

Class Curriculum Map - Nursery

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme & High Quality Text	<p>Starting School - Ourselves</p> <p>Colour Monster Happy in Our Skin Hello Friend Owl Babies</p> <p>Quiet (Phonics) Listen, Listen (Phonics)</p>	<p>People Who Help Us</p> <p>10 Thing I Can Do to Help My World</p> <p>Occupation Books: Police, Fire Fighter, Teacher, Nurse, Dentist, Vet.</p> <p>Choo Choo! (phonics) And the Cars Go (phonics)</p>	<p>Traditional Tales</p> <p>The Three Billy Goats Gruff The Gingerbread Man The Three Little Pigs Goldilocks and the Three Bears</p> <p>A Great Big Cuddle - a selection of poems (Phonics)</p>	<p>Plants</p> <p>Jack and the Beanstalk Jasper's Beanstalk Errol's Garden</p> <p>The Cat the Rat and the Hat/Peck Peck Peck Oi Frog (Phonics)</p>	<p>Animals</p> <p>What the Ladybird Heard</p> <p>Tanka Tanka Skunk (phonics) Rita's rabbit (phonics)</p>	<p>Minibeasts</p> <p>Yucky Worms Aaaarrgghh Spider</p> <p>Hop and Pop (phonics) Cat on the Mat (phonics)</p>
Communication and Language	<p>Listening WALT: listen and attend to a dialogue in a small group of 3 or more children. WALT: listens to stories, songs and rhymes and asks for favourites. WALT: listen to and remember simple stories with pictures. WALT: listen to longer stories.</p> <p>Attention WALT: shift attention when conversation interests us. WALT: give attention to more than one thing at a time. WALT: listens to the opinion of others when in a small group.</p> <p>Understanding WALT: respond to questions with two given choices. WALT: follow instructions without visual clues WALT: understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". WALT: demonstrate understanding of simple concepts through our actions. WALT: show an understanding of an experience or event through our responses. WALT: Understands simple who, what and where questions. WALT: understand 'why' questions, like: "Why do you think the caterpillar got so fat?" WALT: understands 'how' questions.</p> <p>Speaking WALT: use a wider range of vocabulary. WALT: Link actions and words to communicate immediate needs and wants. WALT: link 4/5 words together. WALT: use more vocabulary including descriptive language and words which explore form or function. WALT: say longer sentences of four to six words.</p>					

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	<p>WALT: be able to express a point of view. WALT: make requests when choosing resources and activities. WALT: debate when they disagree with an adult or a friend, using words as well as actions. WALT: start a conversation with an adult or a friend and continue it for many turns. WALT: use talk to organise themselves and their play: "Let's go on a bus... you sit there...I'll be the driver." WALT: Make plans and describes them to others WALT: describe how they carried out an activity. WALT: asks simple questions related to a story. WALT: answer simple questions about themselves. WALT: ask questions about events that have happened or are to happen in the future, exploring new vocabulary linked to these events.</p> <p>WALT: refer to things in the past WALT: describe an action or experience in the present tense. WALT: describe events that have already happened (although tenses may not be accurate see note). WALT: sometimes uses past, present and future tenses appropriately in speech NOTE: developmental stage - may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' Develop our 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>WALT: sing a large repertoire of songs. WALT: know many rhymes.</p> <p>WALT: talk about familiar books. WALT: anticipate key events and phrases in rhymes and stories. WALT: remember and recall what happens in a story. WALT: be able to tell a long story. WALT: tell their own short story or anecdote WALT: retell simple stories, occasionally exploring language and vocabulary from books with adults.</p>					
<p>Personal, Social and Emotional Development</p>	<p><u>JIGSAW: Being Me in My World</u> Settle into Nursery, and look after our needs independently in a new setting. Introduce and teach The Characteristics of Effective Learning – ongoing throughout the</p>	<p><u>JIGSAW: Celebrating Difference</u> WALT: develop our independence in the school setting. WALT: explore what makes us special, talking about our families, homes and friends. WALT: develop our sense of responsibility and membership of a community.</p>	<p><u>JIGSAW: Dreams and Goals</u> WALT: grow our self-confidence. WALT: become more outgoing with unfamiliar people, in the safe context of our setting. Show more confidence in new social situations.</p>	<p><u>JIGSAW: Healthy Me</u></p> <ul style="list-style-type: none"> WALT: be increasingly independent in meeting our own care needs. Focusing on making healthy choices about: Food and drink Physical activity Brushing teeth Using the toilet, washing and drying their hands thoroughly 	<p><u>JIGSAW: Relationships</u> WALT: show confidence in new social situations. WALT: play with as a group, extending and elaborating play ideas. WALT: find solutions to conflicts and rivalries. (For example, accepting that not everyone can be the 'Police Officer' in the game, and suggesting other ideas.)</p>	<p><u>JIGSAW: Changing Me</u> WALT: understand that everyone is unique and special WALT: express how they feel when change happen WALT: understand and respect the changes that they see in themselves WALT: understand and respect the changes that they see in other people</p>

