

LONG TERM CURRICULUM MAP

Nursery

This document **MUST** be used in
conjunction with the BYPS Progression
Grids/ Curriculum goals

SUBJECT		AUTUMN		SPRING		SUMMER	
		AUTUMN 1	AUTUMN 2 About my world I wonder where I am from.	SPRING 1 Keeping healthy I wonder how I can keep myself healthy?	SPRING 2 People who help us I wonder who helps us keep safe?	SUMMER 1 Traditional tales I wonder what comes next?	SUMMER 2 Lifecycles and Growth I wonder how things change?
ENGLISH/ LITERACY / COMMUNICATION AND LANGUAGE	CORE TEXTS	Topsy and Tim start school Pete The Cat Rocking My New School Shoes My first day at school Charlie and Lola I'm much more bigger than you Pout Pout fish How to catch a star	Farmer Duck Animal Bop Pumpkin Soup Autumn Elmer In my heart Not like the others All are welcome Me on the map The Gruffalo The Gruffalo's Child	The magic paintbrush- Chinese text Handa's surprise The Enormous Turnip Kitchen Disco Bathroom Boogie The selfish crocodile Why should I brush my teeth?	The Colour Monster Magenta gets glasses Some Dogs Do Rosie's Walk Jack and the Beanstalk Hooray for Fish- Recycling	Gingerbread man Goldilocks and the Three Bears Red Little Riding Hood Topsy and Tim visit London	Titch Superworm What the Ladybird Heard The Very Hungry Caterpillar
	READING	To have a favourite book. To hold a book the correct way and turn the pages. To take part in shared reading experiences.	To enjoy sharing a book with an adult. To join in with actions and repetitive refrains / verses. To start to recognise the first letter of their name	To sing songs and rhymes. To have favourite rhymes, songs and stories. To take part in pretend play, making up or developing a story. To start to recognise their name	To recognise familiar logos / signs. To begin to tell own stories.	To fill in missing words in a familiar rhyme or story. To describe what is happening to characters in a picture book. With adult help, to take part in telling a story using props or create own story using visuals.	To recognise when two words begin with the same letter. To know the difference between a picture and words. To tell stories. To describe events in a story using pictures. To become familiar with several stories and extend vocabulary accordingly.

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	WRITING	<p>To have an interest in mark making and begin to give meanings to marks. To know that the marks they make have value. To distinguish between the different marks that they make. To draw a picture of themselves and their family.</p>		<p>To enjoy drawing and writing on different surfaces. To begin to make up stories, play scenarios, drawings in response to stories they know or places they have been.</p>		<p>To start to mark make and write the first letter of their name in English, using a capital letter. To begin to label pictures with their 'name'.</p>		<p>To ascribe meaning to signs, symbols and words that they see in different places including those made up themselves. To attempt to write some letters of their name. To uses lines, circles, curves or letter type shapes. To show emergent writing – lines, squiggles from left to right in imitation.</p>	
	PHONICS	We follow the Read Write Inc Phonics programme- Tuning into Phonics – Preparation for Read Write Inc.							
	Nursery Rhymes	<p>Twinkle twinkle If you are happy and you know Head shoulders knees and toes</p>	<p>Five little ducks Five little monkeys If you are happy and you know it Dicky Birds</p>	<p>London bridge is falling down Humpty Dumpty Here we go round the mulberry bush</p>	<p>Little Miss Muffet Incy Wincy Spider Hey Diddle Diddle Rain Rain Go Away Jack and Jill</p>	<p>Mary, Mary Miss Polly has a Dolly Row ,Row, Row your Boat</p>	<p>Baa Baa Black Sheep Three Blind Mice The Grand Old Duke of York</p>		

