Nursery Curriculum Map 2024/25

The Early Years Foundation Stage Framework defines seven areas of learning and development.

The prime areas are:

Communication and Language	Personal, Social and Emotional Development	Physical Development

These areas provide the foundation for learning in all aspects and so we spend a lot of time and effort supporting them.

Communication and Language

Due to our wildly international setting within Cambridge, we have a large proportion of children entering nursery from multilingual homes, often with little or no previous knowledge of English. We therefore seek to provide a language rich environment with a strong emphasis on building vocabulary and encouraging communication and social skills with peers and adults. Key vocabulary is identified each week and books, toys and crafts are selected to help introduce these words. Small groups and 1:1 time are used where necessary to help boost language development. The school has a weekly visit from a Speech Therapist who is able to provide informal advice and parents are supported in referring to SALT if appropriate.

Personal, Social and Emotional Development

Colville Nursery is a fun and friendly environment with happy children who are keen to learn and play. Adults support children to learn how to share, how to take turns and how to collaborate with others. We spend time learning about feelings and thinking about how we can help one another. High expectations are put on independence skills and children are encouraged to take pride in having a go and doing their best.

Physical Development

We make use of the wonderful indoor and outdoor facilities at the school. Adjacent to the Nursery classroom, there is a school hall with PE equipment. We use our own outdoor area, ride on vehicles with road markings, a gardening space and also enjoy exploring the facilities available in the larger part of school.

The specific areas are:

Literacy	Mathematics	Understanding the World	Expressive Arts and Design

We want to help develop a cohort of children who have a real love for reading and writing. We choose high quality, engaging books to read each week and allow children to choose books to take home. We use activities from Phase One of the Letter and Sounds scheme to help prepare children for phonics. Children are introduced to a 'sound of the week' which corresponds with Read Write Inc. and the focus is on beginning to hear the different sounds in a word. Opportunities are provided for mark making during play and staff help develop the gross and fine motor skills needed before a child is ready to start writing. During the Spring Term we start Drawing Club[2] which is always very popular. This helps children use mark making for meaning alongside boosting their language skills and allowing them to develop their imagination.
Our maths curriculum is carefully considered to break down areas of learning into small steps. We use resources from White Rose Maths and Nrich as well as ensuring there are plenty of number, shape and pattern opportunities throughout our play provision.
We love learning about ourselves, families and the world around us. We celebrate religious festival together, explore science concepts through play and love baking!
Each year we are inspired by a chosen artist. Paint, pens, scissors and glue are always available to children and we enjoy learning about colour and design.

At Colville we are aware that play is considered essential for brain development as it enhances curiosity, facilitating memory and learning.[1] We choose a topic each half term on which to focus our learning ideas, but alongside this staff will be looking for ways in which to encourage learning through developing children's own personal interests. Children learn by leading their own play, and by taking part in play which is guided by adults. Staff will constantly reflect on the different rates at which children are developing and adjust their practice appropriately, enabling each child to progress. Together We Love, We Laugh and We Learn!

[1] Yogman, M, et al. (2018) 'The Power of Play: A Pediatric Role in Enhancing Development in Young Children' in *Pediatrics*

[2] Greg Bottrill

Nursery Curriculum Map 2024/25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic:	**All About Me**	**Autumn and Winter**	**Around the World**	**In the Forest**	**Living and Growing**	**Moving**
Communication and Language	* Talk about their family using family photo as prompt * Learn to say some key things about themselves * Use words to express their preference between two activities * Follow simple instructions * Listen to stories told to whole class * Join in words of familiar nursery rhymes	* Talk about items from home using photo prompts * Learn 'Leaf Man' poem * Sing a large repertoire of Christmas songs * Communicate more confidently with staff * Listen to, and engage with, increasingly longer stories	* Bring in favourite book from home and retell it to class * Learn to organise themselves and their play through role play opportunities * Practice using past and future tenses by talking about holidays	* Follow 2-step instructions * Retell 'Going on a Bear Hunt' story * Develop use of connectives to make longer sentences * Practice paying attention to more than one thing at a time (eg talking about the weekend whilst colouring)	* Describe photos of funny animals on the board to develop vocabulary and sentence complexity * Make and use puppets to retell stories	* Introduce self to new class teachers * Understand and answer questions beginning with 'Why' * Extend conversations with friends and adults for a number of turns * Get own opinions and points of view across through speech
Personal, Social and Emotional Development	* Begin to learn the rules and routines of the classroom * Learn how to select and care for resources * Become independent in toileting and hygiene needs *Explore the nursery environment	* Take responsibility for helping collect and distribute snack provisions * Take pride in creating and watching Christmas film * Invite and welcome other children/staff members to classroom * Recognise emotions represented in pictures	* Welcome new children to the setting * Think about healthy food choices * Build confidence through sharing learning with parents – classroom based assembly * Talk about emotions	* Show more confidence in new social situations through matching up with older child for Easter craft activities * Guide family members around our outdoor space in Easter egg hunt	* Confidently welcome new children to the setting * Develop own ways of avoiding conflict through talk * Extend and elaborate on play ideas	* Remember our time in nursery through graduation song and photos * Meet new reception teacher and explore new classroom * Discuss healthy choices – exercise and tooth brushing

