



Medlock Primary school

Nursery 2 Curriculum Map 2021/2022

Topic	Autumn 1 Starting School & Autumn	Autumn 2 Our Families & Celebrations	Spring 1 We are Adventurers!	Spring 2 Growing	Summer 1 Minibeasts	Summer 2 Pirates and Princesses
Key texts and Experiences	<p>Starting School</p> <p>Goat goes to playgroup</p> <p>Owl Babies</p> <p>What small rabbit heard</p> <p>Leaf Man</p> <p>The squirrels who squabbled</p> <p>Storm</p> <p>Experiences - Halloween Party</p>	<p>My Mum</p> <p>My Dad</p> <p>The Three Little Pigs</p> <p>Grandma Bird</p> <p>So Much</p> <p>My Mum and Dad make me laugh</p> <p>Dear Santa</p> <p>Lost and Found</p> <p>Experiences - Pizza making/ Christmas decorations and cards Christmas Party</p>	<p>Lost and Found</p> <p>We're going on a Bear Hunt</p> <p>The Gruffalo</p> <p>Dear Zoo</p> <p>Whatever Next</p> <p>Tiddler/ Rainbow Fish</p> <p>Pirates love underpants</p> <p>Experiences - Forest School/ Teddy Bears Picnic Icing biscuits</p> <p>Pirate Party</p>	<p>Jasper's Beanstalk</p> <p>Jack and the beanstalk</p> <p>The tiny seed</p> <p>Olivers vegetables</p> <p>Oliver's fruit salad</p> <p>Titch</p> <p>How many trees?</p> <p>Experiences- Broad beans Planting herb seeds Planting bedding plants in troughs</p>	<p>The Very Hungry Caterpillar</p> <p>The Bad Tempered Ladybird</p> <p>What the ladybird heard</p> <p>Experiences- Ugly Bug Ball Exploring Butterflies growing and changing Bug hunt in forest school area Rock Bugs</p>	<p>The pirates next door</p> <p>Pirates love underpants</p> <p>The night time pirates</p> <p>Portside pirates</p> <p>Experiences- Pirate hats, eye patches, princess crowns Making treasure map Going on a treasure hunt Pirate and princess party</p>
PRIME AREAS PHSE						

<p>PRIME AREAS Communication and Language</p>	<p>Enjoying listening to a range of stories and remember what happens.</p> <p>Paying attention to more than one thing going on.</p> <p>Beginning to use a wider vocabulary which is developed by stories and experiences in Nursery.</p>	<p>Learning many songs and rhymes (rhyme of the week) and learn and perform some Christmas songs.</p> <p>Begin to understand and answer a range of questions. Daily questions share on Seesaw to prompt conversations at home about stories shared in school.</p>	<p>Using talk organise their ideas in play 'Let's go on a bus... you sit there... i'll be the driver'.</p> <p>Start conversations with adults and friends and continue turn taking in conversation.</p>	<p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' 	<p>Use longer sentences of four to six words.</p>	<p>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.</p>
<p>PRIME AREAS Physical Development</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>
<p>Reading</p>	<p>Story of the day</p>	<p>Story of the day</p>	<p>Story of the day</p>	<p>Story of the day</p>	<p>Story of the day</p>	<p>Story of the day</p>

