

## WILLOW TREE CURRICULUM MAP

	<b>Autumn Term/Stage 1</b>	<b>Spring Term/Stage 2</b>	<b>Summer Term/Stage 3</b>
Seasons, possible themes, festivals,	Autumn, Diwali, Christmas	Winter, Chinese New Year, Spring, Easter & New Life	Summer, Eid, Earth Day, World, Transition
Possible visits and Enhancements	Owl Sanctuary, Christmas trees at St. Bride's	Eggucation, MJ's pets and exotics	Caterpillar/Butterflies, Firefighters, Police, Medical, Beach/Park outing, Aqualisa rock pool,
<b>AREA OF LEARNING</b>			
<b>Personal, Social and Emotional Development</b>  <i>Individualised planning and support by key person</i>	Settling in to nursery, learning to let family leave Forming an attachment with my key person. Experiencing the different areas of provision inside and outside Sharing photos of family Celebrating interests Choosing a familiar toy to play with Joining class for Beatlife and PE – but using an adult for security	Confidently join in with Beatlife and PE. Feeling confident in room routine and joining in singing the routine songs Forming an attachment with the adults in my room and a few special people Asking adults by name for help with a task or activity Watching and then have a go when exploring new toys or activities Learning that sometimes I have to wait or share with other children	Asking an adult to get toys or activities out of the cupboard that I'd like to play with Telling an adult when hungry, tired, need the toilet or need changed Playing and sharing experiences with a friend or small group of friends Knowing can make my friends feel happy or comforted (hug when sad, passing a toy) Ask an adult to help when wants a toy or need to share a toy
<b>Communication and Language</b>  <i>Individualised planning and support by key person</i>	Have a few favourite nursery rhymes. Uses single words and non-verbal communication to get to know key person and identify who they live with. Give eye contact to key person. Show interest in adults and peers as they play alongside.	Join in with 4 nursery rhymes Able to join in and focus attention at carpet time for around 5 minutes Talk about interests or wants using 2-3 words Notice when peers share interests and begin to share simple language and non-verbal communication Name and identify familiar objects – i.e coat, packed lunch, shoes	Join in with 6 nursery rhymes Talk past experiences or interests in simple sentences, starting to use verbs join in with singing, actions, responding to simple questions focus during group time (stories and rhymes) for longer than 5 minutes Begin to ask simple questions Use simple language between peers when sharing an interest
<b>Physical Development</b>  <i>Individualised planning and support by key person</i>	<b>WEEKLY PE SESSIONS WITH MARTIN</b> Walking up the steps to the slide holding hands and holding onto the rail Walking and running around the garden. Climbing up one step with help Feeding with a spoon at snack and lunch time Turning the cereal dispenser and pouring from a jug with help Cooperating with toileting/nappy changing Holding a water bottle and drinking with it Finding picture on my peg independently and hanging up coat with help	<b>WEEKLY PE SESSIONS WITH MARTIN</b> Running around the garden without falling over or bumping into things Throwing and kicking a large ball Climbing up stairs to the slide holding the rail Feeding self at snack and lunch time Turning the cereal dispenser and pouring milk with adult supervision Toilet training with help Finding peg and hanging up coat independently After an adult helps find wellies, putting them on independently Using child's scissors with adult help	<b>WEEKLY PE SESSIONS WITH MARTIN</b> Learning how to jump and hop Putting arms into my coat independently Finding and putting wellies on independently Using the cereal dispenser and pouring milk independently Open my lunch box and feed self Can use the toilet or potty more independently Using child's scissors independently Can wash hands independently

