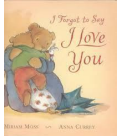

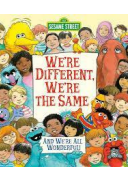
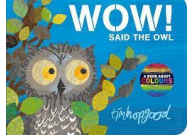


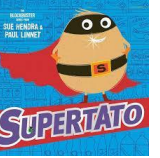
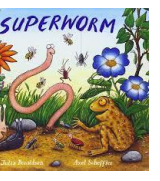
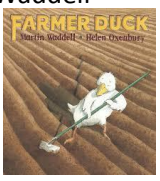
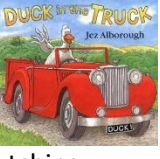
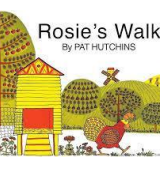
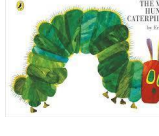
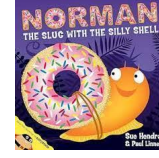
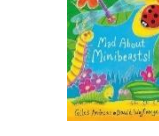
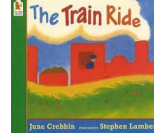

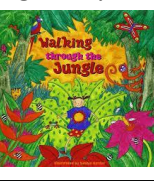




Nursery B Curriculum Map 2024-25

At Hunslet Moor Primary we are determined that every child...
 is a **confident** and **competent** reader and **communicator**
 has the **knowledge** they need for **future success**
 is **enriched** through meaningful **experiences**
 has **aspirations**, inspiration and the **attributes** to be a **responsible citizen**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me	Light and Colour	Super Heros	On the Farm	Minibeasts	Journeys
Enriching experience	Family picnic	Art workshop	Invite people into school to talk to the children	Mobile Farm	Zoolab	Middleton/Kirklees Railway
Key Texts	I forgot to say I love you by Miriam Moss and Anna Currey  From Head to Toe by Eric Carle  We're Different, We're the Same by Bobbi Jane Kates 	Wow said the Owl - by Tim Hopgood  Festival of colours - by kabir Sehgal  The Dot - David A Carter 	Ten little superheroes  Supertato - Paul Linnet and Sue Hendra  Super Worm - Julia Donaldson 	Farmer Duck - Martin Waddell  Duck in the Truck - Jez Alborough  Rosies Walk - by Pat Hutchins 	The very Hungry caterpillar - by Eric Carle  Norman the slug with the silly shell - by Sue Hendra  Mad about Minibeasts – by Giles Andreae and David Wojtowycz 	The Train Ride – by June Crebbin  The Naughty bus by Jan and Jerry Oke  Walking through the Jungle – by Stella Blackstone 
Story time texts	Monday- Traditional tales Tuesday- Cultural Wednesday- Poetry or Nursery rhymes Thursday- Non-Fiction Friday- Class choice by vote	Monday- Traditional tales Tuesday- Cultural Wednesday- Poetry or Nursery rhymes Thursday- Non-Fiction Friday- Class choice by vote	Monday- Traditional tales Tuesday- Cultural Wednesday- Poetry or Nursery rhymes Thursday- Non-Fiction Friday- Class choice by vote	Monday- Traditional tales Tuesday- Cultural Wednesday- Poetry or Nursery rhymes Thursday- Non-Fiction Friday- Class choice by vote	Monday- Traditional tales Tuesday- Cultural Wednesday- Poetry or Nursery rhymes Thursday- Non-Fiction Friday- Class choice by vote	Monday- Traditional tales Tuesday- Cultural Wednesday- Poetry or Nursery rhymes Thursday- Non-Fiction Friday- Class choice by vote
Communication and language	<p align="center">Communication and Language</p> <p>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.</p>					
	I can listen to simple stories and use pictures to help me understand what is happening. I can listen to different songs and rhymes and join in with some I know e.g nursery rhymes. I can follow simple instructions with up to two key words. I can answer questions using who, what, when, where.	I can start to listen to longer stories and join in with familiar or repeating parts e.g The Gruffalo, Bear Hunt ect. I can follow instructions with 2 key words accurately. I can answer a range of questions. I am starting to understand ‘why’ in terms of investigations ect.	I can listen carefully to songs, stories and rhymes and respond by joining in. I can follow one or two part instructions. I can understand and respond to instructions with: 2 key words - put on your hat 3 key words - can you wash dolly’s face. I can understand and respond to ‘why’ questions.			

