

St Saviour's C.E. Primary School Curriculum Map- Nursery

| | Communication and language | Personal, Social and Emotional Development | Physical Development | Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
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| Autumn Term | <p>Develop their communication and pronunciation.</p> <p>Use longer sentences of four to six words.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Start a conversation with an adult or a friend.</p> <p>Understand simple questions and instructions.</p> | <p>Select and use activities and resources, with help when needed.</p> <p>Develop their sense of community and membership of a community, such as their family and their class community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Play with one or more other children.</p> <p>Increasingly follow rules, and begin to show an understanding of why they are important.</p> | <p>Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large- muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan.</p> | <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning • Print can have different purposes • We read English text from left to right and from top to bottom • The names of the different parts of a book. • Page sequencing <p>Phase One Phonics</p> <p>Develop phonological awareness, so that they can:</p> | <p>Develop fast recognition of up to three objects, without having to count them individually.</p> <p>Show 'finger numbers' up to 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Talk about and explore 2D shapes using informal and mathematical language.</p> <p>Understand position through words alone.</p> | <p>Begin to make sense of their own life-story and family's history.</p> <p>Develop a positive attitude about differences between people.</p> <p>Show interest in different occupations</p> <p>Talk about the differences between materials and changes they notice</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Use senses in hands on exploration of</p> | <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasingly complexity and detail, such as representing a face</p> |

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| | <p>To respond to their name when they are engaged in an activity.</p> <p>Start to develop a repertoire of songs and rhymes.</p> | <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or worried.</p> | <p>Use one-handed tools and equipment.</p> <p>Be increasingly independent as they get dressed and undressed.</p> | <ul style="list-style-type: none"> Spot and suggest rhymes Count or clap syllables in a word | <p>Talk about and identify the patterns around them.</p> <p>Make comparisons between objects relating to size.</p> | <p>natural resources with adult guidance.</p> | <p>with a circle and including details.</p> <p>Explore colour and colour mixing.</p> <p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p> |
| <p>Spring Term</p> | <p>Continue to develop their communication, pronunciation and range of vocabulary.</p> <p>Understand a question or instruction that has two parts.</p> <p>Add to their repertoire of songs and rhymes.</p> <p>Be able to talk about familiar books.</p> <p>Use talk to organise themselves and their play.</p> <p>Develop their conversational skills by continuing a</p> | <p>Select and use activities and resource independently.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Understand gradually how others might be feeling.</p> | <p>Start taking part in some group activities which they make up themselves, or in teams.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Match their developing physical skills to tasks and activities in the setting.</p> <p>Use comfortable grip with good control</p> | <p>Engage in extended conversation about stories, learning new vocabulary.</p> <p>Recognise their name.</p> <p>Phase One Phonics</p> <p>Make marks to represent the letters in their name.</p> | <p>Recite numbers past 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> | <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Explore how things work</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Plant seeds and care for growing plants</p> <p>Understand the key features of the life cycle of a plant and an animal</p> | <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Draw with increasing complexity and detail.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> |

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| | <p>conversation through taking turns.</p> | <p>Talk with others to solve their problems, supported by an adult.</p> <p>Becomes increasingly independent in their personal needs such as toileting, doing up their coat, washing and drying hands, drinking water, etc.</p> | <p>when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Continue to grow in independence as they get dressed and undressed.</p> | | <p>Talk about and explore 3D shapes using informal and mathematical language.</p> <p>Select shapes appropriately: flat surfaces for a building, a triangular prism for a roof, etc.</p> <p>Describe a familiar route</p> <p>Extend and create ABAB patterns.</p> <p>Make comparisons between objects relating to size and length.</p> | <p>Being to understand the need to respect and care for the natural environment and all living things.</p> | <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Sing the pitch of a tone sung by another person.</p> <p>Sing the melodic shape of familiar songs.</p> |
| <p>Summer Term</p> | <p>Continue to develop their communication, pronunciation and range of vocabulary, including irregular tenses and plurals.</p> | <p>Find solutions to conflicts and rivalries.</p> <p>Talk with others to solve conflicts, independently when possible.</p> | <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> | <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter</p> | <p>Link numerals and amounts</p> <p>Count objects, actions and sounds</p> <p>Compare quantities using</p> | <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties</p> | <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> |

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| <p>To develop a large repertoire of songs and rhymes.</p> <p>Pay attention to more than one thing at a time.</p> <p>Understand 'why' questions and respond appropriately.</p> <p>Be able to tell a long story using a variety of vocabulary such as time, space, connectives and descriptive words.</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> | <p>Be able to explain the importance of some rules and routines, showing an understanding of their importance.</p> <p>Develop appropriate ways of being assertive.</p> <p>Plays alongside others, negotiating solutions to conflicts in their play.</p> <p>Takes part in pretend play, having different roles.</p> <p>Be able to discuss about healthy and unhealthy choices, making healthy choices in their own life such as washing their hands before eating or after toileting.</p> | <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Continue to develop their skills using one handed tools, including scissors.</p> <p>Continue to develop their use of a pencil, using a comfortable grip.</p> | <p>knowledge in their early writing.</p> <p>Recognise personal names.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately, especially those they are attempting to write from their name.</p> <p>Develop phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • Begin to recognise words with the same initial sound, such as money and mother. | <p>language: 'more than', 'fewer than'</p> <p>Combine shapes to make new ones.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequences of events, real or fictional, using words such as 'first', 'then' ...</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> | <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore and talk about different forces they can feel.</p> <p>Continue to deepen and develop their interest in different occupations.</p> <p>Continue developing positive attitudes about differences between people.</p> | <p>Join different materials and explore different textures.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> |
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