

## Nursery's Curriculum Map Spring Term 1

This learning overview provides you with an insight into the children's learning experiences throughout Spring 1. The learning opportunities will also continue to be enhanced over the term as children build upon their own unique experiences and share their ideas with their friends as is the ethos of EYFS. Through the continuous provision children are given lots of opportunities for child initiated, investigation and play. This enhances learning through stimulating activities and opportunities to develop greater depth. During the Spring term we will focus on the prime areas of learning for those children starting with us in January and move on to specific areas for those children who are secure within their prime areas. These are some of the experiences and activities that the children will be completing in nursery.

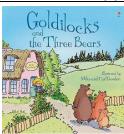
Kind regards

Mrs James

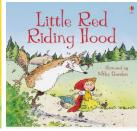
Topic - 6 week theme: Nursery – Traditional tales and a stories which link to Chinese new year celebrations. You can help at home in a number of ways including reading a variety of traditional tales to support your child to be as familiar with these stories as possible. For example, you can discuss the front cover of the stories, what do they thinks the story is about? How do the characters feel and why? To learn the repeated phrases within the stories.

Power of reading books to support us with our knowledge are;















Nursery Rhymes this term that links with our maths learning, Three blind mice, three little kittens, four teddy bears, five fingers and Alice the camel.



Areas of Learning: Prime Areas					
Communication &	Personal, Social &	Physical Development			
Language	Emotional Development				
January 2024 starters:	January 2024 starters:	January 2024 starters:			
To demonstrate single	To separate from their main	To move freely and with pleasure and confidence in a			
channelled attention i.e they	carer with the support and	range of ways.			
can shift to a different task if	encouragement from a				
their attention is fully obtained.	familiar adult	To mount stairs, steps or climbing equipment using alternate feet.			
	To express their own				
To show interest in the noise's adults make when they read	preferences and interests.	To draw lines and circles using gross motor movements, catch large balls and stand momentarily on one foot when			
stories and in playing with	To show interest in others'	shown.			
sounds, songs and rhymes.	play and beginning to join in.				
To be able to recognise and	To seek out others to share	To begin to make large movements and develop fine			
respond to many familiar	experiences, and may begin to	motor skills through funky finger activities and 'Dough			
sounds.	form a special friendship with	Disco.'			
	another child.				
To understand more complex	To show affection and	September 2023 starters:			
sentences such as "put your toys away and then we'll read	concern for people who are	To experiment with different ways of moving.			
a book".	special to them.				
		To jump off an object and land appropriately.			
To understand 'who', 'what',	To express their own feelings	To use their fine motor skills to use one handed tools and			
'where' in simple questions such as "what's that? Where's	such as happy, sad, cross or	equipment e.g. make snips in paper with child scissors.			
this?".	worried.				
	To show awareness that some	Beginning to hold a pencil between their thumb and two			
	actions can hurt or harm	fingers, they're no longer using a whole hand grasp.			
Beginning to understanding	others.	To copy some letters from their names.			
simple concepts such as		To copy some letters from their flames.			
big/little.	To show an understanding and cooperate with some				
	boundaries and routines.				
To hold conversations,	beariagnes and routines.				
jumping from topic to topic	To control their own				
and use simple sentences such	actions/behaviours and the				
as "mummy gone work".					



September 2023 starters:

To listen to others one to one or in small groups, when conversations interest them.

To start a conversation with an adult or a friend and continue it for many turns.

To listen to stories with increasing attention and recall.

To understand the use of objects, prepositions such as 'under', 'on top', 'behind', and 'why' and 'how' questions.

To respond to simple instructions such as "to get or put away an object".

To use more complex sentences to link thoughts eg using and, because.

To retell a simple past event in the correct order and use a range of tenses.

To use talk to organise themselves and their play.

ability to distract self when upset.

To gain more bowel and bladder control and attend to toileting needs themselves most of the time.

September 2023 starters: To talk to others when playing is growing and they are beginning to talk about their own home and community.

To select and use activities and resources with help.

To initiate play, offering cues to their peers to join in with them.

To play in a group, extending and elaborating play ideas ie building up a role play activity with other children.

To be aware of their own feelings, and know that some actions and words can hurt others' feelings.

To help or give comfort when others are distressed.

To dress themselves with help and be independent in self-care.

Children will be encouraged and supported to use more complex sentences and extend their sentences. The children will be challenged to explain their thinking and understanding.