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	<p>year and across all phases.</p> <p>WALT: go to the toilet independently. WALT: washing our hands thoroughly. WALT: feed ourselves independently. WALT: select a snack (piece of fruit) and water independently. WALT: understand class expectations. WALT: select and use activities and resources (with help when needed). WALT: begin to be aware of our emotions. WALT: identify our emotions (by name using words like 'happy', 'sad', 'angry' or 'worried'). WALT: use our teachers and friends names. WALT: play with one or more child. WALT: extend and elaborate on play ideas.</p> <p><u>High quality texts to support:</u> 'Hello Friend,' 'The Colour Monster,' 'The Colour Monster Goes to School,'</p>	<p>WALT: gain self-confidence when selecting and using activities and resources, asking for help when needed. WALT: develop our awareness of our own and others emotions. WALT: name emotions. WALT: to manage their own needs independently.</p> <p><u>High quality texts to support:</u> 'All Are Welcome,' 'The Same but Different,' 'Incredible You'</p>	<p>WALT: Select and use activities and resources confidently. WALT: ask for help when needed. Grow the ability to having a go, never give up, and overcome obstacles (Characteristics of Effective Learning),</p> <ul style="list-style-type: none"> Achieving a goal they have chosen, or one, that is suggested to them. Welcomes and values praise for what they have done Learning to care for ourselves by taking risks in an appropriate manner. <p>WALT: follow rules, (understanding why they are important). WALT: talk about our emotions, (using the language learned in the Autumn term). WALT: begin to understand how others might be feeling.</p> <p><u>High quality texts to support:</u> 'The Koala Who Could,'</p>	<ul style="list-style-type: none"> Being aware of personal space and boundaries e.g. Pantasaurus <p>WALT: follow rules, understanding why they are important. WALT: remember rules without needing an adult to remind them. WALT: talk about our emotions, using the language learned in the Autumn and Spring 1 term. WALT: begin to understand how others might be feeling.</p> <p><u>High quality texts to support:</u> Oliver's Milkshake, Oliver's Vegetables</p> <p><u>Enrichment:</u></p> <ul style="list-style-type: none"> Visits from a doctor, dentist, nurse or other health care professional 	<p>WALT: develop appropriate ways of being assertive. WALT: talk with others to solve conflicts. WALT: continue to talk about our emotions, using the language learned in the Autumn and Spring terms. WALT: understand gradually how others might be feeling. WALT: Understand that own actions affect other people and that some actions and words can hurt or harm others</p> <p><u>High quality texts to support:</u> 'We Are Together,' 'All About Friends'</p>	<p>WALT: to ask for help if they are worried about change WALT: look forward to change - with a particular focus on moving to Reception or starting at a new school <u>High quality texts to support:</u></p> <p><u>Enrichment:</u></p> <ul style="list-style-type: none"> Visiting new school setting or the Reception classroom at St. Mary's Looking at pictures of their new school <p>Creating transition booklets for their new school or Reception class.</p>
<p>Physical Development</p>	<p>Gross Motor Balance and Co-ordination WALT: develop our balance and co-ordination.</p> <p>Spatial Awareness and Body Control</p> <ul style="list-style-type: none"> WALT: develop our spatial awareness and body control. WALT: navigate spaces and objects without colliding (e.g., moving around cones). 					

