

2019-20 Curriculum Map for Nursery

22-36 months Red: 30-50 months Blue: 40-60 months

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	'Getting to know me/ Things that go!'	Dependant on Child Interests				
Communication and Language	<p>Listening and Attention</p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories. • 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. • Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). • Maintain attention, concentrate and sit quietly • Develop two-channelled attention <p>Understanding</p> <ul style="list-style-type: none"> • Identifies action words by pointing to the right picture, e.g., "Who's jumping?" • 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). • Understands use of objects (e.g. "What do we use to cut things?") • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions. • Respond to instructions involving a two-part sequence. Understand humour. • Follow a story without pictures or props • Listen and respond to ideas of others in conversation or discussion. <p>Speaking</p> <ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. • Uses a variety of questions (e.g. what, where, who). • Uses simple sentences (e.g. 'Mummy gonna work.') • Beginning to use word endings (e.g. going, cats) • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • 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 e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' • Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Use language to imagine and recreate roles and experiences in play situations • Link statements and stick to main theme or intention • Use talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduce a storyline or narrative into their play 					
Literacy	<p>Writing</p> <ul style="list-style-type: none"> • Distinguishes between the different marks they make. • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. • Continue a rhyming string • Begin to break the flow of speech into words • Hear and say the initial sound in words • Segment and blend sounds in simple words • Link sounds to letters, naming and sounding letters of the alphabet • Use clearly identifiable letters to communicate meaning • Write own name and other things such as labels and captions. • Attempt to write short sentences 					

	<p>Reading</p> <ul style="list-style-type: none"> ● Has some favourite stories, rhymes, songs, poems or jingles. ● Repeats words or phrases from familiar stories. ● Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. ● Enjoys rhyming and rhythmic activities. ● Shows awareness of rhyme and alliteration. ● Recognises rhythm in spoken words. ● Listens to and joins in with stories and poems, one-to-one and also in small groups. ● Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. ● Beginning to be aware of the way stories are structured. ● Suggests how the story might end. ● Listens to stories with increasing attention and recall. ● Describes main story settings, events and principal characters. ● Shows interest in illustrations and print in books and print in the environment. ● Recognises familiar words and signs such as own name and advertising logos. ● Looks at books independently. ● Handles books carefully. ● Knows information can be relayed in the form of print. ● Holds books the correct way up and turns pages. ● Knows that print carries meaning and, in English, is read from left to right and top to bottom. ● Continue rhyming string ● Hear and say initial sounds in words ● Segment and blend sounds in simple words ● Link sounds to letters, naming and sounding letters of the alphabet ● Begin to read words and simple sentences ● Enjoy an increasing range of books and begin to use forms of speech influenced by their experience of books. ● Know information can be retrieved from books and computers
<p>Mathematics</p>	<p>Numbers</p> <ul style="list-style-type: none"> ● 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'. ● Knows that a group of things changes in quantity when something is added or taken away. ● Uses some number names and number language spontaneously. ● Uses some number names accurately in play. ● Recites numbers in order to 10. ● Knows that numbers identify how many objects are in a set. ● Beginning to represent numbers using fingers, marks on paper or pictures. ● Sometimes matches numeral and quantity correctly. ● Shows curiosity about numbers by offering comments or asking questions. ● Compares two groups of objects, saying when they have the same number. ● Shows an interest in number problems. ● Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. ● Shows an interest in numerals in the environment. ● Shows an interest in representing numbers. ● Realises not only objects, but anything can be counted, including steps, claps or jumps. ● Recognise some numerals of personal significance ● Recognise numerals 1 to 5 ● Count up to three or four objects ● Count actions or objects which cannot be moved ● Count objects to 10 ● Count out up to 6 objects from a larger group ● Select the correct numeral to represent 1 to 5, then 1 to 10 objects ● Count an irregular arrangement of up to 10 objects ● Estimate how many objects they can see and check by counting them ● Use the language of 'more' or 'fewer' to compare two sets of objects ● Find totals ● Say the number that is one more ● Find one more or one less from a group of objects ● In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting ● Record, using marks ● Begin to identify own mathematical problems <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> ● Notices simple shapes and patterns in pictures. ● Beginning to categorise objects according to properties such as shape or size. ● Begins to use the language of size. ● Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. ● Anticipates specific time-based events such as mealtimes or home time ● Shows an interest in shape and space by playing with shapes or making arrangements with objects. ● Shows awareness of similarities of shapes in the environment. ● Uses positional language.

