

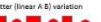
Integrated Curriculum Map for Nursery (F1)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic cycle	How do things change over time? <u>Ourselves</u>	What can we learn about the world around us? Party time!	How has diversity improved life? <u>All around us</u>	What makes a good place to live? <u>Animal Magic</u>	Where does the power come from? <u>Growing</u>	Is everything what it appears to be? <u>Off on a trip</u>
Oral retell	Going on a bear hunt	Sleeping Beauty	Goldilocks	Gingerbread Man	Enormous turnip	Billy Goats Gruff
Story of the week	Spencer Bear goes to nursery Tiger who came to tea Monkey Time for Bed Angelina at the fair Little rabbit lost Bookstart	Diwali Happy b'day Lulu, Christmas story Baboushka Elmer Book reviews	Chinese New Year Just like Jasper Duck in a truck Harry and the Robots Peace at last Book reviews	Eat up Gemma Monkey gets dressed So Much Owl babies Book reviews	Jasper's beanstalk Dear Zoo The hungry caterpillar Brown Bear, Br. Bear Dora's Eggs Teeny Tiny tadpole Book Reviews	SPORTS WEEK Mr Gumpy's Outing Monkey goes to a farm Train Ride Lulu's holiday Rainbow Fish Book reviews
Guided reading ½ termly	Self- selection Book awareness	Sleeping beauty Comprehension	Just like Jasper/ this is the bear Book awareness	Monkey gets dressed Comprehension	The hungry caterpillar Book awareness	3billy goats Comprehension
Weekly story booklet-	Prediction- turn pages, R-L, pic/ words Send home and in story groups Clear pics and simple words/captions		Prediction- R-L, point 1 to 1 corres,blend Send home and in story groups Short sentences with clear gaps between words		Prediction- blend, key words, who/what/where Send home and in story groups Short sentences- simple punctuation- Key words- I, the, my, you, said, no	
Guided writing (KU session)	CP- name labels Goose fair book	Card greetings Jungle animals book	My design sheet Favourite Toys book	Shopping Lists Travel ted book	Life cycle templates Chicks book	Story plan Farm visit book
Factual books + vocab packs	Starting school, picnics, food, shopping, road safety, shops, parks, forests, rivers, fair rides, road safety, being lost	Divali, weddings, carnival, jungle animals, birthdays, Christmas, fireworks, winter clothes, hand washing,	Robots, household items, transport, toys, patterns, wind up toys, friends	Families, houses, clothes, teeth, babies, food, feelings, celebrations	Gardening, growth, plants, insects, jungle animals, chickens	Sea creatures, boats, pondlife, transport, trains, seaside holidays, frog life, farm animals Sports/olympics
Key Authors	F1- Julia Donaldson (rhyming books)					

<u>C+L</u> Skills covered termly (daily story groups, focused activities and group times- story, sound bag and rhyme time)	To develop an understanding of rhyming To listen and understand a story To develop phonic knowledge To develop reading skills To develop emergent writing skill To develop handwriting skills To compose a story- orally- choose 1 charac- bear hunt model To use factual books To imagine and recreate roles	To develop and understanding of rhyming To listen and understand the story. To develop phonic knowledge To develop reading skills To develop emergent writing skill To develop handwriting skills To compose a story- orally...group story gingerbread man model To use factual books To imagine and recreate roles	To develop and understanding of rhyming To listen and understand the story To develop phonic knowledge To develop reading skills To develop emergent writing skill To develop handwriting skills To compose a story- orally...adult scribes- individual on SW tray To use factual books To imagine and recreate roles
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**See long term
maths plan**

