

Burnwood Community School – Nursery Curriculum Map 2024-25

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 7 weeks	Summer 1 4 weeks	Summer 1 7 weeks
Main Project	Me and My Community (PSED project)	Starry Night (World project)	Once Upon a Time (Literacy project)	Out of the Egg (World project)	Sunshine and Flowers (World project)	Big Wide World (World project)
Mini Project	Exploring Autumn (World project)	Sparkle and Shine (PSED project)	Winter Wonderland (World project)	Puddles and Rainbows (World project)	Shadows and Reflections (World project)	Splash (World project)
Key Fiction Texts linked to theme/topic (suggested – these may change)	Five Minutes Peace The Colour Monster Families, Families, Families Lost and Found People Who Help Us Leaf Man The Very Helpful Hedgehog	Peace at Last Owl Babies How to Catch a Star The Rabbit, the Dark and the Biscuit Tin When You're Fast Asleep Gruffalo's Child	A Thing Called Snow Goldilocks and the Three Bears Little Red Riding Hood The Three Little Pigs The Three Billy Goats Gruff	Dear Dinosaur Dinosaurs Roar Am I Yours? Little Chick Whose Egg is That? Granny's Easter Eggs Are Not The Sort You Eat	Errol's Garden Sam Plants a Sunflower My Butterfly Bouquet The Foggy, Foggy Forest The Day I Met My Shadow	Penguin on Holiday All Are Welcome Handa's Surprise There's a Rang Tan in my Bedroom Commotion in the Ocean Sink!
Songs and Nursery Rhymes linked to topic/season	Head, Shoulders, Knees & If you're happy and you know it The Skelton Dance (Funny Bones) One finger, one thumb Brush your teeth I'm a dingle dangle scarecrow 1 finger one thumb Miss Polly had a dolly	Twinkle, twinkle Little star Hey diddle diddle Star light, star bright The Owl and the Pussy Cat Nativity Songs	2 Little dickie birds Teddy bear, teddy bear 3 Blind Mice When Goldilocks went to the house of the bears Pease porridge hot	I hear thunder It's raining, it's pouring I can sing a rainbow Humpty Dumpty Barr Barr Black Sheep Chick, chick chicken Hot cross buns Mary had a little lamb Little Bo Peep	Incy Wincy Spider Little Miss Muffet 5 little caterpillars Mary, Mary quite contrary Round and Round the Garden	1,2,3,4,5 once I caught a fish alive One potato, two potato One, two buckle my shoe Row, row, row your boat Wheels on the Bus
Seasonal Events and Opportunities for Parental Engagement	Transition into full time education Baseline assessments	Bonfire night/Guy Fawkes Remembrance Day Children in Need	Chinese New Year (Jan 29 th) Valentine's Day	Shrove Tuesday (4 th March) Eid (Mon 31 st March)	May day St George's Day Cultural Diversity Day	Father's day Transition events Sports Day

	Parent coffee morning Harvest	Diwali National nursery rhyme week Christmas		Spring walk World book day Mother's Day Easter Easter Bonnet Parade		Parent picnic/end of year party
Memorable Experiences (Events, trips, visits, visitors)	Woodland Autumn walk Emergency service visits (fire and rescue, ambulance, nurse) Community visitors	Day and night walk Sparklers Diwali dance workshop Christmas party with a special visit from Santa	Chinese New Year workshop Porridge making and taste testing	Pancake making and flipping Spring welly walk with parents Incubated eggs Dinosaur on the playground!	Bug Hunt Visit to allotment – growing activities Make bug hotel Live caterpillars/butterflies	Zoolab Visit Water splash fun day
Key Vocabulary linked to driving projects	family, auntie, uncle, cousin, grandparents, friend, key-workers, doctor, nurse firefighters, help, paramedics, emergency services, police, rules acorns autumn conkers fox harvest hedgehog pine cones pumpkins season spider hibernate leaves woodland squirrel wild animal	badger, bat, bedtime, dark, daytime, Earth, emergency service, fox, light, Moon, night time, nocturnal, owl, planet, sleep, stars, Sun Autumn Christmas lantern Winter Hanukkah sufganiyot candle Diwali menorah family mince pie diva lamp gift samosa	bear castle fairy godmother goat king fairy tale prince princess queen wicked stepmother Snow White story troll Cinderella wolf woodland Antarctic Arctic freeze frost ice season icicle night plant snow tree weather winter	carnivore crocodile dinosaur diplodocus extinct fossil