



Lowther Primary School – Curriculum Map

Year Nursery - Autumn Term

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)	Daily 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 numerals in our nursery environment. Recognising and playing with shapes in the nursery environment. <i>Early assessments.</i>
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 <u>may</u> begin to use the history hall for physical games.	Understanding the World (People and Communities, The world, Technology)	Discovering changes that take place in Autumn and Winter. Discussing the weather and animals which hibernate. Talking about festivals such as Diwali, Bonfire Night and Christmas.
	Expressive Arts and Design (Being imaginative and expressive)	Learning to independently use the resources in the creative areas both inside and outside, and to use the easel. <i>Early assessments.</i>
Communication and Language This is covered during all continuous provision activities as well as members of staff modelling language during the nursery day.		

The nursery uses a variety of adult led focus activities and child initiated activities. These activities are mostly cross curricular and not area specific. *Assessments* will take place during the first half term to find out what the children know and where their next steps might be.

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 - Spring Term

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.
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.	Understanding the World (People and communities, The world, Technology)	Discovering changes that take place in the Spring. Learning about different People who Help Us.
	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.
Communication and Language This is covered during all continuous provision activities as well as members of staff modelling language during the nursery day.		

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Lowther Primary School – Curriculum Map

Year Nursery – Summer Term

Core Curriculum	Wider Curriculum	
<p>Personal Social Emotional Development</p> <p>Throughout the Summer term the children will continue working on turn taking, sharing, and working as a small group to achieve a joint end result. Lots of work on independence including self help skills such as doing their own shoes and socks, in preparation for PE sessions.</p>	<p>Literacy (Reading, Writing)</p> <p>Phonics</p>	<p>Reading and listening to stories, singing nursery rhymes and familiar songs. Practicing writing their own and friends names.</p> <p>The children will start to have phonics sessions 3 times weekly following the phase 2 lessons from ELS, linked to Oxford Owls.</p>
<p>Physical Development</p> <p>The children work on fine and gross motor skills whilst freely accessing activities available both inside and outside the nursery.</p> <p>We have begun to use the History Hall for PE sessions, mostly focussing on listening skills.</p> <p>We will be having our own Sports Day.</p>	<p>Mathematics (Numbers, Shape Space and Measure)</p>	<p>Counting and recognising numbers in our nursery environment. Recognising and playing with shapes in the nursery environment. Exploring our new outside Maths resources.</p>
<p>Communication and Language</p> <p>This is covered during all continuous provision activities as well as members of staff modelling language during the nursery day. We have added some extra small group sessions following our assessments on language in the previous terms.</p>	<p>Understanding the World (People and communities, The world, Technology)</p>	<p>Discovering changes that take place in Summer. Focussing on growing, planting and finishing life cycles.</p> <p>To access the shared Giant Tablet independently.</p>
<p>Communication and Language</p> <p>This is covered during all continuous provision activities as well as members of staff modelling language during the nursery day. We have added some extra small group sessions following our assessments on language in the previous terms.</p>	<p>Expressive Arts and Design (Exploring media and materials, Being imaginative)</p>	<p>Being able to choose independently from the self access area. Being able to ask for resources that are not seen. Freely using musical instruments outside.</p> <p>We will be taking part in the whole school Creative Arts Week.</p> <p>Using the outside Role Play area.</p>

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