	Using a chunky mark making tool and making big marks Can wash hands with help Wind up toys	Learning how to hold a chunky pencil or crayon with a tripod grip Can wash hands with adult supervision	
<b>LITERACY</b> <i>Individualised planning and support by key person</i>	<b>T4W: Action songs – Twinkle Twinkle, Baa Baa Black Sheep, Humpty Dumpty, Wheels on the Bus</b> Create simple marks using different crayons and coloured pencils Paint a picture using a chunky brush Printing using different shaped rollers Large mark making with chalks and water outside Sharing a book with key person – listening, makes attempt to turn the page	<b>T4W: Action songs – Incy Wincy spider, Wind the Bobbin up, 1,2,3,4,5 Once I Caught a Fish Alive, 5 Little Ducks</b> Beginning to mark making with a purpose Sharing a book with key person – able to listen and focus for longer periods of time (e.g. 5 min) Can hold a book, and is beginning to be able to turn a page independently Can point in answer to simple questions e.g. where is the duck?	<b>T4W: Miss Polly had a Dolly, Two Little Dickie Birds, Five little Monkeys, The Grand Old Duke of York</b> Using pens, pencils, chalks, paint etc. to create mark making with a purpose (can tell you in simple terms what they have drawn) Beginning to look at books independently, holding it and turning pages Can answer simple questions related to the book they are reading
	<b>PHASE 1 PHONICS</b> Nursery Rhymes Recognise environmental sounds	<b>PHASE 1 PHONICS</b> Nursery Rhymes Exploring body percussion and rhythm.	<b>PHASE 1 PHONICS</b> Nursery Rhymes Explore rhyme through stories, songs and games.
<b>MATHS</b> <i>Individualised planning and support by key person</i>	Show an interest in number rhymes and songs Explore big and small toys Become confident in our school routine, knowing what comes next Exploring filling and emptying in the sand and water area	Sorting out objects in a collection (cars, etc) Doing simple jigsaws Building towers with blocks and boxes Building lines with construction toys Singing number rhymes and songs Asking for more during snack time	Beginning to explore 1 – 3 Exploring size and number through traditional tales and stories – 3 Bears Number books and songs– counting up to five. Using fingers to help count Helping to cook – adding “more” and comparing which has “less” Planting and growing – how many, which has “more” and which has “less” How old are you – what number are you?
<b>Understanding the World</b> <i>Individualised planning and support by key person</i>	Recognising family in family photos in my “all about me” booklet and in the home corner. Showing interest in stories about family Using sensory exploration to understand new objects, textures and tastes Recreating what I've experienced at home, in the home corner (putting a pan on the cooker, feeding a baby) Exploring electronic toys such as robots, musical toys, interactive books Learn the name of my key person and can use it to get attention Using wellies to splash in puddles	Name the important grown up/s in my life I can listen to short stories about families 1:1 and in groups at carpet time I seek out other children to share experiences with I know the routine of familiar experiences, which I can recreate in the home corner (e.g filling a jug with water from the sink and pouring it into a cup) I can make a choice about what I like – hat with hearts or stars, which colour I like etc. Dressing up in role play costumes. Helping to put up dens in the garden.	<b>FOREST SCHOOL</b> Use our senses and harvest crops we have grown. Beginning to understand that I share traits in common with my friends Listen to stories about families and talk about my family and very special times. Dressing up in role play costumes and interacting with other children, making simple comments and questions Planting seeds and bulbs and learning about what they need to grow Picking fruit and vegetables, cooking and eating them

		Planting seeds and bulbs Using windy day and rainy day bags to explore the weather and what is different Using wind up toys to explore making toys move Using the interactive screen to make big marks Going on a listening walk	Helping to put up dens in the garden Using interactive electronic toy. Learning the names of some special friends and telling my family about them
	<b>COOKING:</b> Notice changes in materials; cooking, melting, combining. Bread, Biscuits	<b>COOKING:</b> Notice changes in materials; cooking, melting, combining. Fried Rice, Easter Nest Cakes	<b>COOKING:</b> Notice changes in materials; cooking, melting, combining. Eid sweets, Courgette pasta
<b>Expressive Arts and Design</b>  <i>Individualised planning and support by key person</i>	<b>ACTIVE MUSIC</b> Exploring mark making indoors and outdoors Making marks Exploring colours of the season Exploring scissor skills – cutting lines in playdough Can move their whole body to sounds they enjoy	<b>ACTIVE MUSIC</b> Exploring colour, shape and texture Mark making for a purpose Choosing colours, shape and texture that reflects a theme Drawing round our bodies in chalk outside. Making objects of interest with play dough and natural objects	<b>ACTIVE MUSIC</b> Drawing my family - drawing with a purpose – copying shapes Using recycled objects to make structures. Looking at colour in nature – using plants and flowers in our garden to explore colour Create simple movements to different types of music Following and copying simple actions in songs and dance Beginning to find purpose in mixing colours Beginning to mark make with purpose e.g. naming mummy, daddy, me etc.