	<ul style="list-style-type: none"> • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. • Begin to use mathematical names for 2D and 3D shapes, and mathematical terms to describe them • Select a particular named shape • Describe position • Order two or three items by length or height • Order two items by weight or capacity • Use familiar objects and common shapes to create and recreate patterns and build models • Use everyday language related to time • Begin to use everyday language related to money • Order and sequence familiar events • Measure short periods of time in simple ways
<p>Understanding the World</p>	<p>People and Communities</p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to, and distinguish them from, others. • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. • Enjoys joining in with family customs and routines <p>The World</p> <ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train track. • Notices detailed features of objects in their environment. • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. • Look closely at similarities, differences, patterns and change <p>Technology</p> <ul style="list-style-type: none"> • Seeks to acquire basic skills in turning on and operating some ICT equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. • Knows how to operate simple equipment e.g. turns on CD player and uses remote control. • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers. • Complete a simple program on a computer • Use ICT hardware to interact with age-appropriate computer software
<p>Expressive arts and design</p>	<p>Exploring & Using Media and Materials</p> <ul style="list-style-type: none"> • Joins in singing favourite songs. • Creates sounds by banging, shaking, tapping or blowing. • Shows an interest in the way musical instruments sound. • Experiments with blocks, colours and marks. • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. • Begin to build a repertoire of songs and dances • Explore different sounds of instruments • Explore what happens when they mix colours • Experiment to create different textures • Understand that different media can be combined to create new effects • Manipulate materials to achieve a planned effect

	<ul style="list-style-type: none"> ● Construct with a purpose in mind ● Use simple tools and techniques competently and appropriately ● Select appropriate resources and adapts work where necessary ● Select tools and techniques needed to shape, assemble and join materials <p>Being Imaginative</p> <ul style="list-style-type: none"> ● Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' ● Beginning to make-believe by pretending. ● Developing preferences for forms of expression. ● Uses movement to express feelings. ● Creates movement in response to music. ● Sings to self and makes up simple songs. ● Makes up rhythms. ● Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. ● Engages in imaginative role-play based on own first-hand experiences. ● Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. ● Uses available resources to create props to support role-play. ● Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. ● Create simple representations of events, people and objects ● Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences ● Choose particular colours to use for a purpose ● Introduce a storyline or narrative to their play ● Play alongside other children ● Play cooperatively as part of a group to develop and act out a narrative
<p>Personal, Social and Emotional Development</p>	<p>Making Relationships</p> <ul style="list-style-type: none"> ● 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. ● May form a special friendship with another child. ● Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. ● Initiates play, offering cues to peers to join them. ● Keeps play going by responding to what others are saying or doing. ● Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. ● Initiate conversations, attend to and take account of what others say ● Explain own knowledge and understanding, and ask appropriate questions of others ● Take steps to resolve conflicts with other children <p>Self-confidence and Self-awareness</p> <ul style="list-style-type: none"> ● Separates from main carer with support and encouragement from a familiar adult. ● Expresses own preferences and interests. ● Can select and use activities and resources with help. ● Welcomes and values praise for what they have done. ● Enjoys responsibility of carrying out small tasks. ● Is more outgoing towards unfamiliar people and more confident in new social situations. ● Confident to talk to other children when playing, and will communicate freely about own home and community. ● Shows confidence in asking adults for help. ● Confident to speak to others about own needs, wants, interests and opinions ● Can describe self in positive terms and talk about abilities <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> ● Seeks comfort from familiar adults when needed. ● Can express their own feelings such as sad, happy, cross, scared, worried. ● Responds to the feelings and wishes of others. ● Aware that some actions can hurt or harm others. ● Tries to help or give comfort when others are distressed. ● Shows understanding and cooperates with some boundaries and routines. ● Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. ● Growing ability to distract self when upset, e.g. by engaging in a new play activity. ● Aware of own feelings, and knows that some actions and words can hurt others' feelings. ● Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. ● Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. ● Can usually adapt behaviour to different events, social situations and changes in routine. ● Understand their own actions affect other people ● Be aware of boundaries set, and of behavioural expectations in the settings ● Begin to be able to negotiate and solve problems without aggression
<p>Physical Development</p>	<p>Moving and Handling</p> <ul style="list-style-type: none"> ● Runs safely on whole foot. ● Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. ● Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. ● Can kick a large ball. ● Turns pages in a book, sometimes several at once.

- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- Beginning to use three fingers (tripod grip) to hold writing tools
- Imitates drawing simple shapes such as circles and lines.
- Walks upstairs or downstairs holding onto a rail two feet to a step.
- May be beginning to show preference for dominant hand.
- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.
- Experiment with different ways of moving
- Jump off objects and land appropriately
- Negotiate space successfully when playing racing and chasing games, adjusting speed and changing direction to avoid obstacles
- Travel with confidence and skill around, under, over and through balancing and climbing equipment
- Show increasing control over an object in pushing, patting, throwing, catching or kicking it
- Use simple tools to effect changes to materials
- Handle tools, objects, construction and malleable materials safely and with increasing control
- Show a preference for a dominant hand
- Begin to use anticlockwise movement and retrace vertical lines
- Begin to form recognisable letters
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

Health & self-care

- Feeds self competently with spoon.
- Drinks well without spilling.
- Clearly communicates their need for potty or toilet.
- Beginning to recognise danger and seeks support of significant adults for help.
- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.
- Beginning to be independent in self-care, but still often needs adult support.
- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
- Eat a healthy range of foodstuffs and understand the need for variety in food
- Usually dry and clean during the day
- Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health
- Show understanding of the need for safety when tackling new challenges, and consider and manage some risk
- Show understanding of how to transport and store equipment safely
- Practice some appropriate safety measures without direct supervision