



# St Alban & St Stephen Catholic Primary School & Nursery

*Learning and growing with God by our side  
Faith, Friendship, Determination, Respect & Unity*



## Nursery Curriculum Map 2023- 2024







Theme	<u>Ourselfs</u>	<u>Let's Celebrate!</u>	<u>Poles Apart</u>	<u>Amazing Animals</u>	<u>Into The Woods</u>	<u>Let's Set Sail</u>
	<b>Autumn 1</b> 05.09.23 – 20.10.23	<b>Autumn 2</b> 31.10.23 – 21.12.23	<b>Spring 1</b> 08.01.24 – 16.02.24	<b>Spring 2</b> 26.02.24 – 28.03.24	<b>Summer 1</b> 15.04.24 – 26.05.24	<b>Summer 2</b> 03.06.24 – 19.07.24
<b>Important Dates</b>	<p><b>September</b> Roald Dahl Day (13<sup>th</sup>) Autumn Equinox (23<sup>rd</sup>) St Teresa House Celebration (25<sup>th</sup>)</p> <p><b>October</b> Black History Month National Poetry Day (5<sup>th</sup>) Harvest Fest. Assembly (6<sup>th</sup>) Recycling Week (16<sup>th</sup>) Parents' Evening (19<sup>th</sup>)</p>	<p><b>October</b> Diwali (31<sup>st</sup>)</p> <p><b>November</b> Day of the Dead (2<sup>nd</sup>) Bonfire Night (5<sup>th</sup>) Remembrance Day (11<sup>th</sup>) Anti-Bullying Week (13<sup>th</sup>) Nursery Rhyme Week (14<sup>th</sup>) Children In Need (17<sup>th</sup>)</p> <p><b>December</b> Hanukkah (7<sup>th</sup>) Advent Assembly and Decorating the Tree (8<sup>th</sup>) Grandparents' Christmas Tea Event (15<sup>th</sup>) Winter Begins (22<sup>nd</sup>)</p>	<p><b>January</b> Epiphany (6<sup>th</sup>) Penguin Awareness Day (20<sup>th</sup>) Maths Week (29<sup>th</sup>)</p> <p><b>February</b> NSPCC Number Day (1<sup>st</sup>) Curriculum Assembly (2<sup>nd</sup>) Candlemas (2<sup>nd</sup>) E-Safety Day (7<sup>th</sup>) Lunar New Year (10<sup>th</sup>) Mental Health Awareness Week (12<sup>th</sup>) Pancake Day (13<sup>th</sup>) Ash Wednesday / Lent (14<sup>th</sup>) Valentine's Day (14<sup>th</sup>)</p>	<p><b>February</b> World Day of Prayer (28<sup>th</sup>)</p> <p><b>March</b> St David's Day (1<sup>st</sup>) World Wildlife Day (3<sup>rd</sup>) World Book Day (7<sup>th</sup>) Internat. Women's Day (8<sup>th</sup>) Mother's Day (10<sup>th</sup>) Ramadan (10<sup>th</sup>) STEM Week (11<sup>th</sup>) Red Nose Day (17<sup>th</sup>) St. Patrick's Day (17<sup>th</sup>) Spring Begins (20<sup>th</sup>) Holi (25<sup>th</sup>)</p>	<p><b>April</b> Eid al-Fitr (10<sup>th</sup>) St Bernadette House Celebration (19<sup>th</sup>) Earth Day (22<sup>nd</sup>) St George's Day (23<sup>rd</sup>)</p> <p><b>May</b> Internat. Workers' Day (1<sup>st</sup>) May Day (6<sup>th</sup>) Ascension Day (9<sup>th</sup>) Outdoor Classroom Day (18<sup>th</sup>) Pentecost (19<sup>th</sup>) World Bee Day (20<sup>th</sup>) Art and Design Week (20<sup>th</sup>)</p>	<p><b>June</b> Pride Month Dinosaur Day (1<sup>st</sup>) King's Birthday (8<sup>th</sup>) World Ocean Day (8<sup>th</sup>) Healthy Eating Week (10<sup>th</sup>) Green Day (12<sup>th</sup>) Sports Day (14<sup>th</sup>) Father's Day (16<sup>th</sup>) Refugee Week (17<sup>th</sup>) Summer Begins (21<sup>st</sup>) St Albans Feast Day (22<sup>nd</sup>)</p> <p><b>July</b> St Peter &amp; St Paul House Celebration Day (1<sup>st</sup>) Teddy Bear Picnic Day (10<sup>th</sup>)</p>
<b>Wow Moments / Possible Enrichment</b>	<p>Harvest Assembly</p> <p>Poetry Day</p> <p>Recycling Activities</p> <p>Mystery Books</p> <p>Talking Bags</p>	<p>Christmas Trail</p> <p>Nativity Play</p> <p>Diwali Day</p> <p>Grandparents Event</p>	<p>Lunar New Year Parade</p> <p>Making Pancakes</p> <p>Ash Wednesday Assembly</p> <p>Visit to Ss Alban &amp; Stephen Catholic Church</p>	<p>Easter Bonnet Parade</p> <p>World Book Day</p> <p>Vet Visit</p> <p>Farm Workshop/Visit</p>	<p>Minibeast Hunt</p> <p>Walk to Clarence Park</p> <p>Living Eggs Arrive</p> <p>Workers' Day Workshop</p> <p>Litter Picking</p> <p>Art &amp; DT Week</p> <p>Fairytale Day</p>	<p>Green Day</p> <p>Open Day</p> <p>Sports Day</p> <p>Teddy Bear Picnic</p> <p>Transition Days</p> <p><b>School Trip:</b> Zoo / Seaside</p>
<i>Volunteer led workshops based on personal background and culture.</i>						

