

Year: Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Context for learning:</b>	<b>I wonder what is special about where I live?</b>	<b>I wonder what we celebrate and why?</b>	<b>I wonder what I was like as a baby?</b>	<b>I wonder what grows and how?</b>	<b>I wonder what happens when..?</b>	<b>I wonder who inspires me?</b>
<b>PSED</b> Self-regulation/ Managing self/ Building relationships <b>Jigsaw' scheme of work</b>	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
	<b>Being me in my world</b> Who am I and how do I fit?	<b>Celebrating difference</b> Respect for similarity and difference. Anti-bullying and being unique.	<b>Dreams and goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this.	<b>Healthy me</b> Being and keeping safe and healthy.	<b>Relationships</b> Building positive, healthy relationships.	<b>Changing me</b> Coping positively with change.
<b>Communication and Language</b> Listening, attention and understanding/ Speaking	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
	Family, parents, Mum, Dad, brother, Uncle, sister, Auntie, Beeston, house, home, door, window, living room, kitchen, bedroom bathroom	Celebrate, birthday, party, balloons, cake, biscuits, country, same, different  Baby, toddler, child, adult, change, growth, life cycle, past  Spring, seasons, blossom, seed, leaf, stem, flower, growth, change, frogspawn, tadpoles, froglet, frog, egg, caterpillar, cocoon, butterfly, life cycle, Kenya, country	Baby, pushchair, pram, bottle, milk, blanket, potty, bath, doll, teddy, bear, toys, bike, train, lorry, ball, book, change, grow  Pioneer, hero, eco-warrior, ambition, career, aspire, Summer, seasons	Plant, flower, animal, seeds, soil, change, grow, egg, chick, caterpillar, butterfly	Float, sink, magnetic, melt, heat, push, pull, shadow	Parent, teacher, caretaker, dinner supervisor, postman/postwoman, firefighter, police officer, nurse, doctor, Imam, shopkeeper
<b>Physical Development</b> Gross motor skills/	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.					

<b>Fine motor skills</b> <b>Complete PE'</b> <b>scheme of work</b>	Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	<b>Gross motor skills</b> <b>Locomotion</b> Walking and jumping	<b>Gross motor skills</b> <b>Gymnastics</b> High, low, over, under	<b>Gross motor skills</b> <b>Ball skills</b> Hand	<b>Gross motor skills</b> <b>Dance</b> Ourselves	<b>Gross motor skills</b> <b>Ball skills</b> Feet	<b>Gross motor skills</b> <b>Dance</b> Dinosaurs
<b>Fine motor skills</b> Drawing a circle	<b>Fine motor skills</b> Drawing a vertical line	<b>Fine motor skills</b> Drawing a cross Drawing a horizontal line	<b>Fine motor skills</b> Drawing a square	<b>Fine motor skills</b> Drawing a figure	<b>Fine motor skills</b> Developing a tripod grip Drawing some letters from their name	
<b>Literacy</b> Comprehension/ Word reading/ Writing	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
	<b>Comprehension</b> <b>Texts: Goldilocks and the three bears</b> Trad <b>The gingerbread Man</b> Trad	<b>Comprehension</b> <b>Texts: Kipper's Birthday</b> Mick Inkpen <b>The Christmas Story</b>	<b>Comprehension</b> <b>Texts: Peepo</b> Janet and Allan Ahlberg	<b>Comprehension</b> <b>Texts: The very hungry caterpillar</b> Eric Carle <b>The Enormous Turnip</b> Trad	<b>Comprehension</b> <b>Texts:</b> (child led)	<b>Comprehension</b> <b>Texts: Mog and the Vee Eee Tee</b> Judith Kerr <b>People who help us</b> (non-fiction)
	<b>Floppy's Phonics</b> <b>Phase 1</b> Out in Town	<b>Floppy's Phonics</b> <b>Phase 1</b> At Home	<b>Floppy's Phonics</b> <b>Phase 1</b> At the Farm	<b>Floppy's Phonics</b> <b>Phase 1</b> At the Park	<b>Floppy's Phonics</b> <b>Phase 1</b> At the Match	<b>Floppy's Phonics</b> <b>Phase 1</b> Fun at school
	<b>Writing</b> Draw a person Assessment Dough Disco moves 1-5 Squiggle While you Wiggle	<b>Writing</b> Dough Disco Reinforce moves 1-5 Moves 6-9	<b>Writing</b> Draw a person Assessment Incy wincey spider, Muffin Man, Grand Old Duke of York, Rock a Bye Baby Dough Disco	<b>Writing</b> Dough Disco Reinforce moves 1-9	<b>Writing</b> London Bridge, Mulberry bush Dough Disco	<b>Writing</b> Draw a person Assessment Daily name writing
<b>Maths</b>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills					