<p>PSED</p>	<p align="center">PSED</p> <p>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, to 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.</p>					
<p>I am starting to join in with settling in activities</p> <p>I am beginning to make friends</p> <p>I am starting to learn and follow new routines</p> <p>I am beginning to establish relationships with adults</p> <p>I am starting to share my feelings with new people</p> <p>I am starting to take responsibility for myself: tidying up, going to the toilet, putting on my coat</p> <p>I am included in creating class rules together</p>	<p>Continue to develop and embed new routines and relationships formed in Autumn 1</p> <p>I am building confidence and developing friendships</p> <p>I am starting to speak about my own needs, interests and opinions.</p> <p>I am aware of boundaries in setting.</p> <p>I can be increasingly independent in self-care, toileting and handwashing.</p> <p>I know how it feels to be proud of something I am good at.</p> <p>I can tell you one way I am special and unique.</p>	<p>Remind children of Nursery rules after Christmas. Work on children following expectations without needing reminding.</p> <p>I can work as a part of a group developing sense of responsibilities</p> <p>I am beginning to work through conflicts and rivalries—labelling feelings and talking to resolve the issues.</p> <p>I understand what a challenge means.</p> <p>I can keep trying until I can do something.</p> <p>I can set a goal and work towards it.</p> <p>I can feel proud when I achieve a goal.</p> <p>I know some kind words which can encourage people.</p>	<p>I am following expectations without needing reminding.</p> <p>I know the names for some parts of my body and am starting to understand that I need to be active to be healthy</p> <p>I can tell you some of the things I need to do to be healthy</p> <p>I know what the word ‘healthy’ means and that some foods are healthier than others</p> <p>I know why I need to brush my teeth every day</p> <p>I know how to help myself go to sleep and that sleep is good for me</p> <p>I can wash my hands and know it is important to do this before I eat and after I go to the toilet</p> <p>I know what to do if I get lost and how to say ‘no’ to strangers</p>	<p>I can tell you about my family and friends</p> <p>I can tell you some of the things I like about my friends</p> <p>I know what to say and do if somebody is mean to me</p> <p>I can use Calm Me time to manage my feelings</p> <p>I can work together and enjoy being with my friends</p> <p>I can discuss being part of different communities, their roles and those of others particularly those who help us</p> <p>I am starting to prepare for change and transition</p> <p>I am beginning to show resilience and perseverance if things don’t go my way</p>	<p>I am preparing for change and transition.</p> <p>I can express my feelings about the change</p> <p>I understand that we all start as babies and grow into children and then adults</p> <p>I know that I grow and change</p> <p>I can talk about how I feel moving to School from Nursery</p> <p>I can take part in new experiences, Sport’s Day, Transition Week</p> <p>I can manage my emotions when it comes to winning or losing.</p> <p>I can remember some fun things about Nursery this year</p>	
<p>Physical Development</p> <p>N1 do ‘Squiggle Whilst you Wiggle’ to develop fine and gross motor skills in preparation for writing.</p> <p>N2 continue with the programme until the summer term and then move onto name writing and forming letters and simple words.</p>	<p align="center">Physical Development</p> <p>A multitude of activities supporting both fine and gross motor development will be planned for in both indoor and outdoor provision, on a daily basis. These will include; cutting, weaving, mark making, painting, stamping, moulding, threading, tracing. Skill progression will differ depending on the child’s individual stage of development. Fine motor skills also include dressing, eating and hygiene. Children will be taught and encouraged to fasten their own buttons, laces and zips. There will be multiple opportunities to run, climb, jump, build, throw and catch whilst exploring a variety of ways to move. Outside, children will be able to assess and manage risk as they climb, balance and move in different ways through a variety of obstacles. Activities will be both child initiated and adult directed and assessment will be used to monitor and support children throughout, at their own appropriate level.</p>					
	<p>I can use the toilet independently</p> <p>I can take my coat off.</p> <p>I can put my coat on</p> <p>I can run, jump and hop.</p> <p>I can climb stairs using alternate feet.</p> <p>I can show a preference for a dominant hand.</p>	<p>I can manage my toileting needs e.g using the toilet and washing and drying my hands.</p> <p>I can handle some of my own hygiene needs e.g hand washing.</p> <p>I can decide how to match my movements to the task e.g run to play chase, crawl through a tunnel ect.</p> <p>I can start to eat using a knife and fork.</p> <p>I can start to manage zips, putting on coats ect.</p>	<p>I can use the toilet independently (including hygiene) and I am usually dry throughout the day.</p> <p>I can make healthy choices.</p> <p>I can balance (balance bikes, scooters, climbing)</p> <p>I can skip, hop and stand on one leg.</p> <p>I can use large scale muscle movements.</p> <p>I can use one handed tools confidently.</p> <p>I can use a comfortable grip with good control when using pencils.</p>			

