



Lynch Hill Primary Academy Curriculum Map for Nursery

For subject overviews and 'I can statement', please visit our website or click on the weblink:

<https://www.lhsprimaryacademy.org.uk/curriculum/subject-overviews>

Areas of Learning	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Themes and Topics	All about me! What makes us special?	In to the woods! What might I find in the woods?	All around the world! Where next?	Sharing is caring! What is love?	Ready, Steady, Grow! How does your garden grow?	Down on the farm! How are animals different?
Key Texts	Colour Monster, Three little pigs, Room on the broom.	Rama and Sita, Percy Park Keeper, The Gruffalo, Owl Babies, We're Going on a Bear Hunt.	Foxes in the snow, Polar Bear, Polar Bear, What do you hear?, Whatever Next!, Aliens Love Underpants, Rumble in the Jungle, Handa's Surprise.	Rainbow Fish, Mr Wolf's pancake.	Jack and the Beanstalk, The very Hungry Caterpillar, What the ladybird heard, Teeny Weeny Tadpole.	Ugly Duckling, What the Ladybird Heard Next.
Communication & Language ➤ Listening, attention & understanding ➤ Speaking	I can listen to others in a small group. I can talk about me and my family. I can talk about where I live.	I can listen to a story with increasing attention and retell my favourite parts.	I enjoy listening to stories. I can pay attention to more than one thing at a time. I can use longer sentences of four to six words.	I can develop my communication but may continue to have problems with irregular tenses and plurals, such as 'runned for run', 'swimmed for swam'	I am beginning to ask more complex questions and share my thoughts.	I can use talk to organise myself and my play. For example, "Let's go on a bus... You sit there...I'll be the driver."

We Aim High, Work Hard, Care Deeply



Lynch Hill Primary Academy Curriculum Map for Nursery

PSED ➤ Self-regulation ➤ Managing self ➤ Building relationships	How am I feeling? Why do I feel like this? Who are my friends? Can I ask for help?	I am confident in new social situations. I am aware of boundaries and expectations. I am beginning to form friendships.	How does your engine run? I can extend and elaborate play ideas.	How do your actions affect other people? I can talk with others to solve conflicts.	I am beginning to understand how others might be feeling. I can respect others' privacy.	Transition. What we can do now that we couldn't do when we started? I can see myself as a valuable individual.
Physical Development ➤ Gross motor skills ➤ Fine motor skills	I can experiment with different ways of moving. I can manage my own personal hygiene.	I can put on my own coat. I am learning to use a knife and fork. I am beginning to show preference of a dominant hand.	I am enjoying kicking throwing and catching balls. I can use a comfortable grip with good control when holding pens and pencils.	I can follow instructions to move in different ways. I can use one-handed tools and equipment, for example, scissors.	I am learning to wait my turn to participate in group games. I can zip up my own coat.	I am using all of my sports knowledge to prepare for sports week. I am beginning to write my name using a tripod grip.
Literacy ➤ Comprehension ➤ Word Reading ➤ Writing	I can recognise my name. I can hold a book the correct way up. I can ascribe meaning to marks.	I can recognise print in the environment. I can make marks on my pictures to represent my name.	I have a favourite book and seek out a familiar adult to share my story with. I can turn pages one by one. I am using lines and circles to represent meaning in my play.	I have favourite Nursery Rhymes. I know that print carries meaning. I am beginning to write recognisable letters from my name.	I can share my favourite rhymes with my friends. I am beginning to understand that we read English text from left to right and from top to bottom.	I am beginning to recognise rhyming words. I am using my print and letter knowledge in my early writing.
Mathematics ➤ Number ➤ Numerical Patterns	I can begin to count in rote. I can line up my toys.	I can complete a puzzle independently. I can line up my toys in order of size.	I am beginning to use my fingers or objects to represent numbers. I am beginning to use positional language.	I can recognise my age. I am confident using positional language.	I am beginning to understand one more or one less. I can sort objects in to colour, shape and size.	I am showing interest in number problems and using mathematical vocabulary. I can complete a simple sequencing challenge.

We Aim High, Work Hard, Care Deeply



Lynch Hill Primary Academy Curriculum Map for Nursery

Understanding the World ➤ Past & Present ➤ People, Culture & Communities ➤ The Natural World	I can talk about events involving myself and my family. I know about different communities and traditions. I can observe weather changes.	I can understand the history of past historical events. I can make connections between the features of my family and other families. I can explore natural materials inside and out. I am beginning to understand day time and night time.	I am beginning to talk freely about my home and the people that are of importance to me. I am beginning to notice differences between different people. I am using all of my senses in hands on exploration of natural materials.	I am beginning to make sense of my life story and my family history. I am beginning to know that there are different countries in the world and talk about the differences that they have. I am beginning to understand the importance of taking care of my Nursery environment.	I can realise that we all have different beliefs and celebrate in different ways. I can plant a seed and care for a growing plant. I understand the key features of the lifecycle of an animal.	I can compare and contrast characters from stories including figures from the past. I can recognise some differences and similarities between Nursery and Reception. I can describe my natural world in detail.
Expressive Arts and Design ➤ Creating with material ➤ Being imaginative and expressive	I can show an interest in the way musical instruments sound. I can use resources to express my creativity.	I can anticipate phrases and actions in rhyme and songs. I can create sounds by banging, tapping, shaking or blowing.	I can explore different material using my senses. I am beginning to move rhythmically.	I can make simple models using the resources available. I am starting to develop my imaginative play pretending one object is another.	I can construct, with purpose in mind, using a variety of resources. I am noticing what adults do and can spontaneously do it when they are not there.	I can explore colour and how colours can be changed by mixing them together. I can introduce a narrative or storyline to my play.
PSHE Jigsaw	Being Me	Celebrating Difference	Relationships	Changing me	Dreams and Goals	Healthy Me
RE Discovery	What makes people special? Christianity and Judaism	What is Christmas? Christianity.	How do people celebrate? Hinduism.	What is Easter? Christianity.	What can we learn from stories? Christianity, Islam, Hinduism and Sikhism.	What makes places special? Christianity, Islam and Judaism.

We Aim High, Work Hard, Care Deeply



**Lynch Hill Primary Academy
Curriculum Map for Nursery**

Possible Trips, Presentations & Events	Harvest festival.	Christmas play.	Cooking Pancakes.	Easter Bonnet Parade.	Farm visit.	Sports Week, Transition and Graduation.
---	-------------------	-----------------	-------------------	--------------------------	-------------	---

We Aim High, Work Hard, Care Deeply