

NORTH BRIDGE HOUSE NURSERY SCHOOL

CURRICULUM MAP

NURSERY

	Autumn Term	Spring Term	Summer Term
<p>Communication and Language</p> 	<p>Communication and language development is 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>Listening and Attention: 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>Understanding: 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>Speaking: 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> 	<ul style="list-style-type: none"> * Encourage experimentation with mark making. * Introduce 1 sound a week and revise all other letters covered. * Encourage correct pencil grip. * Shared reading using big books. * Begin to listen and respond to stories. * Introduce Nursery Rhymes. 	<ul style="list-style-type: none"> * Encourage experimentation with mark making. * Tracing patterns, pictures and name for those who are ready * Introduce 1 sound a week and revise all other letters covered. * Encourage correct pencil grip. * Encourage correct letter formation. * Begin to listen and respond to stories. 	<ul style="list-style-type: none"> * Some children may begin to represent some sounds correctly in writing. * Tracing name; some children may begin to write their own name from memory. * Tracing patterns and pictures. * Some children may be writing the letters of the alphabet. * Encourage correct pencil grip. * Some children may begin to link some sounds to letters. * Begin to develop an interest in books. * Begin to listen and respond to stories. * Some children may begin to blend CVC words and begin to recognise familiar sight words.
<p>Mathematics</p> 	<ul style="list-style-type: none"> * Begin to count numbers 0-5 in familiar contexts. * Number nursery rhymes. * Begin to count reliably up to 5 everyday objects. * Begin to recognise, order and match numbers 0-5. * Introduce shapes. * Simple patterns to be reproduced. * Introduce mathematical vocabulary. * Set work; sorting objects in as many ways as possible. 	<ul style="list-style-type: none"> * Begin to count numbers 0-10. * Begin to count reliably up to 10 everyday objects. * Begin to understand the value of numbers 0-10. * Recognise numbers 0-10. * Tracing numbers 0-10. * Continue to order and match numbers 0-10. * Begin to recognise shapes. * Simple patterns to be reproduced. * Introduce mathematical vocabulary. * Set work; sorting objects in as many ways as possible. 	<ul style="list-style-type: none"> * Continue to count numbers 0-10 * Estimate and count reliably up to 10 everyday objects. * Begin to understand the value of numbers 0-10. * Begin to trace and write numbers 0-10. * Begin to match numbers 0-10. * Continue to recognise shapes and describe them. * Simple patterns to be reproduced. * Continue mathematical vocabulary. * Set work; recognise differences in quantity when comparing sets of objects.
<p>Understanding The World</p> 	<ul style="list-style-type: none"> * Autumn * Food/Harvest * Weather * Seasons * Celebrations * Traditional Rhymes 	<ul style="list-style-type: none"> * Clothes/materials * Weather * Seasons * Traditional Stories * Animals * Celebrations * Gardening 	<ul style="list-style-type: none"> * All about me * People who help us * Transport * The Beach * Holidays and Journeys * Seasons and Weather * Under the sea * Celebrations * Life Cycles of a frog and a butterfly

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<p style="text-align: center;">Expressive Arts and Design</p> 	<ul style="list-style-type: none"> * Autumn * Food/Harvest * Weather * Seasons * Celebrations <p>Children to use a variety of different media and techniques.</p>	<ul style="list-style-type: none"> * Clothes/materials * Weather * Seasons * Traditional Stories * Animals * Celebrations * Gardening <p>Children to use a variety of different media and techniques.</p>	<ul style="list-style-type: none"> * All about me * People who help us * Transport * The Beach * Holidays and Journeys * Seasons and Weather * Under the sea * Celebrations * Life Cycles of a frog and a butterfly <p>Children to use a variety of different media and techniques.</p>
<p style="text-align: center;">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 dance. * Join in with simple songs. * Awareness of sound being loud or soft. * Concert. 	<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 percussion instruments from listening, not seeing. 	<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 style="text-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 style="text-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 sideways galloping movement. 	<ul style="list-style-type: none"> * Warm up exercises. * Some 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 style="text-align: center;">Personal, Social and Emotional Development</p> 	<ul style="list-style-type: none"> * Separates from main carer with support. * Begin to communicate freely about home and community. * Play alongside others. * Show an interest in classroom activities through observation or participation. * Dresses, undresses and manages own personal hygiene with adult support. * Learning what is right and wrong/ school rules. 	<ul style="list-style-type: none"> * Separates from main carer with support. * Communicate freely about home and community. * Express needs and feelings in appropriate way. * Build relationships through gesture and talk. * Show an interest in classroom activities through observation or participation. * Dresses, undresses and manages own personal hygiene with adult support. 	<ul style="list-style-type: none"> * Separates from main carer with support. * Begin to understand what is right and wrong/ school rules. * Expresses needs and feelings in appropriate way. * Take turns and share with adult support. * Builds relationships through gesture and talk. * Displays high levels of involvement in self-chosen activities. * Dresses, undresses and manages own personal hygiene with adult support.