LTP	Comparison Purpose of setting which sets has more <u>Equivalence</u> <u>Counting</u> <u>Estimation</u>	Cardinality Counting principles <u>Counting</u> <u>Subitizing</u>	Composition Whole parts and parts into a whole Understanding how each number can be used in different ways, part-whole relationships, inverse, joining parts) <u>Composing</u> Practically understand an action, "how many numbers I can do about what they are."	Pattern Repeating pattern - it keeps repeating over and over, again and again.	SMM
Non-representables for end of NZ	"Visually comparing a small group of different objects." "Physically comparing a small group of objects using a measuring strategy."	"Verbally count to ten." "1:1 correspondence for a small presented group." "Instantly recognise a quantity to 6."	"Practically understand an action, "how many numbers I can do about what they are."	"Recognise (verbally), extend, copy, make and repeat 10 linear sequential patterns."	
Patterns 1 to 10	Represents to make <u>comparing</u> between quantities. How many? Which is more? Which is less? <u>Counting</u> <u>Estimation</u>	Represents to make <u>counting</u> by ones. Cardinality – object counting to 3 (feet, tent, hand). There are 3 altogether / the whole is 3	Represents to make <u>composing</u> by ones. Single object can be split into two parts Eg-A banana can be split into two parts and put back together to make the whole banana. Eg- I can put the big part of the banana and the small part of the banana back together to make the whole.	Recognises patterns in pictures, words, signs Recognises repeating patterns, stripes, spots, diamonds Growing patterns eg numbers grow up by one each time Here a pattern – Pallo or not repeating e.g. "That's a pattern. I can see a pattern."	Describes properties Shape Describe properties using the vocabulary curved and straight Measure: Comparing 2 objects for height / shorter
Perceptual Comparison	Comparing two sets of objects which are the same object (eg apples); quantity difference is less than double; Which is more? Which is fewer? (largest) (quantity)	Verbal Counting Can clearly identify number names to 5 (member in line down) Can use actions to support part and all back together to make the whole Can count beyond 5 eg counting children. Ensure children have got stable counting under 5-8.	Composition –Part Whole Relationships Single object can be split into two parts Eg-A banana can be split into two parts and put back together to make the whole banana. Eg- I can put the big part of the banana and the small part of the banana back together to make the whole. Give as many experiences as possible to make the whole and the parts.	Recognises – Vocabulary Pattern/plain. Recognises repeating patterns, stripes, spots, diamonds Growing patterns eg numbers grow up by one each time Here a pattern – Pallo or not repeating e.g. "That's a pattern. I can see a pattern."	Shapes: Describe properties using the vocabulary curved and straight Measure: Comparing 2 objects for height / shorter Full/empty

	Comparison-Matching (comparing to 6). Using objects, make the objects using two lines to find out more/fewer/same amount. Prove it, convince me. Measuring 	Object Counting – Use counting skills to count the number of objects. The last number I say is how many I've got. Eg. "So we've got 5 bananas." Remember to use the noun name (incidental to the number) to link to the amount. Subitising –Subitise to a look and say how many. Yes there are 4 bananas. Yes our subitising skills. Now let's use our counting skills to check because we will need this when we use bigger numbers." Model use of gestures "1, 2, 3, 4, there are three bananas."	Composition-Inverse How do we get back to the whole again? Use activities/rhymes and get the children to explain how to get back to the whole. REMEMBER to reinforce the whole is bigger than the parts. 	Shapes- Comparing shapes to the whole corner, straight, side and corner Measures- Comparing to 2 objects for length longer/shorter "Consolidate taller/shorter, heavier/lighter & full/empty in review	
Spring 2 30-50 months	Comparison – Perceptual Not not beyond 5 2 sets of the same object but less than double, visually more/ fewer/ same Matching to 6 (different & similar objects)	Number Lines Identify numbers and quantity correctly Cardinality Counting Use the number line to help counting Beginning 1 1 stepping number tells you how many there are	Number Lines Knows that numbers identify how many objects are in a set Separates a group of three or four objects in different ways Beginning to recognise that the whole is bigger than the parts Composition – inverse Number Blocks	Pattern (linear A/B) variation  Pattern (linear A/B) variation  Exposure to different types of pattern (taller/shorter, colour, big/small) Can they spot the pattern and the repeat?	Uses shapes appropriate for tasks Learning to talk about the shapes Describing objects eg. "round", "and" and "less"