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<p>MATHEMATICS (Using Master the Curriculum for Nursery Scheme of Work)</p>	<p>Colours - Matching and Sorting To learn colours. To Identify similarities and differences between objects To begin to explain what they notice.</p> <p>Vocabulary Count, number, object, same, different, shape, big, small, size, match, sort</p>	<p>Numbers 1 and 2 Subitising and patterns To subitise up to 3 objects To recite numbers past 5. To demonstrate 1:1 correspondence. To demonstrate knowledge of the cardinal principle. To show 'finger numbers' up to 5. To discuss and identify patterns on everyday objects. To know the days of the week</p> <p>Vocabulary one, two, three, four, five, six, seven, eight, nine, ten, order, pattern, repeated, stripe, check.</p>	<p>Numbers 3, 4 and 5 To solve real world mathematical problems with numbers up to 5. To link numerals and amounts up to 5. To know how many altogether</p> <p>Vocabulary total, subitise</p>	<p>Number 6 Height mass and capacity To make comparisons between objects relating to size, length, weight and capacity.</p> <p>Vocabulary longer, shorter, full, half, empty, holds, container, heavy, light, tall, short.</p>	<p>Positional Language More/ Fewer 2D and 3D shapes To use informal and mathematical language to explore 2D and 3D shapes. To use the language of position to describe routes and locations. To use the language of comparison to compare quantities.</p> <p>Vocabulary besides, how long, under, over, next to, between, behind, in front, inside, next to, outside, triangle, circle, rectangle, square, cube, cuboid, sphere, sides, round, corners, straight, flat.</p>	<p>Number composition What comes next/ before? To extend and create ABAB patterns. To notice and correct an error in a repeating pattern. To begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Vocabulary more, less, now, soon, later, next, before, after, morning, afternoon, night, bedtime, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty</p>
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UNDERSTANDING THE WORLD	SCIENCE	<p>Forces</p> <p>To explore and talk about different forces they feel. Vocabulary: float, sink, object, down/up, top/bottom.</p> <p>Seasonal Change</p> <p>To learn about the seasons, weather, days of the week and months of the year. Vocabulary: Autumn, leaves, seed, conker, acorn, twig. Winter, snow, snow flake, ice, cold, freeze</p> <p>Sound</p> <p>To listen to sounds and make sounds. Vocabulary: sound, noise, loud, quiet, high, low, music.</p> <p>Light</p> <p>To explore light sources. Vocabulary light, torch, bulb, fireworks, shiny, bright.</p> <p>In all topics pupils will explore how things work and talk about the differences in materials/ changes they notice.</p>	<p>Seasonal Change</p> <p>To learn about the seasons, weather and days of the week and months of the year To learn about keeping safe and healthy Vocabulary: Spring, flower, blossom, warm, healthy, unhealthy, germs, safe.</p> <p>Materials and Changing Materials</p> <p>To explore a range of materials. To shape and join, combine and mix materials. To change materials by heating and cooling including cooking. Vocabulary: mix, stir, cook, hot, melt, freeze, runny.</p> <p>Electricity</p> <p>To identify electrical devices and battery powered devices. To explore how things work. Vocabulary: battery, plug, electricity, wire, light, sound, safe.</p> <p>Plants</p> <p>To grow plants and understand the key features of the life cycle of the plant. To begin to understand the need to respect and care for the natural environment and all living things. Vocabulary: plant, leaf, root, flower, soil, grow, seed.</p>	<p>Animals Including Humans</p> <p>To learn about the life cycles of humans and animals. To compare/observe adult animals to their babies and how they change. Vocabulary: egg, caterpillar, cocoon, chrysalis, butterfly, change, grow, change, toddler, child, adult, life cycle.</p> <p>Seasonal Change</p> <p>To learn about the seasons, weather and days of the week and months of the year Vocabulary: Summer, warm, hot, sun, sun cream, recycling,</p> <p>In all topics pupils will begin to understand the need to respect and care for the natural environment and all living things.</p>

