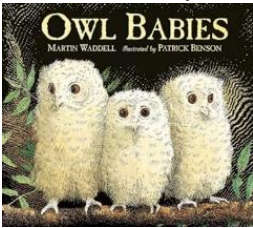
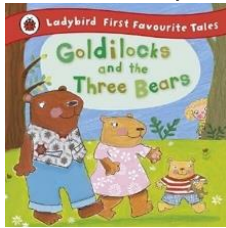
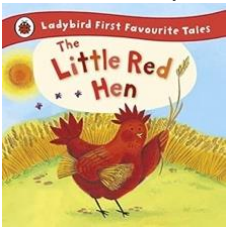
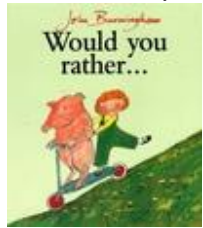
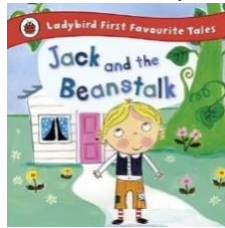
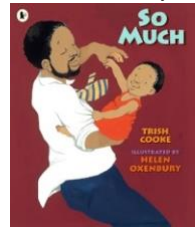


Hungerford Nursery School N1 Curriculum Map



Hungerford Nursery School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seasons, Celebrations and Festivals	Autumn - Exploring the nursery environment and settling in - Halloween and Firework Night - Harvest		Winter - Diwali - Christmas and New Year - Chinese New Year	Spring - Pancake day - World Book Day - Easter		Summer Transition
School Value	Belonging	Resilience	Imagination	Curiosity	Kindness	Sustainability
Core Experiences & Community Links	Settling In	Father Christmas Visit Boxford Christmas party Nativity Woods Resource Centre	Musical Workshop Resource Centre	Hatching Eggs Fire engine/ police visit Woods Resource Centre	Farms2Ewe Woods Resource Centre	Caterpillars Sports Event Woods Resource Centre
Personal, Social and Emotional Development	- Separating from carers - Making relationships - Sharing interests - Expectations and rules - Self help skills - Identifying feelings using Feelsville - Washing hands with soap and water	- Class rules - Listening to others - Turn taking - Identifying feelings using Feelsville - Self-regulation strategies - Independent at using the toilet	- Managing feelings - Calming techniques - Confidence and independence - Being kind - Being a good friend	- Perseverance and resilience - Looking after our bodies - Eating well - Expressing needs and asking for help	- Solving problems - Collaborating with others - Use equipment appropriately for tasks	- Independent conflict resolution - Celebrating successes - Transition to school
Toilet training and independent dressing skills						
Communication and Language	- Learning staff names - Learning peers names - Learning songs for routine - Joining in with repeated refrains - Listen for a short period of time during group time	- Talking about celebrations - Follow a two-step instruction - Beginning to take turns in conversations - Retelling familiar stories using props and puppets	- Explain simple ideas and experiences - Listen and respond to others - Listen for longer periods during group times - Create simple stories using Tales Toolkit	- Use a wider vocabulary - Talk about what might happen next in a story - Understand who, what, where and when questions - Use longer sentences to explain events	- Share ideas and experiences in detail - Use new vocabulary independently - Listen attentively to peers - Make up own stories	- Listen and respond appropriately in conversations - Explain thinking and ideas - Answer why questions - Make up and act out stories - Use a wide range of vocabulary
	Core Book and Rhyme  Poem – Wise Old Owl Nursery Rhyme – 3 Blind Mice	Core Book and Rhyme  Poem – Pointy Hat Nursery Rhyme – Hickory Dickory Dock	Core Book and Rhyme  Poem – Sliced Bread Nursery Rhyme – Little Miss Muffet	Core Book and Rhyme  Poem – Hungry Birdies Nursery Rhyme – 1, 2 Buckle my Shoe	Core Book and Rhyme  Poem – 5 Little Peas Nursery Rhyme – Mary Mary Quite Contrary	Core Book and Rhyme  Poem – If I were so very small Nursery Rhyme – Miss Polly Had a Dolly

