

# Heathcoat Primary School Curriculum Map: Nursery 2020 - 21 *Aspiring to achieve our best: moving forward together!*

Year: Nursery	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
<b>Topics</b>	<p><b>My Family</b> <b>Books</b> Paper Dolls Mr and Mrs Pigs evening out Peepo Oi series of rhyming books Shark in the Park Who's in my family – Harris Families, Families, Families - Lang</p> <p><b>Down in the jungle</b> <b>Books</b> Handa's Surprise Monkey Puzzle Rumble in the jungle</p> <p><b>Autumn</b> <b>Books</b> Bears Friends Squirrels autumn search Fletcher and the falling leaves Tidy The fox in the dark</p> <p><a href="https://www.savannahkidstv.com/?fbclid=IwAR3NjgXlybNVz1r7uvjjmEdogP95nP7yyUD7jQh-u-HOFIjnGCiXxFUJ-kY">https://www.savannahkidstv.com/?fbclid=IwAR3NjgXlybNVz1r7uvjjmEdogP95nP7yyUD7jQh-u-HOFIjnGCiXxFUJ-kY</a></p>	<p><b>Superheroes</b> <b>Books</b> Supertato Super Daisy Nat Fantastic Superworm My Mum is a superhero</p> <p><b>Light and Dark</b> <b>Books</b> Shark in the dark Night monkey day monkey Wow said the owl Gruffalo's child</p> <p><b>Christmas</b> Maisy's Christmas tree The Littlest Elf The Night before Christmas Auntie Claus Olive the other elf</p>	<p><b>Food around the World</b> <b>Books</b> Baby goes to market World Pizza BeeBim Bop Green is a chilli pepper The Bagel King The Runaway Wok</p> <p><b>Mr Wolf Pancakes</b></p> <p><b>Dinosaurs</b> <b>Books</b> Dinosaur Pet Dinosaurs love underpants Dinosaur Roar Brontorina I dreamt I was a dinosaur Harry and the bucket full of dinosaurs The dinosaur who lost her voice</p>	<p><b>Space</b> <b>Books</b> Whatever Next Aliens love underpants Zim Zam Zoom</p> <p><b>In the Garden</b> <b>Books</b> Jaspers Beanstalk The curious garden My garden – henkes A seed is sleepy Franklin plants a tree</p> <p><b>Easter</b> <b>Books</b> Egg drop The night before Easter Mr Bunnys chocolate factory Chickens aren't the only ones The odd egg</p>	<p><b>Elves and the Shoemaker</b></p> <p><b>Lifecycles and minibeasts</b> <b>Books</b> Hungry caterpillar Tad (about baby frog) Bad Tempered Ladybird Snail Trail Aaaahhhrrrr Spider Yucky worms What the ladybird heard I love bugs</p>	<p><b>On the farm</b> <b>Books</b> Farmer Duck Rosie's Walk Mrs Wish Washys Farm Sheep go to sleep No sleep for the sheep Small Pig Where oh where is Rosie's Chick</p> <p><b>Castles, princesses, dragons and knights</b> <b>Books</b> The paper bag princess Small Knight and George and the Royal Chocolate Cake The Knight and the Dragon Look out, It's a Dragon!</p> <p><i>Summer</i> <i>Sports Day</i></p>
<b>Dates/events</b>	International languages day (26 <sup>th</sup> Sept – Japan) (Mental Health day 10 <sup>th</sup> Oct) 21 <sup>st</sup> Oct Half term	(Anti-bullying week Nov) Road safety week	(Internet safety day 11 <sup>th</sup> Feb) Mental health week	World book day British Science week Mother's Day		Sports day
<b>Prime Areas:</b>						
<b>Personal, social and emotional development</b>	Throughout this half term the children will settle into nursery, where they will become familiar with the learning environment, learn through daily experiences and circle time how to look after each other, share, take turns and begin to form close friendships with their peers and the adults within the foundation stage unit.	Through independent learning time the children will be provided with a range of learning opportunities, such as role play, construction and small world play, that will enable the children to develop their relationships with their peers where they will be <i>'initiating conversations,</i>	Through whole class and guided group work the children will be developing their confidence to speak in a familiar group, talking about their own knowledge and past experiences of journeys they have been on. We will encourage children to keep their own play going and concentrate for longer periods of time on an activity.	