<p><b>R.E.</b></p>	<p><b>Domestic Church</b>  <b>MYSELF</b> - God knows and loves each one</p> <p><b>Baptism WELCOME</b> - Baptism: a welcome to God's family</p>	<p><b>Belonging-</b> Continued</p> <p><b>Other Faiths: JUDAISM- Hanukkah</b></p> <p><b>Advent/Christmas- BIRTHDAY</b> - Looking forward to Jesus' birthday</p>	<p><b>Local Church</b>  <b>CELEBRATING</b> – People celebrate in Church</p> <p><b>GATHERING</b> - Parish family gathers to celebrate</p>	<p><b>GATHERING</b> – Continued</p> <p><b>Lent/Easter GROWING</b> - Looking forward to Easter</p>	<p><b>Pentecost GOOD NEWS</b> - Passing on the Good News of Jesus</p> <p><b>Reconciliation - FRIENDS</b> - Friends of Jesus</p>	<p><b>Other Faiths: Hinduism</b></p> <p><b>Universal Church</b>  <b>OUR WORLD</b> - God's wonderful world</p>
<p><b>PSED</b></p>	<p><b>Being Me in My World</b>  Self-Identity  Understanding Feelings  Being In A Classroom  Being Gentle  Rights and Responsibilities</p>	<p><b>Celebrating Difference</b>  Identifying Talents  Being Special  Families  Where We Live  Making Friends  Standing Up For Yourself</p>	<p><b>Dreams and Goals</b>  Challenges  Perseverance  Goal-Setting  Overcoming Obstacles  Seeking Help  Jobs  Achieving Goals</p>	<p><b>Healthy Me</b>  Exercising Bodies  Physical Activity  Healthy Food  Sleep  Keeping Clean  Safety</p>	<p><b>Relationships</b>  Family Life  Friendships  Breaking Friendships  Falling Out  Dealing With Bullying  Being A Good Friend</p> <p><b>Feeling Brave and Overcoming Fears (RSE)</b></p>	<p><b>Changing Me (RSE)</b>  Bodies  Respecting My Body  Growing Up  Growth and Change  Fun and Fears  Celebrations</p>
<p><b>Physical Development (Gross Motor)</b></p>	<p><b>Locomotion – Traveling</b></p>	<p><b>Dance</b></p>	<p><b>Fundamental Movement and Team Games</b></p>	<p><b>Gymnastics</b></p>	<p><b>Ball Skills</b></p>	<p><b>Target Games and Relays</b></p>
<p><b>Physical Development (Fine Motor)</b></p>	<p><b>Developing Gross Motor Skills</b></p> <ol style="list-style-type: none"> <li>1. Whole-body responses to the language of movement</li> <li>2. Large movements with equipment</li> <li>3. Large movements with malleable materials</li> <li>4. Body responses to music</li> </ol>		<p><b>Developing Fine Motor Skills</b></p> <ol style="list-style-type: none"> <li>5. Hand and finger play</li> <li>6. Making and modelling</li> <li>7. Messy play</li> <li>8. Links to art</li> <li>9. Using one-handed tools and equipment</li> <li>10. Hand responses to music</li> </ol>		<p><b>Developing Patterns</b></p> <ol style="list-style-type: none"> <li>11. Pattern-making</li> <li>12. Investigating dots</li> <li>13. Investigating straight lines and crosses</li> <li>14. Investigating circles</li> <li>15. Investigating curves, loops and waves</li> <li>16. Investigating joined straight lines and angled patterns</li> <li>17. Investigating eights and spirals</li> </ol>	