	<p>shared daily on Seesaw with an accompanying question for parents to discuss at home with children. Children's favourite stories shared in the environment.</p> <p>Phase 1 phonics carpet sessions introduced - Focus on aspect 1 & 2</p>	<p>continued and daily questions. Introduce story and rhyme's of the week which are shared with families. Children begin to choose weekly library books to take home.</p> <p>Phase 1 phonics carpet sessions - Focus on aspects 3, 4 & 5.</p> <p>Parent meeting - Early reading</p>	<p>continued and daily questions. Introduce story and rhyme's of the week which are shared with families. Children choose weekly library books to take home.</p> <p>Phase 1 phonics carpet sessions - Focus on aspects 6 & 7. Consolidate all previous learning.</p>	<p>continued and daily questions. Introduce story and rhyme's of the week which are shared with families. Children choose weekly library books to take home.</p> <p>Phonics phase 1 groups revisit aspects needed.</p> <p>Phase 2 group introduce set 1 & 2</p>	<p>continued and daily questions. Introduce story and rhyme's of the week which are shared with families. Children choose weekly library books to take home.</p> <p>Phonics phase 1 groups revisit aspects needed.</p> <p>MA Group introduce set 1 & 2</p> <p>Phase 2 group introduce set 3 & 4</p>	<p>continued and daily questions. Introduce story and rhyme's of the week which are shared with families. Children choose weekly library books to take home.</p> <p>Phonics phase 1 groups revisit aspects needed.</p> <p>MA Group introduce set 3 & 4</p> <p>Phase 2 group All phase 2 sounds taught</p>
Writing	<p>Morning mark making opportunity encouraging name writing.</p>	<p>Daily name writing and funky fingers activity.</p> <p>Mark making opportunities during morning routine and in carpet sessions.</p>	<p>Daily name writing and funky fingers activity.</p> <p>Mark making opportunities during morning routine and in carpet sessions.</p>	<p>Daily name writing and funky fingers activity. Introduce writing surnames for those who are ready.</p> <p>Mark making opportunities during morning routine and in carpet sessions.</p> <p>Phase 2 phonics sessions introduce correct formation of letters.</p>	<p>Daily name writing and funky fingers activity. Introduce writing surnames for those who are ready.</p> <p>Mark making opportunities during morning routine and in carpet sessions.</p> <p>Phase 2 phonics sessions introduce correct formation of letters.</p>	<p>Daily name writing and funky fingers activity. Introduce writing surnames for those who are ready.</p> <p>Mark making opportunities during morning routine and in carpet sessions.</p> <p>Phase 2 phonics sessions introduce correct formation of letters.</p>
Maths	Develop a fast	Daily Maths	Say one number	Match	Show 'finger	Know that

	<p>recognition of up to 3 objects (without having to count them individually subitise)</p> <p>Say what is different and what is the same about collections</p> <p>Respond to words like 'lots' or 'more' Begin to understand that things might happen 'now' or at another time, in routines</p>	<p>carpet session.</p> <p>Recite number names in sequence past 5.</p> <p>Select a small number of objects from a group Compare quantities and recognise changes in numbers of things using words such as 'more' 'lots' 'fewer' 'less'.</p> <p>Begin to categorise objects according to properties such as shape (and colour) Begin to categorise objects according to their properties such as size</p> <p>Talk about and identify patterns in the environment</p>	<p>for each item in order; 1, 2, 3, 4, 5. (One to one correspondence)</p> <p>Compare quantities using words such as 'the same'</p> <p>Show an interest in shapes in the environment Talk about and explore 2D/3D shapes (e.g. circles, rectangles, triangles and cuboids)</p> <p>Make comparisons between objects relating to size</p>	<p>numeral and quantity to 5 (including showing the right number of objects).</p> <p>Know that a group of things changes in quantity when something is added or taken away.</p> <p>Talk about and explore 2d and 3d shapes using mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p> <p>Make comparisons between objects relating to weight Extend, continue and create ABAB patterns (e.g. stick, leaf, stick leaf).</p> <p>Notice and correct an</p>	<p>numbers' up to 5.</p> <p>Count objects in a line (to 5).</p> <p>Understand positional language through words alone e.g. 'in', 'on', 'under' 'up', 'down', 'besides' and 'Between'.</p> <p>Explore capacity and make comparisons between objects relating to capacity (which holds more/less).</p> <p>Anticipate times of the day- such as meal times and home time.</p> <p>Understand some talk About immediate future and immediate past (e.g. later or</p>	<p>when counting a group the last number represents the quantity (within 5).</p> <p>Experiment with their own symbols and marks as well as Numerals.</p> <p>Solve real mathematical problems With numbers up to 5.</p> <p>Describe a familiar Route.</p> <p>Discuss routes and locations, using words like 'in front of' and Behind'.</p> <p>Explore how things look from different viewpoints Including things that are near or far away.</p> <p>Select shapes</p>
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				error in a repeating pattern	before). Begin to describe a sequence of, real or fictional events, using words such as 'first', 'then'	appropriately when building (e.g. triangular prism for a roof). Combine shapes to make new ones. Make comparisons between objects relating to length
UTW	We will be learning about our new school environment, the names of our key worker groups and the names of our new friends. We will be exploring the outdoor environment, noticing changes, talking about them and collecting natural objects to explore.	We will be talking about our families, friends and home experiences and special times. We will continue to notice changes in the season and begin to discover signs of winter. We will take part in celebrations and traditions based on Christmas and Diwali.	We will be talking about our experiences and adventures of the world around us. We will begin to recognise how places are similar and different and connected to where we live. We will continue to notice changes in the season and discover signs of winter.	We will be planting beans and seeds and learning about how to care for growing plants. We will begin to understand the key features of the life cycle of a plant with hands-on experiences. Exploring natural materials using all the senses.	We will begin to understand the life cycle of creatures/ caterpillars with hands-on experiences. Exploring natural materials using all the senses - watching caterpillars transform into butterflies	We will be exploring more about the world around us and the places that we can explore. We will begin to look at simple maps and plan routes we can explore. We will begin to look at how people can be similar to us or different in some ways e.g. pirates live on boats. We will continue to use our senses to explore the changing