The children will be provided with a range of opportunities, such as structured games, parachute games and ring games that will enable them to play and learn cooperatively, taking turns with others. They will be encouraged to take account of one another's ideas and consider how to organise their activity. Children	Through circle time and role play we will continue to talk about and name feelings such as happiness, sadness, worried, scared and feeling cross. We will model ways of noticing how others are feeling and how they can comfort or help others.	As the children prepare for transition to reception we will provide lots of opportunities for children to talk about the changes that will occur. As well as reflecting on what they have enjoyed about nursery and celebrate their achievements.  Through circle time we will discuss what is 'fair' and 'unfair', children's

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	<p>We will talk about our families and how important they are to us. <b>Jigsaw - Being me in my world</b></p>	<p><i>attend to and take account of what others say'.</i> We will be encouraging children to share and become aware of other children's feelings through one to one, small group and class discussions. <b>Jigsaw- Celebrating difference</b></p>	<p><b>Jigsaw – dreams and goals</b></p>	<p>will enjoy the responsibility of being given small jobs and tasks. <b>Jigsaw – healthy me</b></p>	<p>Through our mini-beast topic we will teach the children to show care, concern and respect for all living things. <b>Jigsaw – relationships</b></p>	<p>feelings about fairness and how we can make things fair. <b>Jigsaw – changing me</b></p>
<p><b>Communication and language</b></p>	<p><b>My Family</b> We will read a range of books about families and talk about different families. We will discuss people who are special to us and who we live with. <b>Down in the jungle</b> The children will learn the story of Monkey Puzzle and Handa's Surprise, where they will be able to recreate the story using puppets, sequencing cards and the book. They will start to retell the story in their own words using the same media. We will discuss these stories including characters, storyline and what might happen next, giving their own views. <b>Autumn</b> Lots of new vocabulary to learn along with the change of the season.</p>	<p><b>Superheroes</b> Can the children say what superpower they would like to have? Discuss talents and how everyone is special, different and unique, with their own talents, likes and dislikes. Discuss what it means to be a superhero – spend some time talking about what the children feel makes someone a superhero. Talk about: do all superheroes have superpowers? Do some have gadgets or special skills and knowledge? Who might be like a superhero in our community? (E.g. police, firefighters etc.). Talk about: people who help us in everyday life e.g. teachers, doctors, nurses etc. Have <a href="#">Role Play Masks</a> and props available. Encourage the children to work together in groups to act out superhero stories. <b>Light and dark</b></p>	<p><b>Food around the world</b> Children will learn about food around the world through stories. We will make some different food from around the world and encourage the use of new vocabulary. <b>Mr Wolfs Pancakes</b> Linking to Shrove Tuesday we will learn the story of Mr Wolfs Pancakes and sequence and discuss. <b>Dinosaurs</b> Throughout this topic the children will develop their <i>speaking and listening skills</i>. We will discuss all the above books learning new vocabulary and role play. They will listen and respond to a range of books, both fiction and non-fiction and answer questions with relevant comments. The children will discuss what they know about dinosaurs and pose questions that they would like to find out about transport.</p>	<p><b>Space</b> Using books such as 'Whatever Next and Aliens love underpants  we will encourage children to talk about Space and discuss what they already know. Children will use appropriate vocabulary. <b>In the Garden</b> In this topic we will discuss all things that grow and why they grow. We will read lots of books about gardens and plant our own seeds. <b>Easter</b> The children will follow instructions to make an Easter card for their family.