

## St. Anne (Stanley) C of E Primary School – Nursery Curriculum Map

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
<b>PRIME AREAS OF LEARNING</b>						
<p><b>Personal, Social and Emotional Development</b></p> <p><b>Making Relationships</b></p> <p><b>Self-Confidence and Self-awareness</b></p> <p><b>Managing Feelings and Behaviour</b></p>	<p>Settle in to Nursery and become familiar with rules and routines.</p> <p>Show affection and concern for those special to them.</p> <p>Express own preferences and interests.</p> <p>Begin to accept the needs of others.</p>	<p>Join in with others play.</p> <p>Seek out others to share experiences.</p> <p>May form a special friendship with another child.</p> <p>Show confidence in asking adults for help.</p> <p>Enjoys responsibility of carrying out small tasks.</p> <p>Can usually adapt behavior to changes in routine.</p>	<p>Play in a group. Confident when talking to other children.</p> <p>Aware of own feelings, and know that some actions and words can hurt others' feelings.</p> <p>Can usually tolerate delay and understands wishes may not always be met.</p>	<p>Initiate play, offering cues to peers to join them.</p> <p>Keep play going by responding to what others are saying or doing.</p> <p>Can take turns and share resources.</p> <p>Accepts the needs of others.</p>	<p>Is more confident in new situations and more outgoing towards unfamiliar people.</p> <p>Demonstrate friendly behavior, initiate conversations and form good relationships with peers and familiar adults.</p> <p>Understand that own actions affect others.</p>	<p>Attend to and take account of what others say.</p> <p>Explain own knowledge and understanding, and ask appropriate questions of others.</p> <p>Take steps to resolve conflicts with other children.</p> <p>Describe self in positive terms and talk about abilities.</p>

<p>Communication and Language</p> <p>Listening and Attention</p> <p>Understanding</p> <p>Speaking</p>	<p>Listen to one another. Understand simple instructions. Use vocabulary focused on familiar objects and people. Uses intonation, rhythm and phrasing to make the meaning clear to others. Use vocabulary focused on objects and people that are of particular importance to them.</p>	<p>Listen to stories with increasing attention and recall. Understand use of objects. Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' Use language to imagine and recreate roles and experiences in play situations.</p>	<p>Focus attention. Listen and respond to others ideas. Use talk to connect ideas. Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action. Use a range of tenses (e.g. play, playing, will play, played).</p>	<p>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Begin to use more complex sentences to link thoughts (e.g. using and, because). Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>Vocabulary reflects the breadth of their experiences. Respond to instructions involving a two-part sequence. Questions why things happen and gives explanations. Ask e.g. who, what, when, how. Introduces a storyline or narrative into their play.</p>	<p>Understand humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Understand "why" and "how" questions. Link statements and sticks to a main theme or intention. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>
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<p>Physical Development</p> <p>Moving and Handling</p> <p>Health and Self-Care</p>	<p>Move in a range of ways. Dress with help. Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. Observe the effects of activity on their bodies.</p>	<p>Can stand momentarily on one foot when shown. Can catch a large ball. Use one-handed tools and equipment. Draw lines and circles using gross motor movements. Experiment with different ways of moving.</p>	<p>Begin to form recognizable letters. Show a preference for a dominant hand. Hold pencil between thumb and two fingers, no longer using whole-hand grasp. Increase control over an object in pushing, throwing, catching, kicking etc.</p>	<p>Hold pencil near point between first two fingers and thumb and use it with good control. Uses simple tools to effect changes to materials. Eats a healthy range of foodstuffs and understands need for variety in food. Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p>	<p>Copy some letters, e.g. Letters from their name. Travel with confidence and skill around, under, over and through balancing and climbing equipment. Handle tools, objects, construction and malleable materials safely and with increasing control. Begin to form recognisable letters.</p>	<p>Begin to use anticlockwise movement and retrace vertical lines. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Practice some appropriate safety measures without direct supervision.</p>
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## SPECIFIC AREAS OF LEARNING

