

Curriculum Map						
Nursery						
	Autumn 1 (6 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
PRIME Communication and Language	<p>Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>					
PRIME Physical Development	<p>Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Staff focus on the five fundamental movement skills – running, hopping, throwing, catching and jumping in provision. They handle equipment and tools effectively, including pencils for writing.</p> <p>Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>					
PRIME Personal, social and emotional development	<p>Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>					
SPECIFIC Literacy	<p>Reading: children take part in shared story group activities and develop a bank of familiar stories throughout the year. Children discuss parts of a story and re-call key parts, characters and the setting. Children join in with singing and build up a bank of traditional rhymes.</p> <p>Writing: children engage in mark making and make a range of marks with different materials and tools. Children talk about their marks and give meaning to the marks they make. Children are encouraged to recognise marks in their environment such as logos and signs. Children join in with early phonics activities such as rhythmic and rhyming activities and exploring instrumental and environmental sounds. When ready, children start to learn the first six sounds and put their phonics into play or complete an adult-led challenge.</p>					
SPECIFIC Mathematics	<p>Numbers: children count reliably with numbers from 0 to 10 and place them in order. Children explore each number using a selection of counting resources such as cubes, mini-dinosaurs and gems. Children also explore creating numbers in different ways such as making marks on paper and using ten frames.</p> <p>Shape, space and measures: children use everyday language to talk about size, length, weight, position and shape. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>					
SPECIFIC Understanding the world	<p>People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>					
SPECIFIC Expressive art and design	<p>Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>					

	Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.					
Music Charanga	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay