



# Nursery (Year A) Curriculum Map

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 Objectives	Spring 2	Summer 1	Summer 2
Theme/Enquiry Question	All about me	Winter Wonderland	Superheroes/People who help us	Nature Detectives	Let's go on Holiday	Under the Sea
Enriching experience	Family Picnic	Christmas Workshop	Visits from People who help us. Fire/Police/Doctor etc.	Trip to Tropical world	Seaside day at school. Paddling pool/Sand/Ice cream etc.	Under the sea experience in school.
Key Texts	Friends Starting School My Mum and Dad make me laugh I like myself	<b>Polar Bear Polar Bear</b> <b>The Gruffalo's Child</b> Weather/Winter Christmas story	Emergency <b>Ten Little Superheros</b> Charlie the Firefighter	Enormous Turnip <b>The Bad Tempered Ladybird</b> <b>The Very Busy Spider</b>	Peppa goes on Holiday Alfie goes on Holiday <b>What the ladybird heard on holiday</b>	<b>The snail and the whale</b> <b>Commotion in the Ocean</b> <b>Billy's Bucket</b> The Singing Mermaid.
Story time texts/Songs and Rhymes	We are all different Once there were giants I like myself, You be you, Shades of people, All about me Guess how much I love you Titch So much Where's my teddy <b>We're going on a bear hunt</b> Whatever next <b>The everywhere bear</b> Baggy Brown Can't you sleep little bear Boris starts school The day you begin Everybody feel shy The colour monster goes to school Kindness is my superpower All are welcome First day at bug school I forgot to say I love you Lulu's first day Feelings Golden rules books Dogger No hitting Henry Hands are not for hitting Peace at last  Daily songs and <b>nursery rhymes</b>	<b>Jolly Christmas postman,</b> Lost and found, <b>Stick man,</b> Kipper's snowy day <b>Dear Santa</b> Snow bears <b>Stickman</b> If you were a penguin Goodbye Autumn Hello Winter Lanterns and firecrackers Dragon dance Pumpkin soup <b>Funny bones</b> Diwali Rama and Sita Lighting a lamp Father Christmas needs a wee Elmer's Christmas <b>The wonky donkey</b> Dogger's Christmas Bonfire night Dear Santa The Christmas Story Bear's first Christmas <b>Polar bear polar bear</b> Grandpa Christmas Elf Chase The crayons Christmas Dogger's Christmas Mog's Christmas  Daily songs and <b>nursery rhymes</b>	Superheroes ABC I love my mum My dad is brilliant The firefighters People who help us <b>Super worm</b> <b>Supertato</b> Real superheroes Kindness is my superpower <b>Ten little superheroes</b> Not all superhero's wear capes Super kid There's a superhero in your book Zippo the super hippo <b>Super worm</b> Midnight superhero A superhero like you Traction man DC my first book of girl power DC my first book of superpowers Super red riding hood The three little super pigs Super Milly Michael recycle Real superheroes Naat fantastic Charlie's superhero underpants Superkitty Elliot midnight superhero Super Daisy  Daily songs and <b>nursery rhymes</b>	The very hungry caterpillar A first book of nature <b>Oliver's vegetables</b> The cautious caterpillar The snail trail The little red Hen Different types of bees Rosa's big sunflower experiment The tiny seed Snail trail The amazing life cycle of plants Bloom The extraordinary gardener <b>How to grow a dinosaur</b> Bee Why do we need bees? The honeybee Big book bugs A butterfly is patient Slow down The hungry caterpillar <b>Mad about minibeasts</b> Yucky worms Plant life cycles Errol's Garden The secret sky garden Bug homes Bug hotel Worms Snails  Daily songs and <b>nursery rhymes</b>	<b>Seaside poems</b> <b>The carnival of the animals</b> Archie's holiday Hooray fish Lucy and Tom at the seaside Summer Summer days and summer nights Summer is here Clean up Spot goes on holiday Duck and goose go to the beach Maisy goes on holiday On the first day of summer vacation <b>Commotion in the ocean</b> Mr. Bump goes on holiday You can't take an elephant on holiday Busy holiday Peppa's summer holiday Peppa's holiday fun At the airport Going on an aeroplane Topsy and Tim go on an aeroplane I spy at the seaside Maisy at the seaside Winnie and Wilbur at the seaside At the seaside Lucy and Tom at the seaside At the beach The seaside  Daily songs and <b>nursery rhymes</b>	The sea, Sully the seahorse. <b>Under the sea</b> <b>Seaside poems</b> The little mermaid <b>Pirates love underpants</b> Sharing a shell The brilliant deep Rock pool animals Dive in A rock is lively Clean up <b>There's a shark in the bath</b> Finn the fortunate Tigershark Sharks Mermaid tail <b>The pirates next door</b> How to catch a mermaid The singing mermaid Julian is a mermaid If sharks disappeared Dear Greenpeace <b>What the ladybird heard at the seaside</b> Underwater counting One is a snail ten is a crab  Daily songs and <b>nursery rhymes</b>
Communication and Language	<b>0-3</b> Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. Enjoy singing, music and toys that make sounds.					

