



North Bridge House Nursery School

Reception Curriculum Map  
2018-2019

|                                                                                                                            | Autumn Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Spring Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Summer Term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>Communication and Language</b></p>  | <p>Communication and language development is encouraged throughout the Foundation Stage in Nursery and Reception classes, in both informal and formal contexts. It involves giving the children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.</p> <p>The three areas in which communication and language are encouraged are:</p> <p><b>Listening and Attention:</b> All children are encouraged to listen attentively in a range of situations. They listen to stories, begin to accurately anticipate key events and respond to what they hear with relevant comments, questions or actions. They are encouraged to give their attention to what others say and begin to respond appropriately, whilst engaging in differing activities.</p> <p><b>Understanding:</b> All children are encouraged to follow instructions, which involve several ideas or actions appropriate to their individual developmental level. They are encouraged to answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>Speaking:</b> All children are encouraged to express themselves effectively, showing awareness of the listener's needs. They are also encouraged to use past, present and future forms when talking about events that have happened or are to happen in the future. They are encouraged to begin to develop their own narratives and explanations by connecting ideas and events.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Literacy</b></p>                  | <ul style="list-style-type: none"> <li>* Handles books correctly</li> <li>*Continues a rhyming string</li> <li>*Makes predictions about story endings.</li> <li>*Hears and says initial sounds in words</li> <li>*Links sounds to graphemes</li> <li>*Knows print carries meaning and is read from right to left.</li> <li>*Blends and segments CVC words</li> <li>* Reads and writes own name.</li> <li>* Develops correct pencil grip, correct letter formation.</li> <li>*Recognises site/red words.</li> <li>*Listen and respond to stories.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>* Reading; individual or group</li> <li>*Building awareness of how stories are structured.</li> <li>*Retell familiar stories.</li> <li>*Describes main story settings and characters.</li> <li>*Listens to stories with increasing attention and recall.</li> <li>*Segment words and write them.</li> <li>*Write short phrases and sentences.</li> <li>*Begin to show awareness of sentence structure including capital letters, finger spaces and full stops.</li> <li>*Handwriting: Correct pencil grip and correct letter formation.</li> <li>*Can produce own ideas</li> </ul> | <ul style="list-style-type: none"> <li>* Reading; individual or group.</li> <li>*Reads and understands sentences.</li> <li>*Demonstrates and understanding when talking to others about what they have read.</li> <li>*Reads with fluency and expression.</li> <li>*Can remember and apply many sight/red words when reading and writing.</li> <li>*Can write sentences that can be read by themselves and others.</li> <li>*Handwriting: Correct pencil grip, correct letter formation.</li> <li>* Review all sounds covered.</li> <li>* Introduce Diagraphs, use and apply orally and written.</li> <li>* Continue rhyming words and strings.</li> <li>*Phonics sounds sets 3 and 4</li> <li>*Beginning to use connectives</li> </ul> |