</p>	<p><b>The Elves and the Showmaker</b> Learn this lovely traditional tale. Lots of role play and we will have our own shoe shop. <b>Lifecycles and Minibeasts</b> Using books such as 'The Bad Tempered Ladybird' and 'The Very Hungry Caterpillar' we will encourage children to talk about lifecycles of plants and butterflies. Children will use appropriate vocabulary.</p>	<p><b>On the Farm</b> We plan a trip to a farm to learn about the animals. Lots of new vocabulary. We will learn about farm animals and what they give us. <b>Castles, Dragons, Princesses and Knights</b> We will explore lots of stories about Castles, Dragons, Princesses and Knights. We will introduce new key vocabulary where children will use and extend this through their conversations and play. We will encourage the children to use language to imagine and recreate roles and experiences in play situations, representing their experiences.  <b>Olympics 2021 – Japan</b>  <b>Sports day</b></p>

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		<p>Encourage children to share their own experiences, such as watching fireworks when it is dark, seeing a rainbow, using a torch or using candles during a celebration. You may want to use the photos to introduce and explore new vocabulary, such as shadow, reflection and nocturnal.</p> <p><b>Christmas</b> The children will use language to imagine and recreate roles and experiences in play situations, recreating familiar experiences of Christmas.</p>				
<b>Physical development</b>	<p>The children will be provided with a wide range of daily learning opportunities that will develop both their gross and fine motor skills.</p> <p><b>Fine motor: 'finger gym'</b>: activities that develop the children's strength in their fingers and pincer grip, which is essential for writing. For example – threading, using tweezers to pick up small objects, play-dough and using clothes pegs etc...</p> <p><b>Gross motor skills</b>: activities that develop the children's gross motor skills, for example, obstacle course, bike and scooters, ball skills, large construction, pushing and pulling large objects etc...</p> <p><b>Dough Disco</b>: The children will be introduced to dough disco where they will learn to squeeze, roll and flatten the dough, which will help to develop their fine motor skills.</p>	<p>-----&gt;</p> <p>-----&gt;</p> <p>-----&gt;</p>	<p>The children will continue to be provided with a wide range of daily learning opportunities that will develop both their gross and fine motor skills. As well as the morning name writing and activities in the writing area we will have a different finger gym activity each week to build up muscles and control. This term there will be a focus on ball skills and handling. Kicking, throwing, pushing and rolling with control including hockey</p> <p>The children will learn to manipulate each finger in the dough and manipulate the dough in a range of shapes</p>	<p>-----&gt;</p> <p>-----&gt;</p> <p>-----&gt;</p>	<p>The children will continue to be provided with a wide range of daily learning opportunities that will develop both their gross and fine motor skills. The finger gym activities this term will have a focus on pencil control and letter formation.</p> <p>Finally, the children will move their whole body and they create a range of shapes with the dough and bilateral movements.</p>	<p>Continuing with gross and fine motor activities from previous term.</p> <p>Sports Day to encourage development of gross motor skills such as balancing, control, speed and agility.</p> <p>This term there will be a focus on healthy living and being aware of the importance of exercise, a healthy diet, sleep and hygiene.</p> <p>-----&gt;</p>

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			strengthening their hands and fingers.			
