

Nursery and Reception Curriculum Map 2018/2019

	Autumn	Spring	Summer
Literacy	<p>Themes</p> <ul style="list-style-type: none"> • Traditional tales • Talk for writing • Ourselves • Seasons <p>Reading</p> <ul style="list-style-type: none"> • Look at books independently • Handle books carefully • Hold books the correct way up and turn pages • Recognise rhythm in spoken words • Listen to and join in with stories and poems, one to one and also in small groups <p>Writing</p> <ul style="list-style-type: none"> • Sometimes give meaning to marks as they draw and paint <p>Phonics</p> <ul style="list-style-type: none"> • Environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds • Phase 2 sounds beginning s,a,t,p,i,n • Introduction of blending and segmenting set 1-2 sounds. 	<p>Themes</p> <ul style="list-style-type: none"> • Cultural stories • Celebrations • People who help us <p>Reading</p> <ul style="list-style-type: none"> • Begin to be aware of the way stories are structured • Suggest how the story might end • Listen to stories with increasing attention and recall • Describe main story settings, events and principal characters • Show interest in illustrations and print in books and print in the environment • Join in with repeated refrains and anticipate key events and phrases in rhymes and stories <p>Writing</p> <ul style="list-style-type: none"> • Regularly give meaning to marks as they draw and paint <p>Phonics</p> <ul style="list-style-type: none"> • Revisit phase 2 sounds including diagraphs ck, ff, ll • Blending and segmenting set 1-4 sounds 	<p>Themes</p> <ul style="list-style-type: none"> • Informational texts • The world around us • Transport • Senses <p>Reading</p> <ul style="list-style-type: none"> • Recognise familiar words and signs such as own name and advertising logos • Know information can be relayed in the form of print • Show awareness of rhyme and alliteration • Know that print carries meaning and, in English, is read from left to right and top to bottom <p>Writing</p> <ul style="list-style-type: none"> • Ascribe meanings to marks that they see in different places <p>Phonics</p> <ul style="list-style-type: none"> • Revisit phase 2 sounds including diagraphs • Blending and segmenting set 1-5 sounds
Communication and language	<p>Listening and Attention</p> <ul style="list-style-type: none"> • Listen to others one to one or in small groups, when conversation interests them • Listen to stories with increasing attention and recall <p>Understanding</p> <ul style="list-style-type: none"> • Understand use of objects <p>Speaking</p> <ul style="list-style-type: none"> • Retell a simple past event in correct order • Use vocabulary focus on objects and people that are of particular importance to them 	<p>Listening and Attention</p> <ul style="list-style-type: none"> • Join in with repeated refrains and anticipate key events and phrases in rhymes and stories <p>Understanding</p> <ul style="list-style-type: none"> • Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture • Respond to simple instructions • Is able to follow instructions (if not intently focused on own choice of activity) <p>Speaking</p> <ul style="list-style-type: none"> • Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences 	<p>Listening and Attention</p> <ul style="list-style-type: none"> • Focus attention - still listen or do, but can shift own attention <p>Understanding</p> <ul style="list-style-type: none"> • Begin to understand 'why' and 'how' questions <p>Speaking</p> <ul style="list-style-type: none"> • Use intonation, rhythm and phrasing to make the meaning clear to others • Build up vocabulary that reflects the breadth of their experiences • Use talk in pretending that objects stand for something else in play

