

Curriculum Map

Our curriculum map is an overview of the progression/development of skills. Our curriculum is based on the learning needs and interests of the children and will be changed, adapted and developed in response to need.

GEMS CURRICULUM MAP

AREA OF DEVELOPMENT	TERM 1	TERM 2	TERM 3
PSED	To begin to form relationships with adults and peers To begin to show awareness of some simple rules and boundaries. To begin to explore the different areas and resources.	To begin to develop the confidence to communicate. Make simple choices. To play alongside others. To continue to develop awareness of nursery rules.	Join in with play of others To develop relationships with others To begin to show care and concern for others and our resources.
CAL <i>See skills progression document</i>	To listen to others, showing a basic understanding To respond to rhymes with simple actions. To begin to use simple 2 word phrases.	To listen to stories and rhymes with a developing interest and understanding. To respond to key words and phrases. Use simple 2/3 word phrases. Demonstrate age appropriate understanding.	Listen with interest to stories and rhymes. Understand age appropriate sentences and questions Use simple sentences when talking to others.
PD <i>See skills progression document</i>	To develop self- help skills To try new foods and textures To begin to run safely To use blocks to build appropriately	To jump and climb and balance with confidence To use resources with control eg jugs, hammers, mark making tools.	To begin to develop an effective tripod grip. To develop core strength and balance. To use toilet independently To develop basic ball skills.
MATHS- SEE skills progression document Copy of VALUEPLAN.docx COUNTINGPLAN (3).docx NUMBERRECOG PLAN (2).docx SSM PLAN (2).docx			
LIT- READING MARK MAKING PLAN.docx			
KEY TEXT	Where's Spot Dear Zoo	Meeow and the chairs The very busy spider	The Hungry Caterpillar
RHYMES	Twinkle Twinkle	The Wheels on the bus Incey Wincey Spider 5 Little Firemen	Baa baa black sheep Humpty Dumpty
Understanding the world	People and Communities Show awareness of self and immediate family The World Explore objects and toys by use of the senses	People and communities Engage in simple imaginative play, imitating events from home. The World To begin to use small world toys . Technology Develop ability to use some basic mechanisms eg buttons and flaps	People and communities Develop friendships with others The World To show an awareness of the immediate environment. Technology. To begin to operate simple mechanical toys
Expressive art and design	To engage in sensory exploration To listen and respond to music	To use objects to represent and pretend To create different sounds and respond to sound with actions. To explore different textures.	To communicate by representing using creative media. Explore making sounds with simple percussion instruments. Use sound and music as a form of expression.

			To begin to engage on make believe play
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Jewels Room

Area of development	TERM 1	Term 2	Term3
PSED	To use resources independently To follow simple rules and routines To play co-operatively with others To develop self -help skills To separate happily from parents. To develop self- regulation. To develop ability to deal with conflict.	Further develop awareness of behavioural expectations. To communicate with others confidently. To manage and deal with own emotions and behaviour. To care for nursery resources and use them appropriately.	To take turns and share independently To deal with and resolve conflict appropriately. To deal with change
CAL	To listen in a small group To join in with simple rhymes To speak in short simple sentences. To respond to simple instructions. To develop and extend vocabulary.	To follow instructions. To use and understand basic questions. To use talk to recreate experiences and in imaginary play. To listen to stories with increasing recall.	To Join in with familiar stories To continue to develop a wide ranging vocabulary. To speak in full sentences.
PD	To use large equipment with confidence To use the toilet independently. To develop fine motor strength and control To develop self – help skills	To develop core strength and balance. To develop the ability use space safely showing an awareness of others. To move in a range of ways. To use equipment safely. To develop and effective tripod grip.	To use space safely showing an awareness of others To move in a range of ways, showing control of large scale movements To use a pencil effectively and with control.
<i>Maths</i> <i>SEE</i> <i>Skills progression docs</i> <i>Copy of</i> VALUEPLAN.docx COUNTINGPLAN (3).docx NUMBERRECOG PLAN (2).docx SSM PLAN (2).docx	Counting Number Shape	Number Value Space and measure	Value Shape, space and measure
<i>Literacy</i> <i>SEE SKILLS</i> <i>PROGRESSION</i> <i>DOCUMENTS</i> READING MARK MAKING PLAN.docx	Listening to stories Handling books carefully	Joining in with familiar stories Retelling and reenacting	Sequencing events Story maps Story scribing
Phonics Phase 1 S	Environmental Sounds Body Percussion Rhyme	Voice Sounds Instrumental sounds Rhyme	Alliteration Sound Blending Rhyme
Phase 2			Initial Sounds(Small group)
KEY TEXTS	Owl Babies We're Going on a Bear Hunt What's Cooking in the witches kitchen. How to catch a star/Whatever Next?	Brown Bear, Brown Bear Polar Bear Polar Bear Jack and the Beanstalk Jasper's Beanstalk	Farmer Duck The Gruffalo Supertato Peace at last
Action Poems	Leaves are falling Wise old owl Pointy Hat	Cold Birds Pancakes	A little Shell 5 little peas Under a stone
Understanding the World	People and communities My family and the special people in my life The World Seasonal change Technology To operate simple tools and equipment	People and communities The local area The World Seasonal change Growth New Life Technology To use technology for s specific purpose or effect.	People and communities To develop a sense of time The World Seasonal change Investigating the natural world Technology To be able to use programmable toys.
Exploring art and design	To develop the ability to use and select creative resources. To use and explore colour. To use first hand experiences in Role Play. To explore a range of musical instruments	To use a range of creative resources purposefully. To use and explore a range of open ended /natural transient art resources . To develop an awareness of rhythm and movement. To use role play to represent experiences.	To mix and use colour for a purpose To use transient art materials purposefully. To use a range of creative media to make representations. To recreate rhythm and movement using voice, home -made/real instruments. To use props to engage in open ended role-play.
Predictable interests Cultural Events and Celebrations	Halloween, Bonfire Night, Remembrance Day, Diwali, Christmas	Chinese New Year Snow/Ice Pancake day Mothering Sunday Diwali	Eid Ramadam Holidays
Visits/Visitors	Magician Father Christmas St John's Minster St Ignatious	Fire Service Community Police Winkley Square	Mobile Farm Library Market