



North Bridge House Nursery School

Pre-Reception Curriculum Map  
2018-2019

	Autumn Term	Spring Term	Summer Term
<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>* Experimentation with mark making.</li> <li>* Name writing</li> <li>* Encourage correct pencil grip.</li> <li>* Holding books the correct way up and turning the pages.</li> <li>* Listen and respond to stories</li> <li>* Shared reading and re-telling of stories</li> <li>* Joining in with Nursery Rhymes.</li> <li>* Continuing a rhyming string.</li> <li>Taking part in rhyming and rhythmic activities.               <ul style="list-style-type: none"> <li>• Showing an awareness of rhyme and alliteration.</li> <li>• Recognising rhythm in spoken words.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups</li> </ul> </li> <li>* Hears and says the initial</li> </ul>	<ul style="list-style-type: none"> <li>* Listen and responds to stories with increasing attention and recall.</li> <li>* Beginning to be aware of the way stories are structured               <ul style="list-style-type: none"> <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> </ul> </li> <li>Recognises familiar words and signs such as own name and advertising logos.               <ul style="list-style-type: none"> <li>• Looks at books independently.</li> </ul> </li> <li>* Mark making and ascribing meaning to marks made</li> <li>* Encourage pencil grip.</li> <li>* Encourage correct letter formation.</li> <li>* Begin to represent some sounds correctly in writing.</li> <li>* Name writing</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to stories with increasing attention and recall.</li> <li>• Describes main story settings, events and principal characters.               <ul style="list-style-type: none"> <li>• Shows interest in illustrations and print in books and print in the environment.</li> </ul> </li> <li>* can demonstrate understanding when talking with others about what they have read or what has been read to them.</li> <li>* Ascribes meaning to own mark making, ('reads' what has been 'written').</li> <li>* Begin to segment the sounds in simple words and blend them together to read words.</li> <li>Begin to represent some sounds correctly in writing.</li> <li>* Continue to develop correct letter formation.</li> <li>* Produce own ideas for writing.</li> <li>* Writes for different purposes.</li> <li>* Encourage correct pencil grip.</li> </ul>



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	<p>sound in words *Suggests how a story might end. *Knows that print carries meaning and, in English, is read from left to right and top to bottom. Phonics programme to begin * Introduce 1 sound each week *Links sounds to graphemes. *Hears and says initial sounds in words</p>	<p>* Some children may begin to blend CVC words. * May begin to recognise sight/red words.</p>	<p>* Some children may begin to blend CVC words. *Begin to recognise familiar sight words. *Begin to segment words * Some children may begin to read and understand simple sentences.</p>
<p><b>Mathematics</b></p> 	<p>* Joins in with number rhymes. Uses some number names accurately in play *To make comparisons between quantities. *Sorting according to properties such as shape, colour and size. *To use some language of quantities, such as 'more' 'less' and 'a lot'. *To use the language of more and less to compare sets of objects. *To recites number names to 10 and beyond *Knows that numbers identify how many objects are in a set *Begin to recognise and order numbers 0-10 and</p>	<p>* Realises not only objects, but anything can be counted, including steps, claps or jumps. *To count actions or objects which cannot be moved? * To recognize numerals. (0 to 5, than 0-10 &amp; 0-20 * To order numbers to 0-15 then 0-20. * To learn number formation rhyme to 5 than 10. * To begin to form numbers 0-10 using a range of mark making materials. * To count reliably (from 0-10 then 0-20 ) *To count objects to 10, (Can count in a line) * To count an irregular arrangement of up to ten objects.</p>	<p>*To order numbers from 0- 20 *Relates addition to combining two groups *To share objects equally. *To solve problems involving grouping and sharing. *Use everyday language to talk about money. * Selects a particular named shape. *Recognises 3D shapes Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes. * Can describe their relative position such as 'behind' or 'next to'. *To begin to form numbers 0-20 using a range of mark making materials</p>



