



Medlock Primary school

Nursery 1 Curriculum Map 2021/2022

Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts	<p>Hide and Seek Pig</p> <p>Dumper Truck</p> <p>What Small Rabbit Heard.</p> <p>Guess how much I love you in Autumn.</p> <p>Meg and Mog</p>	<p>Leaf Man</p> <p>Goldilocks and the three bears.</p> <p>Oliver's fruit salad</p> <p>Oliver's vegetables</p> <p>Dear Santa</p> <p>Stickman</p> <p>Santa's Suit</p>	<p>Winnie in winter</p> <p>Pirates love underpants.</p> <p>Peep inside the garden</p> <p>Owl babies</p> <p>We're going on a bear hunt.</p> <p>Lanterns and firecrackers.</p>	<p>Titch</p> <p>Jasper's Beanstalk</p> <p>Maisie goes for a picnic</p> <p>I love you mummy</p> <p>Colourful chameleon</p> <p>When will it be spring?</p>	<p>The Very Hungry Caterpillar</p> <p>It's Ramadan Curious George</p> <p>Celebrating Eid</p> <p>Mad about minibeasts.</p> <p>Maisy goes camping.</p> <p>Hide and Seek Pig</p>	<p>Supertato</p> <p>My dad</p> <p>Maisy goes camping</p> <p>Maisy goes on holiday</p> <p>Can't catch me</p> <p>Happy birthday douglas.</p>
Nursery rhymes and songs.	<p>If you're happy and you know it.</p> <p>Pat a cake, pat a cake.</p> <p>Hickory, dickory dock.</p> <p>I'm a little teapot.</p> <p>Incy wincy spider.</p>	<p>Twinkle, twinkle little star.</p> <p>1 potato, 2 potato, 3 potato.</p> <p>Rudolph the rednosed reindeer.</p> <p>Jingle bells</p> <p>When Santa got stuck up the chimney.</p> <p>We wish you a Merry Christmas.</p>	<p>Here we go around the mulberry bush.</p> <p>10 little pirates.</p> <p>Two little dickie birds.</p> <p>Five little ducks.</p> <p>The wheels on the bus.</p> <p>10 little fingers.</p>	<p>I'm a little seed.</p> <p>Mary, mary conqueny</p> <p>Mummy, daddy, finger</p> <p>The rainbow song</p> <p>Peter Rabbit.</p>	<p>Twinkle, twinkle little star.</p> <p>Let's go exploring</p> <p>I'm a little caterpillar</p> <p>Take me out on a picnic</p> <p>Incy wincy spider.</p>	<p>Superhero song.</p> <p>Tommy thumb</p> <p>Cuddly monkeys</p> <p>1,2,3,4,5, once i caught a fish alive.</p> <p>Aeroplane, aeroplane.</p> <p>Head, shoulders, knees and toes.</p>

<p>Experiences</p>	<p>Making chocolate Krispie cakes</p> <p>Making mud pies</p> <p>Autumn nature walk</p> <p>Leaf printing</p> <p>Making witches potion.</p>	<p>Making Chocolate apples.</p> <p>Story in the school library.</p> <p>Making a fruit salad.</p> <p>Making vegetable pizzas.</p> <p>Decorating christmas trees/ decorations/ book display.</p> <p>Post christmas cards and the post box.</p> <p>Make/ bake Christmas items/ Christmas party.</p>	<p>Exploring ice</p> <p>Pirate treasure hunt</p> <p>Making your own bird feeders and observing the birds.</p> <p>Making binoculars and going on a bird hunt.</p> <p>Going on a bear hunt.</p> <p>Chinese New Year.</p>	<p>Growing cress</p> <p>Planting seeds into plant pots.</p> <p>Making sandwiches</p> <p>Mother's day gifts and cards</p> <p>Colour mixing</p> <p>Easter hunt.</p>	<p>Observing caterpillars we have and noticing changes and exploring our minibeast interest table.</p> <p>Ramadan (Food tasting/ call to prayer)</p> <p>Celebration party.(Eid)</p> <p>Minibeast hunt around the school.</p> <p>Outdoor Picnic on the grassy area.</p>	<p>Superhero day/ princess.</p> <p>Fathers day gift and card.</p> <p>Going on a pretend 'camping holiday'</p> <p>Eid</p> <p>Going on a pretend Summer holiday</p> <p>Sports day</p> <p>Party celebration.</p>
<p>PRIME AREAS PSE</p>	<p>We will be building on interactions to create friendships and extending on play opportunities e.g. turn taking and sharing equipment.</p>	<p>We will be building on interactions to continue friendships and extend play opportunities. E.g. listening to each other and responding with ideas, thoughts or experiences. We will continue to learn to share toys and turn take. We will</p>	<p>We will be building on sharing experiences with children and supporting the children to begin to extend and share their ideas and experiences with both children and staff.</p>	<p>We will continue to build on sharing experiences and ideas with the children through play and building relationships within larger groups. We will also support extending conversations and feelings.</p>	<p>We will continue to build and extend on relationships and encourage the children to extend their play through 'in the moment planning' using props and extending play through using vocabulary and beginning to support them using linking words</p>	<p>For the children to enjoy the company of other children within her environment, they have created friendships with all the children and maybe close relationships in smaller groups.</p>

