



Kew Woods Primary School

Year Group Curriculum Map

Year Group: Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social & Emotional Development	Following boundaries Feelings and emotions	Embedding boundaries Aware of own behaviours Feelings and emotions	Playing in a group Independence - enjoys responsibility of carrying out a small task	Confident to talk to others Aware of others' needs Turn taking	Asking for help Adapts own behaviour Initiates conversation Explains own knowledge and understanding	Speaks to others Talks about self in a positive way Aware of boundaries Understands expectation Asks appropriate questions
Communication and Language	Listens and joins in with songs and rhymes Talks about self Follows simple instruction	Use of tenses Shows interest in play Responds to simple instruction Listens in small group	Extended vocabulary around play Listens to others in small groups Understands why and how questions.	Extended vocabulary exploring meaning of new words Listens to stories in groups and whole class Understands two part sequence instructions Developing humour	Uses language to recreate roles and experiences Focuses attention Follows a story without pictures or prompts	Links statements and sticking to a theme Introduces a storyline to narrative or in their play FOLLOWS direction Maintains attention Listens and responds to ideas expressed by others
Physical Development	Toilet independence Fine motor development Throwing and rolling Ribbon dance	Safety Looking after ourselves Throwing and catching Movement to music	Moves freely and with pleasure Experiments with how things move Understands safety using equipment	Pencil control Can copy some letters Begins to understand self temperature Observes effects of activity on their body	Safety through text	Healthy eating Moving freely Athletics
Literacy - Reading	Initial sounds Character discussion Environmental sound Rhyme and alliteration	Rhyme Recognises rhyme in spoken language	Joins in with repeated refrains and anticipates key events of phrases and stories	Listens to stories with increasing attention and recall Describes main events	Handles books carefully Knows information can be relayed in the form of print	Links sounds to letters Naming the sound the letters of the alphabet Begins to read words



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			Begins to be aware of how stories are structured Suggests how a story may end	Shows interest in illustrations and print in books	Knows print carries meaning Begins to link sounds to letters	and simple sentences Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books
Literacy - Writing	Mark making for a range of purpose	Mark making for a range of purpose	Gives meaning to the marks they make	Gives meaning to the marks they make Can copy some letters holding the pencil between two fingers Begins to write own name	Links sounds to letters, using some clearly identifiable letters to communicate meaning.	Begins to write own name and other things such as labels and captions.
Mathematics	Counting - Saying number words in sequence. Number and Place Value - Number 1-3 Geometry - Continuing an AB pattern then copying an AB pattern Measure - Associates actions with daily routine. Becomes familiar with the nursery day.	Counting - tagging each object with one number word. Number and Place Value - Number 1-3 Geometry - Making their own AB pattern - Christmas wrapping paper, cards, jumpers. Measure - Anticipates times - lunch time/home time.	Counting - knowing the last number counted gives the total so far. Number and Place Value - Number 1-5 Geometry - Shape and space: developing an awareness of spatial awareness.	Counting - recognising small quantities without needing to count them all (subitising) Number and Place Value - Number 1-5 Geometry - Shape and space categorises objects according to their properties such as shape or size.	Counting - numeral meaning within the environment. Number and Place Value - Number 1-5 Geometry - Shape and space: identifying similarities of shapes within the environment Positional Language	Counting -conservation - knowing that the number does not change if things are rearranged. Comparison - more than/less than. Identifying numbers with the same number of things. Number and Place Value - Number 1-5 Geometry - Shape and space: identifying similarities of shapes within the environment size ordering Measure - enjoys filling and emptying containers.
Understanding the World	Festivals and celebrations Has a sense of own immediate family and relations. Imitates everyday	Festivals and celebrations Recognising similarities and differences Shows interest in the lives of people who are	Festivals and celebrations Remembers and talks about significant events in their own experiences. Recognises and	Festivals and celebrations Shows interest in the lives of people who are familiar to them.	Knows some of the things that make them unique, and can talk about some of the similarities and	Enjoys joining in with family customs and routines. Completes a simple program on a computer.



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	<p>actions and events from own family and cultural backgrounds.</p> <p>Seeks to acquire basic skills in turning on and operating equipment.</p>	<p>familiar to them</p> <p>Shows care & affection to certain people and creatures</p> <p>Understands the importance of looking after their environment.</p>	<p>describes special times or events for</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>Shows interest in different occupations and ways of life</p> <p>Growth and change.</p> <p>Knows how to operate simple equipment.</p>	<p>differences in relation to friends or family.</p> <p>Knows that information can be retrieved from computers.</p>	<p>Interacts with age-appropriate computer software.</p>
<p>Expressive Art and Design</p>	<p>Joins in singing favourite song.</p> <p>Creates sounds by banging, shaking, tapping or blowing.</p> <p>Shows an interest in the way musical instruments sound. Experiments with block, colours and marks.</p> <p>Beginning to use representation to communicate.</p> <p>Beginning to make-believe by pretending.</p> <p>Developing preferences for forms of expression.</p>	<p>Art - Andy Goldsworthy - understands that different media can be combined to create new effects.</p> <p>Movement to music - Vivaldi, Winter Spirits by Katherine Hoover.</p> <p>Enjoys joining in with dancing and ring games</p> <p>Uses a tool for a specific purpose</p> <p>Taps our simple repeated rhythms.</p> <p>Explores and learns how sound can be changed.</p>	<p>Explores colour and how colours can be changed.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Uses a tool for a specific purpose</p> <p>Beginning to be interested in and describe the texture of things.</p> <p>Uses various construction materials.</p> <p>Beginning to construct</p>	<p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose.</p> <p>Begins to build a repertoire of songs and dances.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects</p> <p>Uses a tool for a specific purpose</p> <p>Uses available resources to create props to support role-play. Captures experiences and responses with a range of media</p>	<p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Uses a tool for a specific purpose</p> <p>Create simple representations of events, people and objects.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Chooses particular colours to use for a purpose.</p>	<p>Selects appropriate resources and adapts work where necessary.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Uses a tool for a specific purpose</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>