ST MARGARET'S CALNE
CO-EDUCATIONAL NURSERY & PREP

# Lower Nursery Curriculum Map

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Communication and Language** | Children will begin to … Focus on an activity of their own choice. Listen to other people's talk with interest. Make themselves understood. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play. Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects. Understand and act on longer sentences. Understand simple questions about 'who', 'what' and 'where'. | | | | | |
| **Personal, Social and Emotional Development** | Children will begin to … Find ways to calm themselves, through being calmed and comforted by familiar people. Establish their sense of self. Express preferences and decisions. Try new things and start establishing their autonomy. Find ways of managing transitions. Thrive as they develop self-assurance. Play with increasing confidence on their own and with other children. Express a range of emotions and begin to talk about and manage them. Grow in independence. Notice and ask questions about differences. Develop friendships with other children. Learn to use the toilet with help, and then independently. | | | | | |
| **Physical Development** | Children will begin to … Use large and small motor skills to do things independently. Clap and stamp to music. Fit themselves into spaces and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Show an increasing desire to be independent. Start eating independently and learning how to use a knife and fork. Develop manipulation and control. Explore different materials and tools. | | | | | |
| **Literacy** | Children will begin to … Sing songs and say rhymes independently. Enjoy sharing books with an adult and have favourite books and seek them out. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. Notice some print. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. Make marks on their picture to stand for their name. | | | | | |

| | |
|---|---|
| **Mathematics** | Children will begin to …<br>Take part in finger rhymes with numbers. Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts. Build with a range of resources. Complete inset puzzles. Compare sizes and weights. Notice patterns and arrange things in patterns. |
| **Understand the World** | Children will begin to …<br>Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in the setting. Make connections between the features of their family and other families. Notice differences between people. |
| **Expressive Arts & Design** | Children will begin to …<br>Move and dance to music. Join in with songs and rhymes. Explore a range of instruments and play them in different ways. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks and sometimes give a meaning to the marks they make. Enjoy and take part in action songs. Start to develop pretend play, pretending that one object represents another. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. |