

Nursery 2022-2023 Curriculum Map

	Autumn		Spring		Summer	
Literacy	<p>Understand that print can have different purposes. Overwrite different lines. Engage in short conversations about stories, learning new vocabulary. Count or clap syllables in a word. Recognise words with the same initial sound.</p>	<p>Turn one page at a time in a book. Overwrite their name card with increasing control. Mark make up and down lines Engage in extended conversations about stories, learning new vocabulary. <u>Phonic knowledge</u> To start learning, set 1 initial letter sounds. -To fill in the missing word of a familiar song/rhyme and notice when you make a mistake. -To recognise their name card with the picture. -Recognise words with the same initial sound.</p>	<p>Understand the names of different parts of a book e.g author,illustrator, front cover, contents page. -To be able to mark make circles, curved shapes. -Engage in extended conversations about stories, learning new vocabulary. -Write some of their name. <u>Phonics Knowledge</u> To detect rhyme and match two words from a choice of three when there is a different syllable structure e.g. match 'candle' with 'handle' and not 'hat'. To detect the word that is an odd-one-out in an alliterative word string even if the 'mistake' begins with a similar phoneme to the others. To recognise and pick out their name without a visual prompt.</p>	<p>To copy and overwrite letter sounds. -To start writing some letters of interest, not always starting in the right place. <u>Phonic Knowledge</u> To orally blend CVC words with long phonemes when spoken to me. To detect rhyme and match two words from a choice of three when there is a differing rhyme but the same syllable structure. To be writing some recognisable letters in their name.</p>	<p>Recognise words with the same initial. Eg dog and duck Write some letters correctly To orally blend CVC words with long phonemes when spoken to me. <u>Phonic Knowledge</u> To orally blend CVC words with long phonemes when spoken to me. To detect rhyme and match two words from a choice of three when there is a differing rhyme but the same syllable structure.</p>	<p>Write most letters correctly Use some of their phonics knowledge in their early writing. To orally blend CVC words with long phonemes when spoken to me</p>
Maths	<p>Learn all about numbers 1,2,3. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Understand position through words alone. Match object to numeral 1,2,3 1-1 correspondence for numbers to 3.</p>	<p>Learn all about numbers 4 & 5 Match object to numeral for numbers 1-5. 1-1 correspondence for numbers 1-5 -Recite numbers up to 5 filling in the next missing number when in sequence. -Show finger numbers up to 5 Start to understand position through words alone. -Recognise familiar 2d shapes – square, rectangle, circle and Triangle.</p>	<p>Talk about recognising familiar 2d shapes. Matching shapes, feeling shapes and finding shapes in the environment. Combine shapes to make new ones. Compare quantities using language: 'more than', 'fewer than' Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Talk about and identify the patterns around them. Continue, copy and create repeating patterns.</p>	<p>Represent some numbers in different ways e.g. dots, lines and write the correct number using the number rhyme to help. Talk about and explore 2D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Start to subitise numbers.1-3.</p>	<p>Link numerals and amounts up to 5. Recognise numbers as numerals up to 5. Combine shapes to make new ones. Continue to subitise numbers 1-5 Compare quantities using language 'more than' 'fewer than' Solve real world mathematical problems – numbers up to 5. Understand position through words alone. Discuss a familiar route. Discuss routines and locations.</p>	<p>Count beyond 10. Understand the 'one more than/one less than' relationship between consecutive numbers. Compare numbers 1-5.</p>