Literacy	<p style="text-align: center;">Literacy</p> <p>The opportunities below are delivered through small group focus work. Opportunities for writing are also set up in provision, inside and outside, linking to children's interest and themes personal to the children's needs. Children will be supported to develop a tripod grip, apply skills they have been taught with independence and, above all, be encouraged to develop a confidence towards mark making and writing activities. Writing opportunities are pitched appropriately for children of different abilities, ensuring challenge whilst allowing children to achieve their own successes.</p>					
	<p>I can start to make marks with a variety of materials e.g sticks in the mud, flour, paint ect.</p> <p>I can tune into sounds during listening games</p> <p>I can show awareness of alliteration e.g the sssslippery ssssnake.</p> <p>I can add marks to pictures, giving meaning to them.</p> <p>I can add marks to show my name.</p> <p>I enjoy sharing books with adults.</p>	<p>I can demonstrate good gross motor skills in making large marks e.g playground chalk, water painting ect.</p> <p>I can tune into the sounds in words, showing understanding e.g phase 1 toy talk for blending and segmenting.</p> <p>I can apply some print knowledge to writing e.g m for mummy.</p> <p>I can write the first letter of my name.</p> <p>I can talk about my favourite stories using vocabulary I have learnt.</p>	<p>I can demonstrate good fine motor control when using tools e.g scissors, threading ect.</p> <p>I can write some letters with good formation e.g the letters from my name.</p> <p>I can segment words in the order in which they occur (with support).</p> <p>I can orally segment single sound CVC words e.g c-a-t.</p> <p>I can say the initial sounds in most words.</p> <p>I can apply my print knowledge to my emergent writing.</p> <p>I can write my own name.</p> <p>I can hold a book the correct way up and turn the pages carefully, one at a time.</p> <p>I can differentiate between words and pictures.</p>			
Sound Awareness N2	<p>Recap aspect 1-3</p> <p>Aspect 4: Rhythm and Rhyme</p> <p>Main purpose- to experience and appreciate rhythm and rhyme and to develop awareness of rhythm in speech.</p>	<p>Recap aspect 1-4</p> <p>Aspect 5: Alliteration</p> <p>Main purpose - To develop understanding of alliteration. And introduction of RWI before we teach the sounds – Learn sounds as pure sounds (pg. 31) -Teach the children the names of the RWI pictures (pg. 32)</p>	<p>RWI – Teaching the sounds (speedy sounds lesson plans pg. 34-49) set 1.1</p>	<p>RWI – Teaching the sounds (speedy sounds lesson plans pg. 34-49) Recap 1.1 and move to 1.2 if children are retaining the sounds.</p>		
Sound Awareness N1	<p>Aspect 1 General sound discrimination - environmental sounds</p> <p>Main purpose – to develop children's listening skills and awareness of sounds in the environment.</p>	<p>Aspect 2 Instrumental sounds - These activities promote speaking and listening through the use of musical instruments.</p> <p>Main purpose – to experience and develop awareness of sounds made with instruments and noise makers</p>	<p>Aspect 3 General sound discrimination – body percussion</p> <p>Main purpose – to develop awareness of sounds and rhythms.</p>			
Maths	<p style="text-align: center;">Maths</p> <p>At Hunslet Moor we follow White Rose Maths in R-Y6 and use White Rose Maths resources to support our teaching in Nursery.</p> <p>In FS1 we ensure children understand the principle of 1:1 counting, the cardinal principle, show awareness of representing numbers in different ways and subitising etc. We meet shape and measure by ensuring children have a wide understanding and develop language skills to support play. Children will have the opportunity to explore and apply their mathematical learning when learning in provision areas indoors and outdoors and through interactions with practitioners.</p>					
	<p>I can sing a range of number songs and rhymes</p> <p>I can identify and name the different colours</p> <p>I can match things which are the same.</p> <p>I can sort objects by colour, shape and size.</p> <p>I am beginning to identify simple patterns (AB) e.g blue, red.</p> <p>I am beginning to name simple 2D shapes.</p> <p>I can make comparisons between objects - size, length, weight and capacity.</p>	<p>I can recite numbers up to 5 and beyond</p> <p>I can show finger numbers to 5.</p> <p>I can subitise amounts to 3.</p> <p>I can see 3 in different ways (through different manipulatives e.g 3 sticks, triangles, towers) and recognise it without counting.</p> <p>I can say one number name for each item.</p> <p>I can make comparisons between quantities.</p>	<p>I can count, order, recognise and use numbers to 5.</p> <p>I am beginning to match numerals to a quantity.</p> <p>I can subitise up to 3 objects</p> <p>I can compare quantities using the language of less, more, fewer and the same.</p> <p>I can begin to sequence daily routines.</p> <p>I can use some simple positional language e.g next to, under, on top.</p> <p>I can create simple AB patterns and extend them to ABC patterns.</p> <p>I can begin to order objects by size, length, weight and capacity.</p>			
<p style="text-align: center;">UTW</p> <p>Understanding the world involves supporting 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. Opportunities have been planned to provide children with experiences such as visiting the local library, meeting members of society such as nurses and police officers and trips out of school to support their understanding of topics. 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 different areas of learning.</p>						
Understanding the world (History/Geog/Science/RE)	<p>History</p> <p>I can talk about myself and my immediate family.</p> <p>I can talk about different occupations and job roles (linked to family).</p> <p>I can talk about the features of my family and how this may be different to others.</p>	<p>History</p> <p>I can talk about some past celebrations I have been a part of.</p> <p>I understand how events in the past are the reason we celebrate special events today (Bonfire night)</p> <p>Geography</p>	<p>History</p> <p>I can name and describe some different occupations and job roles.</p> <p>I am beginning to understand job roles have changed over time.</p> <p>I can recognise when a picture is showing me what it used to be like for doctors/nurses/police etc and talk about how this is different now.</p>	<p>History</p> <p>I can recount past visits to places.</p> <p>I am beginning to understand that farming has developed over time.</p> <p>Geography</p> <p>I can talk about the different climates that some countries have.</p> <p>I understand that farms grow different things</p>	<p>History</p> <p>I can use historical language to talk about the changes that have happened over time to Minibeasts/animals.</p> <p>Geography</p> <p>I understand where minibeasts may live.</p>	<p>History</p> <p>I can talk about past journeys I have been on.</p> <p>I am beginning to use some correct tenses when talking about experiences.</p> <p>I can identify old and new modes of transport</p> <p>I can compare old and new modes of transport.</p>

