

## Nursery Curriculum Map

	<u>Autumn 1</u> <u>My Family</u>	<u>Autumn 2</u> <u>Festivals and Seasons</u>	<u>Spring 1 Fantasy and</u> <u>Adventure</u>	<u>Spring 2 People</u> <u>Who Help Us</u>	<u>Summer 1</u> <u>Animal and Their Habitats</u>	<u>Summer 2 Seaside</u> <u>and Summer</u>
Literacy	<p>To listen to and identify a range of sounds all around them.</p> <p>To enjoy sharing books with an adult.</p> <p>To repeat words and phrases from familiar stories.</p> <p>To notice print in their environment.</p>	<p>To listen to sounds related to letters for example sssss snake and hear them in other words.</p> <p>To understand the key concepts about print.</p> <p>To enjoy drawing freely.</p>	<p>To identify letters and begin to form them.</p> <p>To begin to develop their phonological awareness.</p> <p>To engage in conversations about stories, learning new vocabulary.</p>	<p>To continue to identify letters and begin to form them.</p> <p>To write some letters in their name accurately.</p> <p>To engage in extended conversations about stories they have heard and know.</p>	<p>To continue to identify letters and begin to form them.</p> <p>To write some letters accurately.</p> <p>To use some of their print and letter knowledge in their early writing.</p>	<p>To continue to identify letters and begin to form them.</p> <p>To begin to segment and blend.</p> <p>To further develop letter formation.</p> <p>To use some of their print and letter knowledge in their early writing.</p>

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<b>Communication and Language</b>	<p>To listen to a range of stories read to them.</p> <p>To sing and learn some nursery rhymes such as Humpty Dumpty, Twinkle Twinkle Little Star, Incy Wincy Spider, Head Shoulders Knees and Toes.</p> <p>To communicate how they are feeling using words as well as actions.</p> <p>To develop pretend play.</p>	<p>To start to develop conversations.</p> <p>To enjoy listening to longer stories and remember much of what happened.</p> <p>To use longer sentences to express themselves.</p> <p>To sing a range of songs including nursery rhymes such as Wheels on The Bus, If You're Happy and You Know it, Animal Fair, The Bear went over the Mountain.</p> <p>To develop pronunciation.</p>	<p>To start a conversation with an adult or child and continue it for many turns.</p> <p>To use talk to organise themselves and in their play.</p> <p>To enjoy listening to stories and begin to sequence events.</p>	<p>To confidently sing a large repertoire of songs learned over the year.</p> <p>To be able to talk about familiar books and tell or retell a long story.</p> <p>To further develop conversations with an adult or child and continue it for many turns.</p>	<p>To enjoy longer stories and remember most of what happens.</p> <p>To be able to express a point of view and debate using words as well as actions.</p> <p>To further develop their use of talk to organise themselves and in their play.</p>	<p>To be able to talk about familiar books and tell or retell a long story.</p> <p>To be able to recall familiar stories and authors.</p> <p>To be able to express a point of view and debate using words as well as actions.</p>
<b>Personal, Social and emotional development</b>	<p>To establish their sense of self.</p> <p>To engage with others through gesture, gaze and talk.</p> <p>To begin to develop emotional regulation</p> <p>To grow in independence.</p> <p>To learn to use the toilet independently.</p>	<p>To play with increasing confidence on their own and with other children.</p> <p>To begin to demonstrate 'effortful control', e.g. waiting their turn rather than grab.</p> <p>To select and use activities and resources with help when needed.</p>	<p>To develop their sense of responsibility and membership of the class.</p> <p>To increasingly follow rules, understanding why they are important.</p> <p>To develop appropriate ways of being assertive.</p> <p>To begin to understand how others might be feeling.</p>	<p>To become more outgoing with unfamiliar people in the safe context of their setting.</p> <p>To play with other children extending and elaborating play ideas.</p> <p>To be increasingly independent in meeting their own care needs.</p>	<p>To begin to find solutions to conflicts and rivalries.</p> <p>To remember rules without an adult needing to remind them.</p> <p>To talk about their feelings.</p> <p>To develop empathy, showing understanding of how others might be feeling.</p>	<p>To demonstrate problem solving skills when communicating with others to solve conflicts.</p> <p>To understand that rules are important to keep them safe.</p> <p>To further develop their sense of responsibility and membership of the class.</p>