		Collection makers to 4			Deeper/shallower
Summer 2 2019	Counts an irregular arrangement of up to ten objects Comparison – matching subitizing (five, dominos, other arrangements) Tracking games 	Counted and named objects from 1 to 10 Cardinality – object counting Counting forwards and backwards from different starting numbers Counting out from a bigger number Counting objects of different sizes Dice & tracking games Match numeral and number Collection makers to at least 4	Number bonds Compositional understanding Compositional beginning to use 10 Compositional ending to adding Compositional Composition – part gggg, whole 1 and 4, 2 and 3, 2 and 2 and 2 + 5 	Read number objects and numerals Counting to make and record Counting to make and record Pattern – progression towards F2 – Can you change blue for yellow? – Can you create a pattern for your friend to copy or continue?	"Consolidate taller/shorter, heavier/lighter, wider/narrower & full/empty in review" Exercises designed to develop understanding of positional language Exercises designed to develop understanding of positional language Exercises designed to develop understanding of positional language
	Revisit	Revisit	Revisit	Revisit	Positional Language
	Revisit	Revisit	Revisit	Revisit	Revisit
					Measuring objects using non-standard measures Eg. How many cubes tall is your teddy?

 Parasit	Comparison 	language, not expecting children to say anything, it is all verbal. Pre relationships 	"I can see a pattern!" 	I can see a pattern linear A B (socks, ties) I can hear a pattern I can hear a pattern (clap, jump) / musical linear A B Copy pattern (sepi) linear A B
Autism 2 from 30 months Autism 3 from 30 months	March 12:1 correspondence Compare two groups of objects saying which have the same number Comparison – sorting Can you find the exact same? photos, their picture / same animal different kinds	Uses some number names and number language Group of objects can be called a whole Composition – seeing parts of objects can be called a whole The whole is bigger than the parts. Subitising Visual (not using numbers) The parts are smaller than the whole The <u>5 spotted</u> cat is the whole	I can see a pattern linear A B (socks, ties) I can hear a pattern I can hear a pattern (clap, jump) / musical linear A B Copy pattern (sepi) linear A B Number the repeat (red, yellow pattern) linear A B linear A B linear A B	Shape: shapes in the environment Patterns: patterns in the environment Patterns: patterns in the environment Patterns: patterns in the environment Patterns: patterns in the environment Patterns: patterns in the environment
Personal Comparison – Comparing two sets of objects which are not the same (eg bananas and apples), introduce the same (amount).	Subitising – make sure subitising 1, 2, 3 is secure first Extend subitising to 4, look and say how many/intentify recognise the quantity (Remember to use dot patterns as well)	Subitising – make sure subitising 1, 2, 3 is secure first Extend subitising to 4, look and say how many/intentify recognise the quantity (Remember to use dot patterns as well)	Shape: shapes in the environment Patterns: patterns in the environment Patterns: patterns in the environment Patterns: patterns in the environment Patterns: patterns in the environment	Shape: shapes in the environment Patterns: patterns in the environment Patterns: patterns in the environment Patterns: patterns in the environment Patterns: patterns in the environment

	Continue to match similar & different objects Compassion-Binary Sort. Sorting into two groups. <u>Students</u> use all of the objects and give each group a title. Children to give the titles to each group, adult to model and support. Eg. All of the blue shapes, all of the not blue shapes. (Adult could sort and ask what is my rule?) Compassion 	 Shirley – knocking 1 down and putting it back to make a whole 10 green bottles – how can we get back to a whole?		Shapes – Comparing shapes, using the vocabulary curved, straight, side and corner How is it the same as...? How is it different from...?	Measure: Comparing to 2 objects for breadth wider/narrower *Consolidate taller/shorter, heavier/lighter, longer/shorter & full/empty in volume
		 “I can see three flowers and two flowers, the whole is five flowers.”			

