



Lowther Primary School – Curriculum Map

Year Nursery - Spring Term 2022

Prime Areas

Specific Areas

Personal Social Emotional Development

Throughout the Spring term the children will be working on turn taking, sharing, getting to know each other and the staff. We will also be learning the daily timetable and the nursery rules.

Literacy

(Reading, Writing)

Reading and listening to stories, singing nursery rhymes and familiar songs. Learning the days of the week and weather songs.

Mathematics

(Numbers, Shape and Measurement)

Counting and recognising numbers in our nursery environment. Recognising and playing with shapes in the nursery environment.

Understanding the World

(People and communities, The world, Technology)

Discovering changes that take place in the Spring. Learning about different People who Help Us.

Physical Development

The children work on fine and gross motor skills whilst freely accessing activities available both inside and outside the nursery.

In the Spring term we will begin to use the history hall for physical games.

Communication and Language

This is covered during all continuous provision activities as well as members of staff modelling language during the nursery day.

Expressive Arts and Design

(Being imaginative and expressive)

Learning to independently use the resources at the easel and in the creative area, both inside and outside.

The nursery uses a variety of adult led focus activities and child initiated activities. These activities are mostly cross curricular and not area specific.

For example a child playing with the trains can be talking about where they are going which links to **UW** (their personal knowledge of trains and the world. This could be local environmental knowledge or further afield, knowledge of the world.) We would extend this learning by asking questions and offering suggestions. We may then ask 'how many trains do you have, how big are they, what colour are they or why are they going there and where did they come from?' We have then added **Mathematics and Communication and Language** to the activity. If the child asks a question we may need to use the internet to help them find out the answer, more links to **UW** in the form of **Technology**. From this we may ask the child to paint/draw or make a model of the train, this links to **EAD**. We may then look at a book about trains and so we are making links to **Literacy**.



Lowther Primary School – Curriculum Map

Year Nursery - Autumn Term 2021

Prime Areas

Specific Areas

Personal Social Emotional Development

Throughout the Autumn term the children will be working on turn taking, sharing, getting to know each other and the staff. We will also be learning the daily timetable and the nursery rules.

Literacy (Reading, Writing)

Reading and listening to stories, singing nursery rhymes and familiar songs. Learning the days of the week and weather songs.

Physical Development

The children work on fine and gross motor skills whilst freely accessing activities available both inside and outside the nursery.

In the second half of this term we may begin to use the history hall for physical games.

Mathematics (Numbers, Shape and Measurement)

Counting and recognising numbers in our nursery environment. Recognising and playing with shapes in the nursery environment.

Understanding the World (People and communities, The world, Technology)

Discovering changes that take place in Autumn and Winter. Talking about festivals such as Diwali, Bonfire Night and Christmas.

Communication and Language

This is covered during all continuous provision activities as well as members of staff modelling language during the nursery day.

Expressive Arts and Design (Being imaginative and expressive)

Learning to independently use the resources at the easel and in the creative area.

The nursery uses a variety of adult led focus activities and child initiated activities. These activities are mostly cross curricular and not area specific.

For example a child playing with the trains can be talking about where they are going which links to **UW** (their personal knowledge of trains and the world. This could be local environmental knowledge or further afield, knowledge of the world.) We would extend this learning by asking questions and offering suggestions. We may then ask 'how many trains do you have, how big are they, what colour are they or why are they going there and where did they come from?' We have then added **Mathematics and Communication and Language** to the activity. If the child asks a question we may need to use the internet to help them find out the answer, more links to **UW** in the form of **Technology**. From this we may ask the child to paint/draw or make a model of the train, this links to **EAD**. We may then look at a book about trains and so we are making links to **Literacy**.