Hungerford Nursery School N1 Curriculum Map



Hungerford Nursery School

	Cooking Bread roll	Cooking Christmas cakes	Cooking Soup	Cooking Pizza	Cooking Carrot muffins	Cooking Fruit smoothies, ice-cream and lollies
Physical Development	- Climbing and balancing - Mark making with a range of media - Dispensing paint - Using playdough tools - Using scissors with support - Write Dance - Dancing and movement games - Threading beads - Glue gun		- Obstacle courses - Play dough tools - Bread dough - Write Dance - Mark making with a range of media - Using woodwork tools - Using scissors independently		- Building with blocks - Large mark making - Ride on vehicles - Monkey bar challenge - Mark making with a range of media - Clay - Write Dance - Sewing	
Literacy/Phonics	Regular experience of songs, rhymes, poems stories, books and role play. Develop understanding and use of a growing range of vocabulary. Uses mark making tools and single-handed implements such as scissors and cutlery.					
	Developing listening skills and back and forth conversations.		Creating stories orally. Shares opinions about books and stories. Blend phonemes when an adult segments a word orally.		Creates alternative endings to stories. Developing interest in letters and their formation. Able to draw a variety of shapes. Practise sitting on a chair to complete an activity. Identify orally words that begin with the same initial sound. Demonstrate awareness that words can be broken down into sounds.	
	- Keeping in time with a beat - Distinguishing differences and discriminating between sounds - Recognising my own and other's voices	- Recalling and identifying sounds - Remember and repeat sounds, rhythms and actions - Talk about and describe sounds - Start and stop when making sounds with instruments	- Discriminate and reproduce loud and quiet sounds - Produce contrasts in rhythm, speed and loudness - Sing or chant rhyming strings along with an adult - Choose appropriate words to describe sounds	- Make up patterns of sounds - Join in with more complex rhythms - Talk about different sounds - Articulate speech sounds and words with greater clarity - Recognise rhyming words	- Use sounds to represent a story character - Group sounds according to different criteria - Identify and reproduce the initial sounds of words - Recognise rhyming words	- Make up alliterative phrases - Recall and select and extended range of objects or words that begin with the same sound - Generate own rhymes - Explore rhyming words
Maths	Self-registration using five frames – full/not full, Book Votes, Sequencing of the day, routines Developing 1:1 correspondence, developing counting skills to 10					
	Notice small quantities (1–2) without counting		Recognise quantities to 3 instantly in familiar arrangements.		Subitise quantities to 4 and some to 5 using structured and unstructured patterns.	
	- Join in counting songs and rhymes. Develop one-to-one correspondence when counting objects to 3 - Explore collections of objects. Notice groups within groups. - Explore size, weight, capacity and time through sensory play. Use language such as heavy, light, full, empty	- Compare objects using everyday language (big/small, long/short, full/empty). Notice obvious differences. - Explore common 2D and 3D shapes through play. Notice similarities and differences. - Explore position through movement and play. Understand words such as in, on, under. - Explore simple repeating patterns through action, sound and objects.	- Count small groups of objects to 5. Begin to understand that the last number counted tells 'how many'. - Begin to make small groups in different ways (eg 4 can be 2 and 2 or 3 and 1). - Compare and order objects by length, weight and capacity. Begin discussing daily routines and sequences of events.	- Compare sets and quantities more accurately. Begin to use comparative language (more, fewer, same). - Name some common shapes and talk about shape properties. - Follow positional instructions and describe locations using vocabulary such as next to, behind and between. - Copy and continue AB patterns. Notice patterns in the environment.	- Count reliably to 5 (and beyond for some children). Demonstrate understanding that quantity remains the same when rearranged. - Investigate simple number composition to 5 through play and practical activities. - Use non standard units to measure. Discuss duration and sequencing using everyday language.	- Compare multiple quantities and attributes. Explain comparisons using mathematical vocabulary independently. - Select shapes for specific purposes and describe their features using mathematical language. - Solve simple spatial problems and navigate spaces confidently using positional language. - Create and extend AB patterns independently. Begin exploring more complex patterns.