









Whipton Barton Federation Primary Nursery Curriculum Map

NURSERY CURRICULUM MAP						
	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Talk Through Stories	<p><i>Where's Spot</i> by Eric Hill</p> <p><i>Dear Zoo</i> by Rod Campbell</p> <p><i>Goat Goes to Playgroup</i> by Julia Donaldson</p> <p><i>Owl Babies</i> by Martin Waddell</p> <p><i>That's Not My Hedgehog</i></p> 	<p><i>Families, Families, Families</i></p> <p><i>Meg and Mog</i> by Helen Nicoll</p> <p><i>Chocolate Mousse for Greedy Goose</i> by Julia Donaldson</p> <p><i>The Tiger Who Came to Tea</i> by Judith Kerr</p> <p><i>Dear Santa</i> by Rod Campbell</p> 	<p><i>Fox's Socks</i> by Julia Donaldson</p> <p><i>Come on Daisy!</i> By Jane Simmons</p> <p><i>Oh Dear!</i> By Rod Campbell</p> <p><i>Hooray for Fish!</i> By Lucy Cousins</p> <p><i>Rosie's Walk</i> by Pat Hutchins</p> 	<p><i>Spot's First Easter</i> by Eric Hill</p> <p><i>Just Like Jasper</i> by Nick Butterworth and Mick Inkpen</p> <p><i>Each Peach Pear Plum</i> by Janet and Allan Ahlberg</p> <p><i>Brown Bear, Brown Bear, What Do You See?</i> By Bill Martin</p> <p><i>Whatever Next!</i> By Jill Murphy</p> 	<p><i>The Train Ride</i> by June Crebbin</p> <p><i>Where's My Teddy?</i> By Jez Alborough</p> <p><i>Jasper's Beanstalk</i> by Nick Butterworth and Mick Inkpen</p> <p><i>My Mum and Dad Make Me Laugh</i> by Nick Sharratt</p> <p><i>Postman Bear</i> by Julia Donaldson</p> 	<p><i>The Very Hungry Caterpillar</i> by Eric Carle</p> <p><i>Oliver's Fruit Salad</i> by Vivian French</p> <p><i>Little Red Riding Hood</i> by Mara Alperin</p> <p><i>We're All Different</i> by Twinkl</p> <p><i>Amazing</i> by Steve Antony</p> 
Vocabulary	Tortoise; Penguin; Crocodile; Hippo; Bear; Behind; Inside; In; Under;	Siblings; Mum; Dad; Love; Grandparents	Lost; Cold; Toes; High; Feet; Where; Open	Easter; Hidden; Special; First; Hunt; Find / found; Share	Journey; Train; Mare; Foal; Tractor; Tunnel; Mirror	Strawberry; Orange; Butterfly; Through; Hungry; Cocoon; Nibbled



	<p>Elephant; Giraffe; Lion; Camel; Snake; Monkey; Frog; Puppy/dog</p> <p>Puddle; Easel; Hang up; Climb; Pull; Sing; Read; Cuddle</p> <p>Trunk; Twigs; Leaves; Feathers; Branch; Ivy; Hunting; Swooped;</p> <p>Nose; Tummy; Tongue; Back; Soft; Shiny; Smooth; Prickly; fluffy</p>	<p>Cauldron; Big; Long; Tall; Striped; Stir / stirred; Chase / chased / chasing</p> <p>Cow; Hungry; Clean / cleaner; Blow; Eat; Wash; Angry; Where</p> <p>Tiger; Plate; Little; Big; Stripy; Drink; Eat / ate; Hungry</p> <p>Ball; Car; Kite; Small; Big; Bouncy; Wrap / wrapped</p>	<p>Fish; Duck; Frog; Close / closer / next to; Underneath; Watching; Rustling; Hid / hide / hiding</p> <p>Farm; Cow; Pig; Sheep; Horse; Dog; Rabbit; Duck; Hen</p> <p>Red; Blue; Yellow; Fat; Thin; Happy; Grumpy; Shy</p> <p>Hen; Fox; Across; Around; Over; Through; Under; Jump; Catch; Walk</p>	<p>Money; Drum; Beater; Doll; Bubbles; Buy; Choose; Turn</p> <p>Peach; Pear; Plum; Kitchen; River; Wood; Spy</p> <p>Brown; Red; Yellow; Blue; Green; Purple; White; Black;</p> <p>Moon; Aeroplane; Passengers; Picnic; Up down; Flew / fly / flying; Dripping</p>	<p>Teddy; Dark; Lost; Tiptoeed; Stomping; Scared; Where</p> <p>Bean; Beanstalk; Watered; Sprayed; Dig; Grow; Mowed</p> <p>Spots; Stripes; Winter; Summer; Pizza; Ice cream; Grey; Elephant; Pulling</p> <p>In; Beside; Inside; Writing; Open / opening; Look / looking; Knocking</p>	<p>Eating; Tins; Grows; Pineapple; Chopped; Blackcurrants; Shopping; Breakfast</p> <p>Cloak; basket; peeping; skipped; head; shoulder; knee; toe; foot; hand; arm; leg</p> <p>Hair; Skin; Freckles; Curly; Straight; Play; writing</p> <p>Draw; Dance; Party; Sing; Amazing</p>
