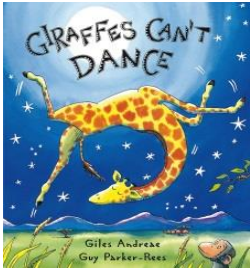
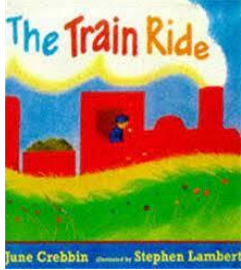
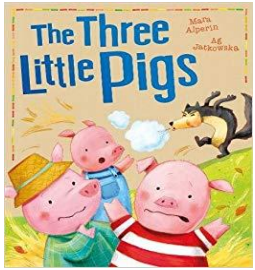


## FS1 Nursery - Learning Map Cycle 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Driver	Stories based on the children's own interests and all about me theme					
	<b>All About Me Theme</b>	<b>Can't you Sleep Little Bear</b>	<b>Giraffes Can't Dance</b>	<b>The Train Ride</b>	<b>Superworm</b>	<b>The Three Little Pigs</b>
Primary Curriculum Focus	Communication & Language Personal, Social, Emotional Development	Communication & Language Personal, Social, Emotional Development	Communication & Language Personal, Social, Emotional Development	Communication & Language Expressive Art & Design	Communication & Language Understanding the World	Communication & Language Understanding the World
Personal, Social and Emotional Development	<p>JIGSAW - Being Me in the World Settling in and becoming familiar with the rules/routines and expectations of nursery Develop relationships with key adults and other children in the class Exploring and becoming familiar with activities/resources in the setting with adult support Explore feelings and share what makes us feel happy, sad, angry, worried etc Share and express our own personal likes, dislikes, interests and preferences</p>	<p>JIGSAW - Celebrating Difference Beginning to understand and follow the rules/routines and expectations of the classroom Beginning to make their own friends Beginning to share/take turns with other children Selects activities and resources with adult support Develop their sense of responsibility and membership of a community Talking about their experiences of feeling scared of something and what makes them feel better</p>	<p>JIGSAW - Dreams and Goals Follows the rules, routines and expectations of the classroom with some adult reminders Selects activities and resources possibly with adult support Beginning to understand how others might be feeling Becoming more confident in new social situations and with less familiar people Sharing what we feel we are good at, not good at, need to get better at etc Understanding the importance of being kind and using kind words Treating everyone equally and fairly</p>	<p>JIGSAW - Healthy Me Follows the rules, routines and expectations of the classroom with some adult reminders Selects activities and resources possibly with adult support Beginning to understand how others might be feeling Becoming more confident in new social situations and with less familiar people Explore how we feel when we go to a new place, sharing experiences of going to new places Discussions around stranger danger when going to new places- importance of keeping safe</p>	<p>JIGSAW - Relationships Increasingly follows the class rules, knowing why they are important, without adult reminders Selects activities/resources confidently to achieve a goal Talk with others to solve conflict and rivalries Develop appropriate ways of being assertive Play with one or more other children, extending and elaborating play ideas Discussions around caring for and being kind to all living things in our world e.g. caring for small creatures Discussions around helping each other and working together as part of a team to achieve a goal</p>	<p>JIGSAW- Changing Me Increasingly follows the class rules, knowing why they are important, without adult reminders Selects activities/resources confidently to achieve a goal Talk with others to solve conflict and rivalries Develop appropriate ways of being assertive Play with one or more other children, extending and elaborating play ideas Discussions around feeling scared and unsafe-what can we do and who can help us Discussions around being kind and knowing the difference between right and wrong Discuss change/growing up and the transition to FS2 and how we feel about it</p>
Communication & Language	<p>Listens to short stories with limited attention Understands simple instructions/questions/sentences Using simple sentences Begins to develop a repertoire of songs and rhymes Beginning to share some information/details about our families, home life and who is important to us Learn and use key vocabulary linked to our bodies, our families, friends, houses etc</p>	<p>Listens to short stories and remembers some of what happened Understands a question or instruction that has two parts Uses simple sentences Has a good repertoire of songs and rhymes Will share information about their recent experiences, home life's, possibly with adult prompting Learn and use key vocabulary linked to bears, light/dark, families, emotions, night/day etc</p>	<p>Listens to stories with increasing attention and remembers much of what happened Understands 'why' questions Uses longer sentences of four to six words Knows many rhymes, can talk about familiar books and tell a longer story Can start a conversation with an adult or friend and continue it for many turns Talk about our own experience of seeing wild animals and what we know about them</p>	<p>Listens to stories with increasing attention and remembers much of what happened Understands 'why' questions Uses longer sentences of four to six words Knows many rhymes, can