

Beam County Primary School Curriculum Map

Early Years: Nursery 2020-2021

| | Autumn Can you sing a nursery rhyme? How do we celebrate? | Spring What is an animal? What is a dinosaur? Where are we going? | Summer Where did the Big Bad Wolf go? Are you ready for big school? |
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| Proposed learning opportunities and direct teaching. | <p>Can you sing a nursery rhyme? Children will learn and sing a range of rhymes and counting songs from British and other cultural heritage. This is a known theme for the children to assist with the settling in period. The children will count, say number names in order, and begin to learn recognising numbers. They will learn to sort objects into size and shape. They will begin to name common flat shapes and their properties and how shapes can be joined together to fill spaces. The children will explore mark making with a range of different media and ascribe meaning to their marks. They will learn how to represent a range of lines and circles during their mark making exploration. The children will help make a class song bag and book for them to access in their child initiated learning.</p> <p>How do we celebrate? Children will learn about different celebrations and begin to think about how people from different countries/ cultures celebrate traditional festivals. They will explore stories; foods, artefacts and songs linked to these festivals and have opportunities to celebrate these festivals as a class. Children will recite numbers in order to 10 and beyond and begin to count sets of objects. They will learn to recognise numerals and begin to be able to match the numerals to sets of objects. Children will continue to learn about colour, shape and size and be able to talk about how to use shapes appropriately for tasks. Children will be encouraged to begin to identify their names and will explore instrumental and environmental sounds as part of their phonics teaching.</p> | <p>What is an animal? What is a dinosaur? Children will learn about different animals and dinosaurs, their features and habitats. They will be encouraged to think about other animals and dinosaurs with the same/ similar features and where those animals/dinosaurs live. They will be encouraged to begin to label the animals/dinosaurs and their features within their early reading and writing. Children will have opportunities to be 'explorers' and use the outdoor 'eco area' to search for animal artefacts. They will begin to explore the differences between fiction and nonfiction texts and will make their own electronic information 'Fact Book' using the iPads to access in their child initiated learning. Children will learn to describe items/ objects according to length, height or weight and use language to make comparisons. They will continue to explore rhyme, rhythm and alliteration through their phonics teaching and be encouraged to use their awareness of letter sounds within their independent mark making.</p> <p>Where are we going? Children will be exposed to a range of high quality texts such as Whatever Next?, Train Ride, Naughty Bus, The Journey Home From Grandpa's, in order to develop the sequence of events from the beginning to the end. They will name and sort a range of transport and vehicles and use descriptive vocabulary and mathematical concepts in order to classify. Within this theme children are encouraged to become critical thinkers in order to explore scientific investigations such as freezing, melting, chemical reactions, forces. Children will continue to recognise, count, order and match numeral to set in their Mathematical development. They will explore how not just objects can be counted and how to record their mathematical thinking. Development of shape, size, and mass will be developed through practical exploration, promoting key vocabulary.</p> | <p>Where did the Big Bad Wolf go? Children will become familiar with traditional tales such as 'The Three Little Pigs', 'Goldilocks' and 'Little Red Riding Hood'. They will be encouraged to act out the stories in their play and to think about the characters and the language they might use. Children will be asked to think about how the characters may feel in each story and will have opportunities to interview the characters through 'hot seating'. Children will be encouraged to identify mathematical problems and identify their own strategies for solving them. Through phonics teaching, children will continue to be introduced to new sounds and encouraged to use their skills to blend and segment when reading and writing.</p> <p>Are you ready for big school? This theme develops and consolidates the children's independent skills such as, dressing themselves, good hygiene, making own choices, early stages of name writing, accessing and looking after resources independently in order to be confident and resilient learners in Reception. Children have access to the Reception outdoor area and will explore the main school on several visits in order to develop familiarity with the environment in preparation for September.</p> |

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| Possible Enhancements | <ul style="list-style-type: none"> • Role-play- home (reflecting a range of cultures) • Celebrations set up in Role-Play Area • Photos of family on display • Personalised induction process • Children's lift the flap photo card • Promoting social distancing when we are out of class and out of home. How to catch the virus – bin it, kill it! | <ul style="list-style-type: none"> • Vet virtual visit • Mobile Zoo • Teddy Bears Picnic • Reading from around the world- Parents in Partnership • Jurassic World – role-play. • Making fossils and finding fossils in sand/soil. • Using Google Earth to find places where dinosaurs have lived. • Role-play- garage, café, vets. | <ul style="list-style-type: none"> • Fairytale Day • Building dens. • Role-play- Three Pigs construction, Three Bears Cottage. • Graduation party • Creating own fashion clothes, using paint and white t-shirts |
| Ongoing | <p>Letters and Sounds Phase 1</p> <p>Speech Group</p> <p>Language Group</p> <p>Guided Reading Group</p> <p>Mathematics Group</p> <p>Individual Reading (Library Sessions)</p> | | |
| Cultural links | <ul style="list-style-type: none"> • Family customs and traditions e.g Divali, Christmas, Bonfire Night. • Food from around the world, using our senses to explore. E.g pizza, curries, pastries. • Saying hello in home languages • Songs from different languages • Books in home languages • Nursery songs for Nativity play (EYFS) | <ul style="list-style-type: none"> • Celebrations from around the world (Chinese new Year, Easter, Mother's Day) • Animals from around the world (e.g polar animals, tropical animals, jungle animals, underwater animals) • Where my family / relatives live around the world / in the community • How do I get to school? • Different types of transport • Photos of their pets • Local picnic in the Eco area. | <ul style="list-style-type: none"> • Celebrating our family and friends (Father's Day, birthdays and birthday parties, cards, gifts) • Fairytales from around the world • Talking about where I live (environment, photos of numbers on front door) • Transitions (changes) • Visiting Reception classes (playing and interacting with the children indoors and outdoors) • Sports Day • End of year trip (local) Rainham War Memorial |