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|                                                                                                                              | *Phonic sounds sets 1 and 2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | for writing.<br>*Phonics set 1 and 2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | in both independent writing and focus groups.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Mathematics</b></p>                   | <ul style="list-style-type: none"> <li>* Count reliably from 0-20.</li> <li>*Count objects in a line using one to one correspondence.</li> <li>*Count an irregular arrangement.</li> <li>*To write numbers to 20.</li> <li>*To find one more or one less of a given number.</li> <li>*Represent numbers using fingers marks on paper or pictures.</li> <li>Recognise and name signs +, = and -</li> <li>*relate subtraction to taking away.</li> <li>*Relate addition to combining 2 groups.</li> <li>Selects the correct numeral to represent amounts to 20.</li> <li>* 2D shapes</li> <li>* Pattern</li> <li>*Money</li> <li>*Time</li> <li>*length and height</li> <li>*Describes relative position such as 'behind' or 'next to'</li> </ul> | <ul style="list-style-type: none"> <li>*To estimate how many objects they can see and check by counting.</li> <li>*To recognise the number of objects in a small group without counting out (subitise).</li> <li>*Uses quantities and objects, to add two single-digit numbers and count on to find the answer.</li> <li>*To count on when adding to a group (holding first number in head)</li> <li>*To share objects equally.</li> <li>*To use quantities and objects, to subtract two single-digit numbers (count on or back) to find the answer.</li> <li>*To count backwards.(on a number line or counting stick.)</li> <li>*To read and solve addition and number sentences using objects, pictures and number lines</li> <li>Distance</li> <li>Orders and sequences familiar events.</li> <li>Ordinal numbers</li> <li>3D Shapes</li> </ul> | <ul style="list-style-type: none"> <li>* Count 0-20 and beyond</li> <li>* Count backwards 20-0</li> <li>* Ordinal numbers</li> <li>* 2D shapes and 3D shapes</li> <li>* Time, length and size and weight.</li> <li>*Recognises 0-clock and half past.</li> <li>* Odd and Even numbers</li> <li>* Count in 2's, 5's and 10's</li> <li>* Continue solving addition and subtraction problems.</li> <li>*Halve even groups</li> <li>*Solve problems involving grouping and sharing.</li> <li>*To know doubles to 10</li> <li>*To know number families 5,6, and 10</li> <li>*use mathematical terms to describe 3D shapes.</li> <li>*Knows and names different coins.</li> <li>*Can use 1p, 2p, 5p, and 10p to make amounts to 20.</li> <li>*Demonstrates an understanding that £1 has a greater value than pennies.</li> <li>*Capacity.</li> </ul> |
| <p><b>Understanding Of The World</b></p>  | <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines</li> <li>*Shows skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or large images.</li> <li>*Can talk about past and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>*Talks about why things happen and how things work.</li> <li>*Knows that information can be retrieved from computers</li> <li>*Enjoys joining in with family customs and routines.</li> <li>*Talk about how</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <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>* Recognise that a range of technology is used in Places such as homes and schools.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



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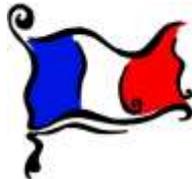
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|                                                                                                                                    | <p>present events in their own lives.<br/>*Looks closely at similarities, differences, patterns and change.<br/>*Developing an understanding of growth, decay and changes over time.</p>                                                                                                                                                 | <p>environments might vary from one another.<br/>*know about similarities and differences in relation to places, objects, materials and living things</p>                                                                                                                                                                | <p>*Select and use Technology for particular purposes.<br/>* know about similarities and differences between themselves and others, and among families, communities and traditions.</p>                                                                                                                                                                       |
| <p><b>Expressive Arts and Design</b></p>         | <p>* Class animal<br/>* Ourselves<br/>* Celebrations<br/>* Halloween and Fireworks<br/>* Festivals<br/>* Art linked to focus books</p>                                                                                                                                                                                                   | <p>* Transport<br/>* Places<br/>* Weather and Seasons<br/>* Festivals<br/>Children to use a variety of different media and techniques.</p>                                                                                                                                                                               | <p>* Mini Beasts<br/>* Mega beasts<br/>* Growing<br/>* Adventures<br/>Pirates, Aliens and Explorers<br/>* Weather and Seasons<br/>Children to use a variety of different media and techniques.</p>                                                                                                                                                            |
| <p><b>Expressive Arts and Design Music</b></p>  | <p>* Exploring sound through: Singing topical, multicultural, seasonal etc songs. To sing as a group.<br/>* Instrumental; Learning to play percussion, instruments and to listen as you play. To be aware that sounds can be changed by altering the way they are made<br/>* Moving to musical stimuli- to keep in time to the music</p> | <p>* To join in simple songs remembering some of the words<br/>* Participate in action songs which call for movement<br/>* Move to musical stimuli in a variety of ways, e.g. hopping, marching, skipping, and jumping<br/>* Begin to move rhythmically<br/>* Recognise repeated sound and motion movements to music</p> | <p>* Begin to build a repertoire of songs- nursery, topical, seasonal, interdenominational, and multi-cultural<br/>* Imitate and create movement in response to music<br/>* Tap out simple repeated rhythms and make some up<br/>* Showing interest in the way musical instruments sound<br/>* Achieving stop and start together in a group<br/>* Concert</p> |



