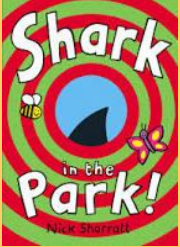
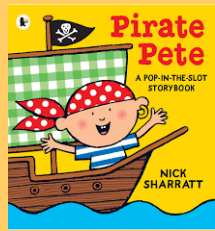
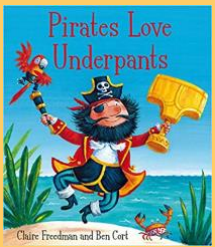
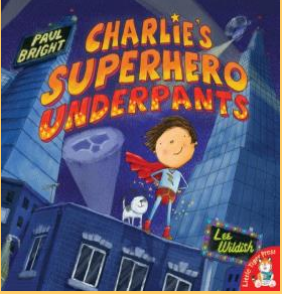
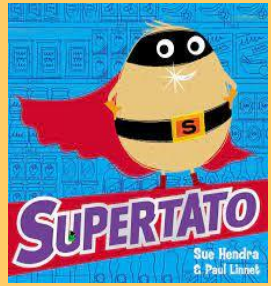




| Nursery | | |
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| | First Half | Second Half |
| Theme | Under the Sea/Pirates Chinese New Year | Superheroes/People who help us with transport link |
| Core Books | <p>Shark in the Park Pirate Pete (Nick Sharratt) The Night Pirates Pirates/under the sea Pirates love underpants</p> | <p>Charlie superhero underpants Supertato Eliot Midnight Superhero Super Daisy</p> |
| Role Play | Pirate Ship | Doctor's surgery or Police station |
| Communication and Language | <p><u>Listening attention and understanding</u></p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door" Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Join in with repeated refrains and anticipates key events and phrases in rhymes and stories Listen to others one to one or in small groups when conversation interests them</p> | <p><u>Listening attention and understanding</u></p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door" Understand 'why' questions:: "Why do you think the caterpillar got so fat?" Join in with repeated refrains and anticipates key events and phrases in rhymes and stories Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture Listen to others one to one or in small groups, when conversation interests Listen to and talk about stories to build familiarity and understanding Listen carefully to rhymes and songs, paying attention to how they sound</p> |
| |    |   |



South Haringay: Nursery

Spring Curriculum Map

Speaking

Continue to expand vocabulary. This should include words and concepts which occur frequently in books and other contexts, but are not used every day by many young children e.g. 'roasted', 'wart' from the Gruffalo

Continue to learn to pronounce problematic sounds like r, j, th, ch, and sh

Use longer sentences of four to six words

Starts a conversation with an adult or a friend and continue it for many turns

Use vocabulary focused on objects and people that are of particular importance to them

Use talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Ask and answer simple 'why' questions

Use sentences joined up with words like 'because', 'or', 'and'?

Use the future and past tense e.g. "I am going to the park" and "I went to the shop"?

Use new vocabulary through the day

Use language to imagine and recreate roles and experiences in play situations



Speaking

Continue to expand vocabulary. This should include words and concepts which occur frequently in books and other contexts, but are not used every day by many young children e.g. 'roasted', 'wart' from the Gruffalo

Continue to learn to pronounce problematic sounds like r, j, th, ch, and sh

Use longer sentences of four to six words

Can start a conversation with an adult/friend and continue it for many turns

Use vocabulary focused on objects and people that are of particular importance to them

Use talk in pretending objects stand for something else in play, e.g., 'This box is my castle.'

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Ask and answer simple 'why' questions

Use sentences joined up with words like 'because', 'or', 'and'?

Use future and past tense e.g. "I am going to the park", "I went to the shop"?

Use new vocabulary through the day



Use language to imagine and recreate roles and experiences in play situations





South Haringgay: Nursery

Spring Curriculum Map

| Physical Development | <p><u>Fine motor skills</u> Use one-handed tools e.g. makes snips in paper with scissors Use a comfortable grip with good control when holding pens/pencils Show a preference for a dominant hand Hold pencil near point between first two fingers and thumb and use it with good control Copy some letters, e.g. letters from their name</p>  <p><u>Gross motor skills</u> Use large-muscle movements to wave flags and streamers, paint and make marks Begin to understand and respond to vocabulary of movement – slither, gallop, follow, lead, copy Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet Stand momentarily on one foot when shown Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (<i>Vocab needs to be taught</i>) Draw lines and circles using gross motor movements Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel Skip, hop, stand on one leg and hold a pose e.g. musical statues Use the outdoor space well as they move around in different ways</p> <p><u>Oral health and wellbeing</u> Start to eat independently and learning how to use a knife and fork Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> | <p><u>Fine motor skills</u> Use one-handed tools and equipment, e.g. makes snips in paper with scissors Use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand Hold pencil near point between first 2 fingers and thumb with good control Copy some letters, e.g. letters from their name</p> <p><u>Gross motor skills</u> Use large-muscle movements to wave flags/streamers, paint, make marks Begin to understand and respond to vocabulary of movement – slither, gallop, follow, lead, copy Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Catch a large ball Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (Vocabulary may need to be taught) Draw lines and circles using gross motor movements Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel Skip, hop, stand on one leg and hold a pose for a game like musical statues Negotiate space successfully when playing racing and chasing games with other children, adjust speed or change direction to avoid obstacles Use anticlockwise movement and retrace vertical lines</p>  <p><u>Oral health and wellbeing</u> Start to eat independently and learning how to use a knife and fork Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> |
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South Haringgay: Nursery

Spring Curriculum Map

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| <p>Personal, Social and Emotional Development</p> | <p><u>Building Relationships</u> Play alongside others rather than just by themselves Play with 1 or more children, extending and elaborating play ideas Confident to talk to other children when playing, and will communicate freely about own home and community Play in a group, extend and elaborate on play ideas, e.g. build up a role-play activity with other children Become more outgoing with unfamiliar people</p> <p><u>Self -Regulation</u> Develop appropriate ways of being assertive Learn to tolerate delay when needs are not immediately met, and understand wishes may not always be met Show ability to follow simple instructions after giving focussed attention to what an adult has said Help to find solutions to conflicts and rivalries. For example, accept that not everyone can be Spider-Man and suggest other ideas</p> <p><u>Managing self</u> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen Develop their sense of responