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 high quality texts | C:\Users\n.manley\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B5E66B7D.tmp | Image result for giraffes can't dance | C:\Users\n.manley\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\4C72FC8F.tmp | C:\Users\n.manley\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\D9E357F2.tmp | Image result for the three little pigs |
| **All About Me** | **Can’t you Sleep Little Bear**  | **Giraffes Can’t Dance**  | **The Train Ride** | **Super worm** | **The Three Little Pigs**  |
| Personal, Social and Emotional Development | JIGSAW – Being Me in the WorldSettling in and becoming familiar with the rules, routines and expectations of nursery Develop relationships with key adults and other children in the class Explore and become familiar the activities/resources in the setting with adult supportExplore feelings and share what makes us feel happy/sad, angry, worried etc Share and express our own personal likes/dislikes, interests and preferences  | JIGSAW – Celebrating differencesBeginning to understand and follow the rules/routines and expectations of the classroom Beginning to make their own friendsBeginning to share/take turns with other childrenSelects activities and resources with adult supportExplore how we feel when we are alone and our own experiences of feeling scared/frightenedDevelop their sense of responsibility and membership of a community  | JIGSAW – Dreams and GoalsFollows the rules, routines and expectations of the classroom with some adult reminders Selects activities and resources possibly with adult supportBeginning 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 | JIGSAW – Healthy Me Follows the rules, routines and expectations of the classroom with some adult reminders Selects activities and resources possibly with adult supportBeginning 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 | JIGSAW – RelationshipsIncreasingly follows the class rules, knowing why they are important, without adult remindersSelects activities/resources confidently to achieve a goalTalk 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  | JIGSAW- Changing MeIncreasingly follows the class rules, knowing why they are important, without adult remindersSelects activities/resources confidently to achieve a goalTalk with others to solve conflict and rivalries Develop appropriate ways of being assertivePlay with one or more other children, extending and elaborating play ideasDiscuss change/growing up and the transition to FS2 and how we feel about it  |
| Communication & Language  | Listens to short stories with limited attention Understands simple instructions/questions/sentences Uses 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, hoses etc  | Listens to short stories and remembers some of what happened Understands a question or instruction that has two partsUses 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  | Listens to stories with increasing attention and remembers much of what happenedUnderstands ‘why’ questions Uses longer sentences of four to six words Knows many rhymes, can talk about familiar books and tell a longer storyCan 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 Learn and use key vocabulary linked to wild animals, Africa, hot/cold weather, talents/abilities etc | Listens to stories with increasing attention and remembers much of what happenedUnderstands ‘why’ questionsUses longer sentences of four to six wordsKnows many rhymes, can talk about familiar books and tell a longer storyCan 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 transportDiscuss what vehicles our family haveLearn and use key vocabulary linked to transportation and vehicles  | Enjoys listening to longer stories and can remember much of what happenedUses 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 actionsDiscuss the different minibeasts and what we already know about Learn and use key vocabulary linked to minibeasts and their habitats  | Enjoys listening to longer stories and can remember much of what happenedUses a wide range of vocabulary Uses talk to organise themselves and their playHas a large repertoire of songs and rhymes Can express a point of view and can debate when they disagree, using words as well as actionsDiscuss our houses/siblings and where we live Learn and use key vocabulary linked to pigs, wolfs, houses, materials, emotions etc  |
| Physical Development  | Weekly challenge in funky finger area Daily dough disco/squiggle while you wiggle sessions Beginning to use the school toilets, with adult supportBeginning to put own coat/shoes on with supportExplores and becomes familiar with tools and equipment with adult supportMatch their physical skills to tasks and activities in the setting Uses a comfortable grip when holding pens and pencils  | Weekly challenge in funky finger area Daily dough disco/squiggle while you wiggle sessions Uses the school’s toilets, possibly still needing adult supportPuts own coat/shoes on, possibly still needing adult supportUses different tools and equipment in familiar waysDevelops their movements, balance, riding and ball skills Use large motor movements to wave flags, streamers and mark makersUses a comfortable grip when holding pens and pencils Begins to take part in group activities Move like a bear  | Weekly challenge in funky finger area Daily dough disco/squiggle while you wiggle sessions Uses the school’s toilets independently, washing and drying hands properly Puts own coat/shoes on but may need help with zipper Uses one handed tools and equipment safety and with good control Are increasingly able to remember and use sequences and patterns of movement which are related to music and rhyme Choose the right resources to carry out their own plan Shows a preference for a dominant handMove like different wild animals  | Weekly challenge in funky finger area Daily dough disco/squiggle while you wiggle sessions Uses the school’s toilets independently, washing and drying hands properly Puts own coat/shoes on but may need help with zipperUses one handed tools and equipment safety and with good controlGo up steps, stairs or climbing apparatus using alternate feet Choose the right resources to carry out their own plan Shows a preference for a dominant hand | Weekly challenge in funky finger area Daily dough disco/squiggle while you wiggle sessions Be increasingly independent in meeting their own care needs e.g. toileting, hand washing Puts own coat on and pulls up zipper independently Make healthy choices about food, drink, activities and toothbrushing Uses one handed tools and equipment with increased control and awareness of safety Skip, hop, stand on one leg and hold a pose for a game like musical statues Collaborate with others to manage large items such as moving planks of wood Uses a three finger tripod grip with good control when holding pens and pencils Move like different minibeasts  | Weekly challenge in funky finger area Daily dough disco/squiggle while you wiggle sessions Be increasingly independent in meeting their own care needs e.g. toileting, hand washingPuts own coat on and pulls up zipper independentlyMake healthy choices about food, drink, activities and toothbrushingUses one handed tools and equipment with increased control and awareness of safetyCollaborate with others to manage large items such as moving planks of woodUses a three finger tripod grip with good control when holding pens and pencilsLearns how to use a knife and fork properly  |
