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](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwim0dqd2dbgAhUPxxoKHYHgBnYQjRx6BAgBEAU&url=https://www.amazon.co.uk/Giraffes-Cant-Dance-International-Bestseller/dp/1841215651&psig=AOvVaw2a6agkOtdwXXRZUOpScZuv&ust=1551177660689123) | 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](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjM5ce52dbgAhWm1uAKHQEnBq0QjRx6BAgBEAU&url=https://www.amazon.co.uk/Three-Little-First-Fairy-Tales/dp/1848956584&psig=AOvVaw2Y_C3ggKmpmDkY1HxIDaia&ust=1551177715900314) |
| **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 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  Explore and become familiar the 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 | JIGSAW – Celebrating differences  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  Explore how we feel when we are alone and our own experiences of feeling scared/frightened  Develop their sense of responsibility and membership of a community | 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 | 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 | 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 | 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  Discuss 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 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 | 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  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 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  Discuss what vehicles our family have  Learn and use key vocabulary linked to transportation and vehicles | 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  Learn and use key vocabulary linked to minibeasts and their habitats | 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  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 support  Beginning to put own coat/shoes on with support  Explores and becomes familiar with tools and equipment with adult support  Match 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 support  Puts own coat/shoes on, possibly still needing adult support  Uses different tools and equipment in familiar ways  Develops their movements, balance, riding and ball skills  Use large motor movements to wave flags, streamers and mark makers  Uses 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 hand  Move 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 zipper  Uses one handed tools and equipment safety and with good control  Go 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 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  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  Learns 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 sounds  Shows 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 name  Fiction/no fiction books about bears, caves, emotions, light/dark | Daily Letters & Sounds phonics sessions-rhythm and rhyme, alliteration  Understands the five key concepts about print: can spot and suggest rhymes, can count or clap syllables, recognise words with the same initial sound  Beginning 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 sound  Beginning to write the first few letters of their name  Fiction/non fiction books about vehicles, journeys | Daily RWI phonics sessions  Engage 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 sessions  Engage 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 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/rhymes  Comparing amounts of objects  ABAB patterns  Comparing size, capacity  1:1 counting to 5 | Knows many number songs/rhymes  All about the numbers: 1,2,3  Comparing weight  2D shape  Matching numeral to quantity to 5 | Knows many number songs/rhymes  All about the numbers 4, 5  Comparing length  ABAB pattern  Comparing 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 6,7  Positional language | Has a large repertoire of number songs/rhymes  Sequence of events  All about the numbers 8,9,10  Familiar routes  3D 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 family  Beginning to notice differences between people e.g the adults and children in our class  Beginning to explore how things work around us  Know 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 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 | 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 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 | 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  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 | 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 | 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  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 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 | 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 | 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 | 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 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 fear  Explore minibeast sounds  Draw/paint detailed representations of minibeasts | 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  Show different emotions in their drawings and paintings, like happiness, sadness or fear  Explore 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 performance  FS1 stay and play session  FS1 parents evening | | FS1 stay and play session  FS1 parents evening | | FS1 sports day  FS1 stay and play session  FS1 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 Park  African animal visit to school | Trip out on a mode of transportation (possibly a bus or train) |  | Trip to a local farm / Sundown Adventure Land |