

## Nursery Curriculum Map - Spring 1- 2023



### Trusty Transport Spring 1



#### Communication and Language:

Sing a large repertoire of songs.



Understand 'why' questions, like: "Why do you think the caterpillar got so big?"

Use a wider range of vocabulary.

Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

#### Personal, Social and Emotional Development:

Make healthy choices about food, drink, activity and tooth brushing.



Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying hands thoroughly.



Building Relationships: Animated Storybook: Red goes swimming- Understanding safety with my family.

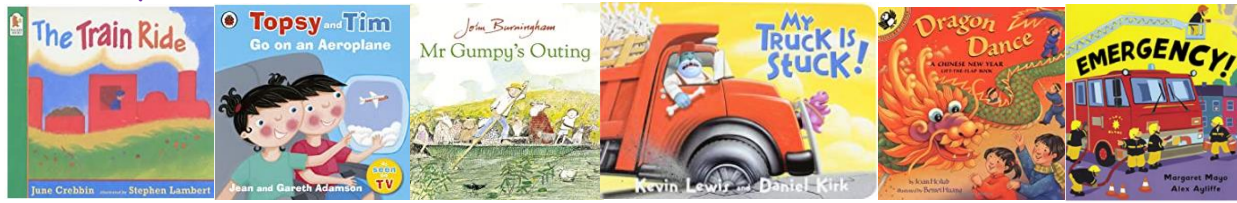


#### Physical Development:

Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.



## Literacy:



- Understand the five key concepts about print
  - ✓ print has meaning-print can have different purposes
  - ✓ we read English text from left to right and from top to bottom
  - ✓ the names of the different parts of a book
  - ✓ page sequencing

## Phonics - Speed Sounds 1:

- Develop their phonological awareness, so that they can:
  - ✓ spot and suggest rhymes
  - ✓ count or clap syllables in a word
  - ✓ recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.

## Writing:

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

- Write some or all of their name.

## Mathematics:

- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns - stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'
- Understand position through words alone - for example, "The bag is under the table," - with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'



## Understanding the World:

### Past and Present - History

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.



### People, Culture and Communities RE and Geography

- Talk about what they see, using a wide vocabulary.



### The Natural World - Science

- Explore and talk about different forces they can feel.
- Show interest in different occupations.



## Expressive Arts and Design:

### Imaginative Play

- Take part in simple pretend play, using an object to represent something else even though they are not similar.



### Art

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.



### Music

- Listen with increased attention to sounds.
- Play instruments with increasing control to express their feelings and ideas.
- Respond to what they have heard, expressing their thoughts and feelings
- Create their own songs or improvise a song around one they know.

### Being Imaginative and Expressive: A Prelude to Spanish:

- An early introduction to the language of Spanish. Learn the basics of the Spanish language.
- Listen carefully to different types of Spanish music (pop songs, nursery rhymes and traditional music)- Listen to the words and tunes.



New words we will come across while completing our Transport topic:

fidget aboard  
platform land  
tunnel foal  
loudspeaker meadow  
dials terminal  
station town  
escalator  
levers bumpety  
cabin journey  
seaside town strutting  
hill  
lighthouse  
pilot switches  
market square  
aeroplanes nose building  
ticket collector  
stewardess  
mare  
telescopic luggage  
flaps