<p>Themed Learning</p>	<p>Week 1-2: Focus on using positional language (Maths, C&L) Naming and identifying features of animals (Science, C&L)</p> <p>Week 2-3:</p>	<p>Week 1-2: Talk about and compare families – people who live with us and extended families (SMSC) Make a class family book showing children's families (Lit, SMSC)</p> <p>Drawing our families (SMSC, Art)</p>	<p>Week 1-2: Playing Hide and Seek practising positional language (Maths, C&L) Making fox masks (DT, Art) Identifying and naming different items of clothing (CL)</p>	<p>Week 1-2: Experiment with creating sound and rhythm using drums with beaters (Music) Pairs/Snap games (Maths) Exploring clock-work and wind-up toys (DT)</p>	<p>Week 1-2: Train roleplay (Lit, C&L). Looking closely at their reflections; noticing similarities and differences between themselves and others (SMSC) Adult animals and their babies (Science)</p>	<p>Week 1-2: Exploring familiar fruits using senses (C&L) Making fruit kebabs and learning to use a safety knife. (PD, DT) Subitising and counting fruits (1-5) (Maths)</p>



<p>Finding out what there is to do at nursery and how the different areas work. (SMSC)</p> <p>Talk about what they like to do at nursery and make a class book of photos (SMSC)</p> <p>Hanging monkeys fine motor game (PD)</p> <p>Dressing up in different clothes (PD)</p> <p>Low obstacle course (PD)</p> <p>Week 3-4:</p> <p>Discuss different emotions using class mascots (PSED)</p> <p>Name and identify features of zoo animals (Science)</p> <p>Making snakes using playdough (DT, PD)</p> <p>Exploring language of size, length and capacity (Maths)</p>	<p>Week 2-3:</p> <p>Decorate pumpkin and firework pictures using Purple Mash (Computing)</p> <p>Sensory play making slime; Investigating vinegar and bicarbonate of soda (Science)</p> <p>Using pipettes to transfer water fine motor activity (PD)</p> <p>Themed shape pictures (Maths)</p> <p>Painting vertical and horizontal stripes (Art, PD)</p> <p>Week 3-4:</p> <p>Discussing healthy foods (Science, SMSC, PD)</p> <p>Discussing and naming simple emotions (SMSC)</p> <p>Macaroni / penne threading fine motor activity (PD)</p> <p>Blow painting (Art)</p>	<p>Finding pairs matching activity (Maths)</p> <p>Week 2-3:</p> <p>Hide and Seek games (maths, CL)</p> <p>Simple Kim's Games (Working memory)</p> <p>Creating duck and frog masks (DT, Art)</p> <p>Pond small world in water tray (CL, Science)</p> <p>Magnetic fishing game (PD)</p> <p>Week 3-4:</p> <p>Talk about and watch videos about visiting a farm (CL)</p> <p>Identifying farm animals (CL, Science)</p> <p>Practising positional language by going on an egg hunt (Maths)</p> <p>Create hen and sheep pictures using materials for collage (Art)</p>	<p>Toy Shop roleplay (C&L)</p> <p>Bubble mixture and wands (Science)</p> <p>Large balls with goals (PD)</p> <p>Week 2-3:</p> <p>Exploring plums, pears and peaches using all the senses (Science)</p> <p>I Spy colours game (C&L)</p> <p>Printing with pears and paint (Art)</p> <p>Hoops and beanbags target game (PD)</p> <p>Week 3-4:</p> <p>I Spy colours game (C&L)</p> <p>Mother's Day / Special relative cards (Art, SMSC)</p> <p>Collage large animal pictures (Art)</p>	<p>Sorting by shape, colour and size (Maths)</p> <p>Week 2-3:</p> <p>Think about the emotion 'scared' using class mascots (SMSC)</p> <p>Sorting and comparing objects by size (Maths)</p> <p>Explore different ways of moving eg tip-toe, stomp (PD)</p> <p>Make a Teddy bear mask (DT, Art)</p> <p>Week 3-4:</p> <p>Planting beans and watching them grow (Science)</p> <p>Investigating snails and snail shells (Science and Art)</p> <p>Spray painting (Art, PD)</p> <p>Week 4-5:</p> <p>Make pizzas (C&L, DT)</p>	<p>Learning about the life-cycle of a caterpillar first hand. (UW)</p> <p>Creating a class book based on The Very Hungry Caterpillar. (Lit)</p> <p>Collaging pictures of fruits. (Art)</p> <p>Caterpillar threading fine motor activities. (PD)</p> <p>Explore going 'through' with trains, tunnels, etc.