



NORTH BRIDGE HOUSE NURSERY SCHOOL


CURRICULUM MAP 2020-2021

PRE-RECEPTION



	Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">Communication and Language</p> 	<p>Communication and language development are 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><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 style="text-align: center;">Literacy</p> 	<ul style="list-style-type: none"> * To join in and choose favourite stories, rhymes, songs, poems or jingles * To Repeats words or phrases from familiar stories. * To show interest in illustrations and print in books and print in the environment. * To recognises familiar words and signs. (Own name and advertising logos) * To begin to link sounds to graphemes. * To begin to hear and say the initial sound in words. * To experiment with mark making and different mark making materials. 	<ul style="list-style-type: none"> To begin to give meaning to marks as they draw and paint. To begin to form letters using a range of media. To know that print carries meaning and is read from left to right and top to bottom To Listen and join in with stories and poems, one-to-one and also in small groups. To shows awareness of rhyme and alliteration and recognise rhythm in spoken words To begin to be aware of the way stories are structured and suggest how a range of different stories might end. To begins to orally blend CVC words Listens to and joins in with stories and poems, one-to-one and in small groups. 	<ul style="list-style-type: none"> To draw figures of objects or people with discernible features and begin to invent drawings. To begin to write name. To give meaning to own mark making ('reads' what has been 'written') Beginning to form letters using a pencil, holding it in a pincer grip. To segment CVC words and write them. To listens to stories with increasing attention and recall and join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Begins to read words and simple sentences Describes main story settings, events and principal characters.




			<p>Can segment the sounds in simple words and blend them.</p>
<p>Mathematics</p> 	<ul style="list-style-type: none"> * To recite numbers 0- 10, then 0- 20. * To make comparisons between quantities using language of more, less and the same. * To recognize numerals. (0 to 5, then 0-10). * To begins to know that numbers identify how many objects are in a set * To join in with number rhymes. * To begins to count in a line using 1:1 correspondence (from 0-5 to 0-10) * To begin to learn number formation rhymes 0-9 	<ul style="list-style-type: none"> * To recognize and order numbers 0-10 and beyond * To begin to form numbers 0-10 using a range of mark making materials. * To count in a line and begin to know that when counting a group, the last number represents the quantity/total * To know that the number identifies how many objects are in a set. * To count reliably in a line using 1:1 correspondence (from 0-10 then 0-20) * To separate a group of three or four objects in different ways, beginning to recognize that the total is still the same (sharing) 	<ul style="list-style-type: none"> *To count an irregular arrangement of up to ten objects. *To order numbers 0- 20 *To begin to form numbers 0-20 using a range of mark making materials * To use quantities and objects, to add two single-digit numbers. *To recognize and name +, =, - signs Orders two or three items by length or height. *To Experiment with capacity using language full, empty, more, less etc. and showing an understanding that capacity changes when something is added or taken away.

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	<ul style="list-style-type: none"> * To selects and match the correct numerals to represent 1 to 5, then 1 to 10 objects. * To begin to represent numbers using fingers, * To shows an interest in shape and space by playing with shapes or making arrangements with objects. * To begin to talk about the shapes of everyday objects. 'round' and 'tall' * To recognise, create and describe patterns * To begin to categorise objects according to size (big, little etc.) * To begin to recognise 2D shapes. 	<ul style="list-style-type: none"> * To begin to categorise objects according to shape (circle, square, triangle, rectangle etc.) * To begin to use mathematical language to describe shapes. (sides corners flat) * To use positional language such as below, above, next to, beside, in front, behind and on top/ 	<ul style="list-style-type: none"> *To Begin to experiment with weight, using the language; heavy/light/heaviest/lightest. Beginning to recognise and use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes *To use mathematical terms to describe shapes. *To use everyday language to talk about money.
<p>Understanding The World</p> 	<ul style="list-style-type: none"> *To shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. *To enjoys joining in with family customs and routines. *To talks about why things, happen and how things work. *To explain why some things, occur, such as the seasons/weather Shows an interest in 	<ul style="list-style-type: none"> *To Recognizes and describes special times or events for family or friends. *To talk about past and present events in their own lives. *To talk about how environments might vary from one another and talk about similarities and differences in relation to places around the world. *To begin to comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. 	<ul style="list-style-type: none"> *To begin to be interested in different occupations and ways of life. *To begin to show understanding that some things make them unique and can talk about some similarities and differences in relation to friends and family. *To talk about some of the things they have observed such as plants, animals, natural and found objects *To show some concern for living things and the environment



