

## 2020-2021 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
<b>Theme</b>	<b>'Getting to know me/ Under the Sea!'</b>	<b>Dependant on Child Interests</b>				
<b>Communication and Language</b>	<p><b>Listening and Attention</b></p> <ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories.</li> <li>• Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</li> <li>• Shows interest in play with sounds, songs and rhymes.</li> <li>• Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.</li> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Focusing attention – still listen or do, but can shift own attention.</li> <li>• Is able to follow directions (if not intently focused on own choice of activity).</li> <li>• Maintain attention, concentrate and sit quietly</li> <li>• Develop two-channelled attention</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Identifies action words by pointing to the right picture, e.g., "Who's jumping?"</li> <li>• 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.?).</li> <li>• Developing understanding of simple concepts (e.g. big/little).</li> <li>• Understands use of objects (e.g. "What do we use to cut things?")</li> <li>• Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>• Responds to simple instructions, e.g. to get or put away an object.</li> <li>• Beginning to understand 'why' and 'how' questions.</li> <li>• Respond to instructions involving a two-part sequence. Understand humour.</li> <li>• Follow a story without pictures or props</li> <li>• Listen and respond to ideas of others in conversation or discussion.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Holds a conversation, jumping from topic to topic.</li> <li>• Learns new words very rapidly and is able to use them in communicating.</li> <li>• Uses gestures, sometimes with limited talk, e.g. reaches toward the toy, saying 'I have it'.</li> <li>• Uses a variety of questions (e.g. what, where, who).</li> <li>• Uses simple sentences (e.g. 'Mummy gonna work.')</li> <li>• Beginning to use word endings (e.g. going, cats)</li> <li>• Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>• Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</li> <li>• Uses a range of tenses (e.g. play, playing, will play, played).</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</li> <li>• Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• Use language to imagine and recreate roles and experiences in play situations</li> <li>• Link statements and stick to main theme or intention</li> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Introduce a storyline or narrative into their play</li> </ul>					
<b>Literacy</b>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Distinguishes between the different marks they make.</li> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> <li>• Continue a rhyming string</li> <li>• Begin to break the flow of speech into words</li> <li>• Hear and say the initial sound in words</li> <li>• Segment and blend sounds in simple words</li> <li>• Link sounds to letters, naming and sounding letters of the alphabet</li> <li>• Use clearly identifiable letters to communicate meaning</li> <li>• Write own name and other things such as labels and captions.</li> </ul>					

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

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

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

- 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