

**Nursery Curriculum Map**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>General themes Year A</b>	All about me! (Civilisations)	People who help us. ( Civilisations)	Reduce, reuse, recycle. (Sustainability)	Healthy Me! ( Sustainability)	Amazing Animals. (Different and equal)	Going on a journey. (Different and equal)
<b>General themes Year B</b>	What makes me special? (Exploration)	How shall we get there? ( Exploration)	Who lives in a home like this? (Cause and consequence)	Who can help me? ( Cause and consequence)	Let's go to the seaside! (Continuity and change)	Around the World (Continuity and change)
<b>RE</b>	God the Creator	Baptism Advent	Christmas. God's family	Lent	Easter Mary Mother of God Pentecost	Celebrations
<b>Key Texts</b>	Nursery Rhymes. Owl Babies. Fox's Socks. Shark in the Park (Rhyming). The creation Story. We're going on a leaf hunt. The Little Red Hen The Enormous Turnip (Repetition)	Goldilocks and the three bears. Christmas stories. Whatever next! Jill Murphy Going on a leaf hunt Going on a Bear hunt Day Monkey/Night Monkey. Nursery Rhymes Rhyming Stories. Peace at last ( Phase 1 phonics) The Gingerbread Man ( Repetition) The Enormous Turnip (Repetition)	One Little Mitten. Walking through the jungle Owl Babies Old MacDonald had a farm The three Little Pigs What the ladybird heard. Recycling ( Non Fiction) The Green monster. Doing the animal Bop ( Phase 1 phonics) 10 Green things to do. This is Our World	We are going on an Egg Hunt. Simple Easter story. The Very Hungry Caterpillar. Titch I can brush my teeth (Non Fiction). 10 Little superheroes Peole who help us non-fiction	The Train ride Dear Zoo. Walking through the jungle. Old MacDonald had a farm. Under the sea. Easter story. Rainbow fish The three Billy Goats Gruff Handas Surprise. Sharing a shell- Julia Donaldson We are going on a picnic Row your boat Commotion in the ocean	The Train Ride. We all go travelling by. The Magic Train Ride. We are going on a bear hunt. You cant get an elephant on a bus. My Granny went to Market. Walking through the jungle  Grandma went to market  A handful of buttons
<b>Cultural Capital Wow moments Enrichment weeks</b>	Citizen of the World Week. Autumn Walk  Senses Day	Remembrance Day. Harvest. Nativity Performance Diwali. Visit from firefighters. Visit from Priest	Chinese New Year. Living eggs. Valentines. Winter walk Mental Health Week	Shrove Tuesday. Ash Wednesday. World Book Day. Spring time Walk Mothers Day science week Visit from People in the community	Caterpillars.	Sports Day Teddy Bears picnic Fathers Day
<b>Parental Involvement</b>	Welcome meeting. Nursery rhyme bag to go home. Tapestry- Photos of my family	Stay and play. Story bags to go home. Tapestry- How do you celebrate Christmas at home	Tapestry- Lets do some recycling at home.  Story bags.	Easter craft Morning. Parents meetings.  Walk to church	Take home library book. Tapestry- Do you have pets? Trips to farm/zoo.	Transition Tapestry- A different way of travelling.

	<b>Narrative</b>	<b>Intent</b>
<b>COMMUNICATION AND LANGUAGE</b>	The development of children's communication and language is at the heart of everything we do. It underpins all seven areas of learning and development. Through high quality interactions, conversation, discussion, storytelling, role play and modelling we provide a language rich environment. Our curriculum is centred around stories and rhymes which envelop children in a wide range of vocabulary and language. Sharing non-fiction, stories, rhymes and poems, daily and then providing them with extensive opportunities to use and embed new words in context.	Children should be able to sing a large repertoire of songs and rhymes. They will enjoy listening to familiar stories and will retell some of these. Children will enjoy listening to longer stories and will remember much of what happens. Children will use an ever-widening range of vocabulary to express themselves working towards using longer sentences to do this. They will understand a question or instruction that has two parts and 'why' questions. Children will develop their communication and pronunciation, being supported as necessary with tenses and sounds. Children will be confident to start and engage in conversation with others, using talk to express themselves and organise their play.