	 Comparison Personal Matching to 6 Start to identify when similar or different objects	part of rhaiming! Give me 2, 2, 3, 4 (without counting) "Remember to use the noun/collective noun to make it meaningful" Revisit: verbal counting to 10 object counting to 5	*Consolidate sister/shorter Full empty in review		
Spring 1 10-15 months	Composition – sorting (describe the rule): library shadows – just hearts / shape / colour (letters to be left as irrelevant) Sorting clothes (just the socks) – can you sort in a different way? blue / not blue Original language to 3	Recalls numbers in order to 10 Counting – verbal counting to 10 clearly defined number names when chanting (different starting & ending numbers) shy puppet 	Composition – seeing parts yellow @ & blue @ (part 1) green (whole)  How did you see the flower? (4 and a 1)	Repair pattern (gap) linear A B (I have forgotten one what could it be?) Repair pattern (gap / no gap) 	Shy object Shy object in shape Shy object in shape through construction Yes about shapes & arrangements Yes about problem language

																					
Sumner 1 90% accuracy 100% confidence	Comparison – Persepolis comparing 2 different sets Discuss for and further sharing 4 frogs and 4 jumps in the water How many are left? How do you know? 100% accuracy 100% confidence	Comparison – partitioning 2 bits of banana = 1 whole 4 bits of an apple = 1 whole 5 current buns 100% accuracy 100% confidence		Problem solving – 200% accuracy Pattern (linear A:B) problem solving <table border="1" data-bbox="1888 635 1926 657"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> 100% accuracy 100% confidence																	Problem solving – 200% accuracy Repeat – spot mistake Circular A:B patterns Problem solving: Give children a plate (can they fit A:B all the way around? what can they do to make it right?) 100% accuracy 100% confidence
As Spring 2 Sorting (array sort) Children to make their own rules	Matching to 6 100% accuracy 100% confidence	As Spring 2 but extend with children exploring using part whole number stories Continue to encourage numbers 100% accuracy 100% confidence	As Spring 2 but extend with children exploring using part whole number stories	Shapes Comparing shapes and joining what shapes would be good for egg = wheel 100% accuracy 100% confidence																	
Object counting – As Spring 2 to 5				Measures Comparing to 2 objects for length 100% accuracy 100% confidence																	

<u>Areas of development</u> Skills taught/ assessed -half termly (Through Focused Activities and story groups-linked to the topic and story of the week)	PD- to develop gross motor skills- control U- to develop skills with ICT equipment- camera EAD- To express+ communicate through a range of media and materials	PD- To develop fine motor skills- malleable materials U- To develop an understanding of a range of cultures U- to develop investigative skills- of comparing and testing (batteries) EAD- To express + communicate through use of movement and Instruments	PD- To develop fine motor skills- tools U to develop designing and making skills U- to develop skills with ICT equipment- control EAD- To express+ communicate through a range of media and material	PD- to develop gross motor skills- balance U- to develop and under-standing of past and present U- to develop investigative skills- observing changes in food EAD- To express + communicate through use of movement and instruments	PD- To develop fine motor skills- pencil grip U -to develop investigative skills- researching life cycles and classifying EAD- To express+ communicate through a range of media and materials	PD- to develop gross motor skills- co-ordination U-- to develop an awareness of their environment U- to develop skills with ICT equipment- program EAD- To express + communicate through use of movement and instruments
	PSE -To develop a sense of self awareness		PSE Spring - To develop Making relationships		PSE Summer - To learn to manage feelings	
INDOOR PROVISION	<u>Continuous Provision:</u> Light box, name cards, small world, water, music, dough, dolls house, role play, maths, easal, box modelling, art store, sand, nature table, whiteboard, chalkboard, IWB, jigsaws, writing table, construction room, home corner, computers, cars, library, In each area there are opportunities to read, write or calculate. Autumn – introduce kits fortnightly Spring –enhancements +plan do review Summer Challenges <u>Enhancements:</u> Each areas has a dedicated selection of additional equipment that may be linked to the topic/ story of the week. <u>Linked Provision:</u> Aut 1 baseline assess for physical skills- Gross and fine motor Aut 2- end of year On a weekly basis activities are arranged to support gaps in skills as identified through baseline data and observations. This will be done on the library day to increase parental involvement- through workshops and linked activities					
OUTDOOR PROVISION	<u>Continuous:</u> sand, water, den, art, music, guttering bikes, construction, role play, stories, games, mud kitchen, garden, climbing frames Autumn - introduce kits fortnightly Spring Term - enhancements+ plan-do -review Summer 1 -forest opps Sum 2 - sports+ transition <u>Forest school(summer)</u> - Fairy garden, tree faces, journey sticks, feather painting, bug homes/hotels/potions/ log painting mud pies. <u>Linked provision:</u> see weekly planner-equipment to support skills gap as identified through assessments on Mondays-wheeled toys/ climbing/ bat+ball skills (Assess start of the term and ...2build a profile at end of the term.....my favourite outdoor activity by end of the year)					
RWM opps	Reading- labels/ factual books/ stories Writing- chalk/brushes Maths- counting/ shape/measures		Reading- labels/ factual books/ stories Writing- chalk/brushes Maths- counting / shape/ measures		Reading- labels/ factual books/ stories Writing- chalk/brushes/mud marking Maths- count/ shape/ measures/ pattern	