Key Vocabulary: Emotions, happy, loved, calm, sad, angry, nervous, mixed, friends, crossed, worried, empathy, different, healthy. Key Vocabulary:

Rolling, crawling, walking, running, hopping and skipping, pinch, pat, squeeze, dancing fingers, thread, push, pull and balance, safe.



Areas of Learning: Specific Areas				
Maths	Literacy	Expressive arts and design	Understanding the World	
To continue:	January 2024 starters:	January 2024 starters:	January 2024 starters:	
To explore colour and colour mixing.	To enjoy rhyming and rhythmic activities, and recognise rhythm	To join in singing their favourite songs and create sounds.	To have a sense of their own immediate family and relations.	
To make comparisons between objects relating to size.	in spoken words.  To listen to and join in with stories and	To show an interest in how musical instruments sound	To be able to pretend in their play, they imitate everyday actions and events from their own family and cultural background.	
To talk about and explore 2D shapes.  To Develop fast	poems, one to one and also in small groups.	and enjoy experimenting with blocks, colours and marks.	To begin to have their own friends and learn that they have similarities and differences that connect them to, and distinguish them from, others.	
recognition of up to 3 objects, without having to count them individually	To know the difference between different marks they make.	To develop preferences for forms of expression.	To notice some detailed features of objects in their environment.	
('subitising'). Saying one number for each item in order:	September starters 2023:	To use movement to express feelings and	To enjoy exploring natural materials and materials with different properties both inside and outside.	
1,2,3,4,5.  To Know that the last	To join in with repeated refrains and	create movement in response to music.	To show interest and respond to different natural phenomena such as walking through tall grass or looking for worms and minibeasts.	
number reached when counting a small set of objects tells you how many there are in	anticipate key events and phrases in rhymes and stories.	To sing to themselves and make up simple songs.	Recognise and describes special times or events for family and friends.	
total Show 'finger numbers' up to 5	To show awareness of how a story is	To begin to make marks intentionally,	September starters 2023:	
	structured and how they might ned.	they may express ideas and feelings through these and	To display an interest in the lives of people who are familiar to them.	
	To listen to stories with increasing recall	give them meaning.  To explore different	To remember and talk about significant events for family or friends.	
	and attention.	materials, using all	To use all their senses in hands-on exploration of	



To show interest in illustrations, print in books and print in the environment.

The give meanings to marks as they draw and paint and ascribe meanings to marks that they see in different places.

their senses to investigate them, they make simple models which express ideas.

To develop pretend play, pretending that one object represents another.

September starters 2023:

To sing a few familiar songs and are beginning to move rhythmically.

To join in with dancing and ring games.

To tap out a simple repeated pattern and imitates movement in response to music.

To explore how sounds and colours can be changed.

To show an interest in using various construction materials, beginning to stack blocks horizontally and vertically, making enclosures and spaces.

To realise tools can be used for a purpose.

To notice what the adults are doing and beginning to imitate

natural materials.

To comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.

To talk about changes they notice and differences between materials.

To enjoy exploring how things work.



		what is observed, they	
		may do it	
		spontaneously when	
		the adult is not there.	
		To engage in	
		imaginative role play	
		based on their own	
		first-hand	
		experiences.	
		To begin to draw with	
		increasing complexity	
		and detail, such as	
		representing a face	
		with a circle and	
		including details.	
Key Vocabulary:	Key Vocabulary:	Key Vocabulary:	Key Vocabulary; Winter, Chinese new year,
Red; blue, yellow,	Book; rhyme, join in,	Banging; shaking,	Culture, dark, light, senses, patterns, frost and
purple, mix, shade,	picture, illustration,	tapping and blowing,	icicles, growing, castles, forest, enchanted, baby
sides, corners,	words, text, follow,	imagination, create,	animal names.
straight, flat. match,	repeat, look,	curved, straight, build,	
same, opposite,	favourite, hearing,	materials, use, show,	
bigger/little/small.	listening, sound,	notice, work, local	
Number, numeral, 5	recognise, logo,	area, buildings, Join,	
frame, counting,	Listen, hear, noise,	stick, glue and cut,	
counters, how many	sound, difference,	lines.	
and altogether.	same, similar, loud,		
	quiet, squeak, bark,		
	horn, cars, trees, marks, pencils, pens,		
	paper, drawing,		
	writing, straight,		
	pencil, marks, sand,		
	glitter		
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