herbivore insect palaeontologist reptile prehistoric shark stegosaurus triceratops turtle tyrannosaurus velociraptor purple rain rainbow blue cloud green hail orange red season sleet snow spring sun wind yellow	air animal flower leaf leg petal plant antennae butterfly insect root shell soil stem sun cream sunflower sunglasses sun hat sunlight water warmth wing bounce echo reflection shadow shiny smooth dark light opaque mirror symmetrical transparent	aeroplane boat desert animal bus land car Earth forest globe habitat map mountain ocean river plant savannah sea train weather travel woodland wing cold drink freeze ice lake container Earth float liquid melt pour river sea sink warm water solid
Key Knowledge Linked to Driving Projects	Knows that there are boundaries in school.	During the day there is sunlight. At night there is no sunlight so the sky is	A story is an account of something that happened	The weather in Spring can be rainy, windy, sunny warm or cold.	Parks and gardens contain lots of different plants and animals	The world has lots of different places.

	Other children might want to play the same game or use the same resources. It is important to be friendly and share with others. Sadness, anger and happiness are feelings. People can show their feelings by the way they look and act. People's faces can show how they are feeling, such as smiling when happy and crying when sad. All families are different and special. There are lots of special people in their lives, including family and friends. We should care for the environment. For example, rubbish needs to be put in the bin. There are adults in our community who help us such as doctors, nurses, teachers and postal workers. The emergency services include the fire service, the police and paramedics. To call the emergency services, dial 999.	dark. Animals are living things. There are lots of different types of animals, such as birds, insects and reptiles. Some animals including owls, foxes and bats are awake at night and sleep during the day. There are adults in our community who work at night time to help us. Soft materials bend easily. They are not hard or rough to touch. A recipe is a set of instructions that tells us how to make food. Divas are little lamps used to celebrate Diwali. Brushing teeth twice a day helps keep them clean and healthy. It is important to wash your hands throughout the day, including before eating and after going to the toilet. Teeth brushing twice daily is important to keep teeth clean and healthy.	that can be true or made up. A main event is an important thing that happens in the story. A character is a person, animal or thing that speaks or does something in a story. A principal character is a character that the story is about. Role play is acting out stories or experiences. Role play and props can be used to represent characters' looks, traits and actions. Role play can be used to sequence the main events of a story. Kings and queens are rulers of a country. The weather is colder in winter and sometimes it snows. In winter the evenings get darker earlier. When water freezes it becomes ice. When ice melts it becomes water again. There are places in the world where it is always cold and snowy.	Spring is a season associated with new life. In spring trees start to grow leaves and some trees grow blossom. Some animals, such as chicks, hatch from eggs. Living things including dinosaurs lived millions of years ago. Waterproof materials keep us dry.	including snails, spiders, butterflies and woodlice. Plants need air, sunlight, warmth, water and soil to grow. We can use our senses; hearing, sight, touch, taste and smell help us to find out about the world around us. A shadow is a dark shape that can be seen on a floor or wall. Some materials are shiny and others are not shiny. We can see our reflections in shiny surfaces.	All children and their families are different and special. The weather, plants and animals differ in different places around the world. We should care for the environment. For example, rubbish needs to be put in the bin. Some objects float and others sink. When water freezes it becomes ice. When ice melts it becomes water again.