<p><u>Geography</u> I can talk about the area I live in using simple language. I can create simple maps based on my experiences e.g walk to school.</p> <p><u>Science</u> I can talk about natural materials using a range of vocabulary using my senses.</p> <p><u>RE - Family & Places</u> I can talk about places which are important to me. I am beginning to understand that different places are special to different people. I can recognise that families look different. I can begin to talk about similarities and differences between families.</p>	<p>I can talk about the different weather that happens in each season. I can begin to talk about the climates in different countries.</p> <p><u>Science</u> I can talk about the natural world using words linked to my senses. I can begin to talk about the different seasons and changes that occur in them. I am beginning to investigate simple changes in materials e.g how to melt ice.</p> <p><u>RE - Celebrate</u> I understand that people believe different things. I can name different things/people other children may believe in. I can talk about how I celebrate special times (eg - birthday, christmas, Eid) I can compare myself to my friends.</p>	<p><u>Geography</u> I can talk about the different places people work e.g hospital, school. I can identify where places of work are in the local community.</p> <p><u>Science</u> I am beginning to understand that materials have different uses e.g wool keeps us warm, plastic is waterproof.</p> <p><u>RE - Special Objects</u> I can talk about the different objects which are special to me. I can talk about the different objects which are special to others e.g Bible, Qu'ran.</p>	<p>I know that farming is an important job I understand and can talk about what happens to the produce grown on a farm. I understand how the produce grown makes it way to a shop for me to buy.</p> <p><u>Science</u> I can show care for my environment and plants and care for plants. I am beginning to understand what plants need to grow.</p> <p><u>RE - Care</u> I can show care for living things I can show care for special things in my life I understand what may be special to other people I can talk about how to care for my friends. I can demonstrate acts of kindness to others including plants and animals.</p>	<p>I can talk about what makes a good habitat for a minibeast I know which minibeasts like hot climates and which like cold climates. I can locate minibeasts in my local area.</p> <p><u>Science</u> I can talk about the key features of life cycles using key vocabulary. I can talk about the world around us, observing plants and animals. I understand how a seed grows and what it needs. I know how to care for living things</p> <p><u>RE - Care</u> I can show care for living things I can show care for special things in my life I understand what may be special to other people I can talk about how to care for my friends. I can demonstrate acts of kindness to others including plants and animals.</p>	<p><u>Geography</u> I can talk about the differences I have seen in people, countries and communities. I can create simple maps based on stories I have read. I can talk about different countries in the world and understand there are differences and similarities.</p> <p><u>Science</u> I can talk about the different ways some machines work e.g wings, wheels ect. I can begin to talk about different forces and make simple predictions e.g changing the angles of ramps.</p> <p><u>RE - World</u> I know there are different places in the world. I know these places may celebrate events differently. I understand these countries may follow different rules.</p>
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EAD