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	<p>beyond</p> <ul style="list-style-type: none"> <li>*To represent numbers using fingers marks on paper or pictures.</li> <li>*Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> </ul> <p>Counts with one to one correspondence (touches each object and give it a number name 0-5 then 0-10.)</p> <ul style="list-style-type: none"> <li>*To know that when counting a group the last number represents the quantity/total</li> </ul> <ul style="list-style-type: none"> <li>*Uses positional language</li> <li>* To recognise 2D shapes</li> <li>* Begin to learn number formation rhymes</li> <li>• Beginning to categorise objects according to properties such as shape or size.</li> <li>*Notices simple shapes and patterns in pictures</li> </ul>	<ul style="list-style-type: none"> <li>* To recognise, create and describe patterns.</li> <li>*Orders two or three items by length or height.</li> <li>*Shows interest in shapes in the environment.</li> <li>*Shows interest in shape by sustained construction activity or by talking about shapes or arrangements</li> <li>*Shows awareness of similarities of shapes in the environment.</li> <li>*Uses positional language.</li> <li>* Uses shapes appropriately for tasks.</li> <li>* Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'</li> </ul>	<ul style="list-style-type: none"> <li>*Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</li> </ul>
<p><b>Understanding The World</b></p> 	<ul style="list-style-type: none"> <li>*All about me</li> <li>* Celebrations and Festivals</li> <li>*Sharing family customs and routines.</li> <li>*Can talk about past and present events in the lives of family members</li> <li>*know about similarities and differences between themselves and others, and among families, communities and traditions</li> <li>*Can talk about past and</li> </ul>	<ul style="list-style-type: none"> <li>*The world</li> <li>*Looks closely at similarities, differences, patterns and change.</li> <li>* Talk about how environments might vary from one another.</li> <li>* knows about similarities and differences in relation to places</li> <li>*Completes a simple program on a computer</li> <li>*Uses ICT hardware to interact with age-appropriate software.</li> </ul>	<ul style="list-style-type: none"> <li>* Animals</li> <li>*Life Cycles of a frog and a butterfly</li> <li>* Explain why some things occur.</li> <li>* knows about similarities and differences in relation to objects, materials, living things.</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>*Can recognize that a range of</li> </ul>



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	<p>present events in their own lives.</p> <ul style="list-style-type: none"> <li>• Know how to operate simple equipment.</li> <li>• Shows an interest in technological toys with knobs or pulleys, or real objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> </ul>	<p>technology is used in Places such as homes and schools.</p> <ul style="list-style-type: none"> <li>* selects and use Technology for particular purposes.</li> <li>• Knows that information can be retrieved from computers</li> </ul>
<p><b>Expressive Arts and Design</b></p>	<ul style="list-style-type: none"> <li>* All about me</li> <li>* Autumn</li> <li>* Celebrations and Festivals</li> <li>*Explores colour and how colours can be changed.</li> <li>*Uses a variety of different media and techniques.</li> <li>*Beginning to be interested in and describe the texture of things.</li> <li>*Uses various construction materials.</li> </ul>	<ul style="list-style-type: none"> <li>* Traditional Stories from around the world.</li> <li>* Celebrations and Festivals</li> <li>*Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</li> <li>*Beginning to move rhythmically</li> </ul>	<ul style="list-style-type: none"> <li>* Life Cycles of a frog and a butterfly</li> <li>* Animals</li> <li>* Growing</li> <li>* Under the sea Celebrations and Festivals</li> <li>* Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>*Joins construction pieces together to build and balance. Realises tools can be used for a purpose</li> </ul>
<p><b>Expressive Arts and Design Music</b></p>	<ul style="list-style-type: none"> <li>* Learning to join in with dancing and ring games.</li> <li>* Respond to sound with body movement.</li> <li>* Introduction to percussion instruments e.g. drums, woodblocks, triangles, bells.</li> <li>* Learning rhythm through dance.</li> <li>* Join in with simple songs.</li> <li>* Awareness of sound being loud or soft.</li> <li>* Concert.</li> </ul>	<ul style="list-style-type: none"> <li>* To achieve one or two lines from a familiar song.</li> <li>* Recognising rhythmic changes for skipping, marching, hopping, jumping etc.</li> <li>* To participate in group action songs.</li> <li>* To recognise different percussion instruments from listening, not seeing.</li> </ul>	<ul style="list-style-type: none"> <li>* Exploring sound through singing, movement and instrumental work.</li> <li>* To build an initial repertoire of simple songs.</li> <li>* To play a short percussion piece with a rhythmic feel.</li> <li>* Moving to music with a rhythmic feel.</li> </ul>
<p><b>Physical Development Gym</b></p>	<ul style="list-style-type: none"> <li>* Introduce different ways of travelling.</li> <li>* Moving around safely with some awareness of others.</li> <li>* Experiment with wide range of small equipment learning some degree of control.</li> </ul>	<ul style="list-style-type: none"> <li>* Play games such as musical statues and musical bumps moving with control and co-ordination.</li> <li>* Moving around safely with some awareness of others.</li> <li>* Experiment with wide range of small equipment learning some degree of control.</li> </ul>	<ul style="list-style-type: none"> <li>* Be able to travel in a variety of different ways using a wide range of body parts.</li> <li>* Moving around safely with some awareness of others.</li> <li>* Experiment with wide range of small and large apparatus in the gym learning some degree of control.</li> </ul>