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	Children's personal, social and emotional development is essential for children to be able to 'live in all its fullness'. We nurture relationships and bonds with the children and their families ensuring a partnership in learning. Children will be supported to understand their own feelings and those of others using the 'Zones of Regulation' model. Children will develop resilience, a strong sense of self, independence and confidence through adult modelling and guidance. Children will learn how to look after themselves physically and emotionally including building friendship and navigating social situations.	Children will select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. They will develop their sense of responsibility and membership of their Nursery community, increasingly following the rules, understanding why they are important. Remember rules without needing an adult to remind them. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Begin to find solutions to conflicts and rivalries including talking with others. They will talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (zones of regulation) and understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing
<b>PHYSICAL DEVELOPMENT</b>	Physical development is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. We will provide activities, resources and experiences to develop gross and fine motor skills. With opportunities for play both indoors and outdoors, we will support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Fine motor control will also be developed through continuous provision and adult focus activities, including small world activities, puzzles, arts and crafts and the practice of using small tools. This is all a pre-cursor to developing the skills for writing.	Children will continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills through a range of continuous provision opportunities and adult directed tasks. Through using the climbing frame and other apparatus children will climb and will match their developing physical skills to tasks and activities in the setting. Children will develop their balance to include being able to Skip, hop, stand on one leg and hold a pose. They will use large-muscle movements to wave flags and streamers, paint and make marks. Children will start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Fine motor skills such as using one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Children will be encouraged to become increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
<b>LITERACY - WRITING</b>	Children will be given opportunities to write during their own play in many different contexts. A high value is given to mark making from the very beginning of Early Years with children being provided with a variety of opportunities and experiences in which to make marks. Children will be taught how to form letters correctly and how to hold a pencil effectively. Through daily phonics teaching children will learn how to write the sounds in words, building up to writing a narrative. A rich literary diet will ensure children have the ideas and structure needed to write a variety of genres including stories, non-fictions, label lists and poems.	Children will use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Children will learn to write their name by the end of the Nursery year. They will write some letters accurately.
<b>LITERACY - READING</b>	We will immerse children in rich and diverse texts and aim for all children to develop a life-long love of reading. Adults will share their own passion for reading with the children, modelling a love and care for books and regularly sharing stories, poems, non-fiction texts and rhymes. Children will also be taught synthetic phonics to enable them to decode and read words and later sentences. These skills will be developed through adult led activities and carefully planned continuous provision.	Children understand the five key concepts about print: <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing.</li> </ul> Children will develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise words with the same initial sound. (Phase 1 phonics, Letters and Sounds)</li> </ul> They will engage in extended conversations about stories, learning new vocabulary
<b>EXPRESSIVE ART AND DESIGN</b>	Children will have a variety of opportunities to develop their imagination and creativity by experimenting and playing with a wide range of media and materials. By looking and at the work of a range of artists and process children will develop an understanding of art and artists. Children will have role-play modelled and adults with play alongside and engage in narrative, enabling children to develop their	Children will explore and join different materials freely, to develop their ideas about how to use them and what to make, expressing their own ideas. They will create closed shapes with continuous lines and begin to use these shapes to represent objects. Children will draw with increasing complexity and detail, such as representing a face with a circle and including details and will use drawing to represent ideas and emotions. They will explore colour and colour mixing. Children will partake in lots of musical

	vocabulary and storytelling. Singing and rhymes are in built into daily routines and a great importance is given to singing for pleasure and performing both inside and outside.	activities and will Listen with increased attention to sounds. They will respond to what they have heard, expressing their thoughts and feelings. Children will remember and sing entire songs including matching pitch and tone of others. They will sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs and create their own songs or improvise a song around one they know. Children will play instruments with increasing control to express their feelings and ideas.
