
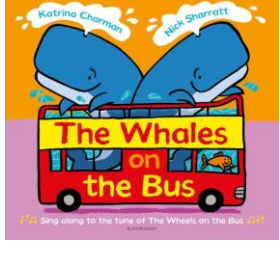
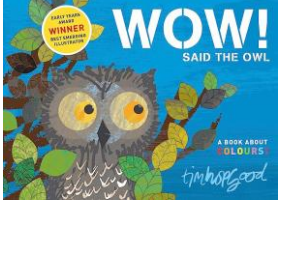
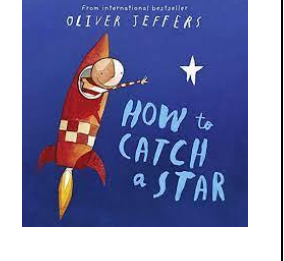
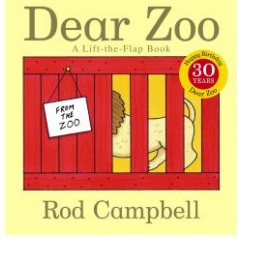


**Marine Academy Primary and Nursery Curriculum Map 2023-2024**

Nursery	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Theme</b>	<p>The Wheels on the Bus</p>  <p>The wheels on the bus go round and round, round and round, round and round. The wheels on the bus go round and round, all day long.</p>	<p>I can Sing a Rainbow</p>  <p>Red and yellow and pink and green Orange and purple and blue I can sing a rainbow Sing a rainbow Sing a rainbow too</p> <p>Red and Yellow and Pink and Green, Orange and Purple and Blue. I can sing a rainbow, sing a rainbow, sing a rainbow too.</p>	<p>Twinkle Twinkle</p>  <p>Twinkle Twinkle, little star, How I wonder what you are? Up above the world so high, Like a diamond in the sky. Twinkle Twinkle little star, How I wonder what you are.</p>	<p>Row Row Row your Boat</p>  <p>Row, row, row your boat, Gently down the stream. If you see a crocodile, Don't forget to scream.</p>	<p>Mary Mary Quite Contrary</p>  <p>Mary, Mary, quite contrary, How does your garden grow? With silver bells, And cockle shells, And pretty maids All in a row.</p> <p>Mary, Mary, quite contrary, How does your garden grow? With silver bells, And cockle shells, And pretty maids all in a row.</p>	<p>Old Macdonald had a Farm</p>  <p>Old Macdonald had a farm, E, I, e, I, o, And on that farm, he had a cow, E, I, e, I, o, With a moo moo here, And a moo moo there, Here a moo, there a moo, Everywhere a moo moo.</p>
<b>Main Nursery Rhyme</b>	<b>The Wheels on the Bus</b>	<b>I can Sing a Rainbow</b>	<b>Twinkle Twinkle</b>	<b>Row, Row, Row your boat</b>	<b>Mary Mary quite Contrary</b>	<b>Old Macdonald had a Farm</b>
<b>Focus Story</b>	The Whales on the Bus by Katrina Charman	Wow said the Owl by Tim Hopgood	How to Catch a Star by Oliver Jeffers	Open Very Carefully by Nicola O'Byrne	Lola Plants a Garden by Anna McQuinn	Dear Zoo by Rod Campbell

						
<p><b>Rhyme Time</b></p>	<p>Nursery rhymes are at the heart of our learning in the Nursery. It provides the stimulus and foundation for all areas of learning. During our Rhyme Time sessions children will begin to enjoy songs and rhymes, while tuning in and paying attention to the language, vocabulary and the beat. Here, the children learn to join in with songs and rhymes due to their repetitive nature, copying sounds, rhythms, tunes and tempo. Our mission is to expose children to high level vocabulary and to encourage speech development where children will say some words in songs and rhymes. Rhyme Time is an opportunity for children to copy finger movements and gestures, all while developing their focus, listening skills and attention. In our Nursery we understand the importance of quality stories and nursery rhymes to support children's ability to later retell their own stories and rhymes. During these sessions, children become familiar with the rhymes, responding to what they hear and do, as well as developing their own preferences where children find out which nursery rhymes they enjoy. These sessions have a main nursery rhyme which they will sing every day to ensure the language is embedded, while drawing on other nursery rhymes to support that retrieval practice.</p>					
<p><b>Themed Learning</b></p>	<p><b>Week 1-</b> We are going on a bus hunt: children to count the buses along the way. (Mathematics)</p> <p><b>Week 2-</b> Pattern making with cars in paint: children to observe the marks that the cars make. (Expressive Arts and Design)</p> <p><b>Week 3-</b> Creating a collage bus: children to be introduced to different textures. (Expressive Arts and</p>	<p><b>Week 1-</b> Rainbow playdough: children to manipulate the dough into a desired shape. (Physical Development)</p> <p><b>Week 2-</b> Painting on cling film around table legs: children to make marks with paint. (Expressive Arts and Design)</p> <p><b>Week 3-</b> Colour mixing Tuff tray: children to explore and experiment to see change.</p>	<p><b>Week 1-</b> Creating stars from playdough: children to explore the shape of a star. (Mathematics)</p> <p><b>Week 2-</b> Finger painting the world: children to control their finger, using their fine motor skills (Physical Development)</p> <p><b>Week 3-</b> Colour matching diamonds: children to use their similarity skills. (Mathematics)</p>	<p><b>Week 1-</b> Exploring boats in the water tray: children to move the boats around the water. (Understanding the World)</p> <p><b>Week 2-</b> Paper plate boat: children to attached different shapes together. (Mathematics)</p> <p><b>Week 3-</b> We are going on a crocodile hunt: children to retell and act out an innovated story. (Communication and Language)</p>	<p><b>Week 1-</b> Leaf printing with paint and leaves: children to follow an adults instruction to paint and print a leaf. (Communication and Language)</p> <p><b>Week 2-</b> Flowers in water play: children to observe flowers floating and explore natural materials. (Understanding the World)</p> <p><b>Week 3-</b> Nature pictures on sticky</p>	<p><b>Week 1-</b> Exploring the pigs in cornflour mud: children to talk about where pigs live and their environment. (Understanding the World)</p> <p><b>Week 2-</b> Pick the animals from the hay with tongs: children to control a different tool. (Physical Development)</p> <p><b>Week 3-</b> Make a sheep mask: children to make the sheep noises, as well</p>