Rhythm and music (weekly sessions)	Intro Humpty Dumpty (Rhyme time song)	intro/outro action warm up	Divali lamps song	Bhangra dancing action ns	Dinosaur – bbc radio songs	Drums Loud/ quiet	This is the way we lay the bricks	Bells- play to my moves	Chick chick chicken + Hickety Pickety	actions	Going to the zoo	mixed instruments
	We are marching in our wellies- BBC schools radio	Follow actions- wheels on the bus	Birthday-brush your teeth	Have a music chat-call and respond Bells/shakers	Goldilocks	actions	Pat a cake bakers man I am a baker man	Drums- steady beat	Mary Mary quite contrary	Sticks- steady beat	The goats came marching by	Steady beat – and the fast
	Hickory Dickory Dock castanets BBC schools radio	Castanets- Stop start	Twinkle, twinkle	Triangles Long/short	Robot dancing	Video clip/boogie beebies actions	Mulberry bush	Actions sticks	Now we’ve made a pattern	Mixed instruments	Down by the station	Steady beat-
	Incy wincy spider shakers BBC radio	Shakers Stop start	Mary had a baby	actions	Jack in the box.	Sticks- loud/quiet	Miss polly had a dolly	Actions- Shakers- fast and slow	BINGO THE DOG	actions	Baa baa black sheep	Hand percussion
	Wheels on the bus-bells Row row boat BBC radio	Bells- everybody do this Fast/slow	Little donkey-	Actions + castanets	Grand old Duke	Drums- fast/slow	St Patricks	Irish music and sticks/drums dancing	Wiggly woo.	actions	Rainbow fish	Chime bars/triangles
	Now we’ve made a pattern - Bear Hunt	Body actions	Jingle bells Performance	Bells	Chinese new year	Dragon dance+drums	Rock a bye- + sleep little one	Triangles- long/short	Walking through the jungle	drums	A sailor went to sea	Actions
	We are driving in our car	mixed	SANTA Stuck up the chimney	Clapping actions	Teddy bear turn around/ bear went over the mountain	Mixed instruments- copy my pattern	Little bunnies	Rabbits and song (BBC radio)	Recap above	mixed	Sing a rainbow	Coloured scarves
CP- music area	Build up 1 set each week in CP+ prop from song		Self selection Use of outdoors		Leave out pattern stick for ch to practise Guess the instr.game				Rhyme book			
PSE	Characteristics of Effective Learning-Engagement Motivation and Thinking- taught and modelled throughout the setting.											
	I can explore I can concentrate I think of ideas				I can pretend I keep on trying I can make links				I can do it I am proud I make choices			