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	Some leaves change colour in autumn and fall from the trees. There are lots of different animals. Some animals such as rabbits, badgers and foxes live in a woodland. All animals have special features such as whiskers, paws, beaks tails and wings.					
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Summary Goals – The nursery assessment is a progress model which is based on a best fit methodology. Skills progression support documents, for each area of learning, are used alongside the summary goals to support practitioner judgements.					
PSED Summary Goals/Assessment Statements • Self-Regulation • Managing Self • Building Relationships	Knows what is expected in school in very simple terms for example, knows where to put their coat. Has some awareness of self and others. Shows more independence and more confidence to make choices for themselves. Forms an attachment with an adult in the setting.	Asserts themselves as an individual person with likes and dislikes. Shows awareness that things don't always go their way and has more flexibility when things are different. Plays alongside other children.	Finds what they want to play with and stays with the activity for longer periods of time. Accepts help from adults when they need it. Starts to comply with the boundaries of school knowing there are rules. Shows an awareness of how their choices may effect and involve others around them. Starts to 'dip' into others' play.	More aware of other children around them and starts to interact. Is able to make simple choices. Seeks out adults for specific help. Begins to accept the needs of others. Shows more awareness of others in the setting and starts to interact during play.	Starts to be more confident to play with others and is beginning to self-regulate in play situations. More aware of others around them and the need to take account of others around them. Has some accountability for their actions. Shows interest in other children's play and may start to observe with interest and join in the game.	Starts to show responsibility for their own feelings and their own play. Able to manage a task seeing it through from beginning to end. Showing independence in their choices. Joins in with others' play.

Communication and Language Summary Goals - Listening, Attention and Understanding - Speaking	Starts to listen to adults around them and will respond to very simple requests, usually on their own terms. Starting to communicate through words and gestures.	More likely to listen to and respond to a simple request or instruction. Starts to understand more of the 'F1-specific' vocabulary. Regular plural forms are consistent. Uses 'is', 'are', 'am' in a sentence.	Responds to simple questions and attempts to answer by speaking, pointing or gesturing. Starting to engage in longer dialogues.	Can listen for a longer period of time but will need prompting to maintain focus. Will use characters in their play but not necessarily the features of the characters or the events from a story. Starting to engage in longer dialogues.	Is starting to use some new vocabulary and join in with songs, stories and rhymes. More confident when using fantasy language in play.	Can remember the main events in a story and will follow a single instruction with little support. Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory). Knows some colours and prepositions.
Physical Development Summary Goals - Gross Motor - Fine Motor	Can use their strength to move from one thing to another. Uses a range of tools and equipment.	Shows some control over their choice of tools. Uses a range of tools and equipment with some control.	Shows increasing development of control over trickier tools, e.g. a flag, a spade. Starts to recognise the changes they can make using tools and equipment	Starts to control the body to work with others. Shows more fine motor control with tools.	Shows good control in large movements like changing direction when running. Shows finer control with smaller tools whilst still needing some help with tricky things like buttons.	Begins to control smaller tools. Be more in control of the tools being used, e.g., can make some more-controlled marks with crayons and pencils.
