St. Anne (Stanley) C of E Primary School – Nursery Curriculum Map 2024-2025

TERM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
PRIME AREAS OF LEARNING							
Personal, Social and Emotional Development Self-Regulation Managing Self Building Relationships		Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.	Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Understand gradually how others might be feeling.	Make healthy choices about food, drink, activity and toothbrushing.

Observation Checkpoint		**Around the age of 3** Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while? **Around the age of 4** Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?

Communication and Language Listening, Attention and Understanding Speaking		Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.	Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	Use longer sentences of four to six words. Start a conversation with an adult or a friend and continue it for many turns.	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver. "

Observation checkpoint		**Around the age of 3** Can the child shift from one task to another if you get their attention, using the child's name can help. Can the child use descriptive language? Is the child linking up to 5 words together? Is the child using pronouns (me, him, she), plurals and prepositions (in, on, under)? Can the child follow instructions with three key words? Can the child show that they understand action words by pointing to the right picture in a book? Can the child shift from one task to another if you fully obtain their attention, for example, by using their name? **Around the age of 4** Is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"? Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?

Physical Development Gross Motor Skills Fine Motor Skills		Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.	Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	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.	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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.

Observation checkpoint		**Around the age of 3** Can the child climb confidently, catch a large ball and pedal a tricycle? “Dry” most days though may have the occasional “accident”. **Around the age of 4** Most, but not all, children are reliably dry during the day.

SPECIFIC AREAS OF LEARNING							
Literacy Comprehension Reading Writing		*Enjoy and join in with songs and rhymes.* *Have favourite books, repeating words and phrases from familiar stories.* *Ask questions about the book, making comments and sharing their own ideas.* *Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.* *Enjoy drawing freely.* *Add some marks to their drawings, which they give meaning to.* *Add marks to their picture to stand for their name.* (Above taken from earlier section DM)	Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing	Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word	Engage in extended conversations about stories, learning new vocabulary. Develop their phonological awareness, so that they can recognise words with the same initial sound, such as money and mother	Use some of their print and letter knowledge in their early writing for example writing a pretend shopping list that starts at the top of the page. Read Write Inc Programme begins.	Use some of their print and letter knowledge in their early writing for example writing 'm' for mummy. Write some or all of their name. Write some letters accurately.

Mathematics Number Numerical Patterns		*Take part in finger rhymes with numbers.* *React to changes of amount in a group of up to three items.* *Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.* *Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.* *Notice patterns and arrange things in patterns.* (Above taken from earlier section DM)	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical lang uage: 'sides', 'corners'; 'straight', 'flat', 'round'.	Experiment with their own symbols and marks as well as numerals. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Discuss routes and locations, using words like 'in front of' and 'behind Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.	Describe a familiar route. Make comparisons between objects relating to size, length, weight and capacity. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then…'	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.

Understanding the World Past and Present People, Culture and Communities The Natural World		Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Begin to make sense of their own life-story and family's history.	Show interest in different occupations. Continue developing positive attitudes about the differences between people.	Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts and Design Creating with Materials Being Imaginative and Expressive		Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Create closed shapes with continuous lines and begin to use these shapes to represent objects. 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, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.	Play instruments with increasing control to express their feelings and ideas.

Religious Education		Friendship – What makes a good friend? Harvest – Saying thank you to God at Harvest time.	I am special. Christmas – How do we celebrate Jesus' birthday?	Listening to the stories Jesus heard.	Stories Jesus Told – Why did Jesus tell stories? Easter	Special Places - What makes a place special/holy? Prayer- What is prayer?	Special Times- How do we celebrate special times?

The above 7 areas of learning and development (3prime and 4 specific) are taken directly from **Development Matters - Non-statutory curriculum guidance for the early years foundation stage (July 2021),** all are important and inter-connected. The development of children's spoken language underpins all 7 areas of learning and development.

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.

Characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things