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	<ul style="list-style-type: none"> <li>* Introduce basic tools and explain their safe use.</li> </ul>	<ul style="list-style-type: none"> <li>* Introduce basic tools and explain their safe use</li> </ul>	<ul style="list-style-type: none"> <li>*Introduce basic tools and explain their safe use.</li> </ul>
<p><b>Physical Development</b> <b>Dance</b></p> 	<ul style="list-style-type: none"> <li>* Warm up exercises.</li> <li>* Stories are enacted through dance including all the steps the children have learnt up to this point.</li> <li>* Group will know how to stand in a line and show their exercise one at a time.</li> </ul>	<ul style="list-style-type: none"> <li>* Warm up exercises.</li> <li>* Sit with a straight back and proper use of their legs and feet.</li> <li>* Stories are enacted through dance including all the steps the children have learnt up to this point.</li> <li>* In pairs one or two hands held together and perform a sideway galloping movement.</li> </ul>	<ul style="list-style-type: none"> <li>* Warm up exercises.</li> <li>* Majority of children will be able to hop on one leg without assistance.</li> <li>* Some children will be able to skip confidently.</li> <li>*In pairs new steps and movements are performed.</li> </ul>
<p><b>Personal, Social and Emotional Development</b></p> 	<ul style="list-style-type: none"> <li>* Separates from main carer with support.</li> <li>* Begin to communicate freely about home and community.</li> <li>* Play alongside others.</li> <li>* Show an interest in classroom activities through observation or participation.</li> <li>* Dresses, undresses and manages own personal hygiene with minimal adult support.</li> <li>* Learning what is right and wrong/ school rules.</li> </ul>	<ul style="list-style-type: none"> <li>* Separates from main carer with support.</li> <li>* Communicate freely about home and community.</li> <li>* Express needs and feelings in appropriate way.</li> <li>* Build relationships through gesture and talk.</li> <li>* Show an interest in classroom activities through observation or participation.</li> <li>* Dresses, undresses and manages own personal hygiene with minimal adult support.</li> </ul>	<ul style="list-style-type: none"> <li>* Separates from main carer with support.</li> <li>* Begin to understand what is right and wrong/ school rules.</li> <li>* Expresses needs and feelings in appropriate way.</li> <li>* Take turns and share with adult support.</li> <li>* Builds relationships through gesture and talk.</li> <li>* Displays high levels of involvement in self-chosen activities.</li> <li>* Dresses, undresses and manages own personal hygiene with minimal adult support.</li> </ul>