	<p>Design)</p> <p><b>Week 4-</b> Making paper plate faces: children to discuss who they live with and the special people in their lives. (Understanding the World)</p> <p><b>Week 5-</b> Washing babies tuff tray: children to talk about the importance of keeping clean. (Personal, Social and Emotional Development)</p> <p><b>Week 6-</b> I can use a brush to uncover buses from oats: children to use their fine motor skills. (Physical Development)</p> <p><b>Week 7-</b> Cars on drainpipe ramps: discuss how things work and gain an understanding of how things move. (Understanding the World)</p>	<p>(Expressive Arts and Design)</p> <p><b>Week 4-</b> Rainbow collage: children to control glue spreaders. (Physical Development)</p> <p><b>Week 5-</b> Chalk rainbows on chalkboard blocks: children to explore making marks on different textures. (Expressive Arts and Design)</p> <p><b>Week 6-</b> We are going on a colour hunt: what colours can you see around our school? (Mathematics)</p> <p><b>Week 7-</b> Bubble wrap painting in rainbow colours: children to share the resources between them. (Personal, Social and Emotional development)</p>	<p><b>Week 4-</b> Suncatcher stars: children to follow instructions from an adult. (Communication and Language)</p> <p><b>Week 5-</b> Follow the star and diamond shapes on the floor: children to explore 2D shapes. (Mathematics)</p> <p><b>Week 6-</b> Star sponge painting: children to control a different tool. (Expressive Arts and Design)</p>	<p><b>Week 4-</b> Fork painting polar bears: children to hold a fork to make a brush stroke. (Physical Development)</p> <p><b>Week 5-</b> Discovering boats in gloop: children to use their senses, exploring and manipulating the gloop. (Physical Development)</p> <p><b>Week 6-</b> I can brush the crocodile's teeth: children to understand the importance of cleaning our teeth. (Personal, Social, Emotional Development)</p>	<p>back plastic: children to explore natural objects from our garden. (Understanding the World)</p> <p><b>Week 4-</b> Berry playdough: children to develop their strength and coordination when manipulating the dough. (Physical Development)</p> <p><b>Week 5-</b> Planting cress seeds: children to talk about change and growing. (Understanding the World)</p> <p><b>Week 6-</b> Silver bells music: children to use bells to make music. (Expressive Arts and Design)</p>	<p>as follow instructions from their adults. (Communication and Language)</p> <p><b>Week 4-</b> Farm Tuff tray: children to discuss the names of all the animals and the noises that they make. (Communication and Language)</p> <p><b>Week 5-</b> I can milk the cow: children to discuss and talk about where milk comes from. (Understanding the World)</p> <p><b>Week 6-</b> Shearing the shaving foam off the sheep: children to control a tool to make brush strokes. (Physical Development)</p> <p><b>Week 7-</b> Sponge painting chicks: children to talk about how chicks grow. What do they grow into? (Understanding the World)</p>
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<p><b>Independent Learning Time</b></p>	<p>During Independent Learning Time, we are passionate in our belief that children learn through their own experiences and as such, have developed a curriculum which encourages <b>exploration</b> and <b>discovery</b> through <b>sensory experiences</b>. In the first three years of life, most children make sense of the world through their five senses. A sensory curriculum can involve playing with textures, ingredients, materials and props to stimulate the core senses and build children's awareness of using their senses. For example, playing in a sandpit develops a child's sense of touch – is the sand rough, smooth, dry, wet, hard, soft? This sensory information is passed from the body to the brain and is essential in helping children to make sense of the world around them, and is important for more complex learning tasks, language development, social interaction, gross motor skills and all types of future learning. During Independent Learning Time, adults guide, scaffold and adapt the provision to meet the individual and <b>unique needs</b> of every child to ensure that the next steps are met. Our Independent Learning time allows for children to <b>make decisions</b>, progress at their <b>own pace</b> and to develop a <b>greater independence</b>.</p>					
<p><b>Number Time</b></p>	<ul style="list-style-type: none"> <li>★ Take part in daily finger rhymes with numbers (birth-3 years)</li> <li>★ Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' (birth-3 years)</li> </ul>					
	<p><b>Counting forwards:</b></p> <p>One finger, One Thumb keep moving</p> <p>1, 2, 3, 4, 5 Once I caught a Fish Alive</p> <p>Five Little Peas</p>	<p><b>Counting backwards:</b></p> <p>5 Current Buns</p> <p>5 Little Ducks</p> <p>10 in the Bed</p>	<p><b>Counting forwards:</b></p> <p>One, Two, Buckle My shoe</p> <p>Ants go Marching</p> <p>One Potato Two Potato</p>	<p><b>Counting backwards:</b></p> <p>5 Speckled Frogs</p> <p>Five Little Monkeys Jumping on a bed</p> <p>10 Fat sausages</p>	<p><b>Counting forwards:</b></p> <p>One Big Hippo Balancing</p> <p>One Man went to Mow</p> <p>The goats come marching</p>	<p><b>Counting backwards:</b></p> <p>5 Little Men in a Flying Saucer</p> <p>Five Little Monkeys swinging in a tree</p> <p>10 Green bottles</p>