<b>UNDERSTANDING THE WORLD</b>	At St Joseph's one of our strengths is our diverse community where we welcome and respect children and families from all over the world. We share and celebrate traditions, experiences, festivals and knowledge of different cultures and communities within our school and beyond. Children will have the opportunity to explore their physical environment through trips, experiences and visits. Children will also learn about animals and plants including life cycles and make daily observations on seasons/weather.	Children will use all their senses in hands-on exploration of natural materials and explore collections of materials with similar and/or different properties. They will talk about what they see, using a wide vocabulary. Children will begin to make sense of their own life-story and family's history and show interest in different occupations. They will explore how things work and explore and talk about different forces they can feel. They will talk about the differences between materials and changes they notice. Children will plant seeds and care for growing plants, understanding the key features of the life cycle of a plant and an animal. They will begin to understand the need to respect and care for the natural environment and all living things as well as continuing to develop positive attitudes about the differences between people. They will know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
<b>MATHS</b>	Children will have a variety of opportunities to develop their mathematical thinking, explore maths in their play and have new concepts taught and modelled. Children will then be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. Children will develop their mathematical reasoning and vocabulary in all areas including shape, space and measures through a careful mixture of direct teaching, meaningful interaction and exposure to resources, models and manipulatives. We will develop a love for maths and number, investigating patterns, connections and sequencing with a confidence to support or challenge their understanding and that of their peers.	The children will subitise up to 3 objects and recite numbers to at least 5, saying one number for each item in order: 1,2,3,4,5. Children will know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Children will show 'finger numbers' up to 5 and link numerals and amounts. They will experiment with their own symbols and marks as well as numeral and solve real world mathematical problems with numbers up to 5. Children will compare quantities using language: 'more than' and fewer than'. They will understand and use positional language and describe a familiar route. Children will select shapes appropriately in their play and combine shapes to make new ones. They will talk about and identify the patterns around them and extend and create ABAB patterns as well as notice and correct an error in a repeating pattern. Children will begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>A</b>	<b>All about me!</b> ( Civilisations)	<b>People who help us.</b> ( Civilisations)	<b>Reduce, Reuse, Recycle.</b> (Sustainability)	<b>Healthy Me!</b> ( Sustainability)	<b>Amazing Animals</b> ( Different and Equal)	<b>Going on a journey.</b> ( Different and Equal)
<b>B</b>	<b>What makes me special?</b> ( Exploration)	<b>How shall we get there?</b> ( Exploration)	<b>Who lives in a home like this?</b> ( Cause and consequence)	<b>Who can help me?</b> ( cause and consequence)	<b>Lets go to the seaside!</b> ( continuity and change)	<b>Around the World</b> ( continuity and change)
Communication and Language	Wellcomm language screening. Listen and follow story threads - Story maps/stones/spoons. Retell stories with puppets. Join in with repeated refrains. Talk about EYFS and own families. Story & Nursery Bags - home Nursery rhymes. Asking to play sentences: 'please can I play/have a turn. Understanding what tools are used for which activity. Daily story, singing and rhyme sessions. Group times (whole class and small groups.) Children will consider what makes them special, how their bodies work, what their senses are and how to keep healthy. They will practise talking about their feelings and learn how others may have different feelings to them. Children will think about what makes a good friend Basic Makaton signs.	As T1 Vocabulary linked to environment & senses questions - What can you see? Christmas Nativity and role – play Performance. Understanding prepositions. Daily story, singing and rhyme sessions. Group times (whole class and small groups). New vocabulary- types of transport, movements- hopping, skipping, jumping etc Relevant Makaton signs and gestures.	Wellcomm language screening for new starters. Learning new words- Hibernation, nests, den, cosy, Talking about home experiences. Encourage super sentences. Encourage quality conversations and storytelling. Daily story, singing and rhyme sessions. Small groups and whole class sessions. Where do you live? Where do different animals live?	What does a superhero do? Introduce new vocabulary for People who help us. How do people help us? How can you be a superhero? Why do we keep ourselves healthy? Real life experiences of healthy food and drinks. Make own version of Nursery children who help us story. Are the children beginning to ask questions? Talking about mummies- Mothers Day card. Daily story, whole class and small group times)	Wellcomm language screening for new starters. To speak with confidence during carpet time and circle time. Using describing words when talking about the seaside. Beginning to make own rhymes and changing words to original rhymes. To use appropriate story language to re-enact / re-tell simple and familiar stories Daily story, singing and rhyme sessions. Introduce new vocabulary related to the seaside. How can we look after our beaches and seaside? ( environment)	To listen and respond appropriately with relevant comments, questions or actions. Express own feelings about different ways of travelling. Describing different flags by shape and colour and motif/logo Start a conversation with an adult/ friend about transition. Understanding why questions, can use sentences joined up with words - because,or,and. Daily story, singing and rhyme sessions.
