

## Learning Journey Map

Term: Autumn

Weeks: 7

Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture

<b>Equality of Opportunity</b> Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	<b>Enquiry Based Learning</b> Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	<b>Inspire awe and wonder</b> Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	<b>Sustainability</b> Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy
All about me – Talk about different family units	Encourage children to choose own equipment for activities e.g. which mark making tools to draw with	Exploring different areas of the nursery.	How can we look after the nursery environment?

### Nursery

**Title:** All about me



#### Big Bang

Bring in photo of themselves to show and discuss.

#### Celebration

Art exhibition within classes of self portraits

#### Physical development

Imitates drawing simple shapes such as circles and lines.

Shows control in holding and using jugs to pour, hammers, books and mark-making tools.

Develop movement when balancing and riding (scooters, trikes and bikes).

Use large movements to wave flags and streamers and make marks.

#### Understanding the World

Learns that they have similarities and differences that connect them to, and distinguish them from, others.

Developing an understanding of growth, decay changes and growth over time.

Has a sense of own immediate family and relatives.

Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family.

#### Personal, social and emotional development

Interested in others' play and starting to join in.

Seeks out others to share experiences.

Shows affection and concern for people who are special to them

#### Communication and Language and Literacy

**Our key texts;**

“Nursery time” Mij Kelly and Mary McQillan  
 “I love my hair” by Natasia Anastasia Tarpley.  
 “From head to toe” by Eric Carle.  
 “Happy Birthday to you” by Nicola Seater.

Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.

Shows interest in play with sounds, songs and rhymes.

Understands more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’

Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is.?).

Developing understanding of simple concepts (e.g. big/little)..

Holds a conversation, jumping from topic to topic.

Engage in extended conversations about stories.

Spot and suggest a rhyme

Count and clap syllables

#### Maths

Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’.

Recites some number names in sequence.  
 Creates and experiments with symbols and marks representing ideas of number.  
 Begins to make comparisons between quantities.  
 Uses some language of quantities such as more and a lot.

#### Expressive Arts and Design

Experiments with blocks, colours and marks.

Sings a few familiar songs.

Beginning to use representation to communicate, e.g. drawing a line and saying ‘That’s me.’

Combining different materials to create different.