	Embedded Daily- 1-Making positive relationship 2-Building self-confidence and awareness 3- Managing feelings and behaviour. Friday Group time- Class values- issues explored depending on what has been noted during the week- eg turn taking, helping, listening etc. BIG BEAR-SLOGANS- 'My own idea' think bubble-'I can do it' star- 'Keep strong when it's tough' muscles- 'These are my choices' hands 'Try and try again' Topical issues- road safety, weather-safe, play-safe, e-safety, oral health, hand-washing, tool safety, eat well, caring for our school, charity, school/world events. Drugaware Aut1--storage of medicines Aut 2- effects of medicine Spr 2- helpful vs harmful substances Sum 1- good to be safe- get help Finding your NO											
PSE Weekly session	Keeping Safe all around				Making friends and taking turns				Feelings and Moving on			
	AUT1	resources	Aut2	resources	Spr1	resources	Spr2	resources	Sum1	resources	Sum2	resources
	Class safety	Walking- not climbing	Bonfire	video	Parade	Dragon +drums	Sport relief	Video Keep strong	Weather safe	Big bear	Moving on	F2 transition
	Class safety	Tools- scissors/glue	Oral Health	demo	Friends	Drama... 'I can show you	Friends	Helping a friend	Feelings-	Picture cards	Feelings	f/ship
	Class safety	Sand/water- get help	Drugaware	Drama- effects of medicine	Take turns	Parachute games	World book day	Sticker chart	E -safety	Jessie video	Keep strong	Jessie Video clip 3
	Drugaware	Safe storage of medicines	Children in need	video	Take turns	Tinkering tools safety and turn taking	Drug aware	Helpful vs harmful substances	Keep strong	Big bear muscles	Moving on-	Favourite book/song this year
	Road safety	Traffic light pictures	Weather	Big Bear	Friends	Drama- My own idea	Oral Health	Healthy eating	Keep safe	Say NO- get help- keep safe	Making chices	My choices- hands
	Lost	Goose fair- hold hands	Hand washing	demo	Stranger safety	Goldilocks- houses	Egg Hunt	Eggs- '1 only'	Self confidence	Big bear - I can do it star	Moving on	Leaver's assembly
	Helping myself	I can do it	Helping myself	Try and try again	Take turns	Jigsaws... try and try again	E safety	Jessie video 2			E safety	Jessie vid 3
Art Main focus	COLLAGE		NATURAL/ TRANSIENT ART		BOX MODELLING		PRINTING		PAINTING		DRAWING	
	GLUEING	WEAVING	DIGITAL ART	CLAY	TAPING	TINKERING	CUTTING	LOOSE PARTS	COLOUR MIXING	OBSERVATIONAL	EMBELLISHING	TEXTURES
K+U	AUT 1		AUT 2		SPR 1		SPR 2		SUM 1		SUM 2	
Weekly teaching session	Introduce Continuous provision - R,W, M opps		Puppet show		Parade- CNY		Library - trip		Forest- trip		Farm- trip	
	Choosing factual books		Prob. Solving- (party probs)		Charts- favourites		Problem solving- baby problems		Charts- Favourite animals		Problem solving- water problems	
	Food – tasting		Food tasting-topic		Make a factual book		Food tasting- Easter		Make a factual book			
	Making a factual book- labels		Food tasting- CNY		Food tasting- CNY		Food tasting- Easter		Food tasting- Easter			
	Role play- linked to the story		Role play-linked to the story		Role play- robots, shop, Tinkering table- safety		Role play- linked to the story		Role play- linked to the story		Role play- linked to the story	
	Office-continious provision		Office- cards		Office- factfile.. my favourite		Office- lists		Office- lifecycle templates		Office-story plans	

Construction	CP- intro/ demo models/ tidy up/ sorting	CP- use labels/ maths lang/ small world/ prompts to story	CP+ enhancement boxes Magnetic blocks, mobilo, polydron, foam blocks, gears, brio mech,, large plastic brio	CP+ enhancement boxes Potato heads, poly M, interstar, large knex, tech box,	CP+ enhancement boxes Clever sticks, construct-o straw- interstar- pitello, screwing set	CP+ enhancement boxes Magnetic blocks, 3D shapes, buttons, large pegs, Octogans- trains Gears,
Water	CP- intro/ demo / tidy up/sorting	CP- rotate enhancements	CP- rotate enhancements	CP- rotate enhancements	CP- rotate enhancements	CP- rotate enhancements
Sand	CP- intro/ demo/ tidy up/ sorting	CP- rotate enhancements	CP- rotate enhancements	CP- rotate enhancements	CP- rotate enhancements	CP- rotate enhancements