Forest Lodge Academy Curriculum Map LTP Nursery Cycle 1

	Autumn		Spring		Summer	
MAIN THEME (BUT NOT LIMITED TO)	**Once Upon a Time (Literacy, PSED, Music)**	**Earth & Beyond (Geography, History, Science, RE)**	**Long, Long Ago (History, Geography, Literacy)**	**Food Glorious Food (Music, D&T, Art, Geography, Science)**	**Come Outside (Science, Geography, History, D&T)**	**Air, Land & Sea (D&T, Art, Geography, Science)**
Possible key question:	**Are fairy tales real?**	**Are people the only living things on Earth?**	**How have you grown?**	**Where do we get our food from?**	**Where do you live?**	**How can we travel to different places?**
Character Muscles	**Curiosity, Imagination, Independence, Risk Taking, Enthusiasm, Concentration, Attention, Inclusiveness, Listening / Communicating, Friendship.**					
Possible ideas / lines of enquiry. These mini ideas within the themes may change or be replaced depending on child interest or fascination	**Settling in, all about me, fairy tales / traditional tales, princess and princes, Disney films, my favourite story, my life story.**	**Space, our homes, where we live, Leicester, Animals, Under the Sea, Habitats, The world, different countries that children may come from.**	**Dinosaurs, Changes in our local area, our family, how we have grown, castles and queens, Local history (King Richard III), local maps, our own homes.**	**Healthy foods and healthy bodies, Part of our bodies, foods from different culture, food from different animals, food from plants, how vegetables and fruit grow, cooking, planting fruit and veg, food shopping, café/restaurants**	**Animal habitats, seasons, weather, seeds, plants, trees, food that grows outside, local area, parks and gardens, minibeats.**	**Tunnels, under the sea, pirates, mermaids, aliens, space, planets, transport, animals, holidays, travel, space stations, oil rigs, boats, canals**
Experience	**Story teller session from the library, Autumn Walk around school or local area**	**Rocket launching, food tasting from different cultures, Google Maps, Visit Local Area, Mini Beast Hunts, Christmas party, Pantomime, Christmas Activity day**	**Dinosaur Workshop, Google maps**	**Cooking, planting vegetables, herbs, salad, cress, making a healthy lunch, trying different foods**	**Butterfly life cycle, picnic in the park, planting sunflower seeds, minibeast hunt**	**Trip to the Sea Life Centre.**
Book Study	The Gingerbread Man The Hungry Caterpillar Three Little Pigs The Little Red Hen Jack and the beanstalk Cinderella The Princess and the Pea You choose	Superworm Polar Bear, Polar Bear Hairy Mclairy at the vets Dear Zoo The Tiger who came to tea Squash and Squeeze. My Granny went to Market The Snail and the Whale	Ten Little Dinosaurs Dinosaurs love underpants Ten terrible Dinosaurs Dinosaur that pooped a bed Dinosaurumpus Harry and the bucketful of dinosaurs You choose Ten Little Dinosaurs	Non-fiction books about growing The very hungry caterpillar The Tiger who came to Tea Oliver's fruit salad The shopping Basket Daisy eat your peas Handa's Surprise Supertato	The Gruffalo Gruffalos child Little Red Riding Hood Itchy Bear Percy the park keeper Non-fiction books about woodland animals Brown bear brown bear	Pirates loves underpants The Little Mermaid Sharing a shell Barry the fish with fish fingers Commotion in the ocean Non-fiction books about sea creatures
CLL	Enjoy listening to stories and talking about what happens in them Following the new classroom rules Sitting and listening to stories, paying attention without getting distracted learning new vocabulary Joinging in with singing new nursery rhymes Circle times Communicate their needs in their new setting, gaining confidence to talk to an adult Start a conversation with a friend during their play		Listening to longer stories and starting to talk about them Sitting and listening at carpet times Starting to use new vocabulary Singing favourite nursery rhymes Circle times Take turns in conversations with their friends or adults in the classroom Starting to express their points of view, using words as well as actions		Talking about our favourite characters from familiar stories Following our classroom rules and reminding our friends about these Sitting and listening at carpet times, hand up to answer questions Circle times Vocab display – added to as we learn new words Can sing nursery rhymes and talk about their favourite ones Retell longer stories with picture clues to help Using talk (4 to 6 words) to organise themselves and their play Hold a conversation with their friends or familiar adults. Talk partners will be introduced to support carpet sessions.	
