

## Nursery 2024 - 2025 Curriculum Medium Term Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic / Themes	<u>Who am I? Where do I live?</u>	<u>Who is Afraid of the Big, Bad Wolf?</u>	<u>What would it be like if the world was frozen?</u>	<u>Are plants alive?</u>	<u>What does a farmer do?</u>	<u>How do we get around?</u>
	Ourselves and the Community Homes and houses / Families People in the community – Animal Rescue Cumbria	Traditional Tales, Christmas & Celebrations. Traditional Tales Christmas	Frozen planet – weather and seasons.	Spring Time – growing and changing Seasonal Change Weather Easter	Farming and animals. Seasonal change Plants People who help us	Journeys – travel and transport.
PSED	<ul style="list-style-type: none"> <li>Rules and responsibilities linked to feelings</li> <li>Healthy lifestyles (teeth, food, exercise)</li> </ul>	<ul style="list-style-type: none"> <li>Friendships.</li> <li>Working together and building play.</li> <li>Developing sense of community.</li> </ul>	<ul style="list-style-type: none"> <li>Building independence.</li> <li>Select and use resources.</li> <li>Showing more confidence in new social situations.</li> </ul>	<ul style="list-style-type: none"> <li>Talking about ourselves; families, likes and dislikes.</li> <li>Becoming focused in small group work.</li> <li>Exploring how others might feel through stories / games / songs.</li> </ul>	<ul style="list-style-type: none"> <li>Taking turns and sharing with other children.</li> <li>Develop understanding of others feelings.</li> <li>Understand and follow rules.</li> </ul>	<ul style="list-style-type: none"> <li>Knows that it's okay to have different opinions (such as what game to play).</li> <li>Maintaining friendships.</li> <li>Knows to ask for help when needed, and can help friends.</li> </ul>
Communication & Language	<ul style="list-style-type: none"> <li>Singing rhymes</li> <li>Listening to stories</li> <li>Respond to simple questions, and ask simple questions.</li> <li>Talk about the people in our families e.g. brothers or sisters etc.</li> </ul>	<ul style="list-style-type: none"> <li>Joining in with simple conversations.</li> <li>Listen to an adult in a small group.</li> <li>Understand simple instructions e.g. toilet and wash hands.</li> <li>Listen to stories and songs with interest and engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Joining in with familiar stories and rhymes.</li> <li>Using different vocabulary including scientific and linked to stories.</li> <li>Starting to show understanding of 'why' questions.</li> </ul>	<ul style="list-style-type: none"> <li>Respond appropriately when questioned.</li> <li>Pose my own simple questions to find out more.</li> <li>Develop vocabulary.</li> <li>Join in and recall stories with repetition.</li> </ul>	<ul style="list-style-type: none"> <li>Take turns to speak in a conversation</li> <li>Explore the use of conjunctions to connect ideas.</li> <li>Use language to explain, retell and describe.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to a range of question types- particularly link to 'why' questions.</li> <li>Express a point of view.</li> <li>Develop a wide-ranging vocabulary- scientific and descriptive.</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>Exploring how to move our bodies in different ways: crawling, sliding on back / tummy, hopping, skipping etc.</li> </ul>	<ul style="list-style-type: none"> <li>Climbing and balancing.</li> <li>Toileting and washing hands independently.</li> <li>Begin to assist adult when dressing.</li> </ul>	<ul style="list-style-type: none"> <li>Cross the midline</li> <li>Begin to manipulate a range of different tools.</li> <li>Throwing and catching.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to form anticlockwise movements.</li> <li>Strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinate my body with some precision.</li> <li>Use equipment correctly and safely.</li> <li>Use core muscle strength to achieve good posture (start to develop handwriting posture).</li> </ul>	<ul style="list-style-type: none"> <li>Dress myself with only a little support.</li> <li>Developed finger strength in preparation for writing.</li> <li>Move body in a variety of ways, avoiding obstacles.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>Phase 1 Phonics</li> <li>Join in with stories, rhymes and songs.</li> <li>Developing mark making skills through gross motor movements</li> <li>Developing print knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Phase 1 Phonics</li> <li>Developing play linked to stories and retelling.</li> <li>Start to give meaning to their marks.</li> </ul>	<ul style="list-style-type: none"> <li>Phase 1 Phonics</li> <li>Development of fine motor skills</li> <li>Starting to show interest in letters of their name and familiar others e.g. m for mum</li> <li>Sequencing and retelling stories</li> </ul>	<ul style="list-style-type: none"> <li>Phase 1 Phonics</li> <li>Using story vocabulary in play</li> <li>Writing letters from name (not all)</li> <li>Fine Motor Skills linked to mark making.</li> </ul>	<ul style="list-style-type: none"> <li>Phase 1- strong focus on segmenting and blending orally, initial sounds</li> <li>Rhyming</li> <li>Developing emergent writing</li> <li>Acquiring and using new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Phase 1- strong focus on segmenting and blending orally, initial sounds.</li> <li>Rhyming</li> <li>Developing emergent writing</li> <li>Sequence and retell events and stories</li> <li>Write own name</li> </ul>