						environment around us and recognise the changes in Summer.
EAD	<p>Songs and rhymes</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make in the creative area.</p> <p>Home corner role play.</p> <p>Small world (Autumn)</p> <p>Stage area - Play instruments with increasing control to express their feelings and ideas.</p>	<p>Songs and rhymes</p> <p>Home corner role play.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make in the creative area.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Songs and Rhymes</p> <p>Small world story activities.</p> <p>Character Role Play.</p> <p>Join different materials and explore different textures</p> <p>Explore colour and colour mixing</p> <p>Perform whole songs and encourage making up own songs and rhymes.</p>	<p>Songs and rhymes</p> <p>Observational drawings of plants and flowers - drawing with increased complexity and detail.</p> <p>Remember and sing entire songs.</p> <p>Create their own songs or improvise a song around one they know.</p>	<p>Songs and rhymes</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Explore colour and colour mixing.</p> <p>Detailed drawings (minibeasts)</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills</p>
Vocabulary	School, nursery, toilet, washing hands	Circle Square Triangle	Place -Forest, sea, zoo, space, moon, ocean. Trees,	Plants Flowers Growing	Lifecycle Caterpillar Butterfly	pirates Princess Castle

	<p>Children's names in group</p> <p>Ladybird/Butterfly/Hedgehog</p> <p>Family, Mummy, Daddy, sister, brother, grandparents</p> <p>Leaves, trees, red, yellow, orange, brown</p> <p>Autumn, falling, cold, windy, chilly breezy</p>	<p>Rectangle</p> <p>Words to describe: Family names, likes dislikes, home activities and family interests.</p> <p>Words to describe: What we like, what we can do, likes, dislikes, friends.</p> <p>Cold, frosty, snow, windy, hibernation, bark, gloves, scarf.</p> <p>Lights, gifts, lantern, fireworks, new year, Christmas tree, presents, celebrate, lights, baubles, party, star, angel.</p>	<p>land, sea.</p> <p>Transport - Pirate ship, car, train, boat, plane, rocket.</p> <p>Winter -Cold, ice, snow, hat, scarf, glove, freezing, melting, frost.</p> <p>Number - More, less, many, few, count. Numbers 1-5. Subitise.</p> <p>Animals - Penguin, polar bear, brown bear, cheetah, hippo, parrot.</p>	<p>Leaves Sunshine Water Seeds Petals Shoot Soil vegetables Fruit Healthy</p>	<p>Chrysalis Cocoon Egg</p> <p>Mini beast names - ladybird, beetle, worm, centipede.</p>	<p>Crown King Queen Eyepatch Parrot Ship Treasure</p> <p>Transition - changes Reception New teacher names New class name Book bag</p>
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