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	Develop understanding of belonging, learning routines and separating from parent/carer. (YN)- new starters. Play alongside and with others. Understanding how themselves and others are feeling (ZOR). Developing class rules together including respecting resources and equipment and Resolving conflicts peaceably. Meeting own goals. Building relationships with peers/adults and Key Workers. Importance of brushing teeth.	Develop understanding of belonging, learning routines and separating from parent/carer. Play alongside and with others. Understanding how themselves and others are feeling (ZOR). Developing class rules together including respecting resources and equipment and Resolving conflicts peaceably. Meeting own goals. Building relationships with peers/adults and Key Workers Importance of brushing teeth.	Increasingly follow rules, understanding why they are important. Start to go to weekly assemblies-show more confidence in new situations. Talking about feelings. Becoming more independent in meeting their own care needs. What can we do to be a superhero? ( look after each other, look after our environment, look after ourselves by healthy eating, keeping fit, brushing teeth) Resolve conflicts with the support of adult.  (YN) New starters- separates from parent/carer, learning new routines. Develop understanding of belonging.	Play alongside and with others. Understanding how themselves and others are feeling (ZOR). Meeting own goals. Continuing to build relationships with peers/adults. Show more confidence in new situations. Learn to look after their bodies through healthy foods and drinks. Resolve conflicts with the support of adult.	Established children - Remembering the rules without needing an adult to remind them. Make healthy choices about food, drink, activity and toothbrushing. Begin to resolve conflicts without adult help. Understand how others may be feeling. Develop understanding of belonging (YN) learning routines and separating from parent/carer. (YN)- new starters	Taking part in sports day - winning and losing. Transition to YR- celebrating achievements, discussing worries. Showing more confidence - in setting and beyond. Confident to talk about their homes, families and experiences and being considerate to each other's experiences and opinions.

PHYSICAL DEVELOPMENT	<p>Pencil grip display - refer to, monitor and support as necessary. Encouraging Independence with toileting, dressing and eating. (snack times, getting ready for outside, routines). Funky Fingers activities. Jigsaw puzzles, Mark Making opportunities (various). Continue to develop movement, balancing, riding and ball skills. Clap and stamp to music. Begin to use one handed tools such a scissors. Beginning to develop a preference for a dominant hand Importance of Oral hygiene</p>	<p>Continue with pencil grip activities. Independence with personal skills, Funky Fingers as T1. Large muscle movement exercises-dancing with scarves, waving flags and streamers, chalking/painting on playground. Continue to progress with scissor skills. Climbing apparatus to 'rescue', balance across a 'burning' building, 'drive' emergency vehicles around outdoor area.  Importance of Oral hygiene</p>	<p>Continue with pencil grip and Squiggle, Independence with personal skills, Funky Fingers as T1. Making &amp; cutting sandwiches (use dough cutters too). Negotiates space successfully both outdoors and indoors. Play games like Simon says, freeze dance for balancing, holding a pose. Can use cutlery independently. Importance of oral hygiene</p>	<p>Continue with pencil grip . Independence with personal skills, Funky Fingers as T1. Negotiating space successfully in outdoor and indoor area. Making healthy food and drink choices. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Beginning to form some letters of their name. Importance of oral hygiene</p>	<p>Continue with pencil grip activities. Independence with personal skills, Funky Fingers as T1. Name writing focus. Digging and planting seeds and flowerpots/beds Play parachute games to develop large muscle movements. Choosing resources that match their developing needs. Moving equipment around in a safe way. Importance of oral hygiene</p>	<p>Uses a comfortable grip with good control when holding pens and pencils. Preference for a dominant hand Continue with pencil grip activities. Independence with personal skills, Funky Fingers as T1. Games/races – sports day, balance and co-ordination focus. Name writing focus. Cutting fruits &amp; vegetables- using tool with control and safely. Importance of oral hygiene.</p>