Reading	Shared reading – sit and listen to new stories as a class or in small groups Daily phonics – phase one environmental sounds and instrumental sounds Looking at books during choosing time in our quiet reading area Daily story time sessions – opportunity to choose their favourite books to share as a whole class Recognising some of the letters in their names		Shared reading – sit and listen to new stories as a class or in small groups. Engage in discussions about the stories they listen to Daily phonics – phase one rhythm and rhyme, alliteration, syllables Looking at books during choosing time in our quiet reading area Daily story time sessions – opportunity to choose their favourite books to share as a whole class Recognising some of the letters in their names Understanding some of the concepts about print – reading from left to write, what is a word.		Shared reading – answering questions about the story and spotting new sight words. Daily phonics sessions: Oral blending – able to say cvc words when segmented Free choice reading in the reading area – can talk about their favourite stories Story time/ singing at the end of the session – engage in class voting system. Retelling simple parts of the story. Recognising some of the letters in their names and know some of the sounds SATPIN sounds and know the rhymes to write them down correctly	
Writing	Mark making in a writing area Tracing over the letters in their names during morning practice. Writing activities at the focus table Following patterns Practising holding a pencil with the correct grip		Mark making in a writing area – starting to write some of their letters in their name on their own work Copying the letters in their names during morning practice. Writing activities at the focus table Following patterns and using different media Continue to practise holding a pencil with the correct grip		Name writing daily – confident in their first name and some to have a go at writing their surnames. Write own names on work they complete Writing some letters accurately - able to form some of the letters in their name	

			Mark making during choosing time – give meanings to these marks and talk to a friend about them Use the correct pencil grip with or without the pencil grips Story scribing during free flow – able to write their names on the page and may be able to write some letters accurately
Phonics	Phase 1 letters and sounds	Phase 1 letters and sounds – Rhythm and Rhyme & Alliteration Introduction of sight words – mum, dad, and, I, the, a	Phase 1 letters and Sounds – Oral blending and segmenting, close gaps with rhyme and alliteration More sight words to recognise in books and the environment
Mastery Maths Number	Number songs, introducing numbers 0-3. Introduce subitising through regular practise. With the introduction of numerals 1-3, children will be taught about representations of each numeral, practise counting up to 3 correctly and will be able to link the numeral with the correct amount. This will be done through a combination of adult led and child initiated learning opportunities Number display in the classroom	Focus on numerals 4,5 with counting activities, 1:1 correspondence, representations, Number songs including ones that practise counting backwards. Practise the ability to count past 5 and introduce higher numbers through counting how many children are in the class that day. Maths area in the classroom – added to depending on children's needs. Introduce tens/five frame. Number display in the classroom Cardinal Principle (understand that the last number reached when counting tells you how many there are in total)	Reinforce numerals 0 – 5 and provide opportunities for numeral formation. To be able to recognise numerals 0-5, match quantity correctly to the numeral Number songs to focus on counting onwards and backwards correctly Maths area in the classroom – added to depending on children's needs and their interests Number display in classroom Begin to discuss language associated with adding Begin to discuss number problems including the numerals 1-5. Cardinal principle
Theme Shape	Circle and triangle will be taught through the teaching of numerals 1-3. Using shapes to make pictures and patterns Sequence & Routines – this will be taught through a visual timetable that will be used each day. Capacity in the water and sand tray through child initiated play Through a child initiated maths area children will be given opportunities to explore weight and length through the use of various resources (scales, weights, rulers, meter sticks, tape measures, unifix cubes)	Positional language Patterns – being able to describe patterns and extend and create a repeated pattern. 2D shapes – teaching square, rectangle and pentagon alongside the numerals 4 & 5 - naming them and playing with them to make pictures. Finding them in our classroom and their own environment.	Repeating patterns with shapes. Talking about shapes in play and be able to select shapes appropriately for building. Naming 2d shapes and showing interests in 3d shapes and some of their names in play. Use language to compare size, length, weight and capacity.