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HUMANITIES	<p><u>Who am I?</u></p> <p>To begin to make sense of their own life-story and family history.</p> <p>To know that time passes in sequential order.</p> <p>To begin to develop positive attitudes about the differences between people.</p> <p>Vocabulary family, sister, brother, same, different, parents, eye colour, hair colour, today, yesterday, tomorrow, day, month, week</p> <p><u>Where do we come from?</u></p> <p>To know the world is made up of different countries.</p> <p>To know which country they live in.</p> <p>To talk about the differences between places.</p> <p>To learn about where they live and where their family lives.</p> <p>Vocabulary world, map, local, place, globe, United Kingdom.</p>		<p><u>Who lives in our World?</u></p> <p>To learn about other People, Cultures and Communities.</p> <p>To know how to use positional language and directions.</p> <p>To follow directions that lead us to different places.</p> <p>To know that they have an address and that it is unique to them and their family.</p> <p>To show an interest in different occupations.</p> <p>Vocabulary left, right, near, next to, behind, police, optician, dentist, healthy, unhealthy, safe, 999.</p>		<p><u>What is London?</u></p> <p>To speak in the past tense.</p> <p>To be able to sequence stories/events.</p> <p>To suggest ideas and discuss what they can notice and see.</p> <p>Vocabulary London, Buckingham Palace, Big Ben, King, Royal family, first, next, then, after that, in the end.</p>	<p><u>How have we changed?</u></p> <p>To know that time passes and the passage of time changes us.</p> <p>Vocabulary baby, child, adult, lifecycle, grow, change, remember, long ago, new, the present, the past, the future</p>
	COMPUTING	<p>To recognise how to use technology safely at home and in school.</p> <p>Vocabulary technology, computer, white board, tablet, safe, unsafe.</p>	<p>To begin to use a mouse to navigate around a computer screen and the interactive white board.</p> <p>Vocabulary mouse, left, control, screen, paint.</p>	<p>To begin to use a mouse to navigate around a computer screen and the interactive white board.</p> <p>Vocabulary mouse, left, control, screen, paint.</p>	<p>To begin to sequence instructions.</p> <p>To recognise, use and understand directional language. To perform a simple program on the floor robot.</p> <p>To recognise that a string of instructions or commands placed together can create a simple program.</p> <p>Vocabulary directional language left, right, near, next to, behind</p>	<p>To begin to use a mouse to navigate around a computer screen and the interactive whiteboard, selecting colours and shapes on a paint programme</p> <p>Vocabulary mouse, screen, arrow, select, paint, colour, shape)</p>

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EXPRESSIVE ARTS AND DESIGN	DT	<p>Colours</p> <p>To create closed shapes with continuous lines, & begin to use these shapes to represent objects. To begin to use a variety of drawing tools. To draw with increasing complexity & detail, such as representing a face with a circle and including detail. To show different emotions in their drawings. To explore colour & colour mixing To discuss likes & dislikes</p> <p>Vocabulary</p> <p>colour, favourite, like, dislike, picture, idea.</p>	<p>Collage</p> <p>To explore different materials freely, in order to develop ideas about how to use them & what to make. To join different materials & explore different textures. To enjoy handling and manipulating materials. To use variety of construction materials To discuss likes & dislikes</p> <p>Vocabulary</p> <p>apron, chop, cut, mix, fork, knife, cutlery, spoon, bowl, taste – senses</p>	<p>Collage and mark making</p> <p>To continue to join different materials & explore different textures To develop own ideas & decide which materials to use to express them. To notice what other children & adults do, mirroring what is observed To practise techniques To discuss likes & dislikes.</p> <p>Vocabulary</p> <p>change, idea, improve, use, material, tape, tool</p>
	ART	<p>Colours</p> <p>To begin to sketch and draw in pencil and to select brushes and colours in painting.</p> <p>Pattern Making</p> <p>To talk about how colours change as they are mixed together To further develop their ability to make representational marks and explore patterns</p> <p>I Am an Artist/ Knowledge of Artists</p> <p>To learn about artists and copy or be inspired by famous artists. Chagall (farm) Frida Kahlo (self-portrait) and Jackson Pollak (fireworks)</p> <p>Vocabulary</p> <p>paint, apron, colour, mixing, painting, artist.</p>	<p>Collage</p> <p>To represent emotions, feelings and ideas through art-drawing, collage, print with stamps, textiles and objects.</p> <p>I Am an Artist/ Knowledge of Artists</p> <p>To learn about artists and copy or be inspired by famous artists. Van Gough- starry night (lights) and Mondrian (shapes/ patterns)</p> <p>Vocabulary</p> <p>draw, stamp, shade, sparkle, playdough, rolling pin.</p>	<p>Collage and mark making</p> <p>To represent their own ideas independently through art- drawing, collage, print with stamps, textiles and objects.</p> <p>I Am an Artist/ Knowledge of Artists</p> <p>To learn about artists and copy or be inspired by famous artists. Georgia O’Keeffe (flowers) Van Gough- sunflower</p> <p>Vocabulary</p> <p>cutters, shape, roll, squeeze, pinch, collage.</p>
	MUSIC	<p>To explore untuned percussion instruments and a range of musical instruments Genres: learning and joining in key nursery rhymes and action songs</p> <p>Vocabulary</p> <p>music, listen, shake, tap, beat, rhythm</p>	<p>To sing in the pitch or a tone sung by another person. To sing the melodic shape of familiar songs (Moving melody, such as up and down or down and up). To create their own songs or improvise a song around one they know</p> <p>Vocabulary</p> <p>singing, sound, loud, quiet, drum, bells.</p>	<p>To play instruments with increasing control to express feeling and ideas.</p> <p>Vocabulary</p> <p>triangle, tambourine, chime bars, xylophone, percussion</p>