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Enhance Hand-Eye Co-ordination

- WALT: develop our hand-eye coordination.
 - WALT: throw.
 - WALT: catch.
 - WALT: kick

Develop control and strength in gross motor movements

- WALT: use equipment that requires pulling and pushing.
- WALT: use large-muscle movements (to wave flags and streamers, paint and make marks).

Improve body awareness and movement sequencing

- WALT: take part in some group game activities (which they make up for themselves or in teams).
- WALT: match our 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).
- WALT: use cross lateral movements (to move forward and negotiate space when moving through tunnels, dens etc).
- WALT: choose the right resources to carry out our own plan. (For example, choosing a spade to enlarge a small hole they dug with a trowel).
- WALT: collaborate with others to manage large items, (such as moving a long plank safely, carrying large hollow blocks).

Strengthen Fine Motor Skills

- Show a preference for a dominant hand.
- WALT: use one-handed tools and equipment, (for example, making snips in paper with scissors).
- WALT: uses pencils, pens and other writing tools.
- WALT: use a comfortable grip with good control when holding pens and pencils.
- WALT: use a pincer grip.
- WALT: use scissors correctly.
- WALT: use resources that require twisting, turning and rotating.
- WALT: manipulate resources, (such as simple puzzles pieces simple puzzles pieces, treading beads etc).
- WALT: put on our coat independently.
- WALT: take our shoes on and off independently.
- WALT take our jumper/cardigan on and off independently.
- WALT: be increasingly independent as we get dressed and undressed.

Gross Motor

Develop control and strength in gross motor movements

- WALT: go up steps and stairs, or climb up apparatus, using alternate feet.

Gross Motor

Spatial Awareness and Body Control

- WALT: navigate spaces and objects without colliding (e.g., moving around cones).

Gross Motor

Balance and Co-ordination

- WALT: stand on one leg (and hold a pose for a game like musical statues)

Gross Motor

Enhance Hand-Eye Co-ordination

- WALT: develop our hand-eye coordination.
 - WALT: kick.

Gross Motor

Enhance Hand-Eye Co-ordination

- WALT: develop our hand-eye coordination.
 - WALT: catch.

Gross Motor

Develop control and strength in gross motor movements

- WALT: hop.
- WALT: skip.

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	<ul style="list-style-type: none"> WALT: climb, using our hands and feet. <p>Strengthen Fine Motor Skills</p> <ul style="list-style-type: none"> WALT: use one-handed tools and equipment, (for example, making snips in paper with scissors). WALT: uses pencils, pens and other writing tools. 	<ul style="list-style-type: none"> WALT: understanding the concepts of "in," "out," "over," and "under" through movement and play. <p>Enhance Hand-Eye Coordination</p> <ul style="list-style-type: none"> WALT: develop our hand-eye coordination. <ul style="list-style-type: none"> WALT: throw. <p>Develop control and strength in gross motor movements</p> <ul style="list-style-type: none"> WALT: ride (scooters, trikes and bikes). 	<p>Develop control and strength in gross motor movements</p> <ul style="list-style-type: none"> WALT: gallop WALY: march. <p>Strengthen Fine Motor Skills</p> <ul style="list-style-type: none"> WALT: use a comfortable grip with good control when holding pens and pencils. WALT: use a pincer grip. WALT: use scissors correctly. 	<p>Develop control and strength in gross motor movements</p> <ul style="list-style-type: none"> WALT: gallop WALY: march. <p>Improve body awareness and movement sequencing</p> <ul style="list-style-type: none"> WALT: be able to use and remember sequences and patterns of movements (which are related to music and rhythm). <p>Strengthen Fine Motor Skills</p> <ul style="list-style-type: none"> WALT: use a comfortable grip with good control when holding pens and pencils. WALT: use a pincer grip. WALT: use scissors correctly. 	<p>Develop control and strength in gross motor movements</p> <ul style="list-style-type: none"> WALT: hop. <p>Improve body awareness and movement sequencing</p> <ul style="list-style-type: none"> WALT: take part in some group game activities (which they make up for themselves or in teams). WALT: be able to use and remember sequences and patterns of movements (which are related to music and rhythm). <p>Strengthen Fine Motor Skills</p> <ul style="list-style-type: none"> WALT: use a comfortable grip with good control when holding pens and pencils. WALT: use a pincer grip. WALT: use scissors correctly. 	<p>Improve body awareness and movement sequencing</p> <ul style="list-style-type: none"> WALT: take part in some group game activities (which they make up for themselves or in teams). WALT: be able to use and remember sequences and patterns of movements (which are related to music and rhythm). <p>Strengthen Fine Motor Skills</p> <ul style="list-style-type: none"> WALT: use a comfortable grip with good control when holding pens and pencils. WALT: use a pincer grip. WALT: use scissors correctly.
<p>Literacy</p>	<p><u>Throughout the year...</u></p> <p>Comprehension</p> <p>WALT: engage in extended conversations about stories, learning new vocabulary.</p> <p>WALT: listen attentively, to a familiar story.</p> <p>WALT: retell a story (using props or illustrations).</p>					