<b>Specific Areas:</b>						
<b>Literacy</b>	<p><b>Phonics</b> In nursery we follow the phonics scheme, Letters and sounds. We teach phase 1, where the children develop their listening skills. They will be listening to and recognising different environmental sounds and learning about rhyme and rhythm.</p> <p><b>Reading:</b> Share a range of nursery rhymes and stories to develop an understanding of how they are structured and develop an enjoyment of stories. We will recall and order the story and suggest how they might end. Children will be encouraged to join in with repeated refrains.</p> <p><b>Writing:</b> The children will be encouraged to mark make in a variety of ways; such as painting, drawing, chinks and messy play. They will be encouraged to give meaning to the marks they make.</p> <p>Pre name writing (lines and shapes), sensory mark making and name writing (when appropriate).</p>	<p><b>Phonics</b> Continuing with phase 1 phonics the children will be exploring instrumental sounds and body percussion.</p> <p><b>Reading:</b> We will be encouraging the children to retell the stories using props and puppets. They will talk about the characters and give their opinions on them. <b>Library books</b> - the children will take home a library book weekly. <b>Writing:</b> <b>As first half of term</b> The children will be encouraged to give meaning to the marks they make. <b>Christmas:</b> <b>Reading:</b> We will retell familiar stories such as Goldilocks and encourage the children to take part in role play.  The children will learn the 'Christmas story' and retell it through the Christmas nativity play, as well as during independent learning time in the role</p>	<p><b>Phonics</b> Moving through phase 1 there will be a focus on alliteration, where the children will be listening for the initial sounds of words, particularly meaningful words such as their name and family members and hearing other words that begin with the same sounds.</p> <p><b>Food around the world and Dinosaurs</b></p> <p><b>Reading:</b> The children will immerse themselves in fiction and non-fiction books about Food around the world and Dinosaurs. Through these texts we will identify the children's interests and fascinations and select a story that they would like to learn and adapt, using story maps, role play and puppetry.</p> <p><b>Library books</b> - the children will take home a library book weekly.</p> <p><b>Whole class story sharing</b> – as a class we will explore and read a text each week, where the children will answer questions about what they have read, make predictions about how the story might end and talk about the characters and story setting, gaining a</p>	<p><b>Phonics</b> The children will continue to develop their understanding of alliteration and begin to hear sounds in cvc words (learning to segment and blend words orally). We will introduce the children to Phase 2, teaching them the first two sets of letters sounds and how to apply their segmenting and blending skills.</p> <p><b>Reading:</b> We will be exploring the texts; Whatever Next, Aliens love underpants and The man on the Moon where we will be encouraging the children to join in with the stories and role play them during independent learning. The children will learn and retell the text through role play and puppets</p> <p><b>Writing:</b> Encouraging children to make marks through their play e.g. draw a picture of an alien.</p> <p><b>Library books</b> - the children will take home a library book weekly.</p> <p><b>Easter</b> The children will be writing Easter cards to their friends and family and share fiction and non-fiction Easter books.</p> <p>Name writing.</p>	<p><b>Phonics</b> The children will be developing their oral blending and segmenting skills so that they can hear all sounds in cvc words and blend sounds to hear a word. We continue teaching the children Phase 2, developing segmenting and blending skills and reading cvc words.</p> <p><b>The Elves and the Shoemaker and lifecycles and Minibeasts</b> Children will look at non-fiction books about Lifecycles and Minibeasts as well as finding information and pictures on the internet. We will look at how problems are solved in books such as The Elves and the Shoemaker.</p> <p><b>Writing</b> We will be encouraging the children to make observational drawing of real minibeasts and label them.</p> <p><b>Library books</b> - the children will take home a library book weekly.</p> <p>Name writing.</p>	<p><b>Phonics</b> During the last half term we will continue to consolidate all of the skills learnt so far. Segmenting, blending and reading cvc words.</p> <p><b>On the Farm</b> <b>Reading:</b> Children that are ready, will be given a school reading book, where they will be able to apply their phonic skills and read simple cvc words and sentences.</p> <p>We will be exploring the text 'Farmer Duck' encouraging the children to join in repeated refrains and role play them when doing independent learning. The children will learn and retell the text through role play and puppets</p> <p><b>Castles, Princesses, dragon and knights</b> The children will listen to a range of fiction and non-fiction texts, gaining an enjoyment for an increasing range of books. We will teach children that information can be retrieved from books and computers, finding out seaside facts and pictures.</p> <p><b>Writing</b></p>

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		<p>play area and small world play.</p> <p><b>Writing:</b> The children will make and write a Christmas card for their family.</p> <p>We will model and encourage children to 'mark make' in the role play area, writing Christmas lists and cards to friends and family.</p> <p>Pre name writing (lines and shapes) and name writing (when appropriate).</p>	<p>real understanding of the book.</p> <p><b>Writing:</b> Using transport as a topic the children will be encouraged to mark make and give meaning to their marks.</p> <p>Pre name writing (lines and shapes) and name writing (when appropriate).</p>			<p>The children will be encouraged to give meaning to the marks they make</p> <p>Some children to be encouraged to have a go at writing initial sounds and then CVC words</p> <p><b>Library books</b> - the children will take home a library book weekly.</p>