LITERACY - WRITING	<p>Clipboards. Variety of paper and notebooks. Name writing - overwrite and copy write. Chalk mark making outdoors. Mark making in sand and other malleable resources with sticks/feathers/etc. Adult to show children print on displays, posters, books and magazines. Display children's names in the classroom. Model writing their name on pictures/models etc. Making marks on IWB</p>	<p>Writing messages in Christmas cards. Posting cards in Christmas post box. Add a variety of paper, cardboard, whiteboards, chalkboards to mark make/write. Name writing - overwrite and copy write. Chalk mark making outdoors. Mark making in sand and other malleable resources with sticks/feathers/etc. Put letter moulds in sand tray/magnetic letters to fish. Display children's names in the classroom. Model writing their name on pictures/models etc. Making marks on IWB</p>	<p>Shopping lists for ingredients/groceries. Winter checklist/bird watching checklist to tick off Name writing - overwrite and copy write &amp; transition to write from memory. Adding names next to models on Model Table. Chalk mark making outdoors. Mark making in sand with sticks/feathers/etc. Continue to show children print in different forms. Model writing continuously with the children. Enjoys drawing freely and independently. Making marks/drawing writing name on IWB</p>	<p>Make a healthy food shopping list. Write message and name in Mother's Day cards and Easter Cards. Mark making outdoors-checklists. Large whiteboard and chalk boards. Making marks/drawing/writing name on IWB. Can read name and attempt to write it independently. Model writing continuously with the children. Enjoys drawing freely and independently. Making marks/drawing writing name on IWB</p>	<p>Writing messages in Father's Day cards. Letters sounds, vc, cvc words for those beginning phase 2. Making labels for plants and signs to keep plants safe. Name writing - write from memory with KW &amp; encourage practise at home. Adding names next to models on Model Table. Model writing continuously with the children. Enjoys drawing freely and independently. Making marks/drawing writing name on IWB</p>	<p>Lists of what to take on a journey Lists for a healthy lunchbox. Letters sounds, vc, cvc words for those beginning phase 2. Chalk/water/whiteboard mark making outdoors. Mark making in sand and other resources with sticks/feathers/etc. Name writing - write from memory &amp; encourage practise at home. Adding names next to models on Model Table. Model writing continuously with the children. Enjoys drawing freely and independently. Making marks/drawing writing name on IWB</p>
LITERACY - READING	<p>Daily story, rhymes, and discussions. Phase 1 Phonics (small groups and in environment/provision). Aspect 1 and 2- General sound discrimination- environmental and instrumental sounds  Dialogic Book Talk.</p>	<p>Daily story, rhymes and discussion. Phase 1 Phonics (small groups and in environment/provision). Aspect 1 and 2-environmental and instrumental sounds.  Dialogic Book Talk.</p>	<p>Daily story, rhymes and discussion. Phase 1 Phonics (small groups and in environment/provision). Aspects 1,2,3- Body percussion. Dialogic Book Talk.</p>	<p>Daily story rhyme and discussion. Phase 1 Phonics (small groups and in environment/provision). Aspects 3 and 4 Body percussion and rhyme and rhythm Dialogic Book Talk.  Alliteration and voice sounds</p>	<p>Daily story, rhymes and discussion. Phase 1 Phonics (small groups and in environment/provision). Aspect 7 Oral blending Phase 2 - for children that are secure in phase 1. Alliteration and voice sounds Dialogic Book Talk.</p>	<p>Daily story, rhyme and discussion. Phase 1 Phonics (small groups and in environment/provision). Alliteration and voice sounds Aspect 7 Oral Blending Phase 2 - for children that are secure in phase 1. Dialogic Book Talk.</p>

