



## Curriculum Map 2018/19



### Nursery

	Autumn 1 All about me Nursery rhymes	Autumn 2 Dear Santa	Spring 1 A busy day with birds	Spring 2 Brown bear brown bear	Summer 1 Dear Zoo	Summer 2 The train journey
Communication and language	Positional language Retelling the story Asking and answering questions Retelling past events Listening to our friends talking about ourselves and what we are good at and enjoy	Retelling past events Listening to our friends talking about ourselves and what we are good at and enjoy.	Positional language Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Beginning to understand 'why' and 'how' questions Questions why things happen and gives explanations. Asks for example, 'who', 'what', 'when', 'how'	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Questions why things happen and gives explanations. Asks eg 'who', 'what', 'when', 'how' Uses a range of tenses Uses talk in pretending that objects stand for something else in play Builds up vocab that reflects the breadth of their	Hungry caterpillar Builds up vocab that reflects the breadth of their experiences Maintains attention, concentrates and sits quietly during appropriate activity Two-channelled attention – can listen and do for a short span Responds to instructions involving a two part sequence Understands humour Able to follow a story without pictures or	Whatever next Able to follow a story without pictures or props Extends vocab, especially by grouping and naming, exploring the meaning and sounds of new words Uses language to imagine and recreate roles and experiences in play situations Uses talk to organise, sequence and clarify thinking, ideas, feelings and events

				experiences	props	
Personal and social education	<p>Being friends Being kind Class rules We're all special <a href="https://www.youtube.com/watch?v=k_t7pTfdYts">https://www.youtube.com/watch?v=k_t7pTfdYts</a> Things that are special to us.</p>	<p>What makes us special Taking turns Talking about home and family Expresses own preferences and interests Can express their own feelings such as sad, happy, cross, scared, worried</p>	<p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others Can describe self in positive terms and talk about their abilities Understands that own actions affect other people</p>	<p>Confident to speak to others about their own needs, wants, interests and opinions Explains own knowledge and understanding, and asks appropriate questions of others Understands that own actions affect other people Aware of the boundaries set, and of behavioural expectations in the setting Can describe self in positive terms and talk about their abilities</p>	<p>Initiates conversations, attends to and takes account of what other say Takes steps to resolve conflicts with other children Confident to speak to others about their own needs, wants, interests and opinions Understands that own actions affect other people Aware of the boundaries set, and of behavioural expectations in the setting</p>	<p>Explains own knowledge and understanding, and asks appropriate questions of others. Can describe self in positive terms and talk about their abilities Beginning to be able to negotiate and solve problems without aggression Understands that own actions affect other people Takes steps to resolve conflicts with other children</p>
Physical development	<p>Safety with tools Washing and drying hands Keeping healthy Sticky kids – music and</p>	<p>Washing and drying hands Toilet independence Keeping healthy 5 a day – music and movement Bikes/trikes</p>	<p>Safety with tools  Washing and drying hands</p>	<p>Washing and drying hands  Keeping healthy  Wake and shake – music and movement</p>	<p>Can copy some letters  Holds pencil near point between first two fingers and thumb and uses</p>	<p>Can copy some letters  Shows some understanding of the need for safety when</p>

	<p>movement Bikes/trikes Team/ring games Can tell adults when hungry or tired or when they want to rest or play Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p>	<p>Team/ring games Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p>	<p>Keeping healthy  Wake and shake – music and movement  Bikes/trikes  Team/ring games  Wild area, forest time  Can stand momentarily on one foot when shown  Draws lines and circles using gross motor movements  Hold pencil between thumb and two fingers, no longer using whole hand grasp</p>	<p>Bikes/trikes  Team/ring games  Wild area, forest time  Hold pencil between thumb and two fingers, no longer using whole hand grasp Uses one handed tools and equipment Can copy some letters</p>	<p>it with good control  Dresses with help  Jumps off an object and lands appropriately  Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  Shows some understanding of the need for safety when tackling new challenges and considers and manages some risks.</p>	<p>tackling new challenges and considers and manages some risks.  Shows understanding of how to transport and store equipment safely  Shows a preference for a dominant hand  Begins to use anticlockwise movement and retrace vertical lines</p>
Literacy	<p>Nursery rhymes – retelling, story stones/</p>	<p>Dear Santa by Rod Campbell – retelling, story stones,</p>	<p>A busy day with birds by Lucy Cousins retelling</p>	<p>Brown bear brown bear book Eric Carle Listens to and</p>	<p>Dear Zoo and Rod Campbell books Enjoys rhyming</p>	<p>The train journey by June Crebbin Hears and says</p>

