ST MARGARET'S CALNE
CO-EDUCATIONAL NURSERY & PREP

Upper Nursery Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	Children will begin to … Enjoy listening to longer stories and remember much of what happens. Pay attention to more than one thing at a time. Use a wide range of vocabulary. Understand questions or instructions that have two parts. Understand 'why' questions. Sing a large repertoire of songs and know many rhymes. Be able to talk about familiar books and be able to tell a long story. Develop their communication. Develop their pronunciation. Use longer sentences. Be able to express a point of view and to debate using words as well as actions. Start a conversation with an adult or friend and continue it. Use talk to organise themselves and their play.					
Personal, Social and Emotional Development	Children will begin to … Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of the classroom. 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. Increasingly follow rules and understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk about their feelings using words. Understand how others might be feeling. Be increasing independent in meeting their own care needs. Make healthy choices about food, drink and activities.					
Physical Development	Children will begin to … Continue to develop their movements, balancing, riding 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. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in group activities which they make up for themselves, or in teams. 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 classroom. Choose the right resources to carry out their own plan. Collaborate with others to manage large items. Use one-handed tools and equipment. 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.					

Literacy	Children will begin to … Understand the concepts of print, knowing that print has meaning and can have different purposes. Know that we read English text from left to right and from top to bottom. Know the names of the different parts in a book and page sequencing. Develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a and recognise words with the same initial sounds. Engage in extended conversations and/or stories, leaning new vocabulary. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.
Mathematics	Children will begin to … Develop fast recognition of up to 3 objects, without having to count them individually. Recite numbers past 5. Say one number for each item in order. Know that the last number reached when counting a small set of objects tells you how many there are in total. Show 'finger numbers' up to 5. Link numerals and amounts. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to5. Compare quantities using language. Talk about and explore 2D and 3D shapes using informal and mathematical language: Understand position through words alone. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately. Combine shapes to make new ones. Talk about and identify the patterns around them. Extend a create patterns. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional.
Understanding the World	Children will begin to … 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. Explore how things works. 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. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people. 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	Children will begin to … Take part in simple pretend play. Begin to develop complex stories using small world equipment. Make imaginative and complex 'small worlds' with blocks and construction kits. Explore different materials freely, to develop their ideas about how to use them and what to make. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail. Use drawing to represent ideas. Show different emptions in their drawings and paintings. Explore colour and colour mixing. 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 tune sung by another person. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.		
MFL	Introduction to France and French. Develop their ability to count up to 10. Practise meeting and greeting people, courtesies. Ask someone how he/she is feeling. Say you are well/unwell. Say if you are a boy or a girl. Ask for someone's name and introduce oneself. Understand a few simple classroom instructions. Recognise some family members and pets. Talk about Christmas in France.	Develop their ability to count up to 10. Continue to practise classroom instructions. Talk about French food; use simple words for food. Express some simple opinions. Identify some colours. Practise some actions verbs. Say what actions I can do. Understand and use Happy New Year. Find out about la galette des rois. Talk about the French flag. Key words for Mother's Day and Easter.	Develop their ability to count up to 10 (extension: numbers to 15). Continue to practise classroom instructions. Ask what things are and respond. Ask where things are and give a simple answer using "here (is"). Reinforce colours. Identify parts of the face. Learn some vocabulary for fruits. Practise days of the week. Identify a few bakery products.
Computing	Foundations of Computing - Sequencing, cause and effect, direction, pattern recognition. Bonfire night, Remembrance and Christmas themed activities.	Digital Literacy & Problem Solving - Instructions, maze creation, story sequencing, digital drawing, simple coding. Easter/spring themed activities	Creativity, Collaborations and Independence – sequence creation, multimedia storytelling, debugging, documentation. Summer/holiday themed activities
	Exploring...touch screens, button operated devices, recording equipment, simple robots and unplugged resources (using non-screen resources to teach computing skills). Revisiting devices/resources across the year to develop skills.		
Music	Welcome songs and music routines Songs and nursery rhymes Seasonal songs and rhymes	Songs for Spring Circle games	Action and movement songs Kodaly games and songs Untuned percussion

PE	Developing actions through running activities incorporating hockey and football skills. Developing awareness of space and group/team recognition. Swimming – water confidence	Developing actions through running activities incorporating rugby and netball skills. Developing awareness of space and group/team recognition. Swimming – water confidence	Striking and fielding games. Athletics – race preparation for EYFS Sports Day. Athletic activities of running, jumping, carrying, and throwing; moving through, under, over and around obstacles. Teamwork and participation. Swimming – stroke technique