EXPRESSIVE ART AND DESIGN	<p>Daily singing and rhymes. Role play - Home corner and linked to core stories &amp; other stories of childrens interests. Looking after the babies. Small World <b>Plasticine/print making</b> <b>Henri Matisse</b> <b>Plasticine Printmaking</b> equipment. Exploring paint and painting resources Construction resources-bricks-duplo,stickle bricks Autumn Playdough</p>	<p>People who help us role play. Hair salon, doctors,firefighters role play indoors and outdoors. Small World <b>Structures Suggestion:</b> <b>Famous landmarks</b> <b>(Cardboard Glue Materials for structures.)</b> Making Christmas cards. Daily singing and rhymes. Nativity songs Christmas Playdough Explore ways of mixing paint colours (Fireworks)</p>	<p><b>Collage Artist: Marcus Pfister (Rainbow Fish)</b>  Reduce reuse recycle song add movements. Explore musical instruments. Home corner add CNY resources. Small World area Daily singing and rhymes. Play on your instruments. (Link to phonics) Wiggle your scarf. (Linked to phonics) Reuse boxes and cartons. Use drawing to represent ideas like movement and loud noises.</p>	<p><b>Textiles-weaving fabric.</b> Mother's Day cards. Easter cards Role play - Home corner and linked to core stories &amp; other stories of chn. Interests. Small world area Painting healthy fruits and veg, printing with fruit and veg Painting Mummy. Role play - Home corner and linked to core stories &amp; other stories of chn. interests. Collage</p>	<p><b>Drawing: Drawing like a caveman Artisit: Judith Braun</b>  Fathers day cards  Explore different textures of materials and looking at patterns on different animals. Role play- Pet shop. And Jungle/rainforest café. Small world area Learning and singing animal songs, making movements large/small/loud/quiet movements.</p>	<p><b>Mechanisms Suggestion: Moving parts</b>  Make bunting for sports day using different ways of printing.  Making boats- what is the best material for a boat to float?  Paper aeroplanes- folding paper in different ways. Role play- Train station. Small world.  Where would you go on a magic train ride? Let's go shall we? Learning songs about different transport.</p>
UNDERSTANDING THE WORLD	<p>Daily routine- day, date, weather, prayers. Changes in the season- what's happening to the trees and flowers? Talk about own family and people who are important to them. IWB Birthday celebrations Exploring different materials/smells/ malleable resources and using senses to explore.</p>	<p>Daily routine- day, date, weather, prayers. Celebrating Diwali, bonfire Night, Autumn celebrations. Remembrance Day Explores different occupations. IWB Birthday celebrations Autumn/Winter changes. Magnetic and non-magnetic</p>	<p>Daily routine- Day, date, weather, prayers. How can we look after our immediate environment, local community, wider community, and world? Recycling materials. Composting. Reusing materials. Looking after wildlife and birds in the garden. Winter/Spring- noticing changes in the weather. Binoculars IWB Birthday celebrations</p>	<p>Daily routine- Day, date, weather, prayers. Talk about what they see- using a wide range of vocabulary. Plans seeds and care for growing plants- looking after spring plants. Science- How do we grow? How do plants/flowers/ vegetables grow. Magnifying glasses /Bug finders. IWB Birthday celebrations</p>	<p>Daily routine- Day, date, weather, prayers. Explore different animals and their homes. Jungle/Ocean/Savannah/Farm Matching animals to their young. Plant Beans Plant cress and salad veg.</p>	<p>Daily routine- Day, date, weather, prayers. Looking at other countries in the world - How would you travel to these countries? Consider cultural differences - food and setting. World maps &amp; atlases to observe. Play World Map Game and puzzles.</p>
MATHS	<p>Exposure to number through number songs. Using mathematical vocabulary in everyday routines. Sorting items into colour groups. Parts of the body. Inset puzzles of shape and number. Exploring volume and capacity- sand and water. Number stories</p>	<p>Mosaic tiles (Large and small) Exploring Numicon. Introduction to number names and numerals. Christmas counting songs.  Using shapes to make Autumn displays and fireworks. Prepositional language Number rhymes and stories Sequencing a routine in three parts-first, next last</p>	<p>Sorting items into sets. Beginning to show fingers up to link numerals and amounts. Knows numbers that are significant to themselves- age, birthday, people in family. Beginning to represent numerals using marks. Number rhymes and stories Lift the flap books. E</p>	<p>Before, later, soon. Measuring- Science week.  Springtime prepositional language – Easter egg hunt Number rhymes and stories. Lift the flap books. Exploring 2D shapes Says one number for each item up to 5 1:1</p>	<p>Sorting animals into sets. How many animals are...? Beginning to subitise up to 3 and showing different ways to make 1,2,3. Sequencing a routine with four/five parts. Exploring 2d and 3d shapes. Says one number for each item up to 6</p>	<p>Children will compare quantities using more than and fewer than – 5/10 squares and transport counters.  Can subitise up to 5  Can show five in different ways using fingers. Summer counting songs. Recognises numerals 0-5.</p>