<b>Mathematics</b>	<p><b>Number</b> Shows an interest in numerals in the environment. Shows an interest in representing numbers. Uses some number names and number language spontaneously. Uses some number names accurately in play Shows an interest in shape and space by playing with shapes or making arrangements with objects. Recites numbers in order to 10. Shows interest in shapes in the environment.</p> <p>Begin to develop a repertoire of number rhymes and songs. Focus on rich mathematical environment, especially outside. Focus on numbers personal to children which develop counting skills up to 10 –Use language of more/fewer. Language of comparison.</p> <p><b>Shape and space</b> Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p>	<p><b>Number</b> Shows an interest in numerals in the environment. Shows an interest in representing numbers. Uses some number names and number language spontaneously. Uses some number names accurately in play Shows an interest in shape and space by playing with shapes or making arrangements with objects. Recites numbers in order to 10. Shows interest in shapes in the environment.</p> <p>Begin to develop a repertoire of number rhymes and songs. Focus on rich mathematical environment, especially outside. Focus on numbers personal to children which develop counting skills up to 10 –Use language of more/fewer. Language of comparison.</p> <p><b>Shape and space</b></p>	<p><b>Number</b> Shows an interest in numerals in the environment. Shows an interest in representing numbers. Uses some number names accurately in play Shows an interest in shape and space by playing with shapes or making arrangements with objects. Recites numbers in order to 10. Shows interest in shapes in the environment. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Counts an irregular arrangement of up to ten objects.</p> <p><b>Shape and space</b> Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Number rhyme bags to loan. Focus on numbers personal to children Outdoor number line Encourage mark making of mathematical thinking. Provide activities which</p>	<p><b>Number</b> Shows an interest in numerals in the environment. Shows an interest in representing numbers. Uses some number names accurately in play Shows an interest in shape and space by playing with shapes or making arrangements with objects. Recites numbers in order to 10. Shows interest in shapes in the environment. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Counts an irregular arrangement of up to ten objects.</p> <p><b>Shape and space</b> Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Number rhyme bags to loan. Focus on numbers personal to children Outdoor number line Encourage mark making of mathematical thinking. Provide activities which</p>	<p><b>Number</b> Shows an interest in representing numbers. Uses some number names accurately in play Recites numbers in order to 10/20 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Counts an irregular arrangement of up to ten then 20 objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Develop a repertoire of number rhymes and songs using number rhyme bags and seven juicy worms, 5 little peas. Focus on numbers personal to children Outdoor number lines and games. Provide activities which develop estimating and counting skills up to 10/20 –Begin to recognise/write numbers beyond 10 Record number problems. 1 more/ 1 less, addition and subtraction in practical activities.</p> <p><b>Shape, space and measure:</b></p>	<p><b>Number</b> Shows an interest in representing numbers. Uses some number names accurately in play Recites numbers in order to 10/20 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Counts an irregular arrangement of up to ten then 20 objects. Estimates how many objects they can see and checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Develop a repertoire of number rhymes and songs using number rhyme bags and seven juicy worms, 5 little peas. Focus on numbers personal to children Outdoor number lines and games. Provide activities which develop estimating and counting skills up to 10/20 –Begin to recognise/write numbers beyond 10 Record number problems. 1 more/ 1 less, addition and subtraction in practical activities.</p> <p><b>Shape, space and measure:</b></p>

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		Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.	develop counting skills up to 10 and above. Encourage mark making of mathematical thinking. Cooking opportunities to encourage comparisons of weight and amounts – more/ less and measuring and to engage boys.	develop counting skills up to 10 and above. Encourage mark making of mathematical thinking. Cooking opportunities to encourage comparisons of weight and amounts – more/ less and measuring and to engage boys .Ordering and size – Jaspers beanstalk, measuring beans. Continue shape recognition – hexagon, 3D shapes	and subtraction in practical activities. <b>Shape, space and measure: Continuing with last terms activities</b> Ordering two to three objects by length or height. Order and sequence familiar events. Use everyday language related to time such as morning, afternoon, evening.	<b>Continuing with last terms activities</b> Ordering two to three objects by length or height. Order and sequence familiar events. Use everyday language related to time such as morning, afternoon, evening.