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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PSHE	<p><u>Relationships</u> <u>Sharing Shira says sharing is caring.</u> <u>Learning Libby- I love Learning</u> To build friendships and celebrate difference To get to know their key workers To develop independence in self-care needs; toileting and taking coats etc on and off. To explore feelings To show increased confidence in the setting by playing alongside other children To begin to involve others in their play. To be able to express dislikes verbally. To begin to consider the perspective of others and show kindness and support.</p> <p><u>Vocabulary</u> happy, sad, scared, sharing, shy, feelings, stop, share</p>	<p><u>Relationships/ Health and wellbeing</u> <u>Resilient Rina-you get what you get and you don't get upset</u> <u>Happy Henny- I am so happy for you</u> To continue to explore feelings. To recognise big feelings and to identify when they need help. To discuss trying our best and how to deal with things that are hard for us. To discuss how others might be feeling and how to show kindness and support for others. To know how to keep safe and healthy and who helps us. To know about making healthy choices To be more aware of their own emotions and feelings. To use polite language and be helpful at tidying up.</p> <p><u>Vocabulary</u> listening, angry, calm, love, help, turn, caring, friend, safe.</p>	<p><u>Living in the Wider World</u> <u>How can we look after each other and the world?</u> <u>Magnanimous Miri (Mevater) - I think of others before myself</u> <u>Respectful Riki- I say please and thank you</u> To learn how to solve disagreements. To continue to explore feelings. To show awareness of a wider range of emotions Transition and change: preparation for the move to Reception. To reflect on how we deal with things that are hard They are more aware of their own emotions and feelings as well. They are using polite language and are helpful at tidying up.</p> <p><u>Vocabulary</u> together, nervous, excited, please, thank you, you are welcome, manners, look after.</p>
	PE	<p><u>Gross Motor Skills</u> To build core stability and balance. To develop kicking and catching To use the cars and trikes in the outdoor area To begin to be able to do up buttons and zips on coats.</p> <p><u>Fine Motor Skills</u> To solve jigsaw puzzles. To manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. To use pressure to squash playdough flat To make snips in paper with scissors</p> <p><u>Vocabulary</u> Walking, climbing, running, sliding, jumping, dancing.</p>	<p><u>Gross Motor Skills</u> To learn how to keep safe whilst playing. To be able to spin, jump and land safely. To continue to develop catching large balls. To climb up stairs and apparatus.</p> <p><u>Fine Motor Skills</u> To do up zips and other trickier fastening on their own clothing. To cut playdough with scissors or knife. To use pressure to cut playdough with cutters</p> <p><u>Vocabulary</u> kicking, throwing, rolling, crawling, shuffling, hoping</p>	<p><u>Gross Motor Skills</u> To refine eye tracking movements To use ribbon sticks to write and to respond to music. To use large muscle movement to move anti-clockwise. To skip, hop and stand on one leg and hold a pose. To continue to develop confidence with the cars, trikes and balance bikes in the outside areas To pour water and fill containers with minimal spillage</p> <p><u>Fine Motor Skills</u> To use pincer movements to pick up small items or nip malleable materials To use pincer movement to rip masking tape To develop pen grip (through drawing activities)</p> <p><u>Vocabulary</u> under, over, pushing, pulling, cars, trikes, balance bikes.</p>
FOREIGN LANGUAGES	<p>To learn block letters in Hebrew To develop understanding of the vocabulary necessary to describe the culture surrounding Biblical Hebrew</p>			

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**BIBLICAL
HEBREW**

To explore the patterns and sounds of language through songs and rhymes.