

# Nursery Curriculum Map N2

## **Early Years at Mill Lane**



For the majority of our children they do not experience enriched childhood experiences. They may receive less attention from their parents/carers as they can be distracted by worrying about other issues. School makes up an enormous part of a child's life. Teachers, other adults and children play a major role in making up a child's experiences, and the opportunities that they have for learning also leave their mark on development. A child's genetic background will influence their ability to learn, but good educational experiences can enhance these abilities.

Therefore, we need provide these children with hands on experiences to ensure that they have been exposed to as many different opportunities to succeed. To enhance their interactions, communication and language and their physical abilities, hands on learning is learning by doing.

For this reason, we feel that introducing a theme to the children's learning will present them with new experiences and opportunities to explore new vocabulary whilst also following the children's interest through the continuous provision, while being mindful that if a particular topic does not capture the child's interests, we have the flexibility to adapt and make changes to ensure that the children are interested and presented with plenty of opportunities for child led learning.

### **2 year olds (N1)**

Songs and rhymes – encourage listening and social skills, which are essential skills in all areas of learning. It supports a child's sense of rhythm, rhyme and also helps with learning and speech and language development. For this reason, a focus on daily song and rhyme time is used to embed and build upon listening skills, boost language development and introduce children to the idea of a narrative. The children will also have fortnightly planned activities where they can learn skills that they can use and develop through their play.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Rhyme time!</b> 	<b>It's a celebration!</b> 	<b>How many colours in a rainbow?</b> 	<b>Dinosaurs roar</b> 	<b>Once Upon a Time</b> 	<b>Teddy bears picnic</b> 
Curricular goals	Settle in and become a confident learner	Be an active listener	Explore different possibilities	Settle in and become a confident learner	Be an active listener	Explore different possibilities
British Values	<b>Tolerance</b> , politeness and <b>mutual respect</b> are at the heart of our aims, ethos and R.E curriculum.	<b>The importance of rules and laws</b> , Our pupils are taught to respect the rules in place through different religions.	<b>Individual liberty</b> Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to utilise these safely.	<b>Democracy</b> Pupils are listened and are taught to actively to each other, respecting the right of every individual to have their opinions and voices heard.	<b>Mutual respect</b> for and tolerance of those with different faiths and beliefs, and for those without faith.	<b>Tolerance</b> , politeness and <b>mutual respect</b> are at the heart of our aims, ethos and R.E curriculum.
Memorable Experience	Prepare for a show	Have a party	Create a handprint rainbow	Have a dinosaur egg in the classroom	Plant sunflower seeds	Teddy bears picnic
Innovate Challenge	Make a musical instrument	Put on a show	Have an art show	Make dinosaur feet	Decorate gingerbread men	Make sandwiches
Communication and Language	-Listen to simple stories and understand what is happening with the help of the pictures -Understand and act on longer sentences like 'make teddy jump' or 'find your coat'	-Understand simple questions about 'who', 'what', and 'where' -Identify familiar objects and properties when described	-Understand a question or instruction that has two parts, such as: 'get your coat and wait at the door.' -Understand how to listen -Enjoy listening to longer stories	-Talk about familiar books -Start a conversation with an adult or friend and continue for many turns	-Use a wider range of vocabulary -Use talk to organise their play -Can remember what has happened from a longer story	-Understand why questions -Sing a large repertoire of songs -Can speak in sentences of 4-6 words -Using some past/future tense -Begin to develop active listening

