building resilience - Exploring 'Sad' in Feelsville	- Taking care of plants - Working together - Developing understanding of 'Happy' and 'Sad' in Feelsville	- Understanding community roles - Building self-confidence - Identifying feelings of 'happy' and 'sad' in selves	- Transition support - Celebrating successes - Identifying feelings of 'happy' and 'sad' in others
	Toilet training when children are ready					
Communication and Language	- Naming family members - Learning staff names	- Talking about celebrations - Learning friends' names	- Animal sounds - Simple 'what' and 'where' questions	- Talking about growth - Simple 'why' questions	- Asking questions - Sharing experiences	- Story retelling - Retelling familiar experiences
	Core Book and Rhyme  Jack and Jill	Core Book and Rhyme  Two Little Dickie Birds	Core Book and Rhyme  This Little Piggy went to Market	Core Book and Rhyme  Baa Baa Black Sheep	Core Book and Rhyme  Humpty Dumpty	Core Book and Rhyme  Incy Wincy Spider
Physical Development	Cooking Fruit exploration – chopping, peeling, tasting etc..	Cooking Vegetable exploration – chopping, peeling, tasting etc..	Cooking Breadsticks	Cooking Gingerbread Men	Cooking Fruit Kebabs	Cooking Rice Cake Faces
	- Climbing and balancing - Using spoons and cups independently - Mark making with chunky crayons - Exploring playdough - Cutting with support - Dancing and movement games		- Obstacle courses - Animal movement games - Scooping and pouring - Digging and planting - Play dough tools - Mark making with pencils		- Building with blocks - Large mark making - Ride on vehicles - Fine motor strengthening - Clay	

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Literacy/Phonics	Regular experience of rhymes, stories and books. Uses a growing range of vocabulary. Uses mark making tools.					
	- Developing pincer grip. - Exploring, identifying and recalling sounds. - Remember and repeat sounds and actions. - Recognise my own and others voices. - Distinguish between different sounds		- Sing or chant rhymes with adults. - Talk about and describe sounds. - Reproduce loud and quiet sounds. - Talk with adults and peers - Start and stop when making sounds with instruments		- Draws a variety of marks and lines on paper. - Join in with simple rhythms - Produce contrasts in speed and volume - Has a back-and-forth conversation demonstrating the ability to listen and respond - Make up patterns of sounds	
Maths	Self-registration using fives frames – full/not full, Sequencing – now/next					
	Notice when there is one object or more than one Join in counting rhymes and experience counting in daily routines		Recognise small quantities of 1 and sometimes 2 without counting Count alongside adults and begin to count small groups (1&2)		Begin to recognize quantities up to 2 and occasionally 3 Count small collections with support and begin to understand that numbers relate to quantities.	
	- Explore collections and containers through filling, emptying and transporting. - Explore size, capacity and weight through sensory experiences. - Experience differences in size, quantity and attributes. Notice big/small and full/empty	- Explore shapes through sensory and physical play. - Explore movement and position through physical play. - Notice patterns in songs, routines and actions.	- Notice groups of objects and begin combining collections. - Use comparative language with support – big, little, full, empty - Begin to compare objects and groups using adult modelled language.	- Begin to use language of shape, eg pointy, straight etc. - Respond to positional language during routines and play. - Join in simple repeating actions and sequences.	- Explore making and breaking groups through play. - Compare and talk about size, weight and capacity in play. - Compare objects and quantities independently using simple mathematical vocabulary.	- Begin to identify familiar shapes in the environment. - Begin to use simple positional language such as in, on and under. - Copy simple repeating patterns with objects and actions.