







Little Acorn's Curriculum Map



	My First term	My second term	Transition term
<b>Seasons, possible themes and festivals</b>	Settling in, Autumn, Diwali, Christmas, nursery rhymes, bonfire night	Winter, Chinese New Year, Spring, easter, pancake day	Summer, Eid
<b>Possible Visits and enhancements</b>	Calderstones park autumn walk, Greenacres farm Christmas trip, forest school, walks around the local area	EID party, forest school, walks around the local aera	Acorn farm visit to nursery, Windmill farm summer trip, Walks around the local area
<b>Rhymes</b>	Twinkle twinkle, the wheels on the bus, wind my bobbin up, Incey winsey spider, Baa Baa black sheep		3 little ducks, 1,2,3,4,5 once I caught a fish alive 3 little monkeys
<b>Books</b>	That's not my... (book series) -linked to children's interests Sensory, touch and feel books, flap books – Dear Zoo Where's Mr Lion?	Guess how much I love you, Rumble in the jungle, Brown bear, brown bear	The colour monster, Going on a bear hunt, Three little pigs, The Gruffalo
<b>Area of learning</b>	I will...	I will...	I will...
<b>PSED</b>	Separate from parents confidently and rely on my key person for support.  I can feel upset, overwhelmed and angry with support. I will understand that these feelings are okay.	Begin to interact and form relationships with other adults and form a strong relationship with children/peers.  Feel secure enough to express my emotions.  Follow the room routine and have some understanding of boundaries.	Recognise that nursery is a safe and special place and feel secure.  Begin to use distraction techniques to regulate my feelings.  Follow the room routine with ease, sometimes joining in

	<p>Try to understand there are rules I need to follow to keep me safe.</p> <p>Explore my new surroundings using all my senses.</p> <p>Recognise key parts of the day for example tidy up time and try to put at least 1 toy away using labelled boxes.</p> <p>Begin to learn that sometimes I have to wait even through this might frustrate me.</p>	<p>Become confident to make choices and explore my surroundings independently.</p> <p>Tidy up at least 3 toys using the labelled boxes.</p> <p>Begin to respond and recognise adults, timers, visual and verbal countdowns to help me share or wait my turn.</p>	<p>with our routine songs, such as our clean up song, and helping other children in my room.</p> <p>Begin to plan my play through making choices independently.</p> <p>Tidy up my own play using the correctly labelled boxes and know which area they are from.</p> <p>Continue to recognise and respond to adults. Timers, visual and verbal countdowns to help me share and waiting my turn.</p>
<p><b>Communication and language</b></p> <p>Weekly time2sign lessons</p> <p>Children's understanding is assessed using Wellcomm screening throughout the year</p>	<p>Listen to nursery rhymes sung by adults and begin to join in with some actions.</p> <p>Use gestures and visual cues to communicate my needs to adults.</p> <p>Respond to an adult when being spoken to e.g. making eye contact and gestures such as nodding.</p>	<p>Begin to join in with some key words in nursery rhymes.</p> <p>Learn 10-20 new words and communicate freely with adults and peers.</p> <p>Communicate and respond when asked simple questions by using 2 words together.</p>	<p>Become confident in listening and joining in with well known nursey rhymes and may choose favourites.</p> <p>Continue to develop my vocabulary to communicate my needs and wants.</p> <p>Respond and answer simple questions by using 3 words together.</p>

	<p>Focus on an activity of my choosing for 2-3 minutes.</p> <p>Will use sounds in play, e.g. 'brrmmmm' for a toy car.</p>	<p>Focus on an adult-led activity for no more than 5 minutes.</p> <p>Copy and use familiar expressions during my play. E.g. 'oh dear, all gone'</p>	<p>Willingly join in with adult-led activity such as circle time and show focus for no more than 5 minutes.</p> <p>Begin to use everyday words during my play to communicate with my peers and adults.</p>
<b>Physical Development</b>	<p><b>HAND WASHING-</b> Understanding the importance of having clean hands after messy play, before we eat, and after the toilet. Knowing to use soap and water, and how to hand wash effectively through the use of our hand washing song.</p> <p><b>DENTAL HYGIENE</b> Recognising that to keep healthy we need to brush our teeth. Understanding that we should only have little bits of some foods so that we can keep healthy. Children will create their own dental hygiene packs each term, using the story '<i>Alan's Scary Teeth</i>' and '<i>Going to the Dentist</i>'.</p>	          	          

