

Langley Mill CE Infant School & Nursery - Nursery Curriculum Map 2017-18  
(A)



| Planned half term | Nursery                                   | Memorable Experience                      | Innovate                  | Communication and language                       | Physical development                      | Personal, social and emotional development  | Literacy         | Mathematics                        | Understanding the world                       | Expressive arts and design                                 | RE  |
|-------------------|---|---|---------------------------|--|---|---|------------------|------------------------------------|---|--|---|
| Autumn 1          | Why do you love me so much?               | Visit from the parent with their new baby | Caring for teddy          | Listening and attention; Understanding; Speaking | Moving and handling                       | Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships | Reading; Writing | Numbers; Shape, space and measures | People and communities; The world; Technology | Exploring and using media and material; Being imaginative  | Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things that are familiar to the children and providing lots of hands-on activities and learning are an important part of pupils' learning at this stage.  |
| Autumn 2          | Why is water wet?                         | Local swimming pool visit                 | To the rescue!            | Listening and attention; Understanding; Speaking | Moving and handling; Health and self-care | Self-confidence and self-awareness; Making relationships                                  | Reading; Writing | Numbers; Shape, space and measures | People and communities; The world             | Exploring and using media and materials; Being imaginative | Some ideas for religious education in the nursery can include:<br><ul style="list-style-type: none"> <li>☒ Creative play, make believe, role play and dance and drama;</li> <li>☒ Dressing up and acting out scenes from stories, celebrations or festivals;</li> <li>☒ Making and eating festival food;</li> <li>☒ Talking and listening to each other and hearing and discussing stories of all kinds, including religious and secular stories;</li> <li>☒ Exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books;</li> <li>☒ Seeing pictures, books and videos of places of worship and meeting believers in class;</li> <li>☒ Listening to religious music;</li> <li>☒ Starting to introduce religious terminology;</li> <li>☒ Work on nature, growing and life cycles or harvest;</li> <li>☒ Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, birth of a new baby, weddings or the death of a pet;</li> <li>☒ Starting to talk about the different ways in which people believe and behave.</li> </ul> |
| Spring 3          | How many colours in a rainbow?            | Outdoor colour mixing madness!            | A rainbow of your own     | Listening and attention; Understanding; Speaking | Moving and handling                       | Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships | Reading; Writing | Numbers; Shape, space and measures | The world; Technology                         | Exploring and using media and materials; Being imaginative |   |
| Spring 4          | What is a shadow?                         | Shadow hunt                               | Can you write with light? | Listening and attention; Understanding; Speaking | Moving and handling                       | Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships | Reading; Writing | Numbers; Shape, space and measures | The world; Technology                         | Exploring and using media and materials; Being imaginative |   |
| Summer 5          | Did dragons exist?                        | Castle visit                              | Dragon makers!            | Listening and attention; Understanding; Speaking | Moving and handling                       | Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships | Reading; Writing | Numbers; Shape, space and measures | The world                                     | Exploring and using media and materials; Being imaginative |   |
| Summer 6          | Why can't I have chocolate for breakfast? | Breakfast café                            | Monster's chocolate box!  | Listening and attention; Understanding; Speaking | Moving and handling; Health and self-care | Self-confidence and self-awareness; Making relationships                                  | Reading; Writing | Numbers; Shape, space and measures | People and communities; The world; Technology | Exploring and using media and materials; Being imaginative | Topics which lend themselves to opportunities for RE work include myself, my life, my senses, my special things, people special to me, people who help us, friendship, welcome, belonging, special places, special times, our community, special books, stories, the natural world.   |