</p> <p>Week 2-3:</p> <p>Exploring more exotic fruits using senses. (C&L)</p> <p>Making fruit salad and practising using safety knives. (PD, DT)</p> <p>Kim's Game practising working memory.</p> <p>Manipulating playdough into fruit shapes. (PD, Art)</p> <p>Role-play fruit shop.</p>
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	<p>Week 4-5:</p> <p>Making owl pictures using collage (Art)</p> <p>Telling the story using natural materials and props (Lit)</p> <p>Feeding the owls fine motor activity (PD)</p> <p>Sort, order, count and subitise leaves (Maths)</p> <p>Leaf printing (Art)</p> <p>Week 5-6:</p> <p>Exploring and describing different textures and investigating rolling cars over different textures (Science)</p> <p>Looking at Autumnal changes (Science, Geography)</p> <p>Hedgehog pictures with printed hands and natural collage (Art)</p> <p>Making hedgehogs with playdough and sticks (DT)</p>	<p>Week 4-5:</p> <p>Learning to use a plastic knife to spread butter/jam onto sandwiches (PD)</p> <p>Painting tiger stripes (PD, Art)</p> <p>Story role-play (C&L, Lit)</p> <p>Sorting socks by pattern e stripy, spotty (Maths)</p> <p>Week 5-6:</p> <p>Making Christmas / seasonal cards (RE, SMSC, Art)</p> <p>Decorating Christmas tress (PD, SMSC, RE)</p> <p>Christmas role play (RE, SMSC, C&L)</p> <p>Making and flying kites (DT)</p>	<p>Using non-fiction books to look at farm animals (Lit)</p> <p>Farm role-play (C&L)</p> <p>Week 4-5:</p> <p>Snap/pairs games (Maths)</p> <p>Making fat/thin fish with playdough (Maths, C&L)</p> <p>Painting spotty/stripy fish (Maths PD, Art)</p> <p>Sorting by colour (Maths)</p> <p>Counting, subitising and sorting fish (Maths)</p> <p>Week 5-6:</p> <p>Small world farm retelling story (Lit)</p> <p>Practising positional language using tunnels, bridges, tubes, blocks etc (Maths)</p> <p>Obstacle course (PD)</p>	<p>Animal cutters in playdough (DT, PD)</p> <p>Rainbow sensory tray (C&L)</p> <p>Exploring colour with felt pens, water and kitchen roll (Science)</p> <p>Painting rainbows (Art, PD)</p> <p>Exploring colour mixing with coloured water (Science)</p> <p>Week 4-5:</p> <p>Creating night-time pictures using various media (Art)</p> <p>Drip painting with pipettes (Art, PD)</p> <p>Story role play with props (Lit, C&L)</p> <p>Creating rhythms and different sounds using sticks (Music)</p> <p>Week 5-6:</p> <p>Easter Egg Hunt (SMSC)</p>	<p>Make paper plate elephants (DT, Art)</p> <p>Safari park small world play (Science)</p> <p>Painting animal patterns eg stripes for zebra, spots for cheetah (PD, Art, Science)</p> <p>Sorting clothes into those suitable for hot/cold weather (science)</p> <p>Week 5-6:</p> <p>Bake cakes (PSED, DT, C&L)</p> <p>Write letters and make cards to post (Writing, PD)</p> <p>Use music for party games (computing, music)</p>	<p>Collaging pineapples with different types of material. (Art)</p> <p>Week 3-4:</p> <p>Observational drawing and painting. (Art)</p> <p>Granny's house roleplay.</p> <p>Drawing around body and singing songs about the parts of the body. (Science)</p> <p>Sorting by colour and size. (Maths)</p> <p>Week 4-5:</p> <p>Talking about pets.</p> <p>Discussing likes and dislikes.</p> <p>Comparing clothing, food, houses from our cultures and those of other cultures. (SMSC, RE)</p> <p>Listening to home languages of children. (RE)</p>