talk about familiar books and tell a longer story Can start a conversation with an adult or friend and continue it for many turns Talk about our own experiences of going in different vehicles and modes of transport</p>	<p>Enjoys listening to longer stories and can remember much of what happened Uses a wide range of vocabulary Uses talk to organise themselves and their play Has a large repertoire of songs and rhymes Can express a point of view and can debate when they disagree, using words as well as actions Discuss the different minibeasts and what we already know about them</p>	<p>Enjoys listening to longer stories and can remember much of what happened Uses a wide range of vocabulary Uses talk to organise themselves and their play Has a large repertoire of songs and rhymes Can express a point of view and can debate when they disagree, using words as well as actions Discuss our houses/siblings and where we live</p>

			Learn and use key vocabulary linked to wild animals, Africa, hot/cold weather, talents/abilities etc	Discuss what vehicles our family have and what vehicles we have been in Learn and use key vocabulary linked to transportation and vehicles	Learn and use key vocabulary linked to minibeasts and their habitats Discussions and sharing ideas of how to be a good friend and how to help others	Learn and use key vocabulary linked to pigs, wolfs, houses, materials, emotions etc
Physical Development	<p>Weekly challenge in funky finger area</p> <p>Daily dough disco/squiggle while you wiggle sessions</p> <p>Beginning to use the school toilets, with adult support</p> <p>Beginning to put own coat/shoes on with support</p> <p>Explores and becomes familiar with tools and equipment with adult support</p> <p>Match their physical skills to tasks and activities in the setting</p> <p>Uses a comfortable grip when holding pens and pencils</p> <p>Using one handed tools and equipment to paint and draw a self portrait and family portraits</p>	<p>Weekly challenge in funky finger area</p> <p>Daily dough disco/squiggle while you wiggle sessions</p> <p>Uses the school's toilets, possibly still needing adult support</p> <p>Puts own coat/shoes on, possibly still needing adult support</p> <p>Uses different tools and equipment in familiar ways</p> <p>Develops their movements, balance, riding and ball skills</p> <p>Use large motor movements to wave flags, streamers and mark makers</p> <p>Uses a comfortable grip when holding pens and pencils</p> <p>Begins to take part in group activities</p> <p>Moving like a bear and other wooden creatures</p> <p>Making bear caves with large scale equipment e.g. large blocks and den building resources</p> <p>Making lanterns using cutting, joining folding techniques</p>	<p>Weekly challenge in funky finger area</p> <p>Daily dough disco/squiggle while you wiggle sessions</p> <p>Uses the school's toilets independently, washing and drying hands properly</p> <p>Puts own coat/shoes on but may need help with zipper</p> <p>Uses one handed tools and equipment safety and with good control</p> <p>Are increasingly able to remember and use sequences and patterns of movement which are related to music and rhyme</p> <p>Choose the right resources to carry out their own plan</p> <p>Shows a preference for a dominant hand</p> <p>Move like different wild animals from the story</p> <p>Performing a simple dance routine</p>	<p>Weekly challenge in funky finger area</p> <p>Daily dough disco/squiggle while you wiggle sessions</p> <p>Uses the school's toilets independently, washing and drying hands properly</p> <p>Puts own coat/shoes on but may need help with zipper</p> <p>Uses one handed tools and equipment safety and with good control</p> <p>Go up steps, stairs or climbing apparatus using alternate feet</p> <p>Choose the right resources to carry out their own plan</p> <p>Shows a preference for a dominant hand</p> <p>Using different techniques to make a junk model vehicle</p> <p>Making vehicles using large scale resources</p>	<p>Weekly challenge in funky finger area</p> <p>Daily dough disco/squiggle while you wiggle sessions</p> <p>Be increasingly independent in meeting their own care needs e.g. toileting, hand washing</p> <p>Puts own coat on and pulls up zipper independently</p> <p>Make healthy choices about food, drink, activities and toothbrushing</p> <p>Uses one handed tools and equipment with increased control and awareness of safety</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>Collaborate with others to manage large items such as moving planks of wood</p> <p>Uses a three finger tripod grip with good control when holding pens and pencils</p> <p>Move like different minibeasts</p> <p>Use different techniques to make a junk model minibeast</p>	<p>Weekly challenge in funky finger area</p> <p>Daily dough disco/squiggle while you wiggle sessions</p> <p>Be increasingly independent in meeting their own care needs e.g. toileting, hand washing</p> <p>Puts own coat on and pulls up zipper independently</p> <p>Make healthy choices about food, drink, activities and toothbrushing</p> <p>Uses one handed tools and equipment with increased control and awareness of safety</p> <p>Collaborate with others to manage large items such as moving planks of wood</p> <p>Uses a three finger tripod grip with good control when holding pens and pencils</p> <p>Learns how to use a knife and fork properly</p>