<p><b>Maths</b></p>	<p><i>See Progression of Knowledge and Skills for more info...</i></p> <ul style="list-style-type: none"> <li>Counting, matching, ordering, arranging numbers 1-3.</li> <li>Understanding simple positional language (i.e. next to, on top of, under...) to <b>place</b> an object.</li> <li>Identifying groups of objects using ‘more’ and ‘less’.</li> <li>Sorting 2D shapes (i.e. squares, circles, triangles and rectangles).</li> <li>Noticing and continuing repeating patterns.</li> </ul>		<p><i>See Progression of Knowledge and Skills for more info...</i></p> <ul style="list-style-type: none"> <li>Counting, matching, ordering, arranging numbers 1-5.</li> <li>Understanding simple positional language (i.e. next to, on top of, under...) to <b>describe</b> an object.</li> <li>Comparing quantities of up to 3.</li> <li>To name all basic 2D shapes.</li> <li>To name patterns in the environment.</li> <li>To continue a repeating pattern of 2 colours.</li> </ul>		<p><i>See Progression of Knowledge and Skills for more info...</i></p> <ul style="list-style-type: none"> <li>Counting, matching, ordering, arranging numbers 1-50</li> <li>Understanding simple positional language (i.e. next to, on top of, under, behind, in front of...) to <b>describe</b> an object.</li> <li>To describe a sequence of events with support using words first, then, next, etc...</li> <li>To use language of ‘less’ and ‘fewer’.</li> <li>To begin to name 3D shapes (sphere, cube, cuboid) and describe some features (i.e. flat, curved, pointy)</li> <li>To notice and correct errors in a repeating pattern.</li> </ul>	
<p><b>Literacy / C&amp;L</b></p>	<p><b>Focus Text 1:</b> You Choose <i>Pippa Goodhart &amp; Nick Sharratt</i></p> <p><b>Focus Text 2:</b> Elmer <i>David McKee</i></p> <p><b>Focus Text 3:</b> All Are Welcome <i>Alexandra Penfold</i></p> <p><i>Additional texts about transition, starting school, body parts and senses.</i></p>	<p><b>Focus Text 1:</b> Can’t You Sleep Little Bear? <i>Martin Waddell</i></p> <p><b>Focus Text 2:</b> Owl Babies <i>Martin Waddell</i></p> <p><b>Focus Text 3:</b> This Is The Bear and the Scary Night <i>Sarah Hayes</i></p> <p><b>Focus Text 4:</b> The Christmas Promise <i>Alison Mitchell</i></p>	<p><b>Focus Text 1:</b> We’re Going On A Bear Hunt <i>Michael Rosen</i></p> <p><b>Focus Text 2:</b> Hot and Cold <i>Eric Carle</i></p> <p><b>Focus Text 3:</b> Time To Move South For Winter <i>Clare Helen Welsh &amp; Jenny Lovlie</i></p> <p><i>Additional fiction and non-fiction texts about polar animals and seasonal changes.</i></p>	<p><b>Focus Text 1:</b> Dear Zoo <i>Rod Campbell</i></p> <p><b>Focus Text 2:</b> Brown Bear, Brown Bear, What Do You See? <i>Eric Carle</i></p> <p><b>Focus Text 3:</b> What The Ladybird Heard <i>Julia Donaldson</i></p> <p><b>Focus Text 4:</b> We’re Going On An Egg Hunt <i>Martha Mumford &amp; Laura Hughes</i></p>	<p><b>Focus Text 1:</b> The Very Hungry Caterpillar <i>Eric Carle</i></p> <p><b>Focus Text 2:</b> The Gruffalo <i>Julia Donaldson</i></p> <p><b>Focus 3 – Fairy Tales:</b> The Gingerbread Man <i>Chapatti Moon &amp; Pippa Goodhart</i></p> <p>Goldilocks and the Three Bears / Goldy Locks and the Three Pandas <i>Natasha Lim</i></p> <p>Three Billy Goats Gruff</p> <p><i>Additional traditional tales and non-fiction texts about minibeasts.</i></p>	<p><b>Focus Text 1:</b> The Rainbow Fish <i>Marcus Pfister</i></p> <p><b>Focus Text 2:</b> Sharing A Shell <i>Julia Donaldson</i></p> <p><b>Focus Text 3:</b> Hooray For Fish! <i>Lucy Cousins</i></p> <p><i>Additional fiction and non-fiction texts about seaside, pollution and pirates.</i></p>

