



Comber Grove Primary School Nursery Curriculum Map 2023-2024



Subject	Nursery					
	Autumn 1 Settling in and Nursery Rhymes.	Autumn 2 Nursery Rhymes	Spring 1 My local area.	Spring 2 My family and people who help us.	Summer 1 Shape, colour and pattern.	Summer 2 Growing
Outcomes	To be happy to say goodbye to parent/carer. Develop a level of self-care and independence in dressing and toileting. To understand behaviour expectation and routines, in nursery, (may behave differently elsewhere). To learn and remember songs and rhymes, join in with and sing. Explore and become familiar with the environment, inside and outside, using hands and senses.	Sing and recite different Nursery Rhyme, from memory. Take part in different creative activities related to the Nursery Rhymes. Choose favourite to sing as a group or independently.	Learning about and looking at where we live, our homes and area around the school. Who lives with us, our family, friends and pets. Representing the area with mark making and use of different media.	To understand different jobs and roles that people have particularly those in our families. Talk about the jobs that family members do. Understanding where my family might be from and where they live. Role play different jobs and occupations. Recognise the jobs of people who help us.	To understand and explain life-cycles of animals we have seen in the classroom, e.g. chickens and butterflies. To be able to identify some animals from different environments, e.g farm and those found in different countries, (polar regions, Africa).	To be able to explain how to grow plants, describing what to do and how to take care of living things. Understand that we can grow food to eat, but that not everything growing is safe to eat. To be able to identify some plants that they have grown and can eat safely.
Key events	Bonfire Night	Christmas Diwali	Lunar New Year Mother's Day	Easter	Coronation	Father's day
Trips and Visitors		Pantomime at Blue Elephant Theatre		Trip to Peckham Fire Station. Visit from parents with particular jobs, and/or local policeman, nurse, dentist. TBA	Vauxhall City Farm. Animal show?	Class and family trip to local park

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Working with parents	Home visits or in school chats/ interviews. Family Feast. Parent coffee morning with SLT and teachers.	Reading workshop.	Maths workshop. Parent coffee morning with SLT and EYEs. Visits from parents with babies. TBA	Family feast Trip to Peckham fire station.	Writing workshop. Parent coffee morning with SLT and teachers.	Parent Day
Books/Texts	Owl babies. Little Rabbit Foo Foo Brown Bear, Brown Bear We're going on a bear hunt. Not now Bernard.	Stick man. The Gruffalo. Whatever next. Tanka tanks skunk.	Six dinner Sid. Mr Big A squash and a squeeze. The Gruffalo's child. Socks	Peace at last and other Mrs Large stories. Funny bones The biggest Giant in town.	The very hungry caterpillar. The Colour Monster. The odd egg. Elmer The blue Dog Little mouse and the red strawberry. Square, circle and Triangle.	Jack and the Beanstalk. The tiny seed. Jim and the beanstalk. Handa's surprise. Farmer Duck
PSED (ongoing throughout the year)	Meeting new people and getting to know others names. Classroom rules and routines.	Asking for help. Sharing with others and learning to use timer to take turns.	Talking to others and working things out. Being independent when dressing and going to the toilet. Waiting for their turn.	Thinking about other children and negotiating. Talking about own feelings.	Talking through problems with adults and other children. Learning to express feelings with the correct words.	Developing closer friendships. Developing resilience and persistence with difficult tasks.
Communication and language.	Talking about themselves and families. Asking others what their names are. Asking for fruit and about the day. Talking about the stories they have heard. Joining in with nursery rhymes and simple poems.	Following simple instructions. Joining in with the chorus of a repetitive story. Talking about what has happened to them and past events. Include connectives to extend sentences. Using 'and 'or 'because'.	Starting to use more talk during play alone or with others. Using more detail in talk, including colours, numbers and prepositions. Include connectives to extend sentences. Using 'and 'or 'because'. Talking about where they live and who lives with them. What are their homes like? Where do they go?	Using more detail in talk, including colours, numbers and prepositions. Children beginning to show more understanding of tenses and using them correctly. Children encourage to use the new vocabulary they have come across in stories or during other work. What would they like to be when they grow up?	Children encouraged to talk about stories and anticipate what might happen next. Use language to make up stories of their own and use them for games and role play. Language and vocabulary to describe shape, sides, corners, straight, curved.	Can you explain to your friend how to do something? Can use intonation and phrasing to emphasise and make a point. Use your voice in different ways to make yourself understood.
Physical development	Exploring the outside area and learning to use low level equipment, climbing and running around safely. Looking where you are going and not bumping into anyone. Playing group games like catch, what's the time Mr Wolf, Hide and	Introduce a greater range of equipment for use in outside area. Using play town in KS1 playground. Scooters, balls of different sizes to kick. Encourage mark making to include more detail, eyes, mouths arms, hands etc on people they've drawn. Provide a range of tools to use, e.g handling scissors and practising cutting	Throwing and catching a large ball. Climbing higher, up steps and over equipment. Steering scooters around courses, in and out of cones with care and accuracy. Introduce smaller mark making equipment, like thin pencils, cotton buds .Using tweezers to pick up small objects and sort. Continued encouragement to use dominant hand.	Throwing and catching a large ball. Climbing higher, up steps and over equipment. Steering scooters around courses, in and out of cones with care and accuracy.	Dressing unaided, plus dressing up clothes on and off. Trying to balance along a line or equipment. Climbing on higher structures with confidence. Building assault courses for themselves with challenges. Pulling themselves up onto the rope and swinging. Introduce a wood working station and show children how to safely use hammers and nails to knock nails into	Climbing on higher structures with confidence. Building assault courses for themselves with challenges. Pulling themselves up onto the rope and swinging. Running and jumping over low level jumps. Children to self- register by writing their own name on class list.

