

Year Nursery Spring Term Curriculum Map

English (HFL)		Maths (Herts Essentials)	
Reading (including phonics)	Writing	Key Concepts	
		Autumn 1	Autumn 2
<p>Listen to and know well the following key texts/nursery rhymes:</p> <p>The grand old duke of York Hickory dickory dock Where's Spot – Eric Hill Dear Zoo – Rod Cambell Lulu's first day – Anna McQuinn Incredible you – Rhys Brisenden</p>	<p>Exploring different small tools and begins to use with increasing accuracy and care.</p> <p>Mark make and give meaning.</p>	<p>Colours</p> <ul style="list-style-type: none"> • Red, Blue, Yellow <p>Colours</p> <ul style="list-style-type: none"> • Green, Purple, Mix of colours <p>Match</p> <ul style="list-style-type: none"> • Buttons and colours • Matching towers • Matching shoes • number • shapes <p>Sort</p> <ul style="list-style-type: none"> • Colour • Size • Shape Sort • What do you notice? • Guess the rule • Guess the rule 	<p>Number</p> <ul style="list-style-type: none"> • Subitising • Counting • Subitising dice pattern • Subitising random pattern • Subitising – different sizes <p>Pattern</p> <ul style="list-style-type: none"> • Extend AB Colour patterns • Extend AB Outdoor Patterns • AB Movement Patterns • Fix my Pattern • Extend ABC Colour patterns • Extend ABC Outdoor Patterns
<p>Subject specific vocabulary: book, page, word, sound, phoneme, letter</p> <p>Core texts: See above in reading section</p>		<p>Vocabulary – count, how many?, subitise, match, sort</p>	

PSHE (Jigsaw)	Understanding the world	
Skills and Knowledge	History- Skills	History Knowledge
Play with one or more children – extending play ideas. Talk about feelings using happy and sad. Begin to follow instructions increasing understanding why in place. Remember rules without adult prompting.	To be able to say who they are and who they live with To use the language yesterday, tomorrow, today	Knowledge of family members and who they live with To understand the terms, mum, dad, brother, sister, nan, grandad
	Geography Skills	Geography Knowledge
	To identify the difference between school and home Talk about what they see and hear in their own environment (school/home) using an increasing vocabulary	To be able to explain the words – home, school, shop To experience a variety of geographical related books <ul style="list-style-type: none"> - The train ride - A walk in the park -
	Religious Education- Skills	Religious Education Knowledge
	Listen to range of faith stories	Christmas story Harvest festival Diwali
	Science Skills	Science Knowledge
	Discuss the weather	Different weather types, clothes for the weather
	History Birthday, , mum, dad, brother, sister, grandparent, aunt, uncle, yesterday, tomorrow, then, now, today sequence, holiday, celebration Geography - Vocabulary: school, home, shop, park, inside, outside, RE – Christ, Diwali, Harvest, advent, Jesus, Science – rain, sun, cold, hot, snow, wind, thunder,	

Physical Development		Communication and Language
Autumn 1	Autumn 2	Skills and Knowledge
Jumping – 2 feet together Walking on tiptoes Rolling / crawling	Balance beanbags – on head, foot, shoulder, hand.	Begin to ask questions. Enjoy listening and discussing stories. Understand a simple instruction. Participate in a conversation with peers and adults.
Vocabulary: tiptoe, roll, crawl, jump		
Expressive Arts and Design		Music (Sing up)
Art Skills	Art Knowledge	Skills Knowledge
To use and explore a variety of media such as paint, chalk, collage, pencils, crayons both inside and outside to represent objects, feelings and ideas. To use a variety of different sized paintbrushes To begin to use a pair of scissors	To begin to know the names of different media To understand the safety rules for scissors	Let's be friends This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces Travel and movement this unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us!
Design and Technology Skills	Design and Technology Knowledge	
To know that they need to wash hands before eating. To place rubbish into correct bins (food/plastic) To use a knife to spread butter/jam To begin to use scissors with support to cut. To create their own flap with sellotape (supported) To build a stable tower.	To be able to recognise basic fruits and vegetables To understand that fruit and vegetables are good for you/healthy To understand safety implications when using scissors To be exposed to a variety of flap books	
Vocabulary Art: paint, chalk, crayon, glue, collage, pencil, colour, paintbrush, Vocabulary Design and Technology : banana, apple, orange, pear, carrot, peas, sweetcorn, sellotape, flap, tower, stable, spread,		