<b>Numbers/ Numerical patterns</b> <b>NCETM guidance</b>	across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.					
	<b>Cardinality and counting/SSM/ Measures</b> Saying number words in sequence/ Developing spatial awareness and spatial vocabulary/ Recognising attributes	<b>Cardinality and counting/ Comparison</b> Tagging each object with one number word/ More than, less than	<b>Cardinality and counting/ Composition</b> Knowing the last number gives the total so far/Part - whole	<b>Cardinality and counting/ Pattern/SSM</b> Subitising – recognising small quantities without needing to count them all/Continuing and copying an AB pattern/ Developing shape awareness through construction	<b>Cardinality and counting/ Measures</b> Numeral meanings/ Comparing amounts of continuous quantities	<b>Cardinality and counting/SSM</b> Conservation – knowing that the number does not change if things are rearranged/Identifying similarities between shapes
<b>Understanding the World</b> Past and present/ People, culture and communities/ The natural world	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	<b>Past and present</b> <b>My family</b>	<b>Past and present</b>	<b>Past and present</b> <b>How I’ve changed</b>	<b>Past and present</b>	<b>Past and present</b>	<b>Past and present</b>
	<b>People, culture and communities</b> <b>My family</b>	<b>People, culture and communities</b> <b>Birthdays</b>	<b>People, culture and communities</b>	<b>People, culture and communities</b>	<b>People, culture and communities</b>	<b>People, culture and communities</b> <b>People who help us</b>
	<b>The natural world</b> <b>Autumn</b>	<b>The natural world</b>	<b>The natural world</b> <b>Exploring baby toys</b>	<b>The natural world</b> <b>Plants, chicks and caterpillars</b>	<b>The natural world</b> <b>Science investigation</b>	<b>The natural world</b>
<b>Expressive Arts and Design</b> Creating with materials/ Being imaginative and expressive	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	<b>Me and my home</b>	<b>Dances from around the world</b>	<b>Songs from my babyhood</b>	<b>Natural sculptures</b>	<b>Three Little Pigs</b>	<b>Famous artists</b>

## Greenmount Primary School Curriculum Long Term Map 2023/2024

<b>Music</b> (with specialist teacher)	Vocal skills Introduce Nicholas Sticks, shakers	Vocal skills Bells	Start / stop Chinese Dragon Oscar and clapping names sticks	Loud / quiet Goldilocks Lion / mouse Egg songs – Easter Variety of instruments	Fast / slow - transport Lullabies Snail snail, mouse mouse loud / quiet 5 little peas Pulse with lycra	Choose an instrument you can play, what's your favourite? Music Band Songs & Games for EY 5 little monkeys
<b>Parental links</b>	Reading meeting Reading Stay and Play	Maths Stay and Play	World Languages Day Stay and Play Reading meeting	Parental expertise Parent consultations	Eid Stay and Play Mystery Readers Reading meeting	Sports Day Transition visits Home visits
<b>Visits/Visitors</b>	Local walk (phonics link)	Theatre company Stay and Play Local dance group	Local midwife/parent with a baby Mobile farm visit	Walk to local park	Science workshop	Fire station/truck to visit school