Fairfield Road Primary School

Nursery Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	**Marvellous Me** Autumn (1 week) 	**Festivals and Celebrations** 	**People who help us** Winter (1 week) 	**Life Cycles** Spring (1 week) 	**Farm Animals and their babies** 	**Transport** Summer (1 week) 
Phonics	**Environmental sounds** -I can identify different sounds in the environment. -I can identify the sounds animal make and imitate them. -I can talk about sounds e.g. I think this shaker has rice inside. **Instrumental sounds** -I can identify the instrument that is being played. -I can remember and repeat a rhythm. -I can identify and reproduce loud and quiet sounds. -I can use a wide range of vocabulary to talk about sounds e.g. loud, squeaky, high, low.	**Body percussion** -I can make different sounds with my body. -I can copy a pattern of body sounds. -I can group sounds based on different criteria e.g. loud, quiet, slow, fast. **Rhythm and Rhyme** -I can recognise words that rhyme. -I can make up a rhyming string e.g. dog, log, ...	**Alliteration** -I can hear and say the initial sounds in words. -I can make up an alliterative phrase -I can identify words starting with the same initial sound. **Voice Sounds** -I can listen for target words and respond with an appropriate sound. -I can recognise my own and others voices.	**Oral Blending and Segmenting** -I can orally blend with picture prompts. -I can orally blend sounds into words independently. -I can segment words into sounds. **RWI** -I can identify the RWI pictures e.g. pirate, insect, robot etc.	**RWI** -I can recognise the first 8 sounds (m,a,s,d,t,i,n,p). -I can hear the initial sounds in words. -I can orally blend sounds into words independently.	**RWI** -I can recognise the first 16 sounds (m,a,s,d,t,i,n,p,g,o,c,k,u,b,f,e,l,h). -I can hear the initial sounds in words. -I can confidently orally blend sounds into words.
English	-I can join in with some nursery rhymes. -I can identify key characters in Nursery rhymes. -I can fill in the missing words of a Nursery rhyme.	-I can listen to a story. -I can identify the characters in the story. -I can join in with actions. -I can identify and name the front cover.	-I can listen to a story. -I can identify the characters in the story. -I can join in with actions. -I can identify and name the front cover and back cover.	-I can listen to a story. -I can identify the characters and the setting in the story. -I can join in with actions. -I can identify the print and illustrations in the text.	-I can listen to a story. -I can identify the characters and the setting in the story. -I can join in with actions. -I can identify that print is read from left to right and top to bottom.	-I can listen to a story. -I can identify the characters and the setting in the story. -I can join in with actions. -I can answer simple questions about a book.

						-I can retell a story in my own words.
Fine Motor	-I can make marks on paper using different materials e.g. paint brushes, markers,	-I can make lines, humps, zig-zags and spirals. -I have a dominant hand.	-I can thread. -I can fill and carry containers without spilling them.	-I can use one handed tools independently e.g. tweezers, hammers.	-I can make snips with scissors.	-I can hold a pencil correctly
Maths	-I can name and recognise colours when shown (red, blue, yellow, green and purple) -I can match objects that are the same based on shape and colour. -I can recognise and create matching towers. -I can sort objects based on their colour, size and shape. -I can identify the rule for how objects are grouped.	-I can subitise up to 2. -I can recognise the numerals 1 and 2. -I can count up to 2 objects using 1:1 correspondence. -I can recognise and continue simple AB patterns. -I can identify errors in a simple AB pattern and fix them. -I can extend an ABC pattern.	- I can recite numbers to 10. -I can subitise to 5 -I can recognise the numerals to 5. -I can count with 1:1 correspondence up to 5. -I can explore the composition of numbers up to 5.	-I can subitise to 6. -I can recognise the numeral 6. -I can count with 1:1 correspondence to 6. -I can compare objects and say which is taller and shorter (height) -I can compare objects and say which is longer and shorter (length). -I can compare objects and say which is heavier and lighter (mass). -I can fill containers to make them full, empty, nearly full and nearly empty.	-I can sequence pictures from a nursery rhyme, my daily routine and a familiar story. -I can place an object on and under. -I can use the words in, out, in front and behind to describe the position of an object. -I can compare groups and say which has more and fewer. -I can recognise and name common 2D shapes (circle, square, rectangle and triangle) -I can identify cubes and cuboids, cylinders and spheres.	-I can explore pairs of numbers that make three. -I can explore pairs of numbers that make 4. -I can explore pairs of numbers which make 5. -I can order numbers to 5 correctly. I can recall one more than numbers to 5. -I can recall one less than numbers to 5. -I can identify different ways to make 5.
Passport Coverage	-I can recite numbers to 10 (N)		-I can count objects reliably to 5 (N) -I can match numerals and objects to 5 (N) -I can subitise to 3 (N)		-I can compare groups saying which has more (N) -I can compare groups saying which has fewer (N) -I can name and recognise: circle, triangle, rectangle and square (N)	