Maths	<ul style="list-style-type: none"> <li>Subitise up to 2.</li> <li>Recite numbers past 5.</li> <li>Make comparisons between objects- size, length, weight and capacity.</li> <li>Use shapes for building thinking about their properties e.g. flat sides for stacking.</li> <li>Spot patterns and talk about them e.g. stripes on a scarf.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with their own symbols and marks.</li> <li>Link numerals and amounts to 3.</li> <li>Count to 3.</li> <li>Use shapes for building thinking about their properties e.g. flat sides for stacking</li> <li>Describe familiar routes.</li> <li>Discuss routes and locations- positional language.</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons between objects related to size, height and length.</li> <li>Capacity.</li> <li>Make comparisons between quantities.</li> <li>Say one number name for each item.</li> <li>See 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting.</li> </ul>	<ul style="list-style-type: none"> <li>Patterns</li> <li>Create and extend ABAB patterns.</li> <li>Combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.</li> <li>Show 'finger' numbers to 5.</li> </ul>	<ul style="list-style-type: none"> <li>Count, order, recognise and use numbers to 5.</li> <li>Subitise up to 3 objects.</li> <li>Comparisons between objects- 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat).</li> </ul>	<ul style="list-style-type: none"> <li>Solve real world problems</li> <li>More and fewer</li> <li>Experiment with own symbols and marks</li> <li>Identify, explain, continue and create patterns</li> <li>Sequence events using time language e.g. first, next, then.</li> </ul>
Understanding the World	Seasonal Change / Understanding of community, cultures and people through diverse books and stories					
	<ul style="list-style-type: none"> <li>Talking about our families</li> <li>Begin to make sense of their own life story</li> <li>Show interest in different occupations</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they see using a wide vocabulary.</li> <li>Explore how things work.</li> <li>Continue to develop positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Know that there are different countries in the world and talk about photos or their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about growth – looking at our seeds grow. (water, light, soil, space).</li> <li>Naming trees e.g. daffodil, sunflower.</li> <li>Plant seeds and care for growing plants</li> <li>Understand the key features of the life cycle of a plant</li> </ul>	<ul style="list-style-type: none"> <li>Talk about where different animals live.</li> <li>Food – where we get our food from.</li> <li>What food is healthy. Animals that make food.</li> <li>Understand the key features of the life cycle of an animal.</li> </ul>	<ul style="list-style-type: none"> <li>Growth and change – moving on and getting older. Life cycles.</li> <li>Use all their senses in hands on exploration of natural materials.</li> </ul>
Expressive Arts and Design	<ul style="list-style-type: none"> <li>Explore the use of colour and design</li> <li>Explore tools and their uses</li> <li>Colour identification.</li> </ul>	<ul style="list-style-type: none"> <li>Invent and adapt stories through role play and small world play.</li> <li>Remember and sing entire songs.</li> <li>Selecting tools for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>Make use of props and materials in the role play area to re-create well known stories.</li> <li>Perform songs and stories and pitch match songs.</li> </ul>	<ul style="list-style-type: none"> <li>Develop own designs and select materials.</li> <li>Create and adapt designs.</li> </ul>	<ul style="list-style-type: none"> <li>Perform and create poems, songs and stories and play instruments.</li> <li>Invent and adapt stories through their role play and small world play.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the use of a range of tools.</li> <li>Have preferences for forms of expression and explain my use of materials and design</li> <li>Develop pencil and tool control to create complex and detailed picture.</li> </ul>
RE	Why are we all different and special?	How do Christians celebrate Jesus's birthday? (QRE: EYFS4)	What makes a good friend? (QRE: EYFS8)	Why do Christians believe that Easter is about love? (QRE: EYFS7)	EYFS1) What stories are special to people? (QRE: EYFS5)	What makes a good friend? (QRE: EYFS8)
Forest School	Introduction to the Forest Planting	Following rules & being safe	Fire Safety and Cooking	New life & growing	Crafts, including whittling	30 Days Wild