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, both in school and at home 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.

This area of learning is promoted daily through a variation of activities, including painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, sculptures, following music patterns with instruments, singing songs linked to topics and making instruments and percussion objects.

<p>Expressive Arts and Design (Art/Dt/Music)</p>	<p>I can experiment with using different art materials to create pictures and models. I can listen to different songs and rhymes and join in with some I know. I can explore the different sounds that musical instruments make. I can engage in simple pretend play, using some objects to represent others.</p> <p>Art focus- printing using shapes. Art based on the picture 'Circles' by Kandinsky.</p>	<p>I can use different art materials and I am starting to refine my ways of creating art. I am beginning to recall what happens when certain colours are mixed. I can remember and sing a range of familiar songs. I can explore the different sounds that musical instruments make. I can recreate learnt stories using small world characters.</p> <p>Art focus - Colour Mixing - Light and Colour using paddles and flashlights Abstract impressionism</p>	<p>I can select different materials to use for a purpose. I can begin to talk about my creations using a range of language e.g smooth, bumpy, shiny. I am beginning to create my own stories based on real life situations e.g going to the Drs. I am beginning to draw with more complexity e.g representing faces correctly.</p> <p>DT focus: Textiles. Designing and making uniforms for superheroes.</p>	<p>I can create simple drawings, using lines to represent objects. I am beginning to talk about why I have selected particular materials for my creations. I am beginning to create my own songs e.g may change the words to 'Old McDonald'. I am beginning to act out different stories/scenarios based on my experiences.</p> <p>DT focus: Food technology - making and designing pancakes with farm produce</p>	<p>I am beginning to mix colours for a purpose. I am beginning to combine different materials, experimenting with what happens. I can add more details to my drawings to make them more recognisable e.g stripes on a bee/wings on a butterfly. I am beginning to copy simple rhythms when playing instruments.</p> <p>Art focus: Collage - Creating Hungry Caterpillar pictures using tissue paper.</p>	<p>I can use a range of art materials, joining and colour mixing purposefully and freely. I can sing familiar songs confidently. I can create music with instruments, showing some awareness of pitch, melody and rhythm. I can start to develop my own stories linked to what I know through role play and small world play.</p> <p>DT focus - Designing and making junk model vehicles</p>
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