





	Autumn Term	Spring Term	Summer Term
<p>Communication and Language</p>	<p>Communication and language development are encouraged throughout the Foundation Stage in Nursery, Pre-Reception 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><u>Listening and Attention:</u> 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><u>Understanding:</u> 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><u>Speaking:</u> 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>Literacy</p>	<p>*Introducing learning and joining in with stories, rhymes, songs, poems and jingles.</p> <p>*Listening for, hearing and recognizing different sounds for example animal sounds.</p> <p>*Beginning to access mark making materials and make marks with support or independently.</p> <p>*Beginning to learn and join in with Write Dance a programme that helps to develop gross motor skills where they learn to follow directions when making marks and movements.</p>	<p>*Filling in the missing word or phrase in different rhymes, stories or games, e.g. 'Humpty Dumpty sat on a ...'.</p> <p>*Learning and joining in with a range of rhyming and rhythmic activities.</p> <p>*Learning to listen and join in with stories and poems using props and pictures.</p> <p>*Experimenting with a range of mark making materials with adult direction and independently if able.</p> <p>*Beginning to recognise and name mark making materials in the classroom.</p> <p>*Beginning to self-select mark making materials for self-directed activities.</p>	<p>*Beginning to recognise rhythm in spoken words.</p> <p>*Beginning to and learning to recognise own name.</p> <p>*Repeating words or phrases from familiar stories.</p> <p>*Exploring story telling through character props/story sacks.</p> <p>*To begin listening attentively and responding to stories appropriate to their age.</p> <p>*Showing more interest in stories and learning exactly how to handle books carefully.</p> <p>*Beginning to learn the sounds in their name.</p> <p>*Beginning to learn sounds through songs and games.</p> <p>*To begin to ascribe meaning to the marks made.</p> <p>*To show preference for a</p>



			<p>dominant hand when holding mark making materials.</p> <p>*Begins to draw/paint some recognisable pictures with adult support.</p>
<p>Mathematics</p> 	<p>*Begin to join in with number rhymes.</p> <p>*To use some language of quantities, such as 'more' and 'a lot'.</p> <p>*To begin to make comparisons between quantities (identifying more/less/the same).</p> <p>*To say what is different and what is the same.</p> <p>* To Begin to experiment with capacity in the sand and water tray.</p>	<p>*To begin to recite number names in sequence to 10. (0-10)</p> <p>*To select a small number of objects from a group 'give me one', 'give me two'.</p> <p>*To recognise numbers 0-10</p> <p>*To match a small amount to a given number.</p> <p>*To join in with number rhymes involving addition and subtraction vocabulary. E.g. 5 current buns/10 green bottles</p> <p>Begins to use the language of size eg big/little ect</p> <p>*Begins to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> <p>*Begins to categorize' objects according to properties such</p>	<p>*Begin to use one to one correspondence (touch each object and give it a number 0-10)</p> <p>*Begins to know that a group of things changes in quantity when something is added or taken away.</p> <p>*To order numbers to 10</p> <p>*Begins to know that when counting a group, the last number represents the quantity.</p> <p>*To begin to create and experiment with symbols and marks representing ideas of number</p> <p>*Beginning to be more aware of time tables and routines anticipating specific time-based events such as mealtimes</p>





Nursery

		<p>as size (colour.)</p>	<p>or home time.</p> <p>*Beginning to recognise and name 2D shapes</p> <p>*Begins to understand some talk about immediate past or future, e.g. 'before 'later' or 'soon'</p> <p>*To shows awareness of similarities of shapes in the environment.</p> <p>*To using language of more and less when experimenting with capacity in the sand and water tray.</p> <p>*To notices simple shapes and patterns in pictures</p>
<p>Understanding The World</p> 	<p>*To have a sense of own immediate family and relations.</p> <p>*In pretend play to imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>*To play with small-world models such as a farm, garage, or a train track.</p> <p>*To notice detailed features of objects in their environment.</p> <p>*To Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.</p>	<p>*Beginning to have their own friends and talk about who they are.</p> <p>*Beginning to share home experiences and traditions with friends/adults</p> <p>*Beginning to understand how our senses help us make sense of the world around us e.g. smell/taste/hear/touch</p> <p>*Begins to operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>*Sings and joins in with familiar songs.</p> <p>*Beginning to move rhythmically.</p> <p>*Imitates movement in response to music.</p>	<p>*Beginning to comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>*Beginning to show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>*Beginning to acquire basic skills in turning on and operating some ICT equipment.</p> <p>*To explores colour and how colours can be changed.</p> <p>*To begin to be interested in and describe the texture of things.</p> <p>*To begin to tap out simple repeated rhythms.</p> <p>*To begin to join construction pieces together to build and</p>



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		<ul style="list-style-type: none"> *Uses various construction materials in different ways. *Beginning to show an interest in the way musical instruments sound. *Explores and learns how sounds can be changed e.g. loud, quiet, fast, slow. 	<p>balance.</p> <ul style="list-style-type: none"> *To begins to use tools for a particular purpose.
<p>Expressive Arts and Design</p> 	<p><i>All Art projects will be focused around the Topics which are All About Me and The Celebrations of the Season.</i></p> <ul style="list-style-type: none"> *Begins to join in singing favourite songs. *To creates sounds by banging, shaking, tapping or blowing. *To experiment with blocks, colours and marks. *To begin to join in and enjoy dancing and ring games. *To begin to experiment with different textures, smells etc. *To copy adult movements in response to music. *To begin to make-believe by recreating experiences that are familiar to them. E.g. Home corner 	<p><i>All Art projects will be focused around the Topics which are Nursery Rhymes The senses</i></p> <ul style="list-style-type: none"> *Beginning to build up and act out a repertoire of different role play experiences e.g. shop, vet, doctors *Beginning to use representation to communicate, e.g. drawing a line and saying, 'That's me. 	<p><i>All Art projects will be focused around the Topics which are Make Believe and Animal Fun</i></p> <ul style="list-style-type: none"> *To use small world objects in make, believe play. *To begins to build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
<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 	<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 	<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>dance.</p> <ul style="list-style-type: none"> * Join in with simple songs. * Awareness of sound being loud or soft. * Concert. 	<p>percussion instruments from listening, not seeing.</p>	
<p align="center">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 their safe use 	<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.
<p 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 sideway galloping movement. 	<ul style="list-style-type: none"> * Warm up exercises. * Majority of 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 align="center">Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> * To separate from main carer with support and encouragement from a familiar adult. * To express own preferences and interests. * To seek comfort from familiar adults when needed. * To become aware that some actions can hurt or harm others. * To Show an interest in classroom activities through observation or participation. * To express their own feelings such as sad, 	<ul style="list-style-type: none"> * To respond to the feelings and wishes of others. * To begin to understand what is right and wrong/ school rules. * To be aware of own feelings, and knows that some actions and words can hurt others' feelings. * To give comfort when others are distressed. 	<ul style="list-style-type: none"> * To Show understanding and cooperates with some boundaries and routines. * To express needs and feelings in appropriate way. * To be aware of the boundaries set, and of behavioral expectations in the setting. * To inhibit own actions/behaviours e.g. stop themselves from doing something they shouldn't do. * To begin to show a growing ability to distract self when upset, e.g. by engaging in a new play activity.

NORTH BRIDGE HOUSE NURSERY SCHOOL

CURRICULUM MAP 2020-2021

Nursery



	happy, cross, scared, worried.		
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