Literacy	<p>Daily Letters &amp; Sounds phonics sessions-environmental sounds, instrumental sounds and voice/body sounds</p> <p>Enjoys listening to stories with an adult</p> <p>Begins to show an interest in stories in provision</p> <p>Can name some nursery rhymes and can join in with singing nursery rhymes</p> <p>Fiction/non fiction books about ourselves, families, friendships, emotions, homes</p> <p>Beginning to recognise first name</p>	<p>Daily Letters &amp; Sounds phonics sessions- rhythm and rhyme, alliteration, oral blending and segmenting</p> <p>Shows an interest in stories through asking questions and commenting on stories</p> <p>Knows what words come next in a variety of nursery rhymes</p> <p>Can recognise their name</p> <p>Makes marks that might represent their name</p> <p>Beginning to hear when two or more words rhyme</p> <p>Fiction/no fiction books about bears, caves, emotions, light/dark</p>	<p>Daily Letters &amp; Sounds phonics sessions-oral blending and segmenting</p> <p>Daily RWI phonics sessions</p> <p>Understands the five key concepts about print: can spot and suggest rhymes, can count or clap syllables, recognise words with the same initial sound</p> <p>Can segment and blend some cvc words</p> <p>Can find name card independently</p> <p>Beginning to write the first few letters of their name</p> <p>Fiction/non fiction books about wild animals, Africa, weather</p>	<p>Daily RWI phonics sessions</p> <p>Understands the five key concepts about print: can spot and suggest rhymes, can count or clap syllables, recognise words with the same initial sound</p> <p>Beginning to write the first few letters of their name</p> <p>Beginning to make marks that represent other letter not in their name</p> <p>Fiction/non fiction books about vehicles, journeys</p>	<p>Daily RWI phonics sessions</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Can write some or all of their name</p> <p>Can write some letters accurately</p> <p>Uses their letter knowledge in their early writing</p> <p>Fiction/non fiction books about minibeasts, habitats</p>	<p>Daily RWI phonics sessions</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Can write some or all of their name</p> <p>Can write some letters accurately</p> <p>Uses their letter knowledge in their early writing</p> <p>Can link some sounds to the letter</p> <p>Can use the RWI handwriting phrase to form some letters correctly</p> <p>Fiction/non fiction books about pigs, wolfs, houses, materials, families, emotions</p>
Maths	<p>Beginning to join in with singing number songs/rhymes</p> <p>Orally counting to 5</p> <p>Finger numbers to 5</p> <p>1:1 counting to 5</p> <p>2D shape</p>	<p>Knows some number songs/rhymes</p> <p>Comparing amounts of objects</p> <p>ABAB patterns</p> <p>Comparing size, capacity</p> <p>1:1 counting to 5</p> <p>2D shape</p>	<p>Knows many number songs/rhymes</p> <p>All about the numbers: 1,2,3</p> <p>Comparing weight</p> <p>Matching numeral to quantity to 5</p>	<p>Knows many number songs/rhymes</p> <p>All about the numbers 4, 5</p> <p>ABAB pattern</p> <p>Matching numeral to quantity to 5</p>	<p>Has a large repertoire of number songs/rhymes</p> <p>Fingers numbers to 10</p> <p>3D shape</p> <p>All about the numbers 6,7</p> <p>Comparing-length</p>	<p>Has a large repertoire of number songs/rhymes</p> <p>Sequence of events</p> <p>All about the numbers 8,9,10</p> <p>Matching numeral to quantity to 10</p> <p>Familiar routes</p> <p>3D shape</p>

<p>Understanding the World</p>	<p>Beginning to talk about what they see, using limited vocabulary Beginning to explore natural materials and other materials in the setting Beginning to talk about their own life and family Beginning to notice differences between people e.g. the adults and children in our class Beginning to explore how things work around us Exploring with all 5 senses Know where they live in the world Discuss the different occupations of people in our families</p>	<p>Talk about what they see using limited vocabulary Continues to explore natural materials and other materials in the setting Continues to talk about their own life and family in more detail Comments and asks questions about the differences between people Explore light/dark, night/ day Begin to understand the need to respect and care for the natural environment and all living things Explore the different types of bears and where they can be found in our world</p>	<p>Talk about what they see using extended vocabulary Continues to explore different materials and begins to use specific vocabulary linked to that material Develops a better understanding of their own life and family history and can talk about this in more detail Beginning to develop positive attitudes about the differences between people Continue to explore how things work Explores different countries in the world (with a focus on Africa) and the wild animals native to that country</p>	<p>Talk about what they see using extended vocabulary Continues to explore different materials