
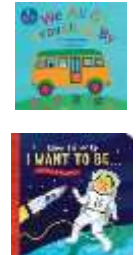
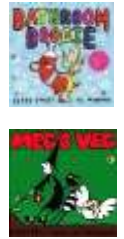





Wellgate FS1 Nursery - Learning Map 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Feelings and Families	Transport and Occupations	Keeping Healthy	Animals	Plants	Mini Beasts
Text Drivers						
	The Ugly Duckling	Goldilocks and the Three Bears	The Three Little Pigs	The Gingerbread Man	Jack and the beanstalk	The Three Billy Goats Gruff
Key words Vocabulary	feeling, sad, happy, fear, angry, calm, love, family	travelling, rumble, long, shiny, bright, little, big, fast	tap, rinse, squeeze, toothpaste, clean, healthy, vegetables	under, over, through, long, deep, forest, cave, grass	bean, dug, planted, watered, seed, shoot, root, flower, beanstalk	caterpillar, egg, leaf, chrysalis, emerge, butterfly, life cycle
Personal, Social and Emotional Development	<p>Begin to develop their sense of responsibility and membership of a community</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Increasingly follow rules, understanding why they are important</p> <p>Begin to develop appropriate ways of being assertive</p> <p>Begin to talk about their feelings using words like happy, sad, angry or worried</p> <p>Begin to be independent in meeting their own care needs - using the toilet, washing and drying their hands thoroughly</p> <p>PSHEE Good hygiene Being happy What is meant by 'family'</p>	<p>Develop their sense of responsibility and membership of a community</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Remember rules without needing an adult to remind them</p> <p>Develop appropriate ways of being assertive</p> <p>Talk about their feelings using words like happy, sad, angry or worried</p> <p>Be increasingly independent in meeting their own care needs - using the toilet, washing and drying their hands thoroughly</p> <p>PSHEE Communities Keeping safe Jobs</p>	<p>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</p> <p>Show more confidence in new social situations</p> <p>Understand gradually how others might be feeling</p> <p>Be increasingly independent in meeting their own care needs - using the toilet, washing and drying their hands thoroughly</p> <p>Make healthy choices about food, drink, activity and tooth brushing</p> <p>PSHEE Healthy foods Medicines Technology around us</p>	<p>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</p> <p>Show more confidence in new social situations</p> <p>Understand gradually how others might be feeling</p> <p>Be increasingly independent in meeting their own care needs - using the toilet, washing and drying their hands thoroughly</p> <p>PSHEE Making friends Being kind What is meant by 'private'</p>	<p>Play with one or more other children, extending and elaborating play ideas</p> <p>Find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas</p> <p>Talk with others to solve conflicts</p> <p>Be increasingly independent in meeting their own care needs - using the toilet, washing and drying their hands thoroughly</p> <p>PSHEE Emotions and expressing feelings Rules Money</p>	<p>Play with one or more other children, extending and elaborating play ideas</p> <p>Find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas</p> <p>Talk with others to solve conflicts</p> <p>Be increasingly independent in meeting their own care needs - using the toilet, washing and drying their hands thoroughly</p> <p>PSHEE Similarities and differences Likes and dislikes Strengths</p>
Communication & Language	<p>Pay attention to more than one thing at a time which can be difficult</p> <p>Understand a question or instruction that has two parts, such as, 'get your coat and wait at the door'</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for ran, 'swimmed' for swam</p> <p>Use talk to organise themselves and their play</p> <p>'Let's go on a bus... you sit here, I'll be the bus driver'</p>	<p>Pay attention to more than one thing at a time which can be difficult</p> <p>Understand a question or instruction that has two parts, such as, 'get your coat and wait at the door'</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for ran, 'swimmed' for swam</p> <p>Use talk to organise themselves and their play</p> <p>'Let's go on a bus... you sit here, I'll be the bus driver'</p>	<p>Knows many rhymes, can talk about familiar books and tell a longer story</p> <p>Enjoys listening to longer stories and can remember much of what happened</p> <p>Uses a wider range of vocabulary</p> <p>Sing songs related to the environment and text drivers</p>	<p>Knows many rhymes, can talk about familiar books and tell a longer story</p> <p>Enjoys listening to longer stories and can remember much of what happened</p> <p>Uses a wider range of vocabulary</p> <p>Sing songs related to the environment and text drivers</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>Use longer sentences of four to six words</p> <p>Understand 'why' questions</p> <p>Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, sh, multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Start a conversation with an adult or a friend and continue it for many turns</p> <p>Sing a large repertoire of songs</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>Use longer sentences of four to six words</p> <p>Understand 'why' questions</p> <p>Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, sh, multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> <p>Start a conversation with an adult or a friend and continue it for many turns</p> <p>Sing a large repertoire of songs</p>