	<p>Recognise peg picture.</p> <p>Cooperate during nappy changing time and begin to show awareness of hand washing facilities.</p> <p>Explore my body and how it moves through dancing, action songs and outdoor play.</p> <p>To show an interest in fine motor resources such as mark making and malleable tools.</p>	<p>Recognise my own pictures and own coat/ bag.</p> <p>Begin to wash my hands with adult support and recognise why it is important.</p> <p>Begin to use my body in a variety of ways e.g. climbing, running and walking safely and jumping mostly in a safe way.</p> <p>Become confident in using fine motor tools and making appropriate resource choices.</p>	<p>Take my coat off my peg and try to put it on with adult support.</p> <p>Begin to show awareness of when my nappy needs changing and to wash my hands independently.</p> <p>To have confidence to climb on high-risk equipment at different heights.</p> <p>Be confident in using mark making and malleable tools with ease.</p>
<b>Literacy</b>	<p>Enjoy looking at a range of books and enjoy being read to.</p> <p>Notice pictures and symbols from my favourite books.</p> <p>Begin to show an interest in mark making using different materials and tools such as fingers, crayons.</p>	<p>Handle books and printed materials with interest.</p> <p>Begin to join in with actions and sounds from book sharing experiences.</p> <p>Continue to make marks using crayons, paint and large materials such as mops, large brushes to develop my fine and gross motor skills.</p>	<p>Begin to recognise that books are special resources and should be handled with care.</p> <p>Be confident in joining in with actions and sounds from similar songs and book sharing experiences.</p> <p>Make marks using lines and shapes and be proud of the marks I make.</p>

	<p>Aspects 1: general sound discrimination – environment sounds</p> <p>Aspect 2: general sound discrimination – instruments</p> <p>Aspect 3- general sound discrimination - body percussion</p>	<p>Begin to explore first 3 aspects.</p> <p>3 aspects of phase 1 phonics, which is embedded in the environment and routine, along with adult led activities.</p>	
<p><b>Understanding the world</b></p> <p>Weekly forest school</p>	<p>Feels secure in my surroundings and begin to play alongside others.</p> <p>Begin to learn the rules of forest school.</p> <p>To begin to explore using all my senses experiencing new objects, textures and tastes.</p> <p>Start to show an interest in pop up toys and begin to anticipate sound, sights and actions.</p>	<p>Begin to join in others play with some support.</p> <p>Become interested and curious about different surroundings e.g. splashing in puddles, searching for insects.</p> <p>Start to become confident in trying new things and experiences.</p> <p>Play independently operating mechanical toy and investigate transporting water.</p>	<p>Begin to make friends and play with familiar peers regularly.</p> <p>Feel confident in exploring new surroundings during sessions of forest school.</p> <p>Develop an understanding of who is special of me.</p> <p>Be confident in choosing a variety of tools and resources to carry/ transport water and begin to show an interest in technology around the room.</p>

<p><b>Expressive Arts and Design</b></p>	<p>Listen to and identify the sounds in my environment with support both indoors and outdoors.</p> <p>Explore different textures and materials throughout my play.</p> <p>Begin to use mark making tools and begin to make simple marks and lines on paper.</p> <p>Explore colour and colour mixing using primary colours.</p> <p>Use objects that are similar to represent something else e.g block for a phone. Using open ended resources.</p> <p>Be introduced to simple musical instruments during circle time.</p>	<p>Listen to different styles of music throughout the day.</p> <p>Use different textures and materials with purpose using my imagination.</p> <p>Begin to use whole arm movements to enhance my gross motor skills by making large motions.</p>  <p>Invite others into imaginative play using open ended resources to support my play.</p> <p>Use musical instruments to discover the concept of loud and quiet.</p>	<p>Use technology to listen and identify sounds during group activities.</p> <p>Begin to learn how to join materials and resources together using glue and tape.</p> <p>Make marks with purpose. E.g pointing to their marks 'mummy, cat' using circles and lines.</p>  <p>Become confident in using open ended resources throughout my play.</p> <p>Use a tambourine and bells with purpose and control.</p>
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