		<ul style="list-style-type: none"> • Question why things happen and give explanations e.g. who, what, when, how • Use a range of tenses • Begin to use more complex sentences to link thoughts e.g. using and , because 	
Expressive Arts and Design	<p>Exploring Media and Materials</p> <ul style="list-style-type: none"> • Enjoy joining in with dancing and ring games • Sing a few familiar songs • Begin to move rhythmically • Imitate movement in response to music <p>Being Imaginative</p> <ul style="list-style-type: none"> • Use movement to express feelings • Create movement in response to music • Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there • Engage in imaginative role play based on own first hand experiences 	<p>Exploring Media and Materials</p> <ul style="list-style-type: none"> • Tap out simple repeated rhythms • Explore and learn how sound can be changed • Explore colour and how colours can be changed • Understand they can use lines to enclose a space and begin to use these shapes to represent objects • Realise tools can be used for a purpose <p>Being Imaginative</p> <ul style="list-style-type: none"> • Sing to self and make up simple songs • Make up rhythms • Develop preferences for forms of expression 	<p>Exploring Media and Materials</p> <ul style="list-style-type: none"> • Begin to be interested in and describe the texture of things • Use various construction materials • Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces • Join construction pieces together to build and balance <p>Being Imaginative</p> <ul style="list-style-type: none"> • Build stories around toys • Use available resources to create props to support role play • Capture experiences and responses with a range of media, such as music, dance, and paint and other materials or words
Understanding the World	<p>People and their Communities</p> <ul style="list-style-type: none"> • Show interest in the lives of people who are familiar to them • Show interest in different occupations and ways of life <p>The World</p> <ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world <p>Technology</p> <ul style="list-style-type: none"> • Know how to operate simple equipment e.g. turn on CD player and use remote control 	<p>People and their Communities</p> <ul style="list-style-type: none"> • Remember and talk about significant events in their own experience • Recognise and describe special times or event for family or friends <p>The World</p> <ul style="list-style-type: none"> • Talk about some of the things they have observed such as plants, animals, and found objects • Talk about why things happen and how things work <p>Technology</p> <ul style="list-style-type: none"> • Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones 	<p>People and their Communities</p> <ul style="list-style-type: none"> • Know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family <p>The World</p> <ul style="list-style-type: none"> • Develop an understanding of growth, decay and changes over time • Show care and concern for living things and the environment <p>Technology</p> <ul style="list-style-type: none"> • Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images • Know that information can be retrieved from computers
Numeracy	<p>Number</p> <ul style="list-style-type: none"> • Use some number names and number language spontaneously • Use some number names accurately in play • Recite numbers in order to ten • Realise not only objects, but anything can be counted, including steps, claps or jumps • Introduce arrays/number patterns 	<p>Number</p> <ul style="list-style-type: none"> • Begin to represent numbers using fingers, marks on paper or pictures • Sometimes match numeral and quantity correctly • Show curiosity about numbers by offering comments or asking questions • Compare two groups of objects saying when they have the same number • Know the oneness of one, twoness of two...ten 	<p>Number</p> <ul style="list-style-type: none"> • Show an interest in number problems • Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same • Show an interest in numerals in the environment • Show an interest in representing numbers <p>Shape, Space and Measure</p>

	<p>Shape, Space and Measure</p> <ul style="list-style-type: none"> • Show an interest in shape in space by playing with shapes or making arrangements with objects • Explore patterns 	<ul style="list-style-type: none"> • Introduce Numicon number shapes • Know that numbers identify how many objects are in a set <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> • Show awareness of similarities of shapes in the environment • Use positional language • Numicon patterns and space 	<ul style="list-style-type: none"> • Show interest in shape by sustained construction activity or by talking about shapes or arrangement • Explore measuring using standard and non-standard objects to measure with
<p>PSED</p>	<p>Making Relationships</p> <ul style="list-style-type: none"> • Play in a group, extending and elaborating play ideas e.g. building up a role play activity with other children <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> • Select and use activities and resources with help • Welcome and value praise for what they have done <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> • Aware of own feelings, and know that some actions and words can hurt others' feelings 	<p>Making Relationships</p> <ul style="list-style-type: none"> • Initiate play, offering cues to peers to join them • Keep play going by responding to what others are saying or doing <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> • Use available resources to create props to support role play • Enjoy responsibility of carrying out small tasks • Is more outgoing towards unfamiliar people in new social situations <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> • Use available resources to create props to support role play • Begin to accept the needs of others and take turns and share resources, sometimes with support from others • Can usually tolerate delay when needs are not immediately met, and understand wishes may not always be met 	<p>Making Relationships</p> <ul style="list-style-type: none"> • Demonstrate friendly behaviour, initiating conversations and forming good relationship with peers and familiar adults <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> • Confident to talk to other children when playing, and will communicate freely about own home and community • Show confidence in asking adults for help <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> • Can usually adapt behaviour to different events, social situations and changes in routine
<p>Physical development</p>	<p>Moving and Handling</p> <ul style="list-style-type: none"> • 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 • Draw lines and circles using gross motor movements <p>Health and Self Care</p> <ul style="list-style-type: none"> • Tell adults when hungry or tired or when they want to rest or play • Gain more bowel and bladder control and attend to toileting needs most of the time themselves • Can usually manage washing and drying hands 	<p>Moving and Handling</p> <ul style="list-style-type: none"> • Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles • Stand momentarily on one foot when shown • Catch a large ball • Use one handed tools and equipment • Hold pencil between thumb and two fingers, no longer using whole hand grasp • Mount stairs, steps or climbing equipment using alternate feet <p>Health and Self Care</p> <ul style="list-style-type: none"> • Understand that equipment and tools have to be used safely 	<p>Moving and Handling</p> <ul style="list-style-type: none"> • Walk downstairs, two feet to each step while carrying a small object • Hold pencil near point between first two fingers and thumb and use it with good control • Can copy some letters <p>Health and Self Care</p> <ul style="list-style-type: none"> • Dress with help • Observe the effects of activity on their bodies