<p>Literacy</p> <p>Reading</p> <p>Writing</p>	<p>Repeat words/phrases from familiar stories.</p> <p>Handle a book carefully.</p> <p>Give meaning to marks as draws/paints.</p> <p>Look at books independently.</p> <p>Hold books the correct way up and turns pages.</p>	<p>Begin to be aware of the way stories are structured.</p> <p>Suggest how the story might end.</p> <p>Describe main story settings, events and principal characters.</p> <p>Show interest in illustrations and print in books and print in the environment.</p> <p>Enjoy rhyming and rhythmic activities.</p>	<p>Listen and join in with stories and poems.</p> <p>Continue a rhyming string.</p> <p>Ascribe meaning to marks that they see in different places.</p> <p>Know that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>Show awareness of rhyme and alliteration.</p> <p>Recognise rhythm in spoken words.</p> <p>Enjoy an increasing range of books.</p> <p>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p>	<p>Begin Read Write Inc program.</p> <p>Recognise familiar words and signs.</p> <p>Give meaning to marks they make as they draw, write and paint.</p> <p>Know that information can be retrieved from books and computers.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>Hear and say the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Write own name.</p>
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<p><b>Mathematics</b></p> <p>Numbers</p> <p>Shape, Space and Measure</p>	<p>Use number names and number language spontaneously.</p> <p>Recite numbers to 10 (and beyond).</p> <p>Show an interest in numbers in the environment.</p> <p>Show an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Show interest in shapes in the environment.</p>	<p>Count up to three or four objects by saying one number name for each item.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p>Recognise numerals of personal significance.</p> <p>Realise not only objects, but anything can be counted.</p> <p>Select a named shape.</p> <p>Show interest in shape by sustained construction activity or by talking about shapes or arrangements.</p>	<p>Show an interest in number problems.</p> <p>Talk about the shapes of everyday objects.</p> <p>Order 2 or 3 items by length or height.</p> <p>Recognise numerals 1 to 5.</p> <p>Show awareness of similarities of shapes in the environment.</p> <p>Use positional language.</p>	<p>Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Match numeral and quantity correctly.</p> <p>Use the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Use everyday language related to time.</p> <p>Order and sequence familiar events.</p> <p>Measure short periods of time in simple ways.</p>	<p>Represent number.</p> <p>Count actions or objects which cannot be moved.</p> <p>Count objects to 10, and beginning to count beyond 10.</p> <p>Count out up to six objects from a larger group.</p> <p>Find the total number of items in two groups by counting all of them.</p> <p>Use mathematical names for "flat" 2D shapes and mathematical terms to describe them.</p> <p>Describe their relative position, e.g. behind, next to.</p>	<p>Select the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Count an irregular arrangement of up to ten objects.</p> <p>Estimate how many objects they can see and check by counting them.</p> <p>Say the number that is one more than a given number.</p> <p>Order two items by weight or capacity.</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models.</p>
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<p><b>Understanding the World</b></p> <p>People and Communities</p> <p>The World</p> <p>Technology</p>	<p>Notice detailed features of objects around them.</p> <p>Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>Know how to operate simple equipment, e.g. turn on CD player and use remote control.</p>	<p><b>Special Places</b></p> <p>Remember and talk about significant events in their own experience.</p> <p>Recognise and describe special times or events for family or friends.</p> <p>Enjoy joining in with family customs and routines.</p> <p>Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</p>	<p>Talk about things they have observed, such as plants, animals, natural and found objects.</p> <p>Develop an understanding of growth, decay and change over time.</p> <p>Show care and concern for living things and the environment.</p>	<p><b>Special Times</b></p> <p>Show interest in the lives of people who are familiar to them.</p> <p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Use ICT hardware to interact with age-appropriate computer software.</p>	<p><b>Special Places</b></p> <p>Know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family.</p> <p>Know that information can be retrieved from computers</p>	<p><b>Special Times</b></p> <p>Show interest in different occupations and ways of life.</p> <p>Look closely at similarities, differences, patterns and change.</p> <p>Talk about why things happen and how things work.</p> <p>Complete a simple program on a computer.</p>
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<p><b>Expressive Arts and Design</b></p> <p>Exploring and using Media and Materials</p> <p>Being Imaginative</p>	<p>Sing a few familiar songs.</p> <p>Imitate movement in response to music.</p> <p>Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p>	<p>Enjoy joining in with dancing and ring games.</p> <p>Begin to move rhythmically.</p> <p>Use various construction materials.</p> <p>Engage in imaginative role-play based on own first-hand experiences.</p> <p>Explore and learn how sounds can be changed.</p>	<p>Explore colour and how colours can be changed.</p> <p>Join construction pieces together to build and balance.</p> <p>Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p>	<p>Tap out simple repeated rhythms.</p> <p>Begin to be interested in and describe the texture of things.</p> <p>Realise tools can be used for a purpose</p> <p>Develop preferences for forms of expression.</p>	<p>Explore the different sounds of instruments.</p> <p>Manipulate materials to achieve a planned effect.</p> <p>Experiment to create different textures.</p> <p>Understand that different media can be combined to create new effects.</p> <p>Begins to build a repertoire of songs and dances.</p>	<p>Construct with a purpose in mind, using a variety of resources.</p> <p>Use simple tools and techniques competently and appropriately.</p> <p>Select appropriate resources and adapts work where necessary.</p> <p>Select tools and techniques needed to shape, assemble and join materials they are using.</p>
<p><b>Religious Education</b></p>	<p>I am special. Harvest</p>	<p>I am special. Christmas</p>	<p>Stories Jesus Heard Easter</p>	<p>Stories Jesus Told</p>	<p>Special Places</p>	<p>Special Times</p>

Children in the EYFS (Early Years Foundation Stage) are taught by ensuring challenging, playful opportunities across the **prime** and **specific** areas of learning and development.