Squiggle Programme	Squiggle Whilst you Wiggle: (A1) (A2) Imitates horizontal and vertical line. Imitates circles Copies horizontal and vertical line Copies circle Further develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Scissor skills – hold, open close, snip paper. (see scissor skills progression) Traces over lines. Pencil, paint brush, any mark making tool – begin to develop correct grip.		Squiggle Whilst you Wiggle – + shape, X shape, / shape, \ shape, square Progress towards a more fluent style of moving, with developing control and grace. Develop the foundations of a handwriting style which is fast, accurate and efficient. – showing control – time to draw sessions. Further develop pencil grip – see grip progression Traces over shapes Know and talk about the different factors that support their overall health and wellbeing.		Squiggle me into a Writer Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. Writes letters in name	
Dough Disco	Dough Disco involves moulding play dough in time to music and performing different actions such as rolling it into a ball, flattening it, putting each individual finger into the dough, rolling it into a sausage and squeezing it. This is exercise for the fingers to improve fine motor control and gross motor skills. Children and adults need to have strong muscles in their hands to enable them to write effectively		Dough Disco The Discovery Stage: Ages 3-4 "piled" and stacked shapes and clumps - very little detail - squishing, pinching and poking - pounding and hitting of playdough pieces with hands and tools		Dough Disco The Shape and Form Stage: Ages 4-5 - simple, recognizable forms - more detail such as mouth and eyes - beginning of "rolling" coiled, snake-like forms - begins to make balls - rolling out and cutting out of forms from cookie cutters and "pretending"	

Physical Development Key Knowledge	Mark making shapes can be straight lines, zigzags or smooth curvy shapes. Most people write with the same hand all the time. Holding a pen or pencil in a comfortable way helps us learn how to write and draw. Letters are used in writing. Finger, hand, wrist, arm and shoulder exercises help you to develop your gross and fine motor skills and practise the language of direction. Exercise and being active helps keep us healthy.					
Literacy Summary Goals - Comprehension - Word Reading - Writing	Likes to read (look at) a book with an adult. Identifies environmental sounds and can copy/repeat some. Mark making and drawing with a range of tools and equipment.	Will talk about the pictures and what is happening. Identifies instrumental sounds and can copy/repeat some. Can say what their marks mean.	Knows where to find the story on the page. Explores different ways of making sounds with their bodies, sings songs and rhymes independently. Shows consideration when mark making. Starts to take their time changing their tool as the marks progress.	Can identify some signage in the classroom. Hears initial sound phonemes and applies knowledge to alliteration. Can copy with increasing control.	Can talk about the characters in a story. Explores and creates sound words. Claps syllables in words. Starts to make shapes that are recognisable as pre-letter shapes. Can start to write name as a shape.	Can talk about the story events in simple terms. Reads some meaningful key words and can orally segment and blend words. Writes their name and identifies their name.
Foundation for Phonics Tuning into Sounds - Sound Progression - Phonemic Awareness - Oral Blending	Begins at the start of Autumn 2	s a t p i n Hears the same initial sound for words and names of objects. Blend CVC words using oral blending and objects.	m d g o c k e Identifies initial sounds of words and names of objects. Distinguishes different sounds. Teach children to blend a wider range of CVC words using oral blending.	u r h b f l j Identifies initial sounds of words and names of objects. Articulate sounds correctly – including playing with voice sounds. Blends a wider range of words using oral blending.	v w y z q u c h Identifies initial sounds of words and objects. Blend a wider range of words using oral blending.	ck x sh th ng nk Identifies the final sounds of words and objects. Blends a wide range of words using oral blending when playing.
Foundation for Phonics Rhyme Time	Miss Molly Had a Dolly Jack and Jill Wind the Bobbin Up	Twinkle, Twinkle Little Star Hey Diddle, Diddle Pat-a-Cake	1,2,3,4,5 Once I Caught a Fish Hickory Dickory Dock One, Two Buckle My Shoes	Baa, Baa Black Sheep Humpty Dumpty Incy, Wincy Spider	Mary, Mary Quite Contrary Round and Round the Garden Ring-a-ring-a-roses	Row, Row, Row, Your Boat Down at the Station A Sailor Went to Sea The Wheels on the Bus
Maths Summary Goals Number	Starts to use some number names and starts to ascribe names to objects in a rhythmical way.	Can identify 1 and 2 objects when asked. Starts to use number comparison language.	Subitises and counts to 3. Enjoys counting as far as they can and uses numbers in their play.	Notices the last number said when counting. Can say what number comes next when	Counts up to five and is starting to understand cardinal principle.	Uses number in play. Can identify numerals to 5.