Physical Development	<p>Continue to develop their movement, balancing, riding (scooters, trikes, bikes) and ball skills</p> <p>Use large muscle movements to wave flags and streamers, paint and make marks</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>Go up steps, stairs or climb up, using alternate feet</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> <p>Wiggle me into Squiggle / Dough Disco</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes, bikes) and ball skills</p> <p>Use large muscle movements to wave flags and streamers, paint and make marks</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>Go up steps, stairs or climb up, using alternate feet</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> <p>Wiggle me into Squiggle / Dough Disco</p>	<p>Choose the right resources to carry out their own plan, for example, using a spade to enlarge a small hole they dug with a trowel</p> <p>Increasingly be able to use and remember sequences and patterns of movements, which are related to music and rhythm</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p> <p>Begin to use one-handed tools and equipment, for example, making snips in paper with scissors</p> <p>Start taking part in some group activities which they make up for themselves, or in teams</p> <p>Wiggle me into Squiggle / Dough Disco</p>	<p>Choose the right resources to carry out their own plan, for example, using a spade to enlarge a small hole they dug with a trowel</p> <p>Increasingly be able to use and remember sequences and patterns of movements, which are related to music and rhythm</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p> <p>Begin to use one-handed tools and equipment, for example, making snips in paper with scissors</p> <p>Start taking part in some group activities which they make up for themselves, or in teams</p> <p>Wiggle me into Squiggle / Dough Disco</p>	<p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference for dominant hand</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting on coats and doing zips up</p> <p>Confidently take part in some group activities which they make up for themselves, or in teams</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors</p> <p>Wiggle me into Squiggle / Dough Disco</p>	<p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference for dominant hand</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting on coats and doing zips up</p> <p>Confidently take part in some group activities which they make up for themselves, or in teams</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors</p> <p>Wiggle me into Squiggle / Dough Disco</p>

Role play	Home corner	Hospital / Doctors / Post Office	Fruit and Vegetable shop	Rosie's Walk	Garden Centre	Bug Lab
Literacy	<p>Letters & Sounds Phase 1 environmental sounds 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</p>	<p>Letters and Sounds Phase 1 Instrumental sounds, body percussion 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</p>	<p>Letters and Sounds Phase 1 Rhythm and rhyme 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</p>	<p>Letters and Sounds Phase 1 Alliteration & Voice sounds 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</p>	<p>RWI phonics sessions Oral blending & segmenting 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 Engage in extended conversations about stories, learning new vocabulary</p>	<p>RWI phonics sessions Oral blending & segmenting 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 Engage in extended conversations about stories, learning new vocabulary</p>
Maths	<p>Recite numbers past 5 Show 'finger numbers' up to 5 Say one number for each item in order, 1,2,3,4,5 Knows the last number reached when counting a small sets of objects tells you how many there are in total (cardinal principle) Compare quantities using language 'more than' 'fewer than' Talk about and identifies the patterns round them, for example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy' 'spotty' blobs' Talk about and explore 2D and 3D shapes Copy ABAB patterns, stick, leaf, stick, leaf Begin to make comparisons between objects relating to size, length</p>	<p>Recite numbers past 5 Show 'finger numbers' up to 5 Say one number for each item in order, 1,2,3,4,5 Knows the last number reached when counting a small sets of objects tells you how many there are in total (cardinal principle) Compare quantities using language 'more than' 'fewer than' Talk about and identifies the patterns round them, for example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy' 'spotty' blobs' Talk about and explore 2D and 3D shapes Copy ABAB patterns, stick, leaf, stick, leaf Begin to make comparisons between objects relating to size, length</p>	<p>Develop fast recognition of up to 3 objects, without having to count them (subitising) Understand position through words alone, e.g. the bag is under the table (with no pointing) Describe a familiar route Discuss routes and locations, using words like 'in front of' 'behind' Talk about and explore 2D and 3D shapes Beginning to use informal and mathematical language 'sides' 'corners' 'straight' 'flat' 