

## 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, Bonfire Night, Christmas	Winter, Lunar New Year, Spring and animals, Easter, Nowruz, Eid-ul-Fitr	Summer, Eid-al-adha, World, Transition, Aberfest
Possible visits and Enhancements	B- Tales pantomime visit, Father Christmas visit, PSED stay and play session.	Mini beast visit, Duck/chick egg hatching, parents educating on Eid, Lunar New Year and Nowruz. PD stay and play session,	Caterpillar/Butterflies, School trip/farm visit, Celebration day, Mini Bus visit (park), water play day.
<b>AREA OF LEARNING</b>			
Personal, Social and Emotional Development	<p>Settling in to nursery, learning to let family leave</p> <p>Forming an attachment with my key person.</p> <p>Experiencing the different areas of provision inside and outside</p> <p>Sharing photos of family</p> <p>Celebrating interests</p> <p>Choosing a familiar toy to play with</p> <p>Joining class for PE – but using an adult for security</p> <p>Beginning to use some signalong to communicate.</p> <p>Understanding that Mummy/Daddy always comes back.</p> <p>Allowing themselves to be comforted and calmed by their key person.</p> <p>Accepting taking a turn with an adult.</p>	<p>Confidently join in with PE.</p> <p>Feeling confident in room routine and joining in singing the routine songs</p> <p>Forming an attachment with the adults in my room and a few special people</p> <p>Asking adults by name for help with a task or activity</p> <p>Watching and then have a go when exploring new toys or activities</p> <p>Learning that sometimes I have to wait or share with other children</p> <p>Using some familiar signalong.</p> <p>Beginning to notice emotions and name one or two.</p> <p>Begin to join small group sessions for adult focus input in apple tree room.</p> <p>Accepting adults can help to co regulate.</p> <p>Developing turn taking with 1 other child.</p>	<p>Asking an adult to get toys or activities out of the cupboard that I'd like to play with</p> <p>Telling an adult when hungry, tired, need the toilet or need changed.</p> <p>Playing and sharing experiences with a friend or small group of friends</p> <p>Knowing I can make my friends feel happy or comforted (hug when sad, passing a toy)</p> <p>Ask an adult to help when wants a toy or need to share a toy</p> <p>Confidently using signalong and spoken word.</p> <p>Can try and talk about what zone I am in using our zones of regulation.</p> <p>Join in actively and engage with small group activities in apple tree room.</p> <p>Visiting new classroom with support adapting to new environment and people.</p> <p>Beginning to show some signs of self-regulation.</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p>
Communication and Language	<p><b>Books:</b> Dear Santa</p> <p>Have a few favourite nursery rhymes.</p> <p>Reach or point to something they want while making sounds.</p> <p>Copy your gestures and words</p> <p>Uses single words and non-verbal communication to get to know key person and identify who they live with.</p> <p>Show interest in adults and peers as they play alongside.</p>	<p><b>Books:</b> Dear zoo, 3 Billy Goats Gruff, Goldilocks and the 3 bears</p> <p>Join in with some familiar nursery rhymes</p> <p>Able to join in and focus attention at carpet time for around 5 minutes</p> <p>Talk about interests or wants using 2-3 words</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Name and identify familiar objects – i.e coat, packed lunch, shoes.</p>	<p><b>Books:</b> The Very Hungry Caterpillar, Butterfly life cycle big book.</p> <p>Join in with new songs and rhymes.</p> <p>Start to say how they are feeling, using words as well as actions.</p> <p>Join in with singing, actions, responding to simple questions focus during group time (stories and rhymes) for longer than 5 minutes</p> <p>Begin to ask simple questions.</p>