<b>Phonics</b>	<b>Environmental Sounds</b>	<b>Instrumental Sounds</b>	<b>Body Percussion</b>	<b>Rhythm and Rhyme</b>	<b>Alliteration</b>	<b>Voice Sounds</b>
	<ul style="list-style-type: none"> <li>Identify sounds they hear inside/outside.</li> <li>Make noises on different surfaces with hands or drumsticks.</li> <li>Sing at different volumes.</li> <li>Be able to recreate a simple sequence of sounds.</li> <li>Identify some sounds they prefer from a choice.</li> <li>Add appropriate sound effects to stories with support.</li> </ul>	<ul style="list-style-type: none"> <li>Identify an instrument being played behind a screen.</li> <li>Play an instrument louder or quieter.</li> <li>Stop and start playing an instrument at a signal.</li> <li>Play instruments in front of others, alone or as part of a group.</li> <li>Choose instruments to complement animal sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Identify an instrument being played behind a screen.</li> <li>Play an instrument louder or quieter.</li> <li>Stop and start playing an instrument at a signal.</li> <li>Play instruments in front of others, alone or as part of a group.</li> <li>Choose instruments to complement animal sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Join in with repetitive story/song refrains.</li> <li>Move in time with a beat.</li> <li>Play rhyming bingo.</li> <li>Match rhyming items.</li> <li>Complete a familiar rhyme</li> </ul>	<ul style="list-style-type: none"> <li>Match 2 items that have the same initial sound.</li> <li>Copy exaggerated sounds such as sssssss.</li> <li>Suggest a person/object when given an initial sound.</li> <li>Suggest non-words beginning with a selected initial sound.</li> <li>Can make correct mouth movements for simple sounds</li> </ul>	<ul style="list-style-type: none"> <li>Explore mouth movements such as blowing, sucking, wiggling their tongue.</li> <li>Make voice sounds such as weeeee.</li> <li>Experiment with their voice sounds such as shouting, whispering and squeaking.</li> <li>Experiment with different animal sounds.</li> <li>Describe a sound such as high, low, short, quiet.</li> <li>Can copy sound talk e.g. p-i-n.</li> </ul>
<b>Oral Blending and Segmenting</b>						
	<ul style="list-style-type: none"> <li>Identify items by oral blending e.g. t-a-p...tap!</li> <li>Speak in sound talk e.g. d-o-g.</li> <li>Count or clap out phonemes in CVC words.</li> </ul>					
<b>Phonics - Learning the Alphabet (Letter Names)</b>	A,B,C,D,E	F,G,H,I,J,K,L,M	N,O,P,Q,R,S	T,U,V,W,X	Y,Z	S,A,T,P,I,N focus