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<p>WALT: engage in story talk (when playing in the role play, book or small world areas). WALT: handle books (carefully/appropriately). WALT: ask for favourite rhymes, poems fiction or non-fiction book based on own interest, enjoyment and pleasure. WALT: develop and use new vocabulary, (in activities such as reading, role play and small world).</p> <p>Writing WALT: make marks, using mark-making tools. WALT: engage in mark making in our play.</p>					
<p>Comprehension WALT: handle books (carefully/appropriately). WALT: listen attentively, to a familiar story.</p> <p>Word Reading WALT: understand that print has meaning. WALT: recognise our names. WALT: recognise familiar signs and labels.</p> <p>Phonics WALT: develop listening skills. WALT: develop our awareness of sounds in the environment. WALT: identify and remember the differences between sounds. WALT: talk about sounds in detail.</p> <p>Writing WALT: make marks in different media using hands. WALT: make marks, using mark-making tools. WALT: use a pincer grip to hold and pick up objects.</p>	<p>Comprehension WALT: handle books (carefully/appropriately). WALT: listen attentively, to a familiar story.</p> <p>Word Reading WALT: understand that print has meaning. WALT: understand that print can have different purposes. WALT: recognise and match picture labels.</p> <p>Phonics WALT: develop awareness of sounds made with instruments. WALT: listen to and appreciate the difference between sounds made with instruments. WALT: use a wide vocabulary to talk about instrument sounds.</p> <p>Writing WALT: make marks, using mark-making tools. WALT: use a pincer grip to hold and pick up objects. WALT: use different shapes and forms in our mark making.</p>	<p>Comprehension WALT: retell a story (using props or illustrations). WALT: engage in story talk (when playing in the role play, book or small world areas). WALT: develop and use new vocabulary, (in activities such as reading, role play and small world). WALT: engage in extended conversations about stories, learning new vocabulary.</p> <p>Word Reading WALT: understand that we read English text from left to right and from top to bottom. WALT: name the different parts of a book. WALT: sequence.</p> <p>Phonics WALT: develop awareness of sounds and rhythms. WALT: distinguish between sounds and remember patterns of sound. WALT: talk about sounds we make with our bodies and what the sounds mean.</p> <p>Writing</p>	<p>Word Reading/Phonics WALT: experience and appreciate rhythm and rhyme WALT: develop awareness of rhythm and rhyme in speech. WALT: have an awareness of words that rhyme. WALT: spot and suggest rhymes. WALT: talk about words that rhyme and produce rhyming words.</p> <p>Writing WALT: use letter-like shapes when writing. WALT: recognise (some or all of) the letters in our name. WALT: write (some or all of) the letters in our name.</p>	<p>Word Reading/Phonics WALT: develop understanding of alliteration. WALT: listen to sounds at the beginning of words and hear the differences between them. WALT: explore how different sounds are articulated. WALT: hear and say initial sounds in words. WALT: recognise words with the same initial sound (such as snake and sunshine).</p> <p>Writing WALT: use letter-like shapes when writing. WALT: recognise (some or all of) the letters in our name. WALT: write (some or all of) the letters in our name.</p>	<p>Word Reading/Phonics WALT: distinguish between the differences in vocal sounds. WALT: explore speech sounds. WALT: talk about the different sounds that we can make with our voices WALT: clap syllables in a word. WALT: count syllables in a word. WALT: develop oral blending and segmenting of sounds in words. WALT: listen to sounds within words and remember them in the order in which they occur. WALT: talk about the different sounds that make up words</p> <p>Writing WALT: write (some or all of) the letters in our name. WALT: write some letters accurately.</p>