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<p>Talk about Easter and how it is celebrated (RE, SMSC)</p> <p>Try Hot Cross Buns at snack time (RE, SMSC)</p> <p>Observation painting of Spring flowers (Art)</p> <p>Creating patterned eggs with playdough and accessories (Art, DT) and paint (Art).</p>		<p>Curly and straight fine motor activities. (PD)</p> <p>Dressing up in multicultural clothes. (RE, SMSC)</p> <p>Dancing to music from different cultures. (RE, Music, SMSC)</p> <p>Painting and collaging self-portraits. (Art)</p> <p>Week 5-6:</p> <p>Talking about friends. (SMSC)</p> <p>Talking about likes/dislikes and abilities. (SMSC)</p> <p>Looking at similarities and differences between others' likes and dislikes. (SMSC)</p> <p>Drawing self-portraits. (Art)</p> <p>Party roleplay.</p> <p>Singing with music and microphones. (Music)</p> <p>All About Me profiles for next teacher.</p>
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Educational Visit	Visit from snake and owner – Dear Zoo Visit to wooded area to see Autumnal changes – Wk 4-6	Visits from key staff in school	Pond visit – Come On Daisy! Visit from a lamb	Visit from local vicar to talk about celebrating Easter.	Woodland Visit – Where's My Teddy?	Transition visits to Pre-school
Involving Parents / Carers in Nursery		Christmas Craft morning	Stay and Play with Maths theme – Hooray for Fish!	Stay and Play with 'Whatever Next' Picnic on the moon	Teddy Bear's Picnic with sports activities – post invites to families	End of term party
Early Reading and Phonics	Attention Bucket Stage 1-2	Attention Bucket Stages 1-4	Singing Phonics: Environmental Sounds	Singing Phonics: Environmental Sounds	Singing Phonics: Body sounds	Singing Phonics: Voice Sounds
SMSC	Federation Choices. Finding out what there is to do at nursery and how the different areas work. Talk about what they like to do at nursery and make a class book of photos. Discuss different emotions using class mascots.	Federation Choices. Talk about and compare families – people who live with us and extended families. Make a class family book showing children's families. Discussing healthy foods. Discussing and naming simple emotions. Christmas – Learning about celebrations that are special to our families.	Federation Choices. Taking turns within games.	Federation Choices. Mother's Day – Thinking about people who are special to us. Easter: Learning about celebrations that are special to our families.	Federation Choices. Noticing similarities and differences between themselves and others – likes and dislikes. Discussing different emotions using class mascots.	Federation Choices. Looking at similarities and differences between the way people look and what they enjoy and are good at including people with disabilities. Talking about friends. Transitioning into Preschool.



Maths	Two Little Dickie Birds One Elephant Went Out to Play Five Little Monkeys Jumping on the Bed Five Little Monkeys Swinging in the Trees	A Dinosaur Went Stomping One Day Five Little Men in a Flying Saucer Five Little Polar Bears Five Little Snowmen Fat	Five Gingerbread Men Five Crispy Pancakes 1, 2, 3, 4, 5 Once I Caught A Fish Alive Five Little Fishes Swimming in the Sea	Five Little Firemen Buzzy Bees Counting Five Little Chicks Five Easter Eggs	Five Teddy Bears Five Little Sunflowers Five Speckled Frogs Five Little Ducks	Five Little Mice Five Currant Buns Ten Green Bottles There Were Ten in the Bed
Continuous Provision	Our long-term plans detail the resources and learning opportunities available throughout the year in each of our areas of continuous provision. Areas of the continuous provision are regularly enhanced throughout each term. The plans for these can be found on the TTS plans.					