

Marsh Green Primary School Nursery Curriculum Map 2023 - 2024

	Autumn 1 - 7 weeks	Autumn 2 - 7 weeks	Spring 1 - 6 weeks	Spring 2 - 5 weeks	Summer 1 - 6 weeks	Summer 2 - 7 weeks
FESTIVALS TO CELEBRATE	Halloween - 31 st Oct	Bonfire - 5 th Nov Diwali - 12 th Nov Christmas - 25 th Dec	Chinese NY- 22 nd Jan Valentines - 14 th Feb Pancake Day-21 st Feb	World Book Day - 2 nd Mar Red Nose Day - 17 th Mar Easter - 9 th April	Eid - 21 st April	Nursery Graduation
VOCABULARY	Cousin, aunt, uncle, Marsh Green, community, green, calm, happy, focused, yellow, excited, silly, worried, frustrated	Diwali, light, dark, Medi, pattern, rangoli, rice, bonfire, dangerous, burn, flicker, flame, reflect, reindeer, sleigh, festival, feast, holly, shimmer, sparkle, frosty, freeze, crunch	Valentine, love, Lunar New Year, Emperor, race, competition, first, second, third, last, finally, because, or, and	Blooming, blossom, new life, kindness, friendship, hatching, shoot, plants, flower, cress, above, under, behind, compost, spade, rake, hoe, trowel, gardening	Dog, puppy, cat, kitten, duck, ducking, chicken, chick, horse, foal, pig, piglet, sheep, lamb, goat, kid, cow, calf, elephant, lion, cub, frog, tadpole, lion, fierce, camel, grumpy, monkey, naughty, snake, scary, giraffe, tall, jumpy, perfect	Monitor, responsibility, difference, similar, review, graduation, memories, culture, self-portrait, proud, achieve, tall, short, long, curly, straight, skin,
POSSIBLE THEMES, INTERESTS, LINES OF ENQUIRY	'Eye Spy Around Me' Explore the seasonal changes of summer to autumn using all our senses. Explore our new world, our new Nursery family and the differences within. Explore and talk about our feelings, how they sound and look. Use music and drawing to share our feelings.	'Sparkle' Explore lights and their significance in our own and other cultures through celebrating autumn and winter festivals. Use our senses when exploring and use talk to describe what we sense. Use talk to describe how we feel and what we need when we have those feelings.	'Ready steady Red' Explore the colour red through stories and the significance of red in festivals such as Chinese New Year and Valentine's Day. REVIEW AUTUMN 1 - FEELINGS Think about the feeling of 'angry' red in the colour monster story, when it happens for us and how we can manage those feelings.	'Blooming Lovely' Explore the changes of winter to spring and how to care for new life, showing kindness. REVIEW AND Talk about the resilience of new life and how we have grown in managing our feelings and change. In our growing friendships, work together to explore materials and how things work.	'Dear Zoo' Explore animals, their differences, similarities and how we all may be different but need love and a sense of belonging. Know about the responsibility of looking after a school pet and show how I know how to look after myself.	'My Circle' REVIEW AND Reflect on and know our growing circle of people from autumn to now, including the friends we have made. Appreciate the differences and celebrate those. REVIEW AND Reflect on and appreciate the contributions made by friends and ourselves.