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			WALT: use some of our print and letter knowledge when writing. WALT: use letter-like shapes when writing.			
Mathematics	<p><u>Throughout the year...</u></p> <p>Number Counting: WALT: say number words in sequence (recite numbers). WALT: tag each object with one number word. WALT: show 'finger numbers'. WALT: know that the last number counted gives the total so far.</p> <p>Subitising: WALT: recognise small quantities without needing to count them all.</p> <p>Recording: WALT: experiment with our own symbols</p> <p>Shape, Space and Measure Shape WALT: explore 2D shapes. WALT: explore 3D shapes. WALT: name 2D shapes. WALT: name 3D shapes. WALT: use mathematical language to describe shapes.</p>					
	<p>Number Counting: WALT: say number words in sequence (recite numbers). WALT: tag each object with one number word (up to 5). WALT: show 'finger numbers' (up to 5). WALT: know that the last number counted gives the total so far.</p> <p style="text-align: center;">BASELINE</p>	<p>Number Subitising: WALT: recognise small quantities without needing to count them all.</p> <p>Shape, Space and Measure Shape: WALT: develop our awareness of shapes. WALT: explore 2D shapes. WALT: explore 3D shapes. WALT: name 2D shapes.</p> <p>Positional Language: WALT: understand positional language WALT: use positional language</p>	<p>Numeral Meanings: WALT: match a number symbol with a number of things.</p> <p>Shape, Space and Measure Measure WALT: recognise the specific attributes of (for example) length - that a stick is long; adults are tall. WALT: use words to compare amounts of continuous quantities. WALT: make comparisons between objects relating to</p>	<p>Numeral Meanings: WALT: match a number symbol with a number of things.</p> <p>Conservation: WALT: know that the number does not change if things are rearranged (as long as none have been added or taken away).</p> <p>Recording: WALT: experiment with our own symbols and marks as well as numerals.</p> <p>Shape, Space and Measure Pattern</p>	<p>Mathematical Problems: WALT: solve mathematical problems. (Solve real world mathematical problems with numbers up to 5). WALT: compare quantities using language: 'more than', 'fewer than'. Recording: WALT: experiment with our own symbols</p> <p>Shape, Space and Measure Shape WALT: use mathematical language to describe shapes.</p>	<p>Mathematical Problems: WALT: solve mathematical problems. (Solve real world mathematical problems with numbers up to 5). WALT: compare quantities using language: 'more than', 'fewer than'. Recording: WALT: experiment with our own symbol.</p> <p>Shape, Space and Measure Pattern WALT: talk about and identify the patterns around them.</p>