| Literacy  | Daily Letters & Sounds phonics sessions-environmental sounds Enjoys listening to stories with an adult Begins to show an interest in stories in provision Can name of and join in with singing nursery rhymes Fiction/non fiction books about ourselves, families, friendships, emotions, homes | Daily Letters & Sounds phonics sessions-instrumental sounds, body percussion soundsShows an interest in stories through asking questions and commenting on stories Knows what words come next in a variety of nursery rhymes Can recognise their name Makes marks that might represent their nameFiction/no fiction books about bears, caves, emotions, light/dark | Daily Letters & Sounds phonics sessions-rhythm and rhyme, alliterationUnderstands the five key concepts about print: can spot and suggest rhymes, can count or clap syllables, recognise words with the same initial soundBeginning to write the first few letters of their name Fiction/non fiction books about wild animals, Africa, weather | Daily Letters & Sounds phonics sessions-voice sounds, oral blending and segmenting Understands the five key concepts about print: can spot and suggest rhymes, can count or clap syllables, recognise words with the same initial soundBeginning to write the first few letters of their nameFiction/non fiction books about vehicles, journeys  | Daily RWI phonics sessionsEngage in extended conversations about stories, learning new vocabulary Can write some or all of their name Can write some letters accurately Uses their letter knowledge in their early writing Fiction/non fiction books about minibeasts, habitats  | Daily RWI phonics sessionsEngage in extended conversations about stories, learning new vocabularyCan write some or all of their nameCan write some letters accuratelyUses their letter knowledge in their early writingFiction/non fiction books about pigs, wolfs, houses, materials, families, emotions  |
| Maths | Beginning to join in with singing number songs/rhymes Orally counting to 5 Finger numbers to 5 1:1 counting to 5  | Knows some number songs/rhymesComparing amounts of objects ABAB patterns Comparing size, capacity 1:1 counting to 5  | Knows many number songs/rhymes All about the numbers: 1,2,3Comparing weight 2D shape Matching numeral to quantity to 5  | Knows many number songs/rhymesAll about the numbers 4, 5Comparing length ABAB patternComparing amounts of objects Fingers numbers to 5  | Has a large repertoire of number songs/rhymes 2D shape Matching numeral to quantity to 5 All about the numbers 6,7Positional language  | Has a large repertoire of number songs/rhymesSequence of events All about the numbers 8,9,10Familiar routes3D shape  |
| Understanding the World | 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 familyBeginning to notice differences between people e.g the adults and children in our classBeginning to explore how things work around usKnow where they live in the world Discuss the different occupations of people in our families  | Talk about what they see using limited vocabulary Continues to explore natural materials and other materials in the settingContinues to talk about their own life and family in more detail Comments and asks questions about the differences between peopleExplore light/dark, night/ dayBegin 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  | 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 is more detail Beginning to develop positive attitudes about the differences between peopleContinue to explore how things workExplores different countries in the world (with a focus on Africa) and the wild animals native to that country  | Talk about what they see using extended vocabularyContinues to explore different materials and begins to use specific vocabulary linked to that materialDevelops a better understanding of their own life and family history and can talk about this is more detailContinues to develop positive attitudes about the differences between people Continue to explore how things workExplore how you can travel to different countries in the world and our own experiences of traveling in vehicles to get to different places  | Talk about what they see using a wide range of vocabulary Has an increased understanding of their own life and that of their familyHas 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 plantsUnderstand the key features of a life cycle of a plant and an animal | Talk about what they see using a wide range of vocabularyExplores collections of materials with similar different properties and uses the correct vocabulary to describe themHas an increased understanding of their own life and that of their familyExplore and talk about the different forces they feel Knows there are different countries in the world and talk about the differences they have experienced or seen in photos |
| Expressive Art & Design  | Beginning to join in with singing songs and rhymes Knows the name of all the colours and can say what colour things areTake 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  | 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 supportTake 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 | Remembers and sings entire songsBegin to apply their knowledge of colour mixing to their paintingsBegin 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  | Remembers and sings entire songsPlay instruments with increasing control to express their feelings and ideas Begin to apply their knowledge of colour mixing to their paintingsBegin to develop complex stories using small world equipmentJoin different materials and explore different texturesContinue to draw with increased complexity and detailExplore vehicle sounds Draw/paint detailed pictures of vehicles  | 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 us to express them Begin to show different emotions in their drawings and paintings, like happiness, sadness or fearExplore minibeast sounds Draw/paint detailed representations of minibeasts  | Create their own songs, or improve a song around one they knowConfidently mixes two or three colours together to make a desired colourMake imaginative and complex small worlds using a range of resourcesDevelop their ideas and then decide which materials to us to express them Show different emotions in their drawings and paintings, like happiness, sadness or fearExplore pig and wolf sounds Colour mix pink to paint a pig Use different materials to create a junk model home  |
| Role Play | Domestic home corner (with Halloween link in week 7) | Domestic home corner (with Diwali link in week 1, Christmas link in weeks 6&7) | Domestic home corner (with Chinese New Year link in week 5) | Domestic home corner (with Easter link in week 6) | Domestic home corner | Domestic home corner |
| Parent/Carers | Christmas performanceFS1 stay and play sessionFS1 parents evening | FS1 stay and play sessionFS1 parents evening  | FS1 sports dayFS1 stay and play sessionFS1 end of year reports FS1 transition days/meetings |
| Trips/Visits | Topic linked walk around the village of Great Houghton  | Santa Claus visit to school  | Trip to Yorkshire Wildlife ParkAfrican animal visit to school | Trip out on a mode of transportation (possibly a bus or train) |  | Trip to a local farm / Sundown Adventure Land  |