		learn to identify our own feelings and acknowledge other children's and recall these.			and following 3 key word instructions such as 'can you wash dolly's face'.	
PRIME AREAS Communication and Language	We will be discussing and identifying the different objects and equipment we need to carry out experiences e.g. bowls/ cups to make cakes. We will be supporting children's vocabulary during carpet times and through interaction while playing.	We are using 'In the moment' planning to support children's communication and interests by encouraging them to discuss, respond and ask questions such as 'who?' and 'what?'.	We will be discussing and identifying the different scenes within the stories and develop children's vocabulary during carpet times. We are using 'in the moment planning' to support children's communication and interests by encouraging them to discuss, respond and question.	To support the children to extend their sentences in order to have longer conversations using 4/3 words in their sentences.	To continue extending sentences and introducing descriptive words such as 'now' and 'later' as well as positional language. To support their children to be able to shift from one task to another by using their name e.g. 'Charlotte, can you stop now? We're tidying up.' And can they understand the action words when shown.	For the children to be able to shift from one task to another when attention is given. That the children have good vocabulary where they can communicate to both children and staff creating sentences and can follow instructions.
WELCOMM	Observing the children if any speech and language needs.	Assessment once taken and interventions taken place weekly and sent home as well.	Interventions took place weekly and sent home as well.	Assessment once taken and interventions taken place weekly and sent home as well.	Interventions took place weekly and sent home as well.	Assessment once and interventions taken place weekly and sent home as well.
PRIME AREAS Physical Development	Gross Motor- Each week the children will be participating in sport sessions with the sports coaches Fine motor- the	Gross Motor- Each week the children will be participating in sport sessions with the sports	Gross Motor- Each week the children will be participating in sport sessions with the sports	Gross Motor- Each week the children will be participating in sport sessions with the sports	Gross Motor- Each week the children will be participating in sport sessions with the sports	Gross Motor- Each week the children will be participating in sport sessions with the sports

	<p>children will have a physical activity sent via seesaw to participate at home and we will be doing the same in nursery such as Action rhymes and Threading activities.</p>	<p>coaches. Fine motor- the children will have a physical activity sent via seesaw to participate at home and we will be doing the same in nursery such as we will be encouraging the children to squish, roll and pinch the playdough and finger painting.</p>	<p>coaches. Fine motor- the children will have a physical sent via seesaw to participate at home and will be doing the same in nursery such as hopscotch, musical bumps, chairs and statues and supporting the children to develop the tripod grip when holding pen and pencils.</p>	<p>coaches. Fine motor- the children will have a physical sent via seesaw to participate at home and will be doing the same in nursery such as threading, string or finger painting, cheerio play and making ribbon sticks. We will continue to support holding the pen or pencil in tripod grip as beginning to use scissors.</p>	<p>coaches.. Fine motor- the children will have a physical sent via seesaw to participate at home and will be doing the same in nursery such as holding the pen or pencil in tripod grip as beginning to use scissors and be able to do the pour and fill containers or with support manage buttons and zips on their coats.</p>	<p>coaches.. Where they would be able to achieve running, kicking a ball, jumping and with support catching and throwing balls. Fine motor- the children will have a physical sent via seesaw to participate at home and will be doing the same in nursery. The children will be interested in fine motor activities and will be using either the left or right as their dominant hand.</p>
<p>Reading</p>	<p>We will be exploring a variety of books and supporting the children to share them with other children and staff. Leading on from the stories, there will be discussions about turn taking in when choosing books to explore. We will share story and nursery rhymes weekly through seesaw.</p>	<p>We will be discussing and identifying the different likes and dislikes within the stories and develop children's vocabulary during carpet times.</p>	<p>We will be exploring the different nature books and comparing different scenes and animals that we can see and as well as providing different equipment and resources so the children are able to create their own resources to use when exploring and using the books to</p>	<p>We will be exploring different growing, colour books which will lead onto discussions about different plants we see and colours as well as a display with resources for the children to explore and props.</p>	<p>For the children to be able to handle books appropriately (holding the correct way and turning pages) and the children are becoming more interested in exploring different books and including them within 'in the moment planning'.</p>	<p>The children are able to handle books appropriately and understand the purpose of books and even spend more time within the book area and develop their favourite books and they are beginning to recall different stories through play.</p>