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		<p>WALT: describe a familiar route.</p>	<p>size (length, weight and capacity).</p>	<p>WALT: talk about and identify the patterns around them. WALT: continuing an AB pattern WALT: copy an AB pattern</p> <p>Measure WALT: recognise the specific attributes of (for example) length - that a stick is long; adults are tall. WALT: use words to compare amounts of continuous quantities. WALT: make comparisons between objects relating to size (length, weight and capacity).</p>	<p>WALT: identify similarities between shapes. WALT: combine shapes to make new ones (- an arch, a bigger triangle, rectangle etc.)</p>	<p>WALT: continuing an AB pattern WALT: copy an AB pattern WALT: create our own AB pattern WALT: spot an error in an AB pattern. WALT: identifying the unit of repeat.</p>
<p>Understanding the World</p>	<p><u>Throughout the year...</u></p> <p><u>Past and Present:</u> WALT: talk about events in our own life (personal history). WALT: talk about what is happening in our present live, (using relevant vocabulary for example discussing experiences/interests). WALT: remember and share recent events they have been part of, (uses technologies to share experiences with others for example discussing learning journal events). WALT: talk about the similarities of themselves and other families. WALT: talk about our roles and routines.</p> <p><u>People, Culture and Communities:</u> WALT: talk about events/experiences and interests in our lives. WALT: talk about the immediate environment and recent explorations (based on first hand experiences). WALT: continue to develop positive attitudes about the differences between people. WALT: talk about festivals and celebrations that are marked within our own culture. WALT: can document landmarks of personal interest, (in age appropriate ways, for example simple drawings, 'maps' models and constructions).</p> <p><u>The Natural World:</u> <u>Humans:</u> WALT: take care of ourselves. <u>Living things and their habitats:</u> WALT: explore the surrounding natural environment.</p>					

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<p>WALT: explore natural objects from the surrounding environment.</p> <p><u>Plants:</u> WALT: grow plants.</p> <p><u>Materials, including changing them:</u> WALT: explore a range of materials. WALT: shape and join materials. WALT: combine and mix ingredients.</p> <p><u>Light</u> WALT: explore light sources. WALT: shine light on or through different materials.</p> <p><u>Forces</u> WALT: feel forces. WALT: explore how things work. WALT: explore how objects/materials are affected by forces.</p> <p><u>Sound</u> WALT: listen to sounds. WALT: make sounds</p>					
<p><u>Past and Present:</u> WALT: begin to make sense of our own life-story. WALT: name and talk about our family members.</p> <p><u>Humans:</u> WALT: understand the life cycle of humans. WALT: recognise our senses</p>	<p><u>Past and Present:</u> WALT: understand that different people perform different roles in the immediate and wider community (e.g. police, doctors, nurses and dentists).</p> <p><u>People, Culture and Communities:</u> WALT: show interest in different occupations. WALT: can document landmarks of personal interest, (in age appropriate ways, for example simple drawings, 'maps' models and constructions).</p> <p><u>The Natural World:</u> <u>Electricity</u></p>	<p><u>The Natural World:</u> <u>Materials, including changing them:</u> WALT: change materials by heating them, (including cooking). WALT: change materials by cooling them, (including cooking).</p>	<p><u>People, Culture and Communities:</u> WALT: know that there are different countries in the world (and talk about the differences they have experienced or seen in photos).</p> <p><u>The Natural World:</u> <u>Plants:</u> WALT: grow plants.</p>	<p><u>People, Culture and Communities:</u> WALT: know that there are different countries in the world (and talk about the differences they have experienced or seen in photos).</p> <p><u>The Natural World:</u> <u>Animals, excluding humans:</u> WALT: understand the life cycles of animals. WALT: compare adult animals to their babies. WALT: observe how baby animals change over time.</p>	<p><u>The Natural World:</u> <u>Animals, excluding humans:</u> WALT: understand the life cycles of animals. WALT: compare adult animals to their babies. WALT: observe how baby animals change over time.</p>

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<p>Expressive Arts and Design</p>	<p>Throughout the year...</p> <p>Art & DT WALT: build with a range of construction materials. (Duplo, Mobilo, wooden blocks etc.) WALT: use construction resources to create imaginative 'small worlds.' WALT: explore different materials freely. WALT: develop our own ideas about how to use different materials and what to make with them. WALT: join different materials. WALT: explore different textures. WALT: develop our own ideas and then decide which materials to use to express them.</p> <p>Drama WALT: take part in simple pretend play, (using an object to represent something else even though they are not similar). WALT: tell stories with small world resources, (like animal sets, dolls and dolls houses, etc.) WALT: develop and act out a simple storyline</p> <p>Music</p> <p>Vocalising and Singing WALT: remember and sing an entire song, (songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home). WALT: sing the pitch of a tone sung by another person ('pitch match'). WALT: sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Moving and Dancing WALT: claps or taps to the pulse of the music we are listening to. WALT: claps or taps to the pulse of the song we are singing.</p> <p>Exploring and Playing WALT: add sound effects to stories using instruments. WALT: lead or be led by other children in their music making, (e.g. being a conductor). WALT: listen and respond to others in pair/group music making. WALT: operates equipment such as CD players, MP3 players, handheld devices, keyboards. WALT: play instruments with control, to play loud/quiet, (dynamics), fast/slow (tempo). WALT: show control to hold and play instruments to produce a musical sound, (e.g. holding a triangle in the air by the string with one hand and playing it with a beater with the other.) WALT: play instruments with increasing control to express their feelings and ideas.</p>					