OUR NURSERY GOALS	PSED Talk about my feelings, describe them and begin to understand how others might feel. Understand why rules are important and use my talk with others to solve conflict C&L Use talk to organise my thinking when playing and exploring I am curious to ask questions and explore my environment I can use the new vocabulary I have learnt and put into context		PSED Play with more than one friend, sharing ideas and working together Show growing resilience to challenges C&L Join in conversations Speak in four-six-word sentences or more I can have a conversation and use 4-6 word sentences. I can use words like 'because' 'or' 'and' to connect my sentences. I can hold a conversation with peers and adults and organise my thoughts using clear sentences		PSED Develop a sense of responsibility in and membership of the Marsh Green Community C&L Enjoy listening to longer stories and I can remember much of what happens I can talk about stories that I have read - talking about the characters, feelings and what is happening. I can listen and attend to a story in larger group times I can begin to answer why questions	

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<p>I can select my own books and talk about what is happening in the pictures</p> <p>PD</p> <p>Put on and fasten my coat</p> <p>I can put on my coat</p> <p>I can fasten my coat</p>	<p>PD</p> <p>Work with my friends and negotiate our roles to play games and build structures together</p> <p>Ride a trike and a scooter</p> <p>I can ride a trike</p> <p>I can ride a scooter</p> <p>I am starting to exchange ideas with my friends</p> <p>I am starting to work with my friends to play games and build structures together</p>	<p>I can use the past and future tense correctly</p> <p>PD</p> <p>Hold mark making and craft tools comfortably, showing a preference for my dominant hand</p> <p>Show growing independence in my self-care including toileting, oral hygiene, washing my hands and healthy food choices</p> <p>I am showing growing independence in toileting/ teeth brushing/ washing my hands</p> <p>I am starting to make healthy choices</p> <p>I can hold mark making tools with a tripod grip</p> <p>I am showing a preference for my dominant hand</p>
<p>Literacy</p> <p>Develop a love of books and use new words from books to enrich my play and conversations</p> <p>Understand print has meaning and is read from left to write, top to bottom</p> <p>I can select books that I am interested in and share these with adults and peers</p> <p>I can use new vocabulary I have learnt in context</p> <p>I know that when reading I read from left to right and top to bottom</p> <p>MD</p> <p>Understand numbers to 5 in depth (1-2)</p> <p>Recognise and make patterns</p> <p>Subitise to 3 (1-2)</p> <p>I can recognise and make patterns and begin to notice when there is an error in the pattern</p> <p>I can subitise to 2 in a variety of contexts</p> <p>I can understand, talk about and use numbers to 2 in depth</p> <p>EAD</p> <p>Draw and paint pictures of myself and my feelings</p> <p>Sing songs and make up my own songs and music</p> <p>Explore materials by cutting, shaping, joining and use these to enrich my play</p> <p>I can remember and sing entire songs</p> <p>I can make repeated sounds using my body, objects, or instruments to make a pattern</p> <p>I can make closed shapes with continuous lines</p> <p>I can add detail to my shapes to make recognisable facial features</p> <p>I can change the lines and shapes to show emotion on faces</p> <p>I can snip materials by using squeeze grip scissors</p> <p>I can cut forward on materials using handled scissors with a helping hand</p> <p>I can roll, coil, ball and use shape cutters on malleable materials</p>	<p>Literacy</p> <p>Write my first name</p> <p>Explore letter shapes in my mark making</p> <p>I can copy letter shapes in sensory play and in mark making activities</p> <p>I can write the letters in my name and correctly form these letters</p> <p>MD</p> <p>Understand numbers to 5 in depth (3-5)</p> <p>Subitise to 3</p> <p>Explore and compare quantities using words like more and fewer than</p> <p>I can compare quantities and use language such as more/ fewer than</p> <p>I can compare objects relating to size, length, weight and capacity</p> <p>I can subitise to 3 in a variety of contexts</p> <p>I can understand, talk about and use numbers to 5 in depth</p> <p>I can record in my own way using symbols, marks and numerals</p> <p>EAD</p> <p>Explore materials by cutting, shaping, joining and use these to enrich my play</p> <p>Sing songs and make up my own songs and music</p> <p>Be creative in my play, craft, construction and dance.