UTW	Getting to know their environments and learn new expectations and routines. Get to know the whole school as a community to where they belong. Learn the different roles of people in the school. IWB – games, mark making, learn pads, Red Interactive table independent learning. Discuss their own family and who is part of their family Begin to learn about different occupations and discuss these as part of their own family history. Through discussion about families, cultures and dreams develop positive attitudes to those children that are different to them.	Talking about the life cycle of plants and animals and encourage children to show respect to all animals and plants. Plant seeds in our outdoor area and encourage children to show care and concern to new plants and existing ones. Using the IWB to mark make or play topic/session themed game. Using the red computer – changing the game and successfully completing it To understand their local area and where they live, but to also explore other places in the world. Explore different countries through religious festivals. Explore Natural resources by increasingly using our outdoor area.	To talk confidently about adventures that they have been on, this may include holidays to different countries. Explore different countries by using Google Maps – let's go on our own adventure and how could we get there. Explore how things work and talk about why they see by exploring equipment in the classroom and allowing children to use tools to open up household pieces of equipment. Enable children to choose different materials for different purpose to create or design their own robot.
PSED/ British Values	Be happy, settled confident in their new environments. Play with one or more other children within the setting. Learning new rules and boundaries. Be able to express their own preferences and talk about them. Be able to use activities and resources within the classroom to achieve a goal. Sometimes done with support.	Circle times to focus on – Class reward systems: tokens and stickers How to become a good friend How can we help each other? How we feel each day. Happy/sad/worried and what to do with our feelings. See SMSC Overview Map in relation to coverage for PSHE, Routes to Resilience, Mental Health and Wellbeing, Anti-Bullying and Safeguarding British Values-Mutual Respect Jigsaw – Healthy foods, sleep and keeping clean Begin finding solutions to conflicts and rivalries. Developing a way to be assertive when appropriate. Feel a sense of belonging – to the school/family/community. Children given responsibilities within the class e.g. helper of the day.	Talk about moving up to Reception and meeting the teachers – some transition sessions Talk about how they might be feeling in relation to moving to Reception – circle times, carpet sessions. Begin to understand how others might feel. Continue with our class reward system – fill token jar and reward at the end with a class prize Join in with some key stage assemblies and be confident in sitting and listening – following the behaviour expectations Jigsaw sessions with Jenie each week See SMSC Overview Map in relation to coverage for PSHE, Routes to Resilience, Mental Health and Well-being, Anti-bullying and Safe guarding British Values-Democracy and The Rule of the Law Family, Friendships and relationships

EAD	Imaginative play and talk in the home corner. Block play within the classroom Role play and stories Christmas nativity – singing Christmas songs. Musical instruments. Exploring colour, texture and using a variety of media. Nursery rhyme week	Using our creative area – being able to select and choose materials to make and create own designs Construction area play – having a go at planning and making Singing familiar nursery rhymes Engaging in role play and using the available props and resources to support this. Story scribing Playdoh area with a variety of natural materials.	Sing familiar nursery rhymes – ones we have been learning in our phonics sessions and during Nursery rhyme week. Use our role play area with friends Loose parts area play Use the photos in the playdough area to inspire new creations Use the various construction pieces available in the classroom De-constructed role play area to encourage imaginative play and complex story building
PD	Funky finger activities Dough disco. Snippy disco Big moves. Using scissors and one handed tools Pencil control focusing on finding a dominant hand. Play dough Toileting Self-dressing Learning to use the outdoor correctly – using the equipment and physical apparatus.	Funky finger activities in the continuous provision Balance ability to start this term Big moves Using scissors safely and accurately – snippy disco and out in provision. Dough disco daily in Phonics and small group interventions Using pencil grips to support holding pens and pencils in a comfortable way. Putting own coat on and attempting buttons and zips Negotiating space in our outdoor area Take part in large motor activities such as flying flags and streamers. Small group activities to focus on working together. Carpet sessions looking at healthy foods and what we like.	Holding a pencil with a dominant hand and with a grip that is comfortable and practical for that child. Continue to use scissors safely and accurately – can cut along a dotted line Join in with PE sessions in the hall – start to unchanged and change into pe clothes Follow dough disco sessions accurately Continue with balance ability – become confident in moving on the balance bikes Use our outdoor equipment to make large gross motor movements Use PE sessions and outdoor area to develop skipping, hopping and standing on one leg. Children to confident with healthy choices and looking after their own needs such as toileting.