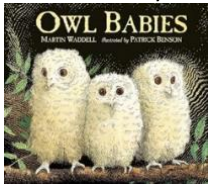
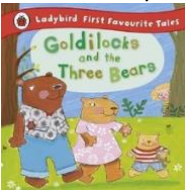
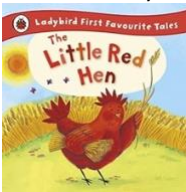
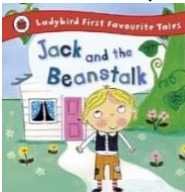
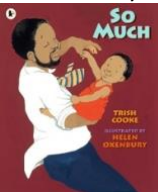


Hungerford Nursery School N2 Curriculum Map

	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 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
Physical Development	Cooking	Cooking	Cooking	Cooking	Cooking	Cooking
	Bread roll	Christmas cakes	Soup	Pizza	Carrot muffins	Fruit smoothies, ice-cream and lollies
	- 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 fives 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 Identifying numerals 1, 2, 3	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, under, on. Explore simple repeating patterns through action, sound and objects. Notice patterns in the environment	Count small groups of objects to 5. Begin to understand that the last number counted tells 'how many'. Recognise numerals to 5. Begin to make small groups in different ways (e.g. 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. Copy and continue AB patterns. Notice patterns in the environment. Talk about and identify patterns around them, e.g. spots, stripes.	Compare sets and quantities 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.	Count reliably to 5 (and beyond for some children). Demonstrate understanding that quantity remains the same when rearranged. Link numerals with amounts up to 5 and maybe beyond. Investigate simple number composition to 5 through play and practical activities. Begin to recognise that each counting number is one more than the one before. Use non- standard units to measure. Discuss duration and sequencing using everyday language.	Compare multiple quantities and attributes. Explain comparisons using mathematical vocabulary independently. Explores using a range of own marks and signs to which they ascribe mathematical meaning Select shapes for specific purposes and describe their features using mathematical language. Combine shapes to make new ones, e.g. arch, a bigger triangle. Solve simple spatial problems and navigate spaces confidently using positional language. Create and extend AB patterns independently. Notice and correct an error in a repeating pattern.