</p> <p>I can adapt a known song to create my own</p> <p>I use shapes in the marks I have made to represent objects</p> <p>I can cut forward on materials using handled scissors independently</p> <p>I can shape materials by snipping, cutting, folding, squeezing and tearing</p> <p>I can join materials by: tearing and overlapping masking tape on two pieces; spreading glue onto a piece and overlapping parts; overlapping parts and using paperclips; attaching using hammers and nails</p> <p>I can shape malleable materials into simple recognisable forms</p> <p>UW</p> <p>Explore how things work</p> <p>Care for my class plants and pets and show kindness to others</p> <p>I can use words that I have learned from books and adults around me to describe what I see, hear, feel, smell and taste in autumn, winter, spring and summer</p> <p>I can plant seeds and know how to care for growing plants</p>	<p>Literacy</p> <p>Hear rhyming words and words beginning with the same initial sound</p> <p>I can hear rhyming words and enjoy taking part in rhyming activities</p> <p>I can hear rhyming words and list other rhyming words</p> <p>I can hear initial sounds in words and take part in initial sound activities</p> <p>I can talk about the stories I have read and offer my suggestions in group times</p> <p>I can answer blank level 2 and 3 questions</p> <p>MD</p> <p>Explore and compare quantities using words like more and fewer than</p> <p>Describe and use shapes in my creative work and constructions</p> <p>I can compare quantities and use language such as more/ fewer than</p> <p>I can compare objects relating to size, length, weight and capacity</p> <p>I can talk and explore 2D and 3D shapes and begin to use informal Mathematical language.</p> <p>I can solve mathematical problems through my play</p> <p>EAD</p> <p>Be creative in my play, craft, construction and dance.</p> <p>I can select materials and give a purpose for using them</p> <p>I can share an idea of what I want to make then decide which materials to use to develop my idea into a creation</p> <p>I can use my creations to support my small world play and role-play</p> <p>UW</p> <p>Begin to know myself, my community and develop a positive attitude about the differences within</p> <p>I can use words that I have learned from books and adults around me to describe what I see, hear, feel, smell and taste in autumn, winter, spring and summer</p> <p>I can name who is in my wider family and represent this through my own choice of media e.g. pictures or role-play</p>

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	<p>UW Be confident and curious to use all of my senses to explore and describe the natural world around me I can take safe risks to look at, smell, listen, feel and taste things in the natural world around me. I can use a magnifying glass to look at things more closely I can use words that I have learned from books and adults around me to describe what I see, hear, feel, smell and taste in autumn, winter, spring and summer I show a positive attitude about other peoples' families and how they are different from my own I can talk about my family members and their roles</p>		<p>I can describe the key features of the life cycle of a plant and an animal I am beginning to show an understanding of the need to respect and care for the natural environment and all living things. I can make mechanical equipment move following my investigations I show resilience towards the challenge of problem solving how to operate equipment</p>		<p>I can identify different people in my community, the roles they have and how they help me I can use words I have learned from books and the adults around me to name and describe the roles of other people</p>	
'OUR FAVOURITE 5' BOOKS OF THE HALF TERM	<p><u>Differences</u> Families, Families, Families by Suzanne & Max Lang <u>Other Cultures</u> Handa's Surprise by Eileen Browne <u>Emotions</u> The Colour Monster by Anna Llenas <u>Rhythm/ Rhyme/ Repeated Refrains</u> Five Little Pumpkins by Ben Mantle <u>Traditional Tales</u> Goldilocks & The Three Bears</p> <p><u>Other Books</u> -Room on the Broom by Julia Donaldson (Halloween) -Non-fiction on autumn and hibernation</p>	<p><u>Differences</u> It's OK to be Different by Todd Parr <u>Other Cultures</u> Shubh Diwali by Chitra Saunder <u>Emotions</u> Stickman by Julia Donaldson <u>Rhythm/ Rhyme/ Repeated Refrains</u> We're Going on a Bear Hunt <u>Traditional Tales</u> The Gingerbread Man</p> <p><u>Other Books</u> -The Gruffalo by Julia Donaldson -Non-fiction on winter -Non-fiction on Diwali</p>	<p><u>Differences</u> Seven Blind Mice by Ed Young <u>Other Cultures</u> The Great Race - Story of The Chinese Zodiac by Dawn Casey <u>Emotions</u> Mr Wolf's Pancakes by Jan Fearnley (sharing & helping) <u>Rhythm/ Rhyme/ Repeated Refrains</u> The Smartest Giant In Town by Julia Donaldson (kindness) <u>Traditional Tales</u> Little Red Riding Hood</p> <p><u>Other