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Mathematics	<p>To join in with familiar numbers rhymes.</p> <p>To develop counting-like behaviour and count in everyday contexts, sometimes skipping numbers.</p> <p>To compare sizes.</p> <p>To notice patterns and arrange things in patterns.</p>	<p>To show numbers up to five using fingers.</p> <p>To develop fast recognition of up to three objects.</p> <p>To be able to count with one-to-one correspondence. (cardinal principle)</p> <p>To begin to describe a sequence of events using words such as first, then and next.</p>	<p>To experiment with their own symbols and marks as well as numerals.</p> <p>To understand position through words alone.</p> <p>To make comparisons between objects relating to size, weight, length and capacity.</p> <p>To recite numbers past five.</p>	<p>To talk about and identify patterns around them.</p> <p>To extend and create repeating patterns.</p> <p>To talk about and explore 2D and 3D shapes using informal and mathematical language.</p> <p>To subitise to five.</p>	<p>To describe a familiar route.</p> <p>To use positional vocabulary to discuss routes and locations.</p> <p>To combine shapes to make new ones.</p> <p>To solve simple real world mathematical problems.</p>	<p>To further develop the language used to make comparisons between objects relating to size, weight length and capacity.</p> <p>To talk about and explore simple 2D and 3D shapes using informal and mathematical language with increasing confidence.</p> <p>To count a group of ten or more objects.</p> <p>To notice and be able to correct errors in repeating patterns.</p>
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<b>Physical Development</b>	<p>To enjoy starting to kick, throw and catch balls.</p> <p>To clap and stamp to music.</p> <p>To use a range of resources to independently build.</p> <p>To develop balance when using a scooter or riding a tricycle.</p> <p>To develop manipulation and control when exploring different materials and tools.</p>	<p>To develop large and small motor skills to do tasks independently.</p> <p>To use large muscle movements to wave flags and streamers and to paint and make marks.</p> <p>To use one handed tools and equipment.</p>	<p>To show a preference for a dominant hand.</p> <p>To use a comfortable grip with good control when using pens and pencils.</p> <p>To gain confidence when climbing stairs using alternate feet.</p>	<p>To continue to develop a comfortable grip and good control when using pens and pencils.</p> <p>To be increasingly independent when getting dressed and undressed.</p> <p>To skip, hop and stand on one leg and hold a pose.</p>	<p>To continue to develop their movement, balancing, riding and ball skills.</p> <p>To begin to choose appropriate resources to carry out their own plan.</p> <p>To collaborate with others to manage large construction items, such as wooden blocks.</p>	<p>To develop greater confidence with their movement, balance, riding and ball skills.</p> <p>To further develop their choices when selecting resources to solve problems when carrying out their own plan.</p> <p>To begin making up their own activities as part of play.</p> <p>To use a comfortable grip with good control when using pens and pencils.</p>
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Understanding of the world	<p>To use all of their senses in hands-on-exploration of natural materials.</p> <p>To begin to understand the need to respect and care for the natural environment and all living things.</p> <p>To talk about the differences between materials and changes they notice e.g. baking Gingerbread men</p> <p>To explore and talk about the different forces they can feel e.g. gravity, wind.</p>	<p>To explore collections of materials with similar and/or different properties e.g. leaves, conkers, cones.</p> <p>To know there are other countries in the world.</p> <p>To talk about the differences between countries they have experienced or seen in photos and pictures e.g. Sri Lanka.</p>	<p>To talk about what they see, using a widening vocabulary.</p> <p>To further develop their understanding of respect and why caring for the natural environment and all living things is important.</p> <p>To begin to make sense of their own life-story and family history e.g. compared to the family in 'Peepo'.</p>	<p>To plant seeds and care for growing plants.</p> <p>To understand the key features of the life-cycle of a plant e.g. beans and sunflowers.</p> <p>To develop vocabulary to describe the differences between materials and changes they notice e.g. baking bread.</p> <p>To continue developing positive attitudes towards different people e.g. disabilities.</p> <p>To show interest in different occupations.</p>	<p>To understand the needs of growing plants.</p> <p>To understand the key features of the life-cycle of an animal e.g. hen, duck.</p> <p>To demonstrate respect and care for the natural environment and all living things e.g. nursery plants, seeds and flowers.</p> <p>To demonstrate a positive attitude about the differences between people e.g. appearances.</p>	<p>To understand the key features of the life-cycle of an animal e.g. Butterfly, frog.</p> <p>To know there are other countries in the world and talk about the differences they have experienced or seen in photos and pictures e.g. Africa.</p> <p>To explore how things work.</p> <p>To explore and talk about the different forces they can feel e.g. gravity, sun, water.</p>
Expressive Arts and Design	<p>To move and dance to music.</p> <p>To join in with songs and rhymes, making some sounds.</p> <p>To start to make marks intentionally.</p>	<p>To enjoy and take part in action songs.</p> <p>To start to develop pretend play.</p> <p>To make simple models which express their ideas.</p> <p>To express ideas and feelings through marks and give meaning to the marks they make.</p>	<p>To take part in simple pretend play.</p> <p>To explore different materials thoroughly.</p> <p>To create closed shapes with continuous lines to represent objects.</p> <p>To listen with increased attention to sounds.</p>	<p>To sing at the pitch of a tone sung by another person.</p> <p>To sing the melodic shape of familiar songs.</p> <p>To play simple instruments with increased control.</p>	<p>To draw with increasing complexity and detail.</p> <p>To explore colour and colour mixing.</p> <p>To begin to develop complex stories using small world equipment.</p>	<p>To make imaginative and complex small worlds with blocks etc.</p> <p>To develop their own ideas and decide which materials to use.</p> <p>To respond to what they have heard expressing their thoughts and feelings.</p>

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