	Bucket therapy Stage 1.	Bucket therapy stage 2. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). Listen to other people's talk with interest, but can easily be distracted by other things.	Use simple language between peers when sharing an interest. Make themselves understood, and can become frustrated when they cannot. Bucket therapy stage 3.
Physical Development	<b>WEEKLY PE SESSIONS WITH MARTIN-Separate planning.</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 self at snack time and using a spoon. 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 Using a chunky mark making tool and making big marks. Happy to wash hands with support. Wind up toys. Music and movement with scarves. Using large buckets, spades, jugs.	<b>WEEKLY PE SESSIONS WITH MARTIN- Separate planning.</b> Running around the garden without falling over or bumping into things (spatial awareness). Beginning to balance using stepping stones with support. Enjoy starting to throw and kick a large ball Climbing up stairs to the slide holding the rail. Feeding self at snack and trying new foods. Toilet training with help. Finding peg and hanging up coat independently After an adult helps find wellies, putting them on independently Holding a chunky pencil or crayon to mark make. Can wash hands with adult supervision. Music and movement with scarves, ribbons and mark making. Beginning to explore smaller tools in their play eg smaller jugs, bottles, containers.	<b>WEEKLY PE SESSIONS WITH MARTIN- Separate planning.</b> Learning how to jump. Developing balance using stepping stones more confidently. Practicing throwing and catching a large ball. Putting arms into my coat independently Finding and putting wellies on independently Eating more of a variety of foods at snack time. Learn to use the toilet with help developing independence. Using a chunky pencil or crayon with more control. Having a go of using child's scissors with support. Can wash hands independently. Music and movement using scarves and ribbons listening to instructions eg up, down, side to side, slither like a snake, walk the dog. Pouring and filling smaller containers with more precision and coordination.
LITERACY	Action songs – Twinkle Twinkle, Baa Baa Black Sheep, Humpty Dumpty, Wheels on the Bus, Jingle bells, When santa got stuck... 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. Weekly lending library.	Action songs – Incy Wincy spider, Wind the Bobbin up, 1,2,3,4,5 Once I Caught a Fish Alive, 3 Little Ducks 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? Develop play around favourite stories using props eg building a bridge for the Billy goats. Weekly lending library.	Action songs: There's a tiny caterpillar, a little seed ( scarf song), Icky sticky bubble gum. 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. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Weekly lending library.
	Phonological awareness Nursery Rhymes	Phonological awareness	Phonological awareness Nursery Rhymes

	Recognise environmental sounds	Nursery Rhymes, Exploring body percussion and rhythm- rhythm sticks activities.	Explore rhyme through stories, songs and games.
MATHS	Show an interest in number rhymes and songs. Explore big and small toys. Noticing colours. Become confident in our school routine, knowing what comes now and next. Exploring filling and emptying in the sand and water area. Put objects inside others and take them out again.	Exploring our number bag and number of the day at carpet time. Clapping/jumping/stomping a number 1-3 with support. Sorting out objects in a collection (cars, colours etc) Beginning to explore size and number through traditional tales and stories. 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. Combine objects like stacking blocks and cups. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	Exploring number of the day and counting out trying to represent on fingers. Beginning to explore 1 – 3 in play. 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? Doing more complex jigsaws and shape puzzles. Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’ React to changes of amount in a group of up to three items.
Understanding the World	Recognising family in family photos in my “all about me” booklet and in the home corner. Sharing photos of my family on the whiteboard and knowing they are mine. 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. Forest school activities such as firebowl and early safety skills.	Name the important grown up/s in my life through talk and looking at images on our whiteboard. 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 costumes. 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. Forest school activity.	Use our senses to harvest crops we have grown. Eg how red/big our strawberries are. Are the apples big enough? Do they taste sour/sweet? 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 using photos/videos shared from home on the interactive whiteboard. 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. 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. Forest school activity.

	<b>COOKING:</b> Notice changes in materials; cooking, melting, combining. Face biscuits, bread, Diwali sweets, Decorating gingerbread.	<b>COOKING:</b> Notice changes in materials; cooking, melting, combining. Fried Rice, Easter Nest Cakes, juicing oranges.	<b>COOKING:</b> Notice changes in materials; cooking, melting, combining. Eid sweets, making chips from our harvested potatoes. Fruit kebabs, fruit salad.
Expressive Arts and Design	Exploring mark making indoors and outdoors Making marks. Exploring colours of the season. Creating big art together. Can move their whole body to sounds they enjoy. Explore instruments such as tambourines, drums, shakers and the sounds they make. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	Exploring colour, shape and texture. Mark making for a purpose Drawing round our bodies in chalk outside. Making objects of interest with play dough and natural objects. Explore and make a range of sound-makers and instruments and play them in different ways. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	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. Play instruments along to a song using repeated rhythms.

