Barnby Road Academy
Curriculum Map for Nursery

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**Belonging**	**People in our Community**	**Being a Member of a Community**	**Taking Care of our Community**	**Being Confident**	**Moving on**
Enrichment Experiences (trip/visit/outdoor learning)		Firefighter visit Christmas Party Exploring real fruit and vegetables Baking Christmas Bonfire Night Baking	Gliding on a balance bike Visits from librarian Baking Chinese New Year (tasting Chinese food) Baking Visits from extended family	Spring Walk Gliding on a balance bike Baking Ramadan/Eid Exploring real fruit and vegetables Easter Baking	Visit to Barnby Park Gliding on a balance bike Visit from a farm Baking Yoga	End of Year celebration Gliding on a balance bike Theatre visit Baking Yoga
Forest school Circle times Turn Taking Games Family reading sessions Grandparents/parents reading stories (including EAL) People who help us visits (police, firefighters, doctor/nurse, vicar, librarian) Wide range of sensory experiences Road safety						
Key Texts (class reader)	*Barnby Bookworm books	The Nativity *Meg and Mog *There Was An Old Lady Who Swallowed A Fly People Who Help us (non-fiction) Topsy and Tim Go To the Dentist	Belonging Chinese New Year Story *There's a Monster in your book *The Three Little Pigs	*The Very Hungry Caterpillar Jasper's Beanstalk Handa's Surprise Whatever Next! Spring (non-fiction)	*We're Going on a Bear Hunt *Brown Bear, Brown Bear *Rosie's Walk *Walking Through the Jungle Elmer	I am absolutely too small for school! Titch Harry and the Dinosaurs go to School

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Personal Social and Emotional Development	Settling into Nursery Choosing activities and resources with support Talking about our feelings Developing friendships and relationships Developing 'Golden Rules' Become more outgoing with unfamiliar people		Develop their sense of responsibility and membership of a community. Show more confidence in social situations. Develop appropriate ways to be assertive. Jigsaw PSHE Increasingly follow rules- understanding why they are important Ask adults of friends for help when needed		Begin to understand how others may be feeling. Do not need an adult to remind them of the rules. Transition to Reception Jigsaw PSHE Play games in a small group, led by an adult Wait their turn in a game with an adult Play with others, extending and elaborating on play ideas	
These statements have been split for extra focus, but will apply on an ongoing basis throughout the year						
Physical Development	Self-care Funky Fingers (duster dance) Rolling balls Washing hands	Self-care Keeping healthy Funky fingers (duster dance) One handed tools and equipment- pencils, paintbrushes, glue sticks Healthy living – sleep, oral health	Self-care Keeping healthy Funky Fingers (duster dance and squiggle) Throwing Spreading condiments on toast with a knife Balance bike focus Healthy living – sleep, oral health	Self-care Keeping healthy Funky Fingers (duster dance and squiggle) Large movements Balance bike focus	Self-care Keeping healthy Funky Fingers (duster dance, squiggle, dough disco) Keeping healthy Scissor skills Road safety during visits Rolling and balancing Balance bike focus	Self-care Funky Fingers (duster dance, squiggle, dough disco) Keeping healthy Scissor skills Skipping, hopping and stand on one leg Balance bike focus Yoga for N2s (pm)
Communication and Language	Listening and attention skills Familiar rhymes and songs	Familiar rhymes and songs Enjoy familiar stories and have some recall Develop Vocabulary	Using manners with reminders Using talk to organise play	Understanding two part questions and instructions Developing asking and answering questions	Understanding why questions Express a point of view	Using manners Developing pronunciation Develop understanding of plurals

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	Using manners with support Begin to develop vocabulary	Using manners with support Begin to ask and answer questions	Start and develop conversations with adults Develop talk about stories	Developing sentence length (4-6 words)	Use talk to organise themselves, their ideas and play Know many rhymes	Confident in listening to others and responding Talk about familiar books Telling long stories
Literacy	Understand the 5 key concepts about print- print has meaning Engage with talk about stories Name recognition	Understand the 5 key concepts about print - print can have different purposes - we read English text from left to right and top to bottom Develop vocabulary Phonological awareness- recognise words with the same initial letter	RWI- Picture cards Pre-writing shapes Name recognition Engage in simple conversations about stories Develop vocabulary Understand the 5 key concepts about print – name different parts of the book – page sequencing Phonological awareness- spot and suggest rhymes	RWI- Picture cards Pre-writing shapes Name recognition Engage in increasingly detailed talk about stories Develop vocabulary Phonological awareness- count or clap syllabus in a word	RWI- Set 1 Oral blending 1-2 letters of name Name recognition Use some of their print and letter knowledge in their early writing Engage in increasingly detailed talk about stories Phonological awareness Write ½ letters of their name correctly	RWI Set 1 1-2 letter of name Name recognition Use some of their print and letter knowledge in their early writing Engage in extended conversations about stories and develop vocabulary Phonological awareness Write ½ letters of their name correctly
Mathematics	Number songs- (Reciting numbers)	Revisit subitising to 3	Compare qualities	Sequencing events	To know the last number reached	Solve real world problems (up to 5)