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	seek. Mark making with different tools. Drawing on large surfaces to encourage the development of core strength, and encourage the development of a dominant hand,	out, using tap a shape and pegs with pin boards.			soft wood. Spend time practising and improving name writing.	
Literacy	Starting to use mark making, using pens and pencils on paper, card, flip charts, and easel. Recognising own name on name card and coat peg.	Daily story time and singing. Introduce 'The song bag', containing songs they are familiar with. Learning new songs.	Choosing a favourite rhyme or story to be read. Taking books to share, home and choosing their book. Joining in with stories and talking about the ending. Recognising logos and sign from the local area.	Recognise own name without their picture. Listening for their name when given the first sound e.g for lining up. Whose name starts with the sound.....	Writing own name on work. Talking about the main characters in stories. Recognising, hearing and saying the initial sound of their own name.	Associating and hearing some letters with the grapheme e.g 'm' for mum, 'd' for dad and f for Friday. Trying to clap out syllables in own names.
Phonics (to run alongside listening and singing in literacy and EAD)	Developing listening skills with short stories and songs.	Listening to and identifying environmental sounds.	Playing a variety of listening and sound identification games.	Listening to and making sounds with instruments.	Listening for sounds in our names, what sound can you hear at the start of your name?	Match initial sound with initial letter of names. Begin to look at Phase 2 from LW.
Maths	Using some number names during play, e.g counting bricks used to build a tower Using shapes to build, magnets, duplo, wooden bricks etc.	Using number names during physical activity, e.g climbing stairs, counting down before jumping from objects. Recognising that activities may be limited to a certain number of children and counting the children.	Saying number names up to 5 and representing with fingers. Counting more accurately to 5, using fingers as they count. Making patterns and seeing patterns, spots, stripes, and checks. Copying simple ABAB patterns in different media.	Subitising to 2 or 3. Comparing 2 groups and using comparison vocabulary, more than, lots, fewer, less, more. What numbers can you see on your way home, what number is on your door? What number do you press in the lift?	Saying number names up to 5 and representing with fingers, with accuracy. Using language of shapes to describe 2D shapes, square, triangle, circle and rectangle. Using shapes to create pictures and patterns.	Counting irregular arrangements. Comparing 2 groups and deciding which has more or fewer, the same. Making own ABAB pattern. Describing an event such as planting seeds using words such as 'first' and 'then'.
Understanding of the world	Exploring the classroom and outside areas. Trying out different activities provided in continuous provision.	Classroom rules. Learning to tidy up and where toys and equipment go. Talking about themselves and their immediate family.	Talking about their families and where they live. Who lives in your home? Talking about the different jobs that people do. What do parents do at work? What would you like to do? Learning days of the week and that there are days when we don't come to school. Role play, home corner, doctors and nurses, police and fire station.	Talking about places they have visited. Where would you like to go? Knowing that some things are old whilst others are new. Talking about new babies and older family members, new shoes and old clothes.	Days of the week. Days of the week song and actions. Choosing lunches available on particular day. What happens on particular days like changing books or bringing in homework?	Watching the seeds and plants grow and learning how to take care of them. Take plants and seedlings home and care for them. Exploring different materials in Art and Design. Talking about their similarities and differences, textures, colours, strengths, and patterns. Talking about people and animals that are familiar. How do you know them?

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Expressive art and design.	In continuous provision provide children with a painting station and messy play area. Introduce the correct way to roll out play dough and use shape cutters Home corner for role play.	Introduce paint palettes and mixing trays so children can mix their own colours. Show them how to mix secondary colours. Range of creative activities to accompany each nursery rhyme. Go Noodle, and Patti Shukkla for dancing.	Using construction, inside and outside, to build for a range of things, homes, vehicles, towers and roads. Drawing our families and homes, with more detail. Building with reclaimed materials in workshop area.	Using the musical instruments to accompany singing and dancing. Moving and dancing to different types of music from different countries. In continuous provision, painting and drawing to express thoughts and ideas.	Using primary colours and learning to mix and make their own colours. Using 'colour sums' to help. Looking at the work of famous artist's e.g Van Gough (The Sunflower), Mondrian (The Snail) and copying their work.	Looking at the work of famous artist's e.g Van Gough (The Sunflower), Mondrian (The Snail,) Monet (Lily pond) and copying their work. Using new techniques to create pictures, e.g printing, collage, wax resist.
RE						
Assessments	Baseline	Teacher assessment		Teacher assessment		Teacher assessment

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