'round' Extend ABAB patterns, stick, leaf, stick, leaf Make comparisons between objects relating to size, length, weight and capacity</p>	<p>Develop fast recognition of up to 3 objects, without having to count them (subitising) Understand position through words alone, e.g. the bag is under the table (with no pointing) Describe a familiar route Discuss routes and locations, using words like 'in front of' 'behind' Talk about and explore 2D and 3D shapes Beginning to use informal and mathematical language 'sides' 'corners' 'straight' 'flat' 'round' Extend ABAB patterns, stick, leaf, stick, leaf Make comparisons between objects relating to size, length, weight and capacity</p>	<p>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 Continue shapes to make new ones, an arch, a bigger triangle Selects shapes appropriately, flat surfaces for building, a triangular prism for a roof Begin to describe a sequence of events, real or fictional, using words such as 'first' 'then' Create ABAB patterns, stick, leaf, stick, leaf Notice and correct an error in a repeating pattern</p>	<p>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 Continue shapes to make new ones, an arch, a bigger triangle Selects shapes appropriately, flat surfaces for building, a triangular prism for a roof Begin to describe a sequence of events, real or fictional, using words such as 'first' 'then' Create ABAB patterns, stick, leaf, stick, leaf Notice and correct an error in a repeating pattern</p>
Understanding the World	<p>Begin to make sense of their own life story and family's history Talk about what they see using a wide vocabulary Explore how things work Use all of their senses in hands on exploration of natural materials Explore collections of materials with similar and/or different properties</p>	<p>Begin to make sense of their own life story and family's history Talk about what they see using a wide vocabulary Explore how things work Use all of their senses in hands on exploration of natural materials Explore collections of materials with similar and/or different properties Show interest in different occupations</p>	<p>Begin to make sense of their own life story and family's history Talk about what they see using a wide vocabulary Explore how things work Continue developing positive attitudes about the differences between people Talk about the differences between materials and changes they make Explore and talk about different forces they can feel</p>	<p>Begin to make sense of their own life story and family's history Talk about what they see using a wide vocabulary Explore how things work Continue developing positive attitudes about the differences between people Talk about the differences between materials and changes they make Explore and talk about different forces they can feel</p>	<p>Begin to make sense of their own life story and family's history Talk about what they see using a wide vocabulary Explore how things work Plants seeds and care for growing plants Understand the key features of a 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</p>	<p>Begin to make sense of their own life story and family's history Talk about what they see using a wide vocabulary Explore how things work Plants seeds and care for growing plants Understand the key features of a 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</p>
Expressive Art & Design	<p>Explore different materials freely, to develop their ideas about how to use them and what to make Begin to join different materials and explore different textures Explore playing instruments Remember and sing entire songs Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and feelings Use drawing to represent ideas like movement or loud noises Create closed shapes with continuous lines, and begin to use these shapes to represent objects Name colours and begin to explore colour mixing</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make Begin to join different materials and explore different textures Explore playing instruments Remember and sing entire songs Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and feelings Use drawing to represent ideas like movement or loud noises Create closed shapes with continuous lines, and begin to use these shapes to represent objects Name colours and begin to explore colour mixing</p>	<p>Begin to develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures Begin to develop complex stories using small world equipment like animal sets, dolls Play instruments with increasing control to express their feelings and ideas Sing the pitch sung by another singer (pitch match) Draw with increasing complexity and detail, such as representing a face with a circle including details Take part in simple pretend play, using an object to represent something else even though they are not similar Explore colour and colour mixing</p>	<p>Begin to develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures Begin to develop complex stories using small world equipment like animal sets, dolls Play instruments with increasing control to express their feelings and ideas Sing the pitch sung by another singer (pitch match) Draw with increasing complexity and detail, such as representing a face with a circle including details Take part in simple pretend play, using an object to represent something else even though they are not similar Explore colour and colour mixing</p>	<p>Develop their own ideas and then decide which materials to use to express them Make imaginative and complex small words with blocks and construction kits, such as a city or a park 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 Show different emotions in their drawings and paintings, like happiness, sadness Mix a selected colour with confidence</p>	<p>Develop their own ideas and then decide which materials to use to express them Make imaginative and complex small words with blocks and construction kits, such as a city or a park 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 Show different emotions in their drawings and paintings, like happiness, sadness Mix a selected colour with confidence</p>