and begins to use specific vocabulary linked to that material Develops a better understanding of their own life and family history and can talk about this in more detail Continues to develop positive attitudes about the differences between people Continue to explore how things work Explore how you can travel to different countries in the world and our own experiences of traveling in vehicles to get to different places</p>	<p>Talk about what they see using a wide range of vocabulary Has an increased understanding of their own life and that of their family Has a good understanding of how different things work in their experience Knows there are different countries in the world and talk about the differences they have experienced or seen in photos Plants seeds and care for growing plants Understand the key features of a life cycle of a plant and an animal Discuss the importance of caring for all living things</p>	<p>Talk about what they see using a wide range of vocabulary Explores collections of materials with similar different properties and uses the correct vocabulary to describe them Has an increased understanding of their own life and that of their family Explore and talk about the different forces they feel Exploring different types of houses and home around the world and comparing our homes to other peoples in other countries</p>
<p>Expressive Art &amp; Design</p>	<p>Beginning to join in with singing songs and rhymes Knows the name of all the colours and can say what colour things are Take part in simple pretend play Begin to explore different materials in order to get an idea of how to use them Beginning to use drawings to communicate Draw/paint simple representations of a self portraits/family picture, our pets, our houses etc</p>	<p>Listens with increasing attention to sounds Explores a range of instruments and sound makers Mix different colours together to make a new colour with adult support Take part in simple pretend play Continue to develop an understanding of how different materials can be used Create enclosed lines and then begin to use these shapes to represent objects Use drawings to represent ideas like movement or sounds Explore bear sounds Colour mix brown to create a simple representation of a bear/cave Create night time artwork</p>	<p>Remembers and sings entire songs Begin to apply their knowledge of colour mixing to their paintings Begin to develop complex stories using small world equipment Join different materials and explore different textures Begin to draw with increased complexity and detail Explore wild animal sounds Draw/paint wild animals using appropriate colours Exploring African instruments and African music</p>	<p>Remembers and sings entire songs Play instruments with increasing control to express their feelings and ideas Begin to apply their knowledge of colour mixing to their paintings Begin to develop complex stories using small world equipment Join different materials and explore different textures Continue to draw with increased complexity and detail Explore vehicle sounds Draw/paint detailed pictures of vehicles Create junk model vehicles</p>	<p>Create their own songs, or improve a song around one they know Confidently mixes two or three colours together to make a desired colour Make imaginative and complex small worlds using a range of resources Develop their ideas and then decide which materials to use to express them Begin to show different emotions in their drawings and paintings, like happiness, sadness or fear Explore minibeast sounds Draw/paint detailed representations of minibeast Create junk model minibeast</p>	<p>Create their own songs, or improve a song around one they know Confidently mixes two or three colours together to make a desired colour Make imaginative and complex small worlds using a range of resources Develop their ideas and then decide which materials to use to express them Show different emotions in their drawings and paintings, like happiness, sadness or fear Explore pig and wolf sounds Colour mix to paint a pig or wolf Use different materials to create a junk model home Explore different materials and their properties</p>
<p>Role Play</p>	<p>Domestic home corner (with Halloween link in week 8)</p>	<p>Domestic home corner (with Diwali link in week 1, Christmas link in weeks 6&amp;7)</p>	<p>Domestic home corner (with Chinese New Year link in week 5)</p>	<p>Domestic home corner (with Easter link in week 5)</p>	<p>Domestic home corner</p>	<p>Domestic home corner</p>
<p>Parent/Carers</p>	<p>FS1 parents evening FS1 stay and play session (Christmas theme) EYFS Christmas performance Whole school christmas fayre</p>		<p>FS1 stay and play session (easter theme) FS1 parents evening EYFS trip to wilflife park</p>		<p>FS1 sports day FS1 stay and play session FS1 end of year reports FS1 transition days/meetings/home visits</p>	
<p>Trips/Visits</p>	<p>Walk around the village of Great Houghton</p>	<p>Santa Claus visit to school</p>	<p>Trip to Yorkshire Wildlife Park African animal visit to school</p>	<p>Trip out on a mode of transportation (possibly a bus or train)</p>	<p>Minibeast hunt around the school site</p>	<p>Trip to a local farm</p>