			use as tools to find the different animals from the display.			
Writing	To provide activities using pencil crayons and stamps to introduce mark making.	We will be encouraging the children to make marks within our creative/ mark making area and outside. We will also be developing the use of scissors when gluing and sticks as well as tracing and string painting.	We will develop and support the children to begin to distinguish the marks they make and begin to acknowledge if they are using a dominant hand. We will be continuing to show interest in sensory mark making activities such as corn flour or flour/ rice play.	To provide opportunities for the children to add marks to their drawings and draw freely indoor or outdoor and encourage lines, circles and features such as arms, legs, body when drawing a person.	Is the child creating marks such as circles, shapes, zigzag lines or marks which represent objects such as family members' faces or dinosaurs and animals. (are the children creating marks inside and outside)	The children should show interest in creating marks indoors and outside and they are able to distinguish the marks they make and their marks should represent items e.g. people or animals v(the child would be able to share where the eyes, feet and hands are on a person or tail and fur on a dog.
Maths	We will introduce numerical language through play such as counting blocks or counting 1-3 before relieving a sand castle. We will be learning number rhymes and encouraging the children to repeat and show awareness of numbers and to support counting using items when playing within the environment.	We will be continuing to develop counting in order and representing numbers in a range of ways, e.g. through mark making, jumping, counting blocks and other items. We introducing learning number and understanding 1 more or 1 less than and we will	We will continue to explore using and recognising numbers through their environment and through their daily routines such as counting their fruit at snack times or when playing in the home corner using cups, plates etc.	To continue with the positional language and to encourage the children to begin to recognise comparisons of small quantities and recognise differences through numbers quantities even when they are not the same objects.	We will be introducing the numbers 1 to 3 on cards and using objects or finger counting and encouraging and supporting the children to recognise the representation of numbers to objects and recognising them in different forms.	The children will be able to recognise numbers in sequence and become confident with comparisons of quantities and groups of colour or number. They will be able to create patterns and recognise numbers in card form or count using their fingers.

		introducing positional language such as 'in', 'on', 'under', 'inside', 'behind', and playing games with the children, this enables the children to understand the descriptive words and use them when communicating where something is placed in the environment.				
UTW	Through stories and activities which are shared we will learn about children's interests and encourage children to share experiences with both children and staff. We will also discuss how we are different and boys, girls, hair colour and siblings and the different toys we like to explore and share experiences from home.	The children will be learning about different cultures and their dishes they eat and explore what is around us. We will be exploring different home lives within the setting and encouraging the children to share what they have at home and what they like and dislike. We will also be learning about the celebrations of the different	We will be exploring the differences between other children such as eye colour, how many siblings, curly hair or colour of hair. We will also be learning the different names of things in the world such as rivers, forests, trees and snowstorms.	Through stories which are shared and the plant display, children will be learning about nature, plants and colours that are around us. We will be exploring different areas within the school environment and to discuss how they are different to our own areas. E.g. home settings or Nursery 1 comparing similarities and differences.	We will be exploring different life cycles for example caterpillars to butterflies and explore different minibeasts and the differences and similarities between them. We will be exploring Ramandan and Eid celebration, the call to prayer which they have and to embrace the culture and share experiences, food	Te children will be able to share their own experiences or experiences they have at school or home as well as sharing with both children and staff as well as noticing differences between people, seasons or nature.