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| <p><b>Physical Development<br/>Gym</b></p>      | <ul style="list-style-type: none"> <li>* Introduce ways of travelling and balancing</li> <li>* Returning to defined space. Moving on the spot. Moving around with some awareness of others</li> <li>* Discover and discuss some of the changes that occur during exercise</li> <li>* Experiment with wide range of small equipment learning some degree of control</li> <li>* Introduce basic tools and explain their safe use.</li> </ul>       | <ul style="list-style-type: none"> <li>* Experiment with and develop increasingly complex ways of travelling</li> <li>* Defining own space without visible boundaries.</li> <li>* Use relevant vocabulary when observing changes in self and others</li> <li>* Simple introduction to high apparatus and how to use it safely</li> <li>* Experiment with wider range of equipment and use with more control</li> </ul> | <ul style="list-style-type: none"> <li>* Consolidate travelling and balancing skills through building sequences</li> <li>* Experiment with direction, change direction and speed whilst maintaining personal space</li> <li>* Discuss what constitutes a healthy lifestyle</li> <li>* Use large and small apparatus safely and with some skill. Form simple sequences using small and large apparatus</li> <li>* Use a wide range of tools and equipment with improved control.</li> </ul> |
| <p><b>Physical Development<br/>Dance</b></p>  | <ul style="list-style-type: none"> <li>* Stories are enacted through dance</li> <li>* Group make good use of their developed foot skills through little sequences with a partner</li> </ul>                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>* Improved posture</li> <li>* Pony trots and gallops in time with the music</li> <li>* In pairs dance crossing hands side by side or facing partner</li> <li>* Simple dance sequences performed in small groups</li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>* More complicated step combinations and more expressive movements carried out in new floor patterns</li> <li>* Greater awareness of the music, time signature differences and how they impact the step sequences</li> <li>* Majority of the class now able to skip</li> </ul>                                                                                                                                                                      |
| <p><b>French</b></p>                          | <ul style="list-style-type: none"> <li>* Greetings</li> <li>* Colours Song "Bleu, blanc, rouge"</li> <li>* Numbers to 20</li> <li>* <u>Me and my family:</u></li> <li>* Saying your name/age/how you are feeling</li> <li>* Family members</li> <li>Song "Dans ma famille, il y a..."</li> <li>* Pets</li> <li>* <u>Christmas:</u></li> <li>* Christmas vocabulary</li> <li>* Christmas story</li> <li>* French carols "Vive le vent"</li> </ul> | <ul style="list-style-type: none"> <li>* Days of the week</li> <li>* Numbers to 59</li> <li>* <u>Fruits</u> Names of fruits</li> <li>* Likes and dislikes</li> <li>* Story "The Very Hungry Caterpillar"</li> <li>* <u>Weather and clothes:</u></li> <li>* Weather phrases</li> <li>* Clothes</li> <li>* Story "Je m'habille et je te croque..."</li> </ul>                                                            | <ul style="list-style-type: none"> <li>* Consolidation of numbers</li> <li>* <u>About my body:</u></li> <li>* Parts of the head</li> <li>* Story "Va t-en grand monstre vert"</li> <li>* Parts of the body</li> <li>* Song "Un petit pouce qui danse"</li> </ul>                                                                                                                                                                                                                           |



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| <p><b>Personal, Social and Emotional Development</b></p>  | <ul style="list-style-type: none"><li>* Getting to know each other</li><li>* Dresses, undresses and manages own personal hygiene</li><li>* Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</li><li>* Play co-operatively, taking turns with others</li></ul> | <ul style="list-style-type: none"><li>* Sharing and taking turns</li><li>* Listening to each other</li><li>* Dresses, undresses and manages own personal hygiene</li><li>* Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</li><li>* Play co-operatively, taking turns with others</li><li>* Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</li><li>* Begins to accept the needs of others and can take turns and share resources, sometimes with support from others</li><li>* Begin to understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li></ul> | <ul style="list-style-type: none"><li>* Learn to have respect for each other, the classroom and for school equipment</li><li>* Dresses, undresses and manages own personal hygiene</li><li>* Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults</li><li>* Play co-operatively, taking turns with others</li><li>* Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</li><li>* Aware of the boundaries set, and of behavioural expectations in the setting</li><li>* Begin to be able to talk about how I and others show feelings.</li><li>* Be able to talk about my own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</li><li>* Be able to work as part of a group or class, and understand and follow the rules.</li></ul> |
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