Books</u> - The Gruffalo's Child by Julia Donaldson -Non-fiction on winter & spring -The Colour Monster by Anna Llenas</p>	<p><u>Differences</u> The Odd Egg by Emily Gravett <u>Other Cultures</u> Handa's hen by Eileen Browne <u>Emotions</u> The Ugly Duckling <u>Rhythm/ Rhyme/ Repeated Refrains</u> The Very Hungry Caterpillar <u>Traditional Tales</u> Jack & The Beanstalk</p> <p><u>Other Books</u> - Superworm by Julia Donaldson -Non-fiction on spring and animals</p>	<p><u>Differences</u> Monkey Puzzle by Julia Donaldson <u>Other Cultures</u> We're Going on a Lion Hunt by David Axtell <u>Emotions</u> Cave Baby by Julia Donaldson <u>Rhythm/ Rhyme/ Repeated Refrains</u> Brown Bear Brown Bear by Eric Carle <u>Traditional Tales/</u> The Three Little Pigs</p> <p><u>Other Books</u> - The Snail and the Whale by Julia Donaldson -Non-fiction on summer Dear Zoo</p>	<p><u>Differences</u> Picasso's Trousers by Nicholas Allan <u>Other Cultures</u> Beautiful Bananas by Elizabeth Laird <u>Emotions</u> Paper Dolls by Julia Donaldson (memories & loss) <u>Rhythm/ Rhyme/ Repeated Refrains</u> Freddie & The Fairy by Julia Donaldson (speech & rhyme) <u>Traditional Tales</u> The Three Billy Goats Gruff</p> <p><u>Other Books</u> - Zog by Julia Donaldson -Non-fiction on summer Non-fiction on Healthy Eating</p>
'OUR FANTASTIC 4 RHYMES'	<p>-Dingle Dangle Scarecrow -Head, shoulders -Tommy Thumb</p>	<p>-I hear thunder -Twinkle Star -Miss Polly had a dolly</p>	<p>-Wind the bobbin up - Grand Old Duke of York - Hey Diddle Diddle</p>	<p>-Hot cross buns -Horsey Horsey - 5 little ducks</p>	<p>-Old Macdonald -Baa baa black sheep -Incy wincy spider</p>	<p>-Doctor Foster -Row row row your boat -Round and round the garden</p>

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OF THE HALF TERM	-Humpty Dumpty	-5 little men in a flying sauce	- 5 little monkeys	-There's a worm at the bottom of the garden	-12345 once I caught a fish alive	-Wheels on the bus
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SUGGESTED ACTIVITIES TO ENHANCE TIMETABLE	Routines to introduce - -Area Challenges -Squiggle Wiggle -Songs that make you go mmmm -Phonics, Rhyme, Story Time - story voting -Tooth brushing -Vocab flower -Sign along Sessions through music - Crazy Jo Artist - Freda Kahlo -Making dens for hibernating animals - Autumn walk & collection - Patterns with autumn foliage - Curiosity tray with seasonal changes observations -Self & family portraits - save to compare to summer portraits -Colour monster helicopter story -Number of the week -Halloween party -Pumpkin carving -Emotion potions Home corner - 3 Bears set up	Parents Stay & Play Focus- Emotional Regulation -Firework art -Bonfire night safety rules -Diwali party -Christmas party -Light/ dark den -Light collection -Making Diwali lights - Mendhi hand patterns - Learn Diwali and Christmas songs -Stage & instruments make up own performances - Home corner - Diwali & Christmas Decorations -Christmas Gingerbread baking -Number of the week -Patterns making - Christmas decorations	-CNY party -Craft a dragon and perform a dragon dance as a team -Helicopter story - The great Race - CNY & Valentines cards & Thankyou/Kindness cards - name writing - Craft station with picture instructions - Home corner - CNY & Valentines Decorations - Red collection -Valentine biscuit making -Pancake making -Making Grab & Go Calm down kits -Number of the week -Greedy & Less feeding station (maths monsters)	Parents Stay & Play Focus- Phonics Artist - David Hockney - Growing seeds -Gardening -Lifecycle observations -Teamwork - making a bug hotel -Home corner - Easter decorations - Gardeners' potting bench -Easter cards -Spring observational drawing -ICT art - Hockney style -Egg decorating/ paper mache making	-Eid celebrations -School dog walking/ feeding/ grooming -Matching animals and their young - Make dances and music-based ion animals - Box craft - animal homes - Sculptures - model animals -Shape of the week -Helicopter story - Lion Hunt -Rock painting imaginative animals like cave baby	Parents Stay & Play Focus- Reading Artist - Picasso -My best memories - photo collage of their moments - Rehearse and perform sign along songs for Graduation -Make Graduation invites -Choose and perform monitor roles -Outdoor vehicle wash - bikes, scooters and trikes - Plan and make healthy eating picnic - Picasso - self portrait of now - compare to autumn portraits -Shape pictures Picasso style -Create large scale story maps for Beautiful bananas and Three Billy Goats Gruff- perform for parents - Shape of the week
TRIPS/ VISITORS	Autumn walk	Visit to/ Visitor in - Santa	Dragon dancers/ CNY puppet show	Spring Walk New life hatching - caterpillars to butterflies/ duck eggs	Visit to/ Visitors in - Petting Zoo	Visits to new class/ around school Graduation ceremony