




NORTH BRIDGE HOUSE NURSERY SCHOOL

CURRICULUM MAP




NURSERY

	Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">Communication and Language</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>Listening and Attention: 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>Understanding: 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>Speaking: 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 style="text-align: center;">Literacy</p> 	<ul style="list-style-type: none"> * Encourage experimentation with mark making. * Encourage correct pencil grip. * Shared reading using big books. * Begin to listen and respond to stories. * Introduce Nursery Rhymes. * Ascribes meanings to marks that they see in different places. * Invents drawing. * Conventional drawing (pictures, faces, etc.) * Have some favourite stories, rhymes, songs, poems or jingles. * To hear and recognize familiar sounds (animals cars ect) * Begins repeats words or phrases from familiar stories. 	<ul style="list-style-type: none"> * Encourage experimentation with mark making. * Tracing patterns, pictures and name for those who are ready. * Encourage correct pencil grip for any child ready. Children to differentiate between different letters and symbols. * Listens to and joins in with stories and poems, one-to-one and also in small groups. * Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a * Enjoys rhyming and rhythmic activities. 	<ul style="list-style-type: none"> * Recognizes rhythm in spoken words. * Tracing name; some children may begin to recognize and write their own name from memory. * Encourage letter formation in sand and large mark making materials. * Some children may begin to link some sounds to letters. * Some children may begin to recognise initial sounds in words. * Begin to develop an interest in books. * Begin to listen and respond to stories. * Begin to handle books carefully. * Begin to join in with repeated refrains and anticipates key events and phrases in rhymes and stories. * Looks at books independently.
<p style="text-align: center;">Mathematics</p> 	<ul style="list-style-type: none"> * Can say what is different and what the same is. * Begins to categories' objects according to properties such as size and colour. * Begins to use the language of size * Begins to make comparisons between quantities. * Begins to use some language of quantities, such as 'more' and 'a lot'. * Begins to use the language of more and fewer (less) to compare sets of objects * Begins to compare two groups of objects (identifying 'the same'). (sorting) * Experiments with capacity. (Which holds more/less) * Begins to recite number names in sequence to 10. (0-10) * Select a small number of objects from 	<ul style="list-style-type: none"> * To know that a group of things changes in quantity when something is added or taken away. * Compare two groups of objects (identifying 'the same'). * Begins to order numbers to 10 * Begins to Learn the number formation rhymes for writing numbers. * To use number names and language. Begins to recognize numbers * To know that numbers identify how many objects are in a set. (Triad) * begins to recognizes 2D shapes * Shows an interest in shape and space by making arrangements with objects Begins to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. * Begins to categories' objects according to properties such as shape. * Uses money in role play 	<ul style="list-style-type: none"> * To use one to one correspondence (touch each object and give it a number 0-10) To count objects in a line. * To know that when counting a group the last number represents the quantity. * To respond to (and use) addition vocabulary in rhymes and games. * To respond to (and use) subtraction vocabulary in rhymes and games. To match numeral and quantity. * To create and experiment with symbols and marks representing number. * Anticipates specific time-based events such as mealtimes or home time. * Uses familiar objects and common shapes to build models. * Beginning to use mathematical language to describe shapes. (sides corners flat To use more/most and less/least.

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	<p>a group 'give me one', 'give me two'.</p> <ul style="list-style-type: none"> * Matches a small amount to a given number. * Begin to join in with number rhymes. 	<p>To know that numbers identify how many objects are in a set. (Triad)</p>	
<p>Understanding The World</p> 	<ul style="list-style-type: none"> *All about me * Celebrations and Festivals *Enjoys playing with small-world models such as dolls house, animals ect. *Has a sense of own immediate family and relations *Shows interest in the lives of people who are familiar to them. *Knows some of the things that make them unique. *Seeks to acquire basic skills in turning on and operating equipment. *Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. 	<ul style="list-style-type: none"> *The world. *Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. *Recognises and describes special times or events for family or friends. *Shows interest in different occupations and ways of life. *In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking Tea. *Shows an interest in technological toys with knobs or pulleys, or real objects. *Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images 	<ul style="list-style-type: none"> * Animals *Life Cycles of a frog and a butterfly *Can talk about some of the things they have observed such as plants, animals, natural and found objects *Knows some of the things that make them unique. *Learns that they have similarities and differences that connect them to, and distinguish them from, others. *Knows how to operate simple equipment
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<p>Expressive Arts and Design</p> 	<ul style="list-style-type: none"> * All about me * Autumn * Celebrations and Festivals *Children to use a variety of different media and techniques. *All art work to be linked to topics 	<ul style="list-style-type: none"> *The world *Spring *Art inspired from countries all over the world * Children to use a variety of different media and techniques. *All art work to be linked to topics 	<ul style="list-style-type: none"> * Animals (Pets, Farm Animals, Jungle Animals & Sea creatures) *Mini beasts * Celebrations and Festivals Children to use a variety of different media and techniques. *All art work to be linked to topics
<p>Expressive Arts and Design Music</p> 	<ul style="list-style-type: none"> *Learning to join in with dancing and ring games. *Respond to sound with body movement. *Introduction to percussion instruments e.g. drums, woodblocks, triangles, bells. * Learning rhythm through dance. *Join in with simple songs. *Awareness of sound being loud or soft. *Concert. 	<ul style="list-style-type: none"> *To achieve one or two lines from a familiar song. *Recognising rhythmic changes for skipping, marching, hopping, jumping etc. *To participate in group action songs. *To recognise different percussion instruments from listening, not seeing. 	<ul style="list-style-type: none"> *Exploring sound through singing, movement and instrumental work. *To build an initial repertoire of simple songs. *To play a short percussion piece with a rhythmic feel. *Moving to music with a rhythmic feel.
<p>Physical Development Gym</p>	<ul style="list-style-type: none"> * Introduce different ways of travelling. * Moving around safely with some awareness of others. * Experiment with wide range of small equipment learning some degree of control. * Introduce basic tools and explain their safe use. 	<ul style="list-style-type: none"> * Play games such as musical statues and musical bumps moving with control and co-ordination. * Moving around safely with some awareness of others. * Experiment with wide range of small equipment learning some degree of control. * Introduce basic tools and explain 	<ul style="list-style-type: none"> * Be able to travel in a variety of different ways using a wide range of body parts. * Moving around safely with some awareness of others. * Experiment with wide range of small and large apparatus in the gym learning some degree of control. *Introduce basic tools and explain their safe use.

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