



GREENVALE PRIMARY SCHOOL – CURRICULUM MAP

Yearly Curriculum Map 2023-24	Nursery 2023-24		
	“Someone Special!” 6R Core Values- T1 Respect/T2 Readiness (All about me, families, friends, heroes, occupations, helping others, creating patterns)	“What a wonderful world!” 6R Core Value-T3 Resourcefulness/T4 Responsibility (seasons, exploring changing materials, sorting, science week, growing, farming, wider world)	“Adventure and Fantasy!” 6R Core Value-T5 Resilience/ T6 Reflectiveness (story telling, topics of interest, exploring forces, changing songs and stories, transition to school)
	Autumn Terms 1&2	Spring Terms 3&4	Summer Terms 5&6
Communication and Language	<ul style="list-style-type: none"> To pay attention to more than one thing at a time, which can be difficult. To understand a question or instruction that has 2 parts. To use talk to organise themselves and their play. To start a conversation with an adult or friend and continue it for many turns. 	<ul style="list-style-type: none"> To enjoy listening to longer stories and remember much of what happens. To use a wider range of vocabulary. To understand ‘why’ questions, like ‘why do you think the caterpillar got so fat?’ To sing a large repertoire of songs. To use a longer sentence of 4-6 words. 	<ul style="list-style-type: none"> To know many rhymes, to be able to talk about familiar books and to be able to tell a long story. To be able to express a point of view and debate when they disagree using words as well as actions. To develop communication but still have trouble with irregular tenses and plurals. To develop pronunciation but may have problems with r, j, th, ch, sh and multisyllabic words.
Literacy	<ul style="list-style-type: none"> To know print has meaning. To know print can have different purposes To recognise some letters in their name To develop listening skills and awareness of sounds in the environment Further development of vocabulary and children’s identification and recollection of the difference between sounds To make up simple sentences and talk in greater detail about sounds To experience and develop awareness of sounds made with instruments and noise makers To listen to and appreciate the difference between sounds made with instruments To use a wide vocabulary to talk about the sounds instruments make. To develop awareness of sounds and rhythms To distinguish between sounds and to remember patterns of sound To talk about sounds we make with our bodies and what the sounds mean 	<ul style="list-style-type: none"> To know in English, we read from left to right-top to bottom. To engage in extended conversations about stories and learn new vocabulary. To write some letters accurately. To recognise their name To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech To increase awareness of words that rhyme and to develop knowledge about rhyme To talk about words that rhyme and to produce rhyming words To listen to sounds at the beginning of words and hear the differences between them 	<ul style="list-style-type: none"> To use some print and letter knowledge in early writing e.g. shopping list or ‘m’ for mummy. To know the names of the different parts of a book, to understand page sequencing. To recognise words with the same initial sound. To write some or all of their name. To count or clap syllables in a word. To spot and suggest rhymes. To distinguish between the differences in vocal sounds, including oral blending and segmenting To explore speech sounds To talk about the different sounds that we can make with our voices To develop understanding of alliteration To explore how different sounds are articulated, and to extend understanding of alliteration Oral blending with single-syllable words (e.g. It’s time to get your c-oa-t, coat! or Touch your t-oe-s, toes! Who can touch their f-ee-t, feet?)



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Mathematics	<ul style="list-style-type: none"> To begin to sing number songs Begin to subitise (instantly recognise these small quantities without counting). To count up to 4 objects in different arrangements by touching each object as they count and recognise that the final number they say names the set. To begin to understand that the same collection of objects can be sorted in different ways Begin to say which sets have more and which have fewer items. To hear and begin to use positional language To begin to recognise simple 2d shapes on everyday items in the classroom and outside. To understand that collections can be sorted into sets based on attributes such as colour, size or shape. To begin to create life-sized journeys outdoors and travel through them. To begin to represent real places they have visited or places in stories with their models, drawings or maps. 	<ul style="list-style-type: none"> To identify, representations of 1 , 2, 3, 4 To subitise up to 3 and beyond To count up to 4 objects in different arrangements by touching each object as they count and recognise that the final number they say names the set. To show numbers up to 5 using fingers To link numerals and amounts To begin to use language related to weight, height and length to make direct comparisons To build on their understanding of capacity To know that objects can be compared and ordered according to their size. Use language such as big and little, small and large to describe a range of objects. Might use tall, long, short. To complete a jigsaws and shape puzzle, select and rotate shapes to fill a given space To begin to identify and name some 2d shapes To explore the properties of shapes and begin to sort them accordingly Combine shapes to make new ones Create their own 2d shapes 	<ul style="list-style-type: none"> To link numerals and amounts Experiments with their own marks and numerals To show an understanding that all numbers are made up of smaller numbers. To subitise or count to find out how many and make their own collections up to 5 objects. To solve real world mathematical problems with numbers up to 5 To compare amounts, using language more and fewer Recite numbers past 5 To show numbers up to 5 using fingers To link numerals and amounts Copy, continue and create their own ABAB patterns. Begin to describe their pattern Begin to order a few key events in their daily routines. To begin to use vocabulary of first, next, then and possibly last. To identify and name some 2d shapes
Physical Development	<ul style="list-style-type: none"> To use large movements to wave flags, paint and make marks. To use alternative feet to climb. To be increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm. To skip, hop, stand on one leg and hold a pose for a game like musical statues. 	<ul style="list-style-type: none"> To match their developing physical skills to tasks and activities; choosing to crawl, walk or run. To choose the right resources to carry out their own plan; ie scoop or trowel To work with others to carry large objects. To be more independent as they get dressed. To start taking part in activities they make up for themselves or in teams. 	<ul style="list-style-type: none"> To use one-handed tools and equipment eg making snips in paper using scissors. To use a comfortable grip with good control when holding pens and pencils. To show a preference for a dominant hand. To develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> To become more outgoing with unfamiliar people. To show more confidence in new social situations. To talk about their feelings using words like happy, sad, angry or worried. To select activities and resources with help when needed. To increasingly follow rules, understanding why they are important. 	<ul style="list-style-type: none"> To develop their sense of responsibility and membership of a community. To play with one or more other children, extending and elaborating play ideas. To be increasingly independent in meeting their own care needs. To make healthy choices about food, drink, activity and toothbrushing. 	<ul style="list-style-type: none"> To remember rules without needing an adult to remind them. To develop appropriate ways of being assertive. To talk with others to solve conflicts. To find solutions to conflicts and rivalries.