Physical Development	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Continue to develop their riding (scooters, trikes and bikes)</p> <p>Use large muscle movements to wave flags, paint, mark making, ribbons.</p> <p>Show preference for a dominant hand.</p> <p>-Start to use a knife and fork with their dinner.</p>	<p>Gross Motor Development</p> <p>Continue to develop their movements- running and stopping, crawling and movements involving arm movements.</p> <p>Landing and jumping off equipment</p> <p>Become increasingly confident in getting dressed/undressed – putting on and taking off coat.</p> <p>Fine Motor</p> <p>Using whole handed scissors to make snips.</p> <p>Develop the wrist fine motor movements.</p>	<p>Gross Motor Development</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank – depending on its length and width.</p> <p>Fine motor development</p> <p>Develop finger and hand strength. .</p> <p>-To practise slotting things through a small gap. Develop hand eye coordination skills.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>	<p>Gross Motor Development</p> <p>Continue to develop their ball skills: Can catch a large ball</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to musical rhythm.</p> <p>Fine Motor development</p> <p>Use scissors with support to open and close them to cut snips in the paper.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Start taking part in some group activities which they make up for themselves or in teams.</p> <p>Practise developing hand eye coordination.</p>	<p>Use a comfortable pencil grip with good control when holding pens and pencils.</p> <p>Use a range of tools competently (pens, brushes, scissors).</p>
Communication & Language	<p>Enjoy some familiar common nursery rhymes and songs.</p> <p>Play alongside others and join in with the play situation.</p> <p>Express when they don't like something with actions and words.</p> <p>Communicates with adults and peers.</p>	<p>Enjoy some new nursery rhymes and songs. Specific topic rhymes/songs.</p> <p>Become familiar with the routine of the day with support from a visual timetable.</p> <p>Enjoy and retell the focus of the story that week.</p> <p>Follow instructions that form part of the routine with the aid of a visual timetable e.g key group time and then line up.</p> <p>Be able to tell an adult when another child is not making the right choice.</p> <p>Concentrates for longer on familiar aspects of the routine (name card, dough disco).</p>	<p>Enjoy and retell the focus of the story that half term.</p> <p>Enjoy a large repertoire of songs.</p> <p>Know many nursery rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Follow two-part instructions with reminders.</p> <p>Use talk to organise their play and thoughts with others.</p> <p>Use words not actions to let a peer know when they don't like something</p> <p>Concentrate for longer on tasks that are adult initiated/directed in small groups.</p>	<p>Enjoy and retell the focus of the story that half term.</p> <p>Pay more attention to one thing at a time.</p> <p>Add more detail into what they say e.g who they are playing with and what they did</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals.</p> <p>Use longer sentences.</p>	<p>Add more detail into what they say e.g who they are playing with and what they did</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals.</p> <p>Sing a large repertoire of songs</p> <p>Know many rhymes and be able to talk about books and be able to tell a long story.</p> <p>Follow 2-part instructions</p>	<p>Understand and answer a why question in relation to a familiar text/event.</p> <p>Follow 2-part instructions</p> <p>Develop their pronunciation but may have problems saying some words.</p> <p>Sing a large repertoire of songs</p> <p>Know many rhymes and be able to talk about books and be able to tell a long story.</p>
Personal, Social & Emotional	<p>Start to develop friendships with other children.</p> <p>Find ways of managing transitions such as from parent to nursery.</p> <p>Becoming increasingly independent in meeting their own care needs such as going to the toilet.</p>	<p>Understand gradually how others might be feeling.</p> <p>Becoming increasingly independent in meeting their own care needs.</p> <p>Show more confidence in social situations.</p>	<p>Understand how others might be feeling.</p> <p>Follow rules.</p> <p>Be independent in meeting their own care needs.</p> <p>Be confident with playing with other children including elaborating and extending play ideas.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Follow rules and understand why they are important.</p>	<p>Find solutions to conflicts.</p> <p>Follow rules and understand why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of becoming more assertive.</p>	<p>Find solutions to conflicts.</p> <p>Develop appropriate ways of becoming more assertive. - Make healthy choices about food, drink, activities and toothbrushing.</p> <p>Express feelings and consider the feelings of others.</p>

	<p>Begin to play with other children. Start to follow some rules. Talk about their feelings using words like 'happy' 'sad'.</p> <p>Select and use activities and resources with help.</p>	<p>Become confident when playing with other children. Follow rules. Select and use activities and resources with help when needed. Show more confidence in social situations – become more outgoing with unfamiliar people.</p>	<p>Follow rules and understand why they are important.</p>		<p>Make healthy choices about food, drink, activities and toothbrushing.</p>	
Understanding of the World	<p>Use all senses in hands on exploration of the world. Talk about what they see – this might be with limited vocabulary.</p>	<p>Use all their senses in hands on exploration of the world – explore collections of different materials with similar/different properties. Talk about what we see – this might be with limited vocabulary. Explore different forces and how they might feel.</p>	<p>Use all their senses in hands on exploration of the world. Talk about what they see using a wide range of vocabulary. Start to develop positive attitudes about the differences between people. Understand the key features of a lifecycle of a plant or animal. Plant seeds and care for growing plants.</p>	<p>Use all their senses in hands on exploration of the world. Understand the key features of a lifecycle of a plant or animal. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people. Plant seeds and care for growing plants.</p>	<p>Understand the key features of a lifecycle of a plant or animal. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to make sense of their own life-story and family's history. Talk about members of their immediate family and community. Start to name and describe people who are familiar to them.</p>
Expressive Arts & Design	<p>Use and know their primary colours. Explore different materials freely of bigger size (cardboard boxes, tubes, crates) to develop their own ideas of what they can make. Take part in simple pretend play, using an object to represent something else even though they are not similar. Join simple construction toys together e.g. stickle bricks, Duplo. Explore different textures. Use glue to stick things onto paper. Explore colour mixing with small painting tools.</p>	<p>Explore different materials freely of bigger size (cardboard boxes, tubes, crates) to develop their own ideas of what they can make. Explore different materials freely of smaller size (constructions area resources) to develop their own ideas of what they can make. Use small world equipment like animal sets, dolls and dolls houses etc. to act out familiar scenarios. Use glue to stick things onto paper. Remember and sing entire songs</p>	<p>Use primary colours for a specific purpose. explore colour mixing outdoors on a bigger scale. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Use and explore a stapler and what happens when you push it. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Explore colour mixing with small painting tools. Create closed shapes with continuous lines and begin to use these shapes to represent objects- copied from somewhere, observational drawing. Draw with increasing detail.</p>	<p>Use drawing to represent ideas like movement or loud noises. Create closed shapes with continuous lines and begin to use these shapes to represent objects- copied from somewhere, observational drawing.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear.</p>