PSED	<ul style="list-style-type: none"> <li>-Begin to develop friendships with other children</li> <li>-Select and use activities and resources, with help when needed</li> </ul>	<ul style="list-style-type: none"> <li>-Be increasingly able to talk about and manage their emotions</li> <li>-Begin to follow rules and instructions</li> </ul>	<ul style="list-style-type: none"> <li>--Select and use activities and resources</li> <li>Show more confidence in new social situations</li> <li>-Play with one or more children, extending and elaborating play ideas</li> </ul>	<ul style="list-style-type: none"> <li>-Understand why rules are important</li> <li>-Begin to talk about their feelings</li> <li>-Develop their sense of responsibility and membership of a community</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to understand how others may be feeling</li> <li>-Remember rules without an adult to remind them</li> </ul>	<ul style="list-style-type: none"> <li>-Can play alongside others within the environment</li> <li>-Can express their feelings</li> <li>- Consider the feelings of others</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>-Go up and down steps using alternate feet</li> <li>-Encourage children to dress and undress independently</li> <li>-Start eating independently and learning how to use a knife and a fork</li> </ul>	<ul style="list-style-type: none"> <li>- Learn to use the toilet with help</li> <li>- Develop movement: balancing, skipping, jumping</li> <li>-Use large-muscle movements</li> <li>-Begin to develop ball skills</li> </ul>	<ul style="list-style-type: none"> <li>-Start to match their developing physical skills to tasks and activities in the setting</li> <li>-Start to use a comfortable grip when holding pens and pencils</li> <li>-Start to open packets and wrappers</li> </ul>	<ul style="list-style-type: none"> <li>-Start taking part in group activities which they make up for themselves, or in teams</li> <li>- Increasingly be able to use and remember sequences and patterns of movement</li> </ul>	<ul style="list-style-type: none"> <li>-Show a preference for a dominant hand</li> <li>-Choose the right resources to carry out their own plan</li> <li>-Eat using a knife a fork</li> <li>- match their developing physical skills to tasks and activities in the setting</li> </ul>	<ul style="list-style-type: none"> <li>-Use the toilet independently</li> <li>-Use one handed tools and equipment</li> <li>- Use a comfortable grip when holding pens and pencils</li> <li>-Can open packets and wrappers</li> <li>- Continue to develop movement</li> </ul>
Key texts		<ul style="list-style-type: none"> <li>- Kippers birthday</li> <li>- Meg &amp; Mog Halloween</li> <li>- The Night Before Christmas</li> </ul>	<ul style="list-style-type: none"> <li>- Brown bear. Brown bear what do you see?</li> <li>- The colour monster</li> <li>-Mouse paint</li> </ul>	<ul style="list-style-type: none"> <li>- Ten little dinosaurs</li> <li>-Harry and his bucketful of dinosaurs</li> <li>-Dinosaur roar</li> </ul>	<ul style="list-style-type: none"> <li>- The Gingerbread man</li> <li>- Three billy goats</li> <li>-Little Red Riding Hood</li> </ul>	<ul style="list-style-type: none"> <li>- Where's my teddy?</li> <li>-There's a bear on my chair</li> <li>--We're going on a bear hunt</li> </ul>

Familiar Texts		Familiar Songs	
N1	N2	N1	N2
Guess how much I love you	Room on the Broom	Round & Round the garden	Grand old Duke of York
Dear zoo	Gruffalo	Head, shoulders, knees & toes	Polly had a dolly
Foxes Socks	Hungry caterpillar	Old Macdonald	Peter Hammers
Hide and Seek Pig	Oi Frog	Baa, Baa black sheep	How much is that doggy in the window
Hooray for Fish	Paper Dolls	Humpty Dumpty	5 Currant buns
Each peach pear plum	I want my hat back	Incy, wincy spider	5 Little Speckled frogs
We're going on a bear hunt	Sharing a shell	Twinkle, Twinkle Little star	5 little men in a flying saucer
Good night tractor	Three little pigs	Wind the Bobbin Up	Little Bo Peep
Three little pigs	Owl babies	Wheels on the bus	Mary, Mary quite contrary
	Each peach pear plum	Here we go round the mulberry bush	Down in the Jungle
	Where the wild things are	Ring-o-ring-o roses	5 little monkeys jumping on a bed
	Stickman	Horsie, horsie don't you stop	Sleeping bunnies
	Meg & Mog	Dingle dangle scarecrow	10 in a bed
	I don't want to wash my hands – little princess	If you're happy and you know it	Hickory Dickory Dock
	Elmer	I'm a little a teapot	Row, row, row your boat
	10 little pirates		Hey diddle, diddle
			1,2,3,4,5 once I caught a fish