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Understanding the World		<ul style="list-style-type: none"> To use all their senses when exploring natural materials. To explore collections of materials with similar or different properties. To talk about what they see using a wide vocabulary. To begin to make sense of their own life-story and family’s history. To show an interest in different occupations. 	<ul style="list-style-type: none"> To plant seeds and care for growing plants. To understand the key features of the life cycle of a plant and an animal. To begin to understand the need to respect and care for the natural environment and all living things. To explore how things work. To show an understanding of new life To look at the changes in the natural environment such as colour of leaves, weather, clothing we need to wear in different seasons 	<ul style="list-style-type: none"> To continue developing positive attitudes about the differences between people. To know that there are different countries and talk about the differences they have experienced or seen in photos. To be able to talk about a past experience in their lives To look closely at what the can do now that they couldn’t do when they were babies
Expressive Arts and Design		<ul style="list-style-type: none"> To show different emotions in their pictures. To listen with increased attention to sounds. To remember and sing entire songs. To create closed shapes with continuous lines and begin to use these shapes to represent objects. To take part in simple pretend play using different objects. To explore different materials and decide how to use them and what to make. To explore colour and colour mixing. 	<ul style="list-style-type: none"> To make imaginative ‘small worlds’ with blocks or construction kits. To join different materials and explore different textures. To draw with increasing complexity and detail such as representing a face with a circle and features. To use drawing to represent ideas like movement or loud noises. 	<ul style="list-style-type: none"> To begin to develop complex stories using small world equipment. To respond to what they have heard expressing thoughts and feelings. To sing the melodic shape (ups and downs) of familiar songs. To develop their own ideas and then decide which materials to use to express them. To create their own song or improvise a song they already know. To play instruments with increasing control to express thoughts and feelings.
Visits	Hook ideas/ Cross-Curricular link	<p align="center"><i>Stay and play PSED focus. Walks around school building. Visits from outside ie paramedic. Nursery rhyme week, Diwali, Christmas.</i></p>	<p align="center"><i>Stay and Play PD/UTW/Maths focus Developing gardens, growing, farmer/gardener visit Walks further around the school grounds/woodland Easter, Martenitsa.</i></p>	<p align="center"><i>Stay and play CL/Lit/EAD focus EID, Fathers Day Story telling/Library visits. Transition</i></p>
Key Events		<p align="center"><i>Autumn 1 Tues 26.9.23 – European Day of Languages</i></p> <p align="center"><i>Autumn 2 Sun 12.1.23 – Diwali Fri 17.11.23 – Children in Need Mon 27.11.23 – Author visit Fri 30.11.23 – Christmas Craft Day – DICKENS theme Thurs 7.12.23 – Christmas Fair *</i></p>	<p align="center"><i>Tues 23.1.24 – Pantomime performance *</i> <i>Fri 2.2.24 – NSPCC Number Day</i> <i>Mon 5.2.24 – Childrens Mental Health Week</i> <i>Fri 9.2.24 – Pancake Flip (PTA) *</i></p> <p align="center"><i>Mon 4.3.24 – Book Week including World Book Day</i> <i>Mon 25.3.24 – Science Week</i></p>	<p align="center"><i>Mon 20.5.24 – Arts and Culture Week</i> <i>Fri 25.5.24 – Elmer Day</i> <i>(Sat 26.5.24 – AFRICA day)</i></p> <p align="center"><i>Thurs 4.7.24 – Transition morning in school</i> <i>Thurs 11.7.24 – Summer Fair *</i></p>