		things in the world . e.g. christmas, chinese new year and birthdays.			tasting of home celebrations. We will be exploring the forest school	
EAD	We will be encouraging the children to make marks using pencils, crayons and paint using our easel or our mark making/ creative table. We will be developing imagination through questions and creativity e.g. 'what should we feed baby with?' then from reponses support them to act out experiences and actions.	We will extend imaginative play through in the moment planning and while doing these activities we develop discussion with the children by asking questions such as 'what do we need?', 'what can we use?', ' what are you making?'	To support and develop the children to express their ideas and feelings through the mark they make and sometimes give a meaning to them e.g. they have created a picture of their mummy we would support this by asking questions like ' is mummy happy or sad?' and encourage them to respond and to extend the discussion when they have expressed.	We will be continuing to make marks within our creative/ mark making area and outside. We will also be developing fine motor skills to create more defined marks using a variety of resources such as paint, drawing, gluing and sticking and chalking. We will be developing imagination through questions and creativity . e.g. 'Where are we going?' then from responses create scenes such as a park, beach, space or supermarket. While doing these activities we develop discussion with the children by asking questions such as 'what do we need?', 'what can we use?', '	We will be experiencing the different music and experiences which the cultures celebrate Ramadan and Eid. We will explore different ways to create marks and be imaginative in the forest school building different structures using different equipment as well as having an outdoor picnic.	They will be extending play using props and pretending they are another e.g. a block for a phone' as well as using imagination to create their own stories or play to interact. The children are enjoying rhymes and dance and enjoy taking part in action songs while using a range of sound makers and instruments.

				what does a shopkeeper do?		
Vocabulary	<p><u>Week 1 and 2</u> Bowl, spoon, sharing, children's names, your turn, my turn, pan, spoon, dirty, squishy, mud, brown.</p> <p><u>Week 3 and 4</u> Trees, grass, leaves and the different colours of them, sticks, paint, stamp, let's share, slugs, snails.</p> <p><u>Week 5 and 6</u> Spider, worms, abracadabra, cauldron, witches, hat, pumpkin, skeleton, wand.</p>	<p><u>Week 1 and 2</u> Chocolate, apples, red, green, melting, warm, cold, freezing, snowy.</p> <p><u>Week 3 and 4</u> Bananas, kiwi, orange, strawberries, pineapple, grapes. Peas, tomato, peppers, onions, cheese, spread.</p> <p><u>Week 5 and 6</u> Tree, Tinsel, Ballbulbs, Santa, Star, Snowflake, Christmas, postbox, envelopes</p>	<p><u>Week 1 and 2</u> Cold, melting, hard, wet, treasure, gold, maps, telescope, sandcastle, river.</p> <p><u>Week 3 and 4</u> trees, birds, seeds, bird feeders, wings, beaks, flying, high, low, binoculars.</p> <p><u>Week 5 and 6</u> Grass, river, snow, storm, mud, forest, cave, over, under, through it.</p>	<p><u>Week 1 and 2</u> Cress, pot, watering can, soil, trowel, sunlight, seeds.</p> <p><u>Week 3 and 4</u> Bread, butter, knife, cutting, peppers, onion, lettuce, mother's day, presents.</p> <p><u>Week 5 and 6</u> Red, yellow, blue, green, purple, brown, dark, light, eggs, bunny, basket, easter hunt.</p>	<p><u>Week 1 and 2</u> Caterpillars, cocoons, butterflies, small, big, leaves, spinning, fluttering, slugs, snails, spiders, Ramadan, call to prayer, Mehndi.</p> <p><u>Week 3 and 4</u> Eid, celebration, samosas, kebabs, halah, Iman, Topi. Minibeasts, ants, centipedes, woodlouse.</p> <p><u>Week 5 and 6</u> trees, forest, swamp, mud kitchen, logs, dens, sticks, grass, fire, magnifying glasses, telescopes.</p>	<p><u>Week 1 and 2</u> Superhero, princess, crowns, dress, tiara, father, granddad, step father,</p> <p><u>Week 3 and 4</u> Tent, camping camp fire, logs, sticks, pegs, wellies, waterproof sheets.</p> <p><u>Week 5 and 6</u> Passport, airplane, sunglasses, beach, sea, postcards, pilot, bucket, spade, boat, departures, arrivals.</p>