Understanding the world	<p><b>My Family</b> <b>Down in the jungle</b> <b>Autumn</b> <b>Understanding the world:</b> We will be developing the children’s critical thinking and problem solving skills through nursery rhymes and stories e.g. We will be discussing the different types of settings (such as the jungle or the woods (autumn)) <b>Technology:</b> The children will explore a range of technology, learning how to use the I-pads, computer and digital cameras.</p>	<p><b>Superheroes</b> Create a superhero treasure hunt around the outside area with clues to read and follow in order to save a superhero! Provide digital cameras for the children to use to take photos of each other dressed as superheroes during role play activities. You could also create some photos that look like the children are flying through the sky, by getting the children to lie on their side on a blue sheet! Buildings, clouds and stars could also be added.</p> <p><b>Light and Dark</b> Exploring light and dark and linking this to day and night. Learning about animals that come out at night.</p> <p><b>Christmas</b> <b>People and communities-</b> Discuss how we celebrate Christmas, family traditions. Notice similarities and differences. <b>Technology</b> – Children will show an interest in making technological toys work.</p>	<p><b>Food around the World</b>  Show an interest in different food from different countries and look where they come from on the world map.</p> <p><b>Dinosaurs</b> The children will learn about dinosaurs in history and the different types of dinosaur, talking about what do not exist anymore They will also make comparisons between the dinosaurs</p>	<p><b>Space</b> We will learn about different planets and basic facts about the solar system. We will learn about what our planet is called <b>In the garden</b> We will be learning about how plants grow and developing an understanding of growth, decay and changes over time. The children will plant their own seeds and show care and concern for living things and the environment. <b>Easter</b> Throughout this topic the children will explore ‘spring’ through their senses, they will look, listen, smell and touch their environment in order to really understand spring. They will then use these hands on experiences to describe what they have observed and learnt about spring. Discuss how we celebrate Easter, exploring different family traditions, noticing similarities and differences.</p>	<p><b>The Elves and the Showmaker</b> The children will find out how shoes are made and the materials they are made from. <b>Lifecycles and Minibeasts</b> Lots of science learning about the lifecycles of butterflies and frogs through stories.</p>	<p><b>On the Farm</b> Learning about the different animals on the farm and what they give us eg milk, cheese, eggs <b>Castles, Dragons, Princesses and Knights</b> Lots of making castles and discussing what they are made of</p>

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Expressive arts and design	<p><b><u>My Family</u></b> Using a range of medium, create a representation of a bear (paint, crayons, pencils, collage etc...). Making towers with construction Learn some nursery rhymes and act them out Use a range of media to create nursery rhymes</p> <p><b><u>Down in the Jungle</u></b> Drawing and painting pictures of jungle animals. Acting out the stories and singing songs about the jungle</p> <p><b><u>Autumn</u></b> Leaf rubbings and exploring autumn colours and colour mixing. <b>Music</b> – Explore rhythm using percussion instruments. Sing nursery rhymes and perform them with actions</p>	<p><b><u>Superheroes</u></b> Use a variety of large construction materials (crates, hollow blocks, planks etc.) for children to construct superhero dens. Encourage children to create their own superhero costumes to use in role play activities. These <a href="#">Superhero Masks</a> could be useful! Play some energetic music for the children to move to. Provide junk modelling materials for children to make superhero gadgets and vehicles.</p> <p><b><u>Light and Dark</u></b> Exploring black and white and what they make when added together. Looking at shadows and drawing.</p> <p><b><u>Christmas</u></b> Nativity play – the children will learn a range of new songs for the Christmas nativity play. They will perform the play in front of the school and parents. -Make a Christmas card for our family.