	<p>technological toys with knobs or pulleys or real objects such as cameras or mobile phones.</p> <p>To show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>*To operate simple equipment, e.g. turns on CD player and uses remote control</p>	<p>*To use ICT hardware to interact with age-appropriate computer software.</p> <p>*To complete a simple age appropriate programs on a computer</p>	<p>*To know about similarities and differences in relation to objects, materials, and living things.</p> <p>*To develop an understanding of growth, decay and changes over time.</p> <p>*To know that information can be retrieved from computers</p> <p>*To selects and use Technology for particular purposes</p> <p>*To recognize that a range of technology is used in Places such as homes and schools.</p>
<p>Expressive Arts and Design</p> 	<p><i>All Art projects will be focused around the Topics Me and My Family and Autumn and Celebrations</i></p> <p>*To move rhythmically showing more control in movements.</p> <p>*To Explore colour and how colours can be changed.</p> <p>*To tap out a variety of repeated rhythms.</p> <p>*To explore and learn how sounds can be changed with a range of different instruments.</p> <p>*To Begin to be interested in and describe the texture of things.</p> <p>*To join construction pieces together to build and balance.</p> <p>*To build stories around</p>	<p><i>All Art projects will be focused around the Topics A Taste of the World Traditional Tales</i></p> <p>*To constructs with a purpose in mind, using a variety of resources.</p> <p>*To uses simple tools and techniques competently and appropriately.</p> <p>*To begin to sing songs, make music and dance, and experiment with ways of changing them.</p> <p>*To begin to use movement to express feelings.</p> <p>*To use available resources to create props to support role-play.</p>	<p><i>All Art projects will be focused around the Topics Bugs Life and Under the Sea</i></p> <p>*To manipulates materials to achieve a planned effect.</p> <p>*To begins to build a repertoire of songs and dances.</p> <p>*To compare the different sounds of instruments.</p> <p>*To explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words</p> <p>*To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and</p>

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	<p>toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>*To engages in imaginative role-play based on own first-hand experiences</p> <p>*To play alongside other can who are engaged in the same theme</p>		<p>stories</p>
<p>Expressive Arts and Design Music</p>	<p>* Learning to join in with dancing and ring games.</p> <p>* Respond to sound with body movement.</p> <p>* Introduction to percussion instruments e.g. drums, woodblocks, triangles, bells.</p> <p>* Learning rhythm through dance.</p> <p>* Join in with simple songs.</p> <p>* Awareness of sound being loud or soft.</p> <p>* Concert.</p>	<p>* To achieve one or two lines from a familiar song.</p> <p>* Recognising rhythmic changes for skipping, marching, hopping, jumping etc.</p> <p>* To participate in group action songs.</p> <p>* To recognise different percussion instruments from listening, not seeing.</p>	<p>* Exploring sound through singing, movement and instrumental work.</p> <p>* To build an initial repertoire of simple songs.</p> <p>* To play a short percussion piece with a rhythmic feel.</p> <p>* Moving to music with a rhythmic feel.</p>
<p>Physical Development Gym</p>	<p>* Introduce different ways of travelling.</p> <p>* Moving around safely with some awareness of others.</p> <p>* Experiment with wide range of small equipment learning some degree of control.</p> <p>* Introduce basic tools and explain their safe use.</p>	<p>* Play games such as musical statues and musical bumps moving with control and co-ordination.</p> <p>* Moving around safely with some awareness of others.</p> <p>* Experiment with wide range of small equipment learning some degree of control.</p> <p>* Introduce basic tools and explain their safe use</p>	<p>* Be able to travel in a variety of different ways using a wide range of body parts.</p> <p>* Moving around safely with some awareness of others.</p> <p>* Experiment with wide range of small and large apparatus in the gym learning some degree of control.</p> <p>*Introduce basic tools and explain their safe use.</p>
<p>Physical Development Dance</p>	<p>* Warm up exercises.</p> <p>* Stories are enacted through dance including all the steps the children have learnt up to this point.</p> <p>* Group will know how to stand in a line and show their exercise one at a time.</p>	<p>* Warm up exercises.</p> <p>* Sit with a straight back and proper use of their legs and feet.</p> <p>* Stories are enacted through dance including all the steps the children have learnt up to this point.</p> <p>* In pairs one or two hands held together and perform a sideways galloping movement.</p>	<p>* Warm up exercises.</p> <p>* Majority of children will be able to hop on one leg without assistance.</p> <p>* Some children will be able to skip confidently.</p> <p>*In pairs new steps and movements are performed.</p>
<p>Personal, Social and Emotional Development</p>	<p>*To select and use activities and resources with help</p>	<p>*To begin to be more outgoing towards unfamiliar people and more confident in new social</p>	<p>*To be confident to talk to other children when playing and will communicate freely about</p>

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*To talk about how they and others show feelings.

*To talk about their own and others' behaviour, and its consequences.

*To begin to accept the needs of others and share resources, take turns, sometimes with support from others.

*To know that some behaviour is unacceptable
Begin to demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
Confident to initiate play, offering cues to peers to join them.

*To Keep play going by responding to what others are saying or doing

situations

*To be confident to try new activities and say why they like some activities more than others.

*To be aware of own feelings and know that some actions and words can hurt others' feelings.

*To adapt behaviour to different events, social situations and changes in routine.

*To work as part of a group or class, and understand and follow the rules
Can play co-operatively, taking turns with others.

*To play in a group extending and elaborating others' ideas.
E.g. building a role play activity with other children

own home and community.

*To be confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

*To understand what right and wrong/ school rules etc.

*To be able to negotiate and solve problems.

*To take account of one another's ideas about how to organise their activity.

*To begin to take steps to resolve conflicts with other can, e.g. finding a compromise