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	Subitising to 3 Show 'finger numbers' up to 5 Talk about 2D shape Selecting shapes for purpose Combine shapes	Say one number for each item in order Measures Talk about patterns		Discuss route and locations Describe a familiar route	when counting is the total	Link numerals with amounts (up to 5)
Understanding of the World	Begin to make sense of their own life story Use all their senses in hands on exploration of natural materials	Show interest in different occupations Develop positive attitudes to people and their differences Talk about what they see	Explore collections of materials Talk about things using developing vocabulary Know there are different places and countries in the world	Begin to understand the need to care for and respect the environment and all living things Talk about the differences between materials	Key Features of animal life cycles Explore and talk about different forces they can feel Talk about the differences between materials and changes they notice	Explore how things work Talk about things using a wide vocabulary Concept of growing when planting and caring for plants
Expressive Art and Design	Weekly singing with Mr Higgins Listen to sounds Sing the melodic shape	Weekly singing with Mr Higgins Listen with increased attention to sounds	Weekly singing with Mr Higgins Sing the pitch of a tone sung by another person	Weekly singing with Mr Higgins Remember entire songs	Weekly singing with Mr Higgins Develop stories during play	Weekly singing with Mr Higgins Respond to what they have heard, expressing their thoughts and feelings

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	Sensory exploration Composer focus: Beethoven and Duke Ellington Explore with different materials	Remember and sing entire songs Pitch match songs Music from other cultures Sensory exploration Artist focus: Andy Goldsworthy- land art Composer focus: Mozart and Tchaikovsky Explore colour and colour mixing	Develop small world imaginative play Develop pretend play Artist focus: Jackson Pollock splat and drizzle paintings. Composer focus: Holst and Saint-Saens Create closed shapes with continuous lines to represent objects	Artist focus: Monet, water lily paintings Composer focus: Schumann and Bach Use drawing to represent ideas like movement or noises	Draw with increasing complexity and detail Create their own songs and rhythms Artist focus: Georgia O'Keefe- watercolour flowers Composer focus: Elgar and Debussy Begin to develop stories using small world eqipment	Composer focus: Adams and Williams Show different emotions in their drawing/paintings
E-Safety	Ongoing Tapestry	Ongoing Tapestry	Ongoing Tapestry	Ongoing Tapestry	Ongoing Tapestry	Ongoing Tapestry
R.E.	Belonging: begin to explain who we are and begin to talk about how we belong e.g. family, nursery. Birthdays and how we celebrate occasions	Special times: Begin to talk about times that are special to them and begin to explain why Diwali Christmas Nativity	Special places: Begin to talk about places which are special to them and begin explain why they are special Chinese New Year Stories: Chinese New Year Story	Special stories: Begin to talk about stories which are special and begin to explain why they are special Changes in the natural world with links to symbols of spring and Easter	Our wonderful world: Begin to explain how we can care for living things and the earth	Special people: Begin to talk about people who are special to them and begin to explain why they are special Care for each other in happy and sad times (transition links)

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	Story: Kippers birthday	Stories: Christmas Story Story of Diwali		Easter Story: Easter Story		Stories: Topsy and Tim Start School
PSHE (Jigsaw)		Being Me in My World	Being Me in My World		Being Me in My World	Changing Me
British Values	Rule of Law – Setting Class Rules We know that we are all special	We understand right from wrong. We respect the cultures and beliefs of others.	We understand and respect the roles of people who try to help us.	We respect the cultures and beliefs of others.	We listen and respect other people and their values. We treat everyone equally.	We understand the consequences of our actions.
Eco	Respecting our outdoor environment – Establishing 'Golden Rules' for our outdoor environment.	Autumn Walk – noticing change	Recycling- how can we help?	Spring Walk – noticing change and growth	Respecting our outdoor environment- planting	Respecting our outdoor environment

These are the key skills that all children will have had the opportunity to develop. There will be additional activities planned weekly that follow the interests and next steps of the children. Throughout the year, we will adapt key topics/themes with current events and we will aim to work alongside children and families to provide relevant and engaging learning opportunities.