Celebrations & Festivals	<p>UTW Knows there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <ul style="list-style-type: none"> Harvest Christmas Diwali Remembrance Day 		<p>UTW Knows there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <ul style="list-style-type: none"> Chinese New Year Easter Pancake Day 			

<p>British Values</p>	<p>Individual Liberty</p> <p>Encourage them to develop a positive sense of themselves and to celebrate their personal achievements</p> <p>Ensure that all children engage in a wide range of activities and are not limited by gender or other stereotypes</p> <p>Allow children to develop their independence, offering them opportunities to follow their own ideas and interests</p> <p>Democracy</p> <p>Support children to understand that they are part of a family, class, school and community</p> <p>Encourage children to value each other's views and talk about their feelings, likes and dislikes</p> <p>Use group times and circle times to promote turn taking, to encourage children to listen to each other and value everyone's contribution</p> <p>The Rule of the Law</p> <p>Discuss why rules are needed and how they should be administered fairly so that everyone is kept happy and safe</p> <p>Encourage and support children with learning about right from wrong</p> <p>Encourage children to take turns, share and cooperate</p> <p>Children should be given the opportunity to learn about the jobs of those involved with the rule of law, such as police officers</p> <p>Mutual Respect and Tolerance of different Faiths and Beliefs</p> <p>Encourage children to reflect on their similarities and differences with each other and foster an inclusive approach</p> <p>Provide opportunities to make links with the local community</p> <p>Encourage children to see themselves as part of a wider community. They can learn about national commemorations, such as Remembrance Day. They could also learn about places around the world</p>	<p>Individual Liberty</p> <p>Provide opportunities to develop children's self-esteem and confidence in their own abilities</p> <p>Enable children to take on challenges, risks and responsibilities, showing perseverance and resilience</p> <p>Encourage children to explore their thoughts and feelings with those that they trust and offer them the vocabulary to help them to do this</p> <p>Democracy</p> <p>Make sure that children know that their views and opinions matter</p> <p>Encourage children to make decisions together</p> <p>The Rule of the Law</p> <p>Create an environment in which actions are always followed through - so discussions are followed up, conflicts are resolved and requests are responded to</p> <p>Help children to understand their own and others' behaviour and feelings, as well as the consequences of their actions</p> <p>Mutual Respect and Tolerance of different Faiths and Beliefs</p> <p>Create an environment that includes, values and respects different faiths, cultures, views and ethnicities</p> <p>Help children to learn about other faiths, cultures, traditions, families, communities and ways of life and to be curious and appreciative. Encourage children to share their own experiences and respond to the experiences of others. They might learn about festivals and special days, different types of family units and different occupations</p>	<p>Individual Liberty</p> <p>Motivate children to ask questions. Ensure they know that their questions, ideas and opinions will be valued and respected</p> <p>Encourage children to express their own views and respect the fact that others may have different views</p> <p>Democracy</p> <p>Give children the chance to vote for choices</p> <p>Create an environment which is a safe space to share ideas, consider alternative courses of action, make mistakes and try again</p> <p>Offer opportunities for children to take turns, share, discuss and collaborate in a range of activities</p> <p>The Rule of the Law</p> <p>Help children understand how to keep themselves safe and how to resolve conflicts appropriately</p> <p>Mutual Respect and Tolerance of different Faiths and Beliefs</p> <p>Encourage children to appreciate similarities as well as differences, helping them to build constructive and respectful relationships</p>
<p>Parent/Carers</p>	<p>Christmas performance</p> <p>FS1 stay and play session / parents evening</p> <p>FS1 transition days/meetings</p>	<p>FS1 stay and play session / parents evening</p> <p>FS1 transition days/meetings</p>	<p>FS1 sports day</p> <p>FS1 end of year reports</p> <p>FS1 transition days/meetings</p>