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	<p>Art & Design WALT: explore colour. WALT: mix colours. WALT: draw lines. WALT: draw circles.</p> <p>Music Hearing and Listening WALT: listen with increased attention to sounds. WALT: respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Art & Design WALT: explore colour. WALT: mix colours. WALT: draw lines. WALT: draw circles.</p> <p>Music Hearing and Listening WALT: identify and match an instrumental sound, (e.g. hear a shaker and indicate that they understand it is a shaker). WALT: matches music to pictures/visual resources.</p> <p>Vocalising and Singing WALT: create sounds (in vocal sound games).</p> <p>Moving and Dancing WALT: physically interprets the sound of instruments, (eg tiptoes to the sound of a xylophone). WALT: physically imitates the actions of musicians, (eg pretends to play the trumpet, piano, guitar).</p>	<p>Art & Design WALT: create closed shapes with continuous lines and begin to use these shapes to represent objects. WALT: draw with increasing complexity and detail (e.g. such as representing a face with a circle and including details).</p> <p>Drama WALT: tell stories with small world resources. WALT: develop and act out a simple storyline</p> <p>Music Hearing and Listening WALT: describe the sound of instruments (e.g. scratchy sound, soft sound). WALT: create visual representation of sounds, instruments and pieces of music, (e.g. mark making to specific sounds or pieces of music).</p>	<p>Art & Design WALT: create closed shapes with continuous lines and begin to use these shapes to represent objects. WALT: draw with increasing complexity and detail (e.g. such as representing a face with a circle and including details).</p> <p>Vocalising and Singing WALT: changes some or all of the words of a song. WALT: creates own songs, (often with a real sense of structure, e.g. a beginning and an end).</p> <p>Exploring and Playing WALT: create their own songs or improvise a song around one they know.</p>	<p>Art & Design WALT: use drawing to represent ideas like movement or loud noises. WALT: show different emotions in their drawings and paintings, (like happiness, sadness, fear, etc).</p>	<p>Art & Design WALT: develop our own ideas and then decide which materials to use to express them.</p>
<p>Religious Education</p>	<p>Christianity: Who Made The Wonderful World? (Creation)</p> <p>Concepts of valuable and precious. What Christians believe about creation? The Bible. The natural world.</p>	<p>Christianity: Incarnation - Why is Christmas Special for Christians?</p> <p>The story of Jesus' birth; The emotions of the characters in the Christmas story; Preparing for Christmas;</p>	<p>Christianity: Incarnation - Why do Christians Believe Jesus is Special?</p> <p>Christians believe that Jesus:</p> <ul style="list-style-type: none"> - loves everyone; is God's son - was God born as a human, (Incarnation;) 	<p>Christianity - Salvation: What Is So Special About Easter?</p> <p>The events of Holy Week, as celebrated by Christians</p> <ul style="list-style-type: none"> - the Easter story; <p>Christians believe Jesus died on a cross to show God's love to the world and</p>	<p>Christianity - Salvation: How Did Jesus 'Rescue' People?</p> <p>Exploring core emotions and needs (Personal, Social and Emotional Development) Learning about people who help us (Understanding The World)</p>	<p>Christianity - Who Cares For This Special World and Why?</p> <p>That Christians believe God created the world; That Christians believe we are all borrowing the world from God and are</p>