UW	-I can tell someone what my name is. -I name three parts of my body (ICT links – Parts of our bodies) -I can name somebody in my family -I can name one of my Nursery friends. -I can follow the nursery rules. -I can sort good and bad choices. -I know that leaves change colour in Autumn.	-I can explain what a celebration is. -I can explain what a birthday is. -I can talk about how I have celebrated a birthday in the past. -I can explain how to stay safe on bonfire night. -I can explain what happens at Diwali -I can explain what happens at Christmas	-I can observe freezing and melting (ICT link – Scarves for snowmen) -I can observe elements of winter in our local environment. -I can name two people who help us at school. -I can explain how the police help us. -I can explain how paramedics, doctors and nurses help us. -I can explain how the fire brigade help us. -I can talk about similarities and differences between emergency vehicles in the past and now.	-I came name some common minibeasts. -I can identify minibeasts in our school grounds. -I can explain that a caterpillar changes into a butterfly. -I can explain that a chick hatch from an egg. -I can explain how to care for a chick. -I can name and draw spring flowers.	-I can name three animals that live on a farm. -I can identify some key features of farm animals (hooves, tail. ears, beak, wings, fur) -I can match farm animals to their offspring. -I can name two baby animals. -I can sort animals that live on a farm and animals that don't.	- I can name three types of transport -I can sort pictures of transport into those that go on land and those in the air. -I can explain how things move by pushing and pulling them. -I can talk about how transport has changed from the past to now. -I can explain how to stay safe crossing the road. -I can name. observe and draw summer flowers (ICT link – Summertime fun) -I can explain that in the summer, the weather gets warmer.
EAD	Art: Drawing I can draw straight lines and zig-zags.	D&T: Food I can help prepare a birthday cake.	D&T: Mechanisms I can use the construction kits to make emergency vehicles.	Art: Painting I can explore using brushes, sponges and printing.	D&T: Materials I can make collages of different farm animals.	Art: Sculptures I can make sculptures of transport.
RE	Children celebrate different religious festivals when they happen throughout the year – Christmas, Easter, Diwali and Eid.					
Computing	Barefoot Computing Busy Bodies – Parts of our bodies		Barefoot computing Winter Warmers – Scarves for Snowmen			Barefoot Computing Summertime fun – Seaside fun Tangram
Music	Let's be friends -I can sing nursery rhymes and develop pitch and a steady beat.	Nativity preparation -I can sing a song in front of an audience.	This is me - I can explore songs that express who I am.	Animal tea party -I can explore animal movements and sounds and discover some musical terms.	I've got feelings -I can explore different emotions through listening to different pieces of music.	Travel and movement - I can learn various transport songs and move to music in different ways.
PE	Little Stars Agility, balance, coordination, throwing, catching	Little Athletes Running, jumping and throwing.	Little Tumblers Gymnastics	Little Movers Dance	Little Explorers Outdoor team building	Little Heroes Agility, balance, coordination, throwing, catching

PSHE	-I can demonstrate a positive sense of self. -I can recognise and value similarities and differences between me and others. -I understand the importance of persistence (keep on trying) -I can set a goal and work towards achieving it. I can show I can pay attention on the inside and outside. -I can name 3 kind ways to grow friendship. -I can demonstrate mindfulness and follow my breath.	-I can begin to connect emotions and emotion words to feelings and colours. -I am familiar with the mood meter. -I can name 4 emotions (including 2 big emotions). -I know everyone has feelings. -I can begin to demonstrate self-regulation and impulse control. -I know feelings change.	-I can notice and name sensations in my body. -I can show different emotions in my face and body. -I can begin to learn how to independently solve problems. -I can demonstrate compassion for creatures, animals and humans. -I can celebrate diversity and understand and accept others.	-I can recognise kind behaviour. -I can express self-confidence and self-esteem. -I can demonstrate a sense of empowerment regardless of gender. -I can name 3 things to calm myself. -I understand the importance of respecting everyone's ideas, thoughts and feelings	-I understand that kind actions make a positive difference. -I understand that no one should be excluded. -I associate the head with thought, the heart with emotion and the hands with actions. -I know we all have a brain. -I know how to apologise sincerely. -I understand that everyone deserves shelter.	-I can identify strategies to help regulate emotions. -I can demonstrate a sense of responsibility for the Earth. -I can take on the perspective of others. -I understand that positive actions can have a positive effect on others. -I value myself -I recognise gender equality in family roles