</p>	<p><b><u>Food around the world</u></b> Exploring the different textures of food and doing some art work looking at textures</p> <p><b><u>Dinosaurs</u></b> Making some large enclosures for dinosaurs and making some large pictures. <b>Music</b> – the children will be exploring a range of percussion instruments, following a rhythm and tempo.</p>	<p><b><u>Space</u></b> Making some rockets out of junk and role play space themes</p> <p><b><u>In the garden</u></b> Making some large beanstalks and observational drawing of flowers. When looking at Jack and the Bean stalk we will use a range of construction toys and bricks stacking blocks vertically and horizontally, making enclosures and creating spaces to make a castle for the giant.</p> <p><b><u>Easter</u></b> Observational drawings of spring flowers using a range of medium (pencils, chalks, watercolours and pastels) Singing songs about easter Moving rhythmically</p> <p>Mother’s day card – printing</p> <p><b>Music</b> – the children will be exploring a range of percussion instruments, following a rhythm and tempo.</p>	<p><b><u>The Elves and the Shoe maker</u></b> Making junk houses for the elves.</p> <p><b><u>Lifecycles and minibeasts</u></b> Looking at shape through minibeasts eg circles for Hungry Caterpillar. Observational drawing of minibeasts</p> <p><b>Music</b> – the children will be exploring a range of percussion instruments, following a rhythm and tempo.</p>	<p><b><u>On the Farm</u></b> Lots of encloses construction Work. Painting and drawing farm animals</p> <p><b><u>Castles, Dragons, Princesses and Knights</u></b> Drawing and painting castles and making castles with various construction toys and junk.</p> <p><b>Music</b> – the children will be exploring a range of percussion instruments, following a rhythm and tempo.</p>
Characteristics of effective learning (CoEL)	<p><b><u>Playing &amp; Exploring</u></b> Encourage children to ‘have a go’ and explore their new environment</p> <p><b><u>Active learning</u></b> Encourage children to learn together and from each other Encourage children to persist with an activity even when it is challenging</p> <p><b><u>Creating &amp; Thinking Critically</u></b> Encourage open ended thinking Model</p>	<p><b><u>Playing &amp; Exploring</u></b> Encourage children to ‘have a go’ and explore their new environment</p> <p><b><u>Active learning</u></b> Encourage children to learn together and from each other Encourage children to persist with an activity even when it is challenging</p>	<p><b><u>Playing &amp; Exploring</u></b> Showing a ‘can do’ attitude Taking a risk, engaging in new experiences, and learning by trial and error</p> <p><b><u>Active learning</u></b> Encourage children to persist with an activity even when it is challenging Being proud of how they accomplished something – not just the end result</p> <p><b><u>Creating &amp; Thinking Critically</u></b></p>	<p><b><u>Playing &amp; Exploring</u></b> Showing a ‘can do’ attitude Taking a risk, engaging in new experiences, and learning by trial and error</p> <p><b><u>Active learning</u></b> Encourage children to persist with an activity even when it is challenging Being proud of how they accomplished something – not just the end result</p> <p><b><u>Creating &amp; Thinking Critically</u></b></p>	<p><b><u>Playing &amp; Exploring</u></b> Showing a ‘can do’ attitude Taking a risk, engaging in new experiences, and learning by trial and error</p> <p><b><u>Active learning</u></b> Encourage children to persist with an activity even when it is challenging Being proud of how they accomplished something – not just the end result</p> <p><b><u>Creating &amp; Thinking Critically</u></b></p>	<p><b><u>Playing &amp; Exploring</u></b> Showing a ‘can do’ attitude Taking a risk, engaging in new experiences, and learning by trial and error</p> <p><b><u>Active learning</u></b> Encourage children to persist with an activity even when it is challenging Being proud of how they accomplished something – not just the end result</p> <p><b><u>Creating &amp; Thinking Critically</u></b></p>

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	being a thinker, showing that you don't always know	<b>Creating &amp; Thinking Critically</b> Encourage open ended thinking Model being a thinker, showing that you don't always know	Making links and noticing patterns in their experience Changing strategy as needed Assessment	Making links and noticing patterns in their experience Changing strategy as needed Assessment	Making links and noticing patterns in their experience Changing strategy as needed	Making links and noticing patterns in their experience Changing strategy as needed
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