(Talking Time)	<p>Recognise and are calmed by a familiar and friendly voice.          Listen and respond to a simple instruction.          Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.          Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.          Understand simple instructions like “give to nanny” or “stop”.          Recognise and point to objects if asked about them.          Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.          Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.          Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).</p> <p><b>3-4</b>          Use a wider range of vocabulary.          Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.          Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”          Use longer sentences of four to six words.          Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.          Start a conversation with an adult or a friend and continue it for many turns.          Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p>					
PSED (Jigsaw PSHE)	Being me in my World.	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical Development	Tummy time & Movement  -Skip, Hop, Spin and Roll Walk, Run and Jump	Dance	Tummy time & Movement  -Skip, Hop, Spin and Roll Walk, Run and Jump	Catch, Throw and Kick	Tummy time & Movement  -Skip, Hop, Spin and Roll Walk, Run and Jump	Team Games
Maths	<p><b>0-3 Yrs</b>          Take part in finger rhymes with numbers.          React to changes of amount in a group of up to three items.          Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’          Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.          Compare amounts, saying ‘lots’, ‘more’ or ‘same’.          Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p><b>3-4 Yrs</b>          Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.          Understand position through words alone – for example, “The bag is under the table,” –with no pointing.          Discuss routes and locations, using words like ‘in front of’ and ‘behind’.          Make comparisons between objects relating to size, length, weight and capacity.</p>		<p><b>0-3 Yrs</b>          Combine objects like stacking blocks and cups. Put objects inside others and take them out again.          Climb and squeeze themselves into different types of spaces.          Build with a range of resources.          Complete inset puzzles          Notice patterns and arrange things in patterns.          Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’</p> <p><b>3-4 Yrs</b>          Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).          Begin to recite numbers past 5.          Say one number for each item in order: 1,2,3,4,5.          Experiment with their own symbols and marks as well as numerals.          Solve real world mathematical problems with numbers up to 5.          Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p>		<p><b>0-3 Yrs</b>          Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.          Notice patterns and arrange things in patterns.          Extend and create ABAB patterns and may notice errors in patterns.          Say one number for each item in order: 1,2,3,4,5.</p> <p><b>3-4 Yrs</b>          Describe a familiar route.          Discuss routes and locations, using words like ‘in front of’ and ‘behind’          Extend and create ABAB patterns – stick, leaf, stick, leaf.          Notice and correct an error in a repeating pattern.          Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’          Recite numbers past 5.</p>	
Understanding the world	Make connections between the features of their family and other families.	Explore and respond to different natural phenomena in their setting and on trips.	Make connections between the features of their family and other families.	Explore materials with different properties.	Explore and respond to different natural phenomena in their setting and on trips.	Explore and respond to different natural phenomena in their setting and on trips.

(History/Geo g/Science/RE)	Notice differences between people. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people.	Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Notice differences between people. Talk about what they see, using a wide vocabulary. Show interest in different occupations. Explore how things work. Continue developing positive attitudes about the differences between people.	Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Explore how things work. Explore and talk about different forces they can feel. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Explore how things work. Explore and talk about different forces they can feel.
Expressive Artsand Design  (Art/Dt/Music)	<p style="text-align: center;"><u>Art</u></p> <p style="text-align: center;"><u>Abstract Expressionism</u></p> <p><a href="https://www.tate.org.uk/art/art-terms/a/abstract-expressionism">https://www.tate.org.uk/art/art-terms/a/abstract-expressionism</a></p> <ul style="list-style-type: none"> <li>- draw symbols to describe me (using different drawing/writing tools)</li> <li>- portraits using a picture of half of their face and they try to finish it</li> </ul>	<p style="text-align: center;"><u>DT</u></p> <p>Make sleighs – junk modelling/  Make winter cookies</p>	<p style="text-align: center;"><u>Art</u></p> <p style="text-align: center;"><u>Expressionism</u></p> <p><a href="https://www.tate.org.uk/art/art-terms/a/abstract-expressionism">https://www.tate.org.uk/art/art-terms/a/abstract-expressionism</a></p> <ul style="list-style-type: none"> <li>- rainbow (like the NHS)</li> <li>- explore primary colours, using paint, paddles, mixing them with their hands, exploring the colours</li> <li>- decorate capes and masks</li> </ul>	<p style="text-align: center;"><u>DT</u></p> <p>Outdoor structures using natural equipment</p>	<p style="text-align: center;"><u>Art</u></p> <p style="text-align: center;"><u>Abstract Expressionism</u></p> <p><a href="https://www.tate.org.uk/art/art-terms/a/abstract-expressionism">https://www.tate.org.uk/art/art-terms/a/abstract-expressionism</a></p> <ul style="list-style-type: none"> <li>- use shapes to represent different objects you might take on holiday: rectangle for a suitcase, circle for a beachball, etc.</li> <li>- use items in class to make a 3D 'sculpture' to represent holidays</li> </ul>	<p style="text-align: center;"><u>DT</u></p> <p>Make boats</p>
Singing is a part of all children's daily routines. Children will sing songs as part of provision and group times and have access to musical instruments in free flow provision.						