<p>UTW (Science)</p>	<p>Exploring the parts of the body (external).</p> <p>Identify and explore our senses.</p> <p>Autumn - Natural Materials</p>	<p>Light and Dark</p> <p>Finding out how light can be created and changed.</p> <p>Seasonal Changes</p>	<p>Hands on experiences with a variety of materials, making observations and describing what they can see.</p>	<p>Learn about animals from their own experiences and which can be kept as pets.</p> <p>Farm animals and the life cycle of a chicken.</p> <p>Seasonal Changes</p>	<p>Understand the key features of the life cycle of a plant.</p> <p>Investigate mini-beasts and learn about animals that hatch from eggs (i.e. butterflies, chicks).</p>	<p>To observe the changes of the new season and continue to observe the plants and flowers growing outdoors (link to Art).</p> <p>Investigate materials and forces to make a boat.</p>
<p>UTW (History / Geography)</p>	<p>To make discoveries about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</p>	<p>To appreciate that a range of festivals and celebrations take place that may be outside of their own experiences and how they are celebrated.</p>	<p>To learn where the North and South Poles are and some of the animals that live there.</p> <p>Make simple comparisons between their own environment and the arctic regions.</p>	<p>To develop geographical awareness by exploring maps of our school and local areas (i.e. Clarence Park)..</p> <p>Create their own simple maps (based on imagination or a real place i.e. school).</p>	<p>To further develop geographical map work skills by exploring journeys made by fairy-tale characters.</p> <p><b>Earth Day</b> Important issues we face in our world today.</p>	<p>To explore the seaside and share places they have visited in the past.</p> <p>Learn the features of the seaside and what they might find there.</p> <p>Create simple treasure maps.</p>
<p>UTW (Computing)</p>	<p>How to use our class computer and interactive whiteboard.</p> <p>How to stay safe on the computer and online.</p>	<p>Exploring different types of technology, e.g. torches, remote controlled-toys, CD players.</p>	<p>How to take photographs on a digital camera or iPad.</p>	<p>How to edit photographs.</p>	<p>Sorting in readiness for data-handling.</p> <p>Creating Digital Art using the class iPads</p>	<p>Using technology to help us, e.g. metal detectors, traffic lights.</p>
<p>EAD</p>	<p>James Brunt</p>	<p>Jackson Pollock</p>	<p>Sonia Delaunay</p>	<p>Tin Man Lee</p>	<p>Picasso</p>	<p>Van Gogh</p>

(Art)	<p>Natural Transient Art</p> 	<p>Painting Technique <i>Splatter Painting</i></p> 	<p>2D Shape Art</p> 	<p>Nature Photography</p> 	<p>Collage – Faces</p> 	<p>Sunflower Paintings</p> 
EAD (D&T)	<p>Exploring mixed media and joining/fixing through continuous provision.</p>	<p>Model Fireworks  Christmas Cards (cutting/folding)  Continuous provision.</p>	<p>Penguin Models (using tools)  Continuous provision.</p>	<p>Farm Animal Faces  Continuous provision.</p>	<p>Creating simple structures (i.e. making a den).  Continuous provision.</p>	<p>Simple baking with food tasting for the Teddy Bear Picnic.  Continuous provision.</p>
EAD (Music)	<p>Western Classical up To 20<sup>th</sup> Century  Nursery Rhyme Time</p>	<p>Popular Music  Nursery Rhyme Time</p>	<p>Musical Traditions  Nursery Rhyme Time</p>	<p>Western Classical beyond 20<sup>th</sup> Century  Nursery Rhyme Time</p>	<p>Popular Music  Nursery Rhyme Time</p>	<p>Popular Music  Nursery Rhyme Time</p>
<p><b>Singing, musicianship and performing, improvising and composing, listening to music and appraising performances.</b></p>						

*For more information about each subject, please refer to the 'Curriculum Overview' and the skills progression documents.*