Vision: Delivering excellence, allowing all to flourish

Mission: Creating a culture of wonder, guided by Christian faith

Values: Compassion • Endurance • Thankfulness

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	<p>Each individual is unique and precious. Thankfulness. The Church. Harvest Festival. Sharing the gifts of creation.</p> <p><u>Spiritual, Moral, Social and Cultural Development:</u> Reflection Developing a sense of 'awe and wonder'; Appreciation, thankfulness, generosity and sharing; Listening to one another; Developing an awareness of others and their viewpoints; Coping with worries and supporting others; Attitudes and behaviour towards the natural world, care towards creation.</p>	<p>Christmas is a special time for Christians; Why Christmas is a special time for Christians: God came to earth, in human form, as Jesus. Jesus' birth brings a message of joy, peace and good news.</p> <p><u>Spiritual, Moral, Social and Cultural Development:</u> British values - morals (right and wrong) Reflective practice; Music appreciation; Art appreciation; Teamwork, sharing ideas, communicating.</p>	<p>- works miracles including healing people and teaches people to love others.</p> <p><u>Spiritual, Moral, Social and Cultural Development:</u> Reflection and reflective qualities. Examining the right and wrong of people within Bible stories and how people react to different events. Pupils have an understanding of sharing ideas and discussing issues in a safe and conducive environment. The appreciation of music and art within the context of Christian stories.</p>	<p>that because of Jesus, everyone can be forgiven for their 'sins'; That Christians believe Jesus rose from the dead; Beginning to recognise the importance of bread and wine for Christians; How Christians remember what happened at Easter and how they celebrate the festival of Easter.</p> <p><u>Spiritual, Moral, Social and Cultural Development:</u> Understanding how people celebrate and remember things that are important to them. The importance of saying sorry for the things we have done wrong, and repairing relationships - with each other and with God. Beginning to understand ways people show love to each other and the importance of having friends.</p>	<p>Learning and learning to retell simple Bible stories Understanding why Christians believe Jesus is a 'saviour' who 'rescues' people.</p> <p><u>Spiritual, Moral, Social and Cultural Development:</u> Reflecting on and exploring emotions and what we need to help us. Thinking about people who are: hungry, blind, ill, alone, sad and / or afraid and what we can do to help. Thinking about people who help us, e.g. doctors, firefighters, lifeboat rescuers, teachers, family, friends, etc. Links with projects / charities locally and around the world which support people who are hungry.</p>	<p>custodians of it while we are alive on Earth; How everyone can help care for our world.</p> <p><u>Spiritual, Moral, Social and Cultural Development:</u> Awe and wonder of the world in which we live; family worship, belonging to a community, caring for insects / animals / people, teaching how to value the world.</p>
<p>Religious Festivals and Celebrations</p>	<p>September Back to School Harvest Festival (23rd)</p> <p>October Black History Month Diwali (24th)</p>	<p>November Bonfire Night (5th) Remembrance Day (11th) Anti-Bullying Week (13th-17th) St Andrew's Day (30th)</p> <p>December Hanukkah (7th - 15th) Christmas Day (25th) New Year's Eve (31st)</p>	<p>January Epiphany (6th)</p> <p>February Children's Mental Health Week (5th - 11th) Safer Internet Day (6th) Lunar New Year (10th)</p>	<p>February Shrove Tuesday (13th) Ash Wednesday (14th)</p> <p>March St. David's Day (1st) World Book Day (7th) Mother's Day (10th) Ramadan (10th Mar - 9th Apr) St. Patrick's Day (17th) Easter Sunday (31st)</p>	<p>April Eid-al-Fitr (9th - 10th) First Day of Passover (22nd) St George's Day (23rd)</p> <p>May Mental Health Week (13th - 20th) Walk to School Week (20th - 25th)</p>	<p>June Father's Day (16th) Eid-al-Adha (17th)</p> <p>July Pride Month Sports Day School Readiness Week!</p>

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Trips	No Trip - Settling In	Fire Station Police - Visit Post Box Polka Theatre - dependent on shows	Library Trip	Fulham Palace Garden Centre	Bocketts Farm	Fulham Palace - Minibeast Workshop
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