• Numerical Patterns • Shape, Space and Measure	Counts rhythmically and can count in songs and rhymes. Builds using different equipment of different sizes and shapes.	Talks about their models and what they used to build their models, identifying different bricks and colours.	Sorts using simple criteria.	counting and singing number songs. Starts to identify simple patterns.	Can use "more than" to identify different groups Makes simple comparisons.	Can identify when two groups have the same number. Starts to use simple shape names.
Master the Curriculum	Colours • Red • Blue • Yellow Colours • Green • Purple • Mix of colours Match • Buttons and colours • Matching towers • Matching shoes Match • Match number shapes • Match shapes • Pattern handprints –big and small Sort • Colour • Size • Shape Sort • What do you notice? • Guess the rule • Guess the rule	Number 1 • Subitising • Counting • Numeral Number 2 Subitising dice pattern Subitising random pattern Subitising different sizes Number 2 • Counting • Numeral • Numeral Pattern • Extend AB Colour patterns • Extend AB Outdoor Patterns • AB Movement Patterns • Fix my Pattern • Extend ABC Colour patterns • Extend ABC Outdoor Patterns	Number 3 Subitising Number 3 3 Little pigs 1:1 counting Numerals/Triangles Number 4 1:1 counting Numerals Squares/rectangles Number 4 Composition of 4 Composition of 4 Number 5 1:1 counting Numerals Pentagon Number 5 Composition of 5 Composition of 5 Composition of 5	Number 6 Introduce 10 frame Height & Length • Tall and short • Long and short • Tall/long and short Mass Relate to books 3 little pigs goldilocks Capacity	Sequencing Positional Language More than/fewer than Shape – 2D Revisit pattern from Autumn Shape –3D Revisit pattern from Autumn	Number composition 1 –5 Revision What comes after? What comes before? Numbers to 5
Understanding the World Summary Goals • Past and Present • People, Culture and Communities • The Natural World	Children start to be curious about the people around them. They show interest in characters in stories and also people in school. Children notice differences in story books etc. Children start to explore the environment around them.	Children show an interest in the people in their family and can tell some simple facts about their family. They recognise some families have similar features. Makes connections between the features of their family and other families. Children start to notice when things have changes with support from an adult.	Children start to use simple language about the passage of time. They comment on photographs and images and can talk about similarities and differences in simple terms. Knows simple features of their own environment. Children start to understand they can influence their environment and make changes to the space around them.			
Expressive Arts and Design Summary Goals • Being Imaginative and Expressive • Creating with Materials	Enjoys making sounds with musical instruments whilst moving to music. Likes listening to music and responds to songs and music. Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper.	Imaginatively plays with small world and in the role play developing ideas and scenarios. Listens to music and moves in a way that starts to show interpretation. E.g. this is like a mouse. Experimentation of marks and mark making using colour, texture and senses.			Shows a preference for types and methods of expression and shows more control when expressing themselves. More-deliberate use of materials and colour with more-deliberate exploration of colour and changes.	

Focus Artist	Artist: Self-Portrait Observe ourselves in the mirror begin to notice our features such as eyes, nose, mouth. Use collage materials to make a representation of ourselves.	Van Gogh "Starry Night" Observe Starry Night and engage in sensory experiences using hands and fingers to swirl paint.	Artist: Great Architects – Norman Foster (The Gherkin), Horace Jones (Tower Bridge) Observe blueprints, plans and photographs of famous and familiar buildings. Children design their own plans and buildings in response including building simple bridges.	Artist: Kandinsky Rainbow style artworks. Observe the work of Kandinsky and engage in swirling paint with hands to create circular rainbows of colour. Paint representation of rainbows	Artist: Matisse – The Snail Using collage materials create artworks in the style of Matisse	Artist: Katsushia Kokusai Create representations of waves on large and small scales. Using large rollers and paint
Role Play	Home corner	Home Corner Santas' Workshop	Three Bear's Cottage	Farm Shop	Healthy Eating Café Garden Centre	Seaside shop