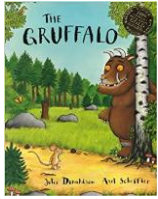
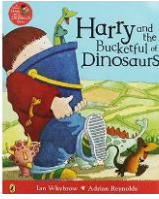
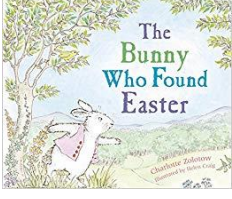
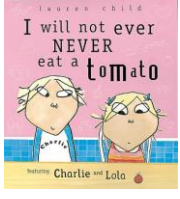





Year: Nursery - Curriculum Map 2019-20

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Personal and Social Development</p>	<p>To build relationships with adults and children.</p> <p>To select and use activities and resources, sometimes with help.</p> <p>To begin to accept the needs of others and take turns and share resources, sometimes with support.</p> <p>To learn to follow nursery rules.</p>	<p>To play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>To select and use activities and resources with help.</p> <p>To be aware of own feelings, and knows that some actions and words can hurt others' feelings.</p>	<p>To play in a group, extend and elaborate play ideas, e.g. building up a role-play activity with other children.</p> <p>To enjoy responsibility of carrying out small tasks.</p> <p>To welcome and value praise for what they have done.</p> <p>To begin to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>	<p>To Initiate play, offering cues to peers to join them.</p> <p>To become more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>To usually tolerate delay when needs are not immediately met, and understand wishes may not always be me.</p>	<p>To keep play going by responding to what others are saying or doing.</p> <p>To be confident to talk to other children when playing, and communicate freely about own home and community.</p> <p>To adapt behaviour to different events, social situations and changes in routine.</p>	<p>To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>To show confidence in asking adults for help.</p>
<p>Physical Development</p>	<p>To develop both gross and fine motor control. To move freely with confidence in a range of ways.</p> <p>To develop independence when managing basic hygiene, including going to the toilet and washing hands.</p>	<p>To 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.</p> <p>To mount stairs, steps or climbing equipment using alternate feet.</p> <p>To tell adults when they are hungry or tired or when they want to rest or play.</p>	<p>To walk downstairs, two feet to each step while carrying a small object.</p> <p>To run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>To observe the effects of activity on their bodies.</p>	<p>To stand momentarily on one foot when shown.</p> <p>To catch a large ball</p> <p>To understand that equipment and tools have to be used safely.</p>	<p>To draw lines and circles using gross motor movements.</p> <p>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>To gain more bowel and bladder control and to attend to toileting needs most of the time themselves.</p> <p>To usually manage washing and drying hands.</p>	<p>To hold pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>To hold pencil near point between first two fingers and thumb and uses it with good control.</p> <p>To copy some letters, e.g. letters from their name.</p> <p>To dress with help.</p>

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<p>Communication and Language</p>	<p>To listen to others one to one or in small groups.</p> <p>To respond to simple instructions.</p> <p>To begin to use more complex sentences to link thoughts (e.g. using 'and', 'because'). Use eye contact when speaking to another person.</p>	<p>To listen to others one to one or in small groups, when conversation interests them.</p> <p>To listen to stories with increasing attention and recall.</p> <p>To understand use of objects (e.g. "What do we use to cut things?")</p> <p>To retell a simple past event in correct order (e.g. went down slide, hurt finger)</p>	<p>To listen to stories with increasing attention and recall.</p> <p>To show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>To use talk to connect ideas.</p>	<p>To join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>To respond to simple instructions, e.g. to get or put away an object.</p> <p>To question why things happen and gives explanations.</p> <p>To use a range of tenses (e.g. play, playing, will play, played).</p>	<p>To focus attention - still listen or do, but can shift own attention.</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To use vocabulary focused on objects and people that are of particular importance to them.</p>	<p>To be able to follow directions (if not intently focused on own choice of activity).</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To use talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'</p>
<p>Literacy</p>						
<p>Maths</p>	<p>To use some number names and number language spontaneously.</p> <p>To use some number names accurately in play.</p> <p>To recite numbers in order to 10.</p> <p>To show interest in shape by sustained construction activity or by talking about shapes or arrangements.</p>	<p>To know that numbers identify how many objects are in a set.</p> <p>To begin to represent numbers using fingers, marks on paper or pictures.</p> <p>To show an interest in shape and space by playing with shapes or making arrangements with objects.</p>	<p>To match numeral and quantity correctly.</p> <p>To show curiosity about numbers by offering comments or asking questions.</p> <p>To show awareness of similarities of shapes in the environment.</p> <p>To use positional language e.g. 'in', 'on', 'under', 'next to', 'behind.'</p>	<p>To compare two groups of objects, saying when they have the same number.</p> <p>To show an interest in number problems.</p> <p>To show interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>To show interest in shapes in the environment.</p>	<p>To separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>To show an interest in numerals in the environment.</p> <p>To use shapes appropriately for tasks.</p>	<p>To show an interest in representing numbers.</p> <p>To realise not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>To begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'</p>
<p>RE</p>	<p>Myself</p>	<p>Welcome</p> <p>Birthdays</p>	<p>Celebrations</p>	<p>Gathering</p> <p>Growing</p>	<p>Good News</p>	<p>Friends</p> <p>Our World</p>

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Cornerstones Topic	 Why do you love me so much?	 Why do leaves go crispy?	 Do dragons exist?	 Are eggs alive?	 Why can't I have chocolate for breakfast?	 How many pebbles are on the beach?
Understanding of the World	<p>To show interest in the lives of people who are familiar to them.</p> <p>To comment and ask questions about their familiar world such as the place where they live or the natural world.</p> <p>To know how to operate simple equipment. Use a simple computer program with the interactive screen or computer mouse.</p>	<p>To remember and talk about significant events in their own experience.</p> <p>To know how to operate simple equipment, e.g. turns on CD player and uses remote control.</p>	<p>To remember and talk about significant events in their own experience</p> <p>To talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>To show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>	<p>To recognise and describes special times or events for family or friends.</p> <p>To talk about why things happen and how things work.</p> <p>To show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>To show interest in different occupations and ways of life.</p> <p>To Develop an understanding of growth, decay and changes over time.</p> <p>To know that information can be retrieved from computers</p>	<p>To know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>To show care and concern for living things and the environment.</p>
EAD	<p>To explore colours and how they can be changed.</p> <p>To enjoy joining in with ring games.</p> <p>To explore different sounds and how they can be changed.</p> <p>To tap out simple rhythms on instruments.</p> <p>To engage in imaginative role-play based on own first-hand experiences.</p> <p>To build stories around toys.</p>	<p>To enjoy joining in with dancing and ring games.</p> <p>To sing a few familiar songs.</p> <p>To begin to move rhythmically.</p> <p>To imitate movement in response to music.</p> <p>To develop preferences for forms of expression.</p> <p>To use movement to express feelings. To create movement in response to music.</p>	<p>To tap out simple repeated rhythms.</p> <p>To explore and learn how sounds can be changed.</p> <p>To explore colour and how colours can be changed.</p> <p>To sing to self and makes up simple songs.</p> <p>To make up rhythms.</p> <p>To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>	<p>To understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>To begin to be interested in and describe the texture of things.</p> <p>To engage in imaginative role-play based on own first-hand experiences.</p> <p>To build stories around toys, e.g. farm animals needing to be rescued from an armchair.</p>	<p>To use various construction materials.</p> <p>To begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>To use available resources to create props to support role-play.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>To join construction pieces together to build and balance.</p> <p>To realise tools can be used for a purpose</p> <p>To use available resources to create props to support role-play.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>