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Topic:	**All About Me**	**Autumn and Winter**	**Around the World**	**In the Forest**	**Living and Growing**	**Moving**
Physical Development	* Develop movement skills through riding bikes and scooters * Begin to develop hopping and balancing with party games such as musical statues * Begin to use scissors to make snips in paper	* Practice throwing and catching large balls * Begin to use scissors to cut strips of paper into pieces * Engage with 5-a-day videos * Begin to learn how to put on, and zip up coats	* Take pride in putting on own coat independently * Remove and replace socks and shoes for PE in the hall *Balance on apparatus in small hall * Grow in confidence in selecting and using tools for a purpose	* Develop wrist muscles through activities such as painting with water outside * Develop dance skills in small hall * Climb up and down stairs to explore school	* Use obstacle courses both inside and out * Targeted fine motor skills groups using dough disco * Explore and use larger outdoor equipment in whole school grounds * Use construction area outside to collaborate with others to manage large items	* Practice for, and take part, in Sports Day * Explore different ways our bodies can move * Further develop fine motor skills in preparation for writing
Literacy	* Sound of the week: m, a * Can repeat a clapping patterns * Engage in conversations about stories	* Sound of the week: s, d, t, i, n, p * Begin to Clap syllables together * Start writing some letters of their name	* Sound of the week: g, o, c, k, u, * Drawing club * Enjoy rhyming books and begin to recognise when words rhyme * Listen to letters from children around the world	* Sound of the week: b, f, e, l, h, r * Drawing club * Attempt to clap syllables independently * World Book Day * Suggest new rhyming words	* Sound of the week: j, v, y, w, z * Recognise when two words have the same initial sound * Begins to use mark making to make lists * Draw large-scale pictures on the wall	* Sound of the week: q, x * Write name using correct formation * Orally blend and segment sounds in simple words
Mathematics	* Learn some new number rhymes and songs * Enjoy counting together * Explore 2D shapes * Compare sizes and shapes of natural materials		* Learn to subitise up to 3 * Use fingers to indicate numbers * Count up to 5 objects and know that the last number said shows how many there are * Use mathematical language for shape and position * Compare size, length, weight and capacity * Notice and discuss patterns – both natural and manmade		* Can recognise digits and start to use mark making to represent amount * Can solve some real world maths problems * Can compare quantities * Describe and discuss routes and sequences of event using mathematical language * Explore 3D shapes * Recognise and extend repeating patterns	

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Understanding the World	* Learn about own life-story * Celebrate their family * Recognise that all families are different but special	* Explore signs of Autumn and then Winter around school grounds * Collect natural materials * Learn about the celebrations: Diwali, Fireworks Night, Remembrance Day, Christmas	* Learn some features of Cambridge and how it differs to other cities in the UK * Learn about some features and cultures from other countries * Explore and talk about different forces they can feel * Learn about Chinese New Year and Burns Night	* Learn about pancake day, Eid al-Fitr and Easter * Explore floating and sinking * Plant and care for sunflowers and vegetables * Explore light and shadows	* Care for plants and learn what they need to grow * Learn some key vocabulary about plants * Learn how to respect minibeasts * Meet some new animals * Watch frogspawn change to tadpoles and then frogs	
Expressive Arts and Design	* Begin to learn how to represent the features of a face for self portraits * Explore a wide variety of media and materials * Develop imagination through small world play (dolls house, dinosaurs, Peppa Pig etc)	* Create pictures out of shapes * Learn words and actions to Christmas show songs * Explore mixing colours together to create autumnal designs * Listen and respond to music from percussion instruments *Make fireworks sounds with instruments *Whole class art project based on an artist	* Drawing Club * Listen and respond to music from traditional instruments from around the world * Improvise own songs using instruments * Join different materials to create junk model vehicles * Develop imaginative stories in aeroplane role play area	* Drawing Club * Listen and respond to music from wind instruments * Explore the contrasts of ‘drab’ and ‘colourful’ in painting * Act out familiar stories together	*Listen and respond to songs from string instruments * Respond to what they have heard, expressing thoughts and feelings * Pitch match through singing exercises * Paint emotions and ideas	* Learn and record a graduation song * Improvise own songs using words and instruments * Express themselves through dance and rhythm