	spoons Listening games - sound box listening walk Recognising our name Nursery Rhymes – what's in the bag?	changing parts, PWP Listening games - sound box Recognising our name Nursery Rhymes – what's in the bag? Reading and sharing stories together Listening to stories	Rhyme and alliteration Name writing Pencil control Dough gym	joins in with stories and poems, one-to-one and also in small groups Ascribes meanings to the marks that they see in different places Suggests how stories might end Describes main story settings, events and principal characters	and rhythmic activities Shows awareness of rhyme and alteration Recognises rhythm in spoken words Beginning to be aware of the way stories are structured. Suggests how stories might end Describes main story settings, events and principal characters Gives meaning to marks they draw, write and paint Continues a rhyming string	the initial sounds in words Knows that print carries meaning and, in English, is read from left to right and top to bottom Recognises familiar words and signs such as own names and advertising logos Shows interest in illustrations and print in books and print in the environment. Writes own name
Maths	Counting to 5/10 Counting songs – buns frogs spacemen firemen greedy crocodile Recognising numbers to	Counting to 5/10 Counting songs – buns frogs spacemen firemen greedy crocodile Recognising numbers to 5/10	Counting to 5/10/15 Counting songs Recognising numbers to 5/10/15 Matching 1:1 story of 1,2,3,4,5 2D shapes – circle, square,	Counting to 5/10/15 Counting songs Recognising numbers to 5/10/15 Matching 1:1 story of 1,2,3,4,5, 6,7,8,9,10 2D/ 3D shapes	Recites number names in order to 10 Knows that numbers identify how many objects there are in a set. Sometimes	Recites number names in order to 10 Recognises numerals 1 to 5 Selects the correct numeral to represent 1 to 5 then 1 to 10 objects

	<p>5/10 Matching 1:1 story of 1,2,3,4,5 2D shapes – circle, square, triangle, rectangle</p>	<p>Matching 1:1 story of 1,2,3,4,5 pattern</p>	<p>triangle, rectangle, Pattern Realises not only objects, but anything can be counted, including steps, claps or jumps Begins to make marks to represent numbers</p>	<p>– circle, square, triangle, rectangle, cube, cuboids, sphere, cone Pattern Realises not only objects, but anything can be counted, including steps, claps or jumps Begins to make marks to represent numbers</p>	<p>matches numeral and the correct quantity. Compares two groups of objects saying they have the same number Shows an interest in representing numbers Shows interest in shape by sustained construction activity or by talking about shapes or arrangements Shows awareness of similarities of shape in the environment Beginning to talk about the shapes of everyday objects</p>	<p>Counts an irregular arrangement of up to 10 objects</p> <p>Orders two or three items by length or height Uses everyday language related to time Orders familiar events Measures short periods of time in simple ways</p>
<p>Understanding the world</p>	<p>Labelling parts of the body</p> <p>5 senses</p> <p>Who is in my family? People who are</p>	<p>ICT using computer and CD player</p> <p>Remembers and talks about significant events in their</p>	<p>Children can show interest in the lives of people who are familiar to them Children can talk about some of the things they</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Can talk about</p>	<p>Enjoys joining in with family customs and routines Looks closely at similarities, differences, patterns and change</p>	<p>Enjoys joining in with family customs and routines Looks closely at similarities, differences, patterns and change</p>

	<p>important to me</p> <p>Family and friends</p> <p>Similarities and differences – we're all special</p> <p>Cameras</p>	<p>own experiences</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from others</p>	<p>have observed such as plants, animals, natural and found objects</p> <p>Developing an understanding of growth, decay and changes over time</p> <p>Shows care and concern for living things and the environment</p>	<p>some of the things they have observed such as plants, animals, natural and found objects</p> <p>Shows care and concern for living things and the environment</p> <p>Knows that information can be retrieved from computers</p>	<p>Uses ICT hardware to interact with age appropriate computer software</p> <p>Developing an understanding of growth, decay and changes over time</p>	<p>Uses ICT hardware to interact with age appropriate computer software</p> <p>Knows that information can be retrieved from computers</p> <p>Talks about why things happen and how things work</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects</p>
Expressive Arts and design	<p>10 little fingers</p> <p>Head shoulders knees and toes</p> <p>Sticky kids</p> <p>Pen drawings of ourselves</p> <p>Exploring musical instruments</p> <p>Role play - home</p>	<p>Sticky kids</p> <p>Exploring musical instruments</p> <p>Role play - home</p> <p>Christmas play</p>	<p>Making super hero capes</p> <p>Designing their own super hero joins in dancing and ring games</p> <p>Explores colour and how colours can be changed</p> <p>Beginning to be interested in as describe the texture of things</p>	<p>Large paintings/pictures/collages of animals</p> <p>Joins in dancing and ring games</p> <p>Explores colour and how colours can be changed</p> <p>Beginning to be interested in as describe the texture of things</p>	<p>Taps out simple repeated rhythms</p> <p>Explores and learns how sound can be changed</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</p>	<p>Explores different sounds of instruments</p> <p>Understands that different media can be combined to create new effects</p> <p>Understands that different media can be combined to create new effects</p>

					<p>Captures experiences and responses with a range of media such as music, dance and paint and other materials and words</p> <p>Captures experiences and responses with a range of media such as music, dance and paint and other materials and words</p> <p>Uses available resources to create props to support role play</p> <p>Builds stories around toys</p>	<p>Constructs with a purposes in mind using a variety of resources</p> <p>Introduces a storyline or narrative into tier play</p> <p>Plays co-operatively as part of a group to develop and act out a narrative</p>
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