

**Year Group Curriculum Map**  
**Year: 3 year Old Nursery**

|  | <b>Term 1</b>   | <b>Term 2</b>  | <b>Term 3</b>  | <b>Term 4</b>  | <b>Term 5</b>  | <b>Term 6</b>   |
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| <b>Theme/Topic</b> The teacher will loosely plan the theme for the introductory weeks. The children's interests will then drive the planning | <b>Marvellous Me</b>  | <b>Celebrations</b>  | <b>Toys</b>  | <b>Once Upon a Time</b>  | <b>Spring Has Sprung</b>   | <b>Under the Sea</b>  |
| <b>1. Bang Event (Wider Experiences/Opportunities )</b>  | Sharing Photos<br>Family members in school<br>Walks around my school  | Visit to forest to Experience Autumn<br>Learn Christmas songs  | Bring a toy to school<br>Teddy bear Picnic<br>Visitor to share toys<br>Old/new toys  | Making porridge/gingerbread men  | Visit to the forest<br>Growing & Planting<br>Farm visit/staff pets   | Beach Experience Day (at MM)  |
| <b>2. Oracy Opportunities</b>  | Provide opportunities for conversation, storytelling and role play where children share their ideas with support and modelling for adults.<br><br>Asking questions to find out more each other.<br><br>Provide extensive opportunities to use and embed new words in a range of contexts. | Opportunities for children to talk about their own experiences of festivals/celebrations and traditions<br><br>Asking questions to find out more each other.<br><br>Provide extensive opportunities to use and embed new words in a range of contexts. | Opportunities for children to talk and ask questions/ talk about their toys /visitor toys<br><br>Asking questions to find out more each other.<br><br>Provide extensive opportunities to use and embed new words in a range of contexts. | Provide opportunities for conversation, storytelling and role play where children share their ideas with support and modelling for adults e.g.<br>Acting out stories<br>Role play<br>Cooking<br><br>Provide extensive opportunities to use and embed new words in a range of contexts. | Provide opportunities for conversation, storytelling and role play where children share their ideas with support and modelling for adults.<br><br>Asking questions to find out more each other's pets.<br><br>Provide extensive opportunities to use and embed new words in a range of contexts. | Provide opportunities for conversation, storytelling and role play where children share their ideas with support and modelling for adults.<br><br>Asking questions to find out more each other.<br><br>Provide extensive opportunities to use and embed new words in a range of contexts. |
| <b>3. Cultivating Readers Key Text(s)</b>  | Great Big Book of Families<br>It is Ok to Be Different<br>Tidy Up Titch/You'll soon grow into them<br>Alfie stories<br>The Tiger who Came to Tea<br>Harry's Home<br>One smiling Grandma<br>Getting to Grandad<br>Bears<br>Grandpa   | Conkers Bonkers<br>Can't you sleep Little Bear?<br>Meg & Mog stories   | Kipper's Toybox<br>Where's My Teddy?<br>Eddy's Teddy's Friend<br>Thread Bear<br>Elmer stories  | Goldilocks and the Three Bears<br>The Gingerbread Man<br>The 3 Billy Goats Gruff<br>The 3 Little Pigs  | The Tiny Seed<br>Jack & the Beanstalk<br>Jaspers Beanstalk<br>Handa's Surprise<br>The Hungry Caterpillar<br>Owl Babies<br>Titus' Troublesome Tooth<br>Growing/ life cycle action poems   | The Snail and the Whale<br>The Rainbow Fish<br>Hooray for Fish<br>Can you hear the Sea?   |

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| <b>4. Broaden Horizons</b><br>(ambition / aspirations)   | Different occupations.   | Astronaut  | Nurse/Doctor                                   | Chefs   | Farmer/Dentist   | Fisherman/Deep Sea Diver   |
| <b>5. Key Vocabulary</b>   | Family, same, different, body parts, mum, dad, sister, brother, parents, Me/I granny/nan, grandpa.   | Festival/celebration/ shadow/light/decoration  | Windup/long ago switch/soft/cuddly/old/new     | Once upon a time, pretend/first/ one day/next/ then/ finally/the end/lived happily ever after   | roots, shoots, stem, leaves. Petal/flower/ young/old/caterpillar/pupa/ tadpole/frogspawn                       | Shellfish/beach/seaside/claw pincers/shell/                            |
| <b>Applause Opportunities</b> ( <i>how work is to be celebrated</i> )  | In class art gallery to display self-portraits.  | Perform Christmas songs to an audience   | Picnic with toy and family member              | Share food made by children at snack times  | Parents in to share new poems/songs children have learnt   | Parents in to share Beach Day experience                               |
| <b>Possible Enquiry Questions</b>  | What is a family?<br>Who is in your family?<br><br>Are we all the same or are we all different?  | What happens to the leaves in Autumn?<br>What is a shadow?<br>How do we make a shadow? | How does it feel/look?<br>Can you describe it? | What happened 'once upon a time'?<br>If you went down to the woods today, who would you see?<br>Can you run as fast as the Gingerbread Man? | What it is like in Spring?<br>What happens to trees in Spring?<br><br>What happens first, next, then, finally? | What lives in the sea?<br>How does it move?<br>What does it look like? |
| <b>Communication and Language</b><br>Our curriculum is structured with communication and language at the core. Adults exploit any opportunity to reinforce taught vocabulary, modelling correct usage in different contexts. Every interaction with a child provides an opportunity to | <b>Children will be learning to:</b><br><br>Enjoy listening to longer stories and can remember much of what happens.<br><br>Pay attention to more than one thing at a time, which can be difficult.<br><br>Use a wider range of vocabulary.<br><br>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". |  |  |   |  |  |

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| <p>extend vocabulary. model spoken English and extend sentences. Communication and language is not specifically planned for across the year. All aspects of developing communication and language are considered throughout daily classroom practice and continuous provision. Observations, next steps and target setting support the development of individuals. Interventions are designed to support children not making the expected progress.</p> | <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.<br/>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> |
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**Physical Development**

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| <p><b>Children will be learning to:</b></p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> |
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Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

**PSED**

**Children will be learning to;**

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Develop their sense of responsibility and membership of a community.

Become more outgoing with unfamiliar people, in the safe context of their setting.

Show more confidence in new social situations.

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Increasingly follow rules, understanding why they are important.

Remember rules without needing an adult to remind them.

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Understand gradually how others might be feeling.

Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.

Make healthy choices about food, drink, activity and tooth brushing.

### Literacy

Children will be learning to:

#### Reading

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

Engage in extended conversations about stories, learning new vocabulary

#### Writing

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

Write some, or all, of their name.

Write some letters accurately.

### Mathematics

Children will be learning to:

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5.

Say one number for each item in order: 1,2,3,4,5.

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Show 'finger numbers' up to 5.

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Experiment with their own symbols and marks as well as numerals.

Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'

Make comparisons between objects relating to size, length, weight and capacity.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.

Combine shapes to make new ones – an arch, a bigger triangle, etc.

Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.

Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.

Notice and correct an error in a repeating pattern.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

**Understanding The World**

Children will be learning to:

Use all their senses in hands-on exploration of natural materials.  
Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

Begin to make sense of their own life-story and family's history.

Show interest in different occupations.

Explore how things work.

Provide mechanical equipment for children to play with and investigate.

Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards.

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant and an animal.

Begin to understand the need to respect and care for the natural environment and all living things.

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice

Continue developing positive attitudes about the differences between people

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

**Expressive Arts and Design**

Children will be learning to:

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Explore different materials freely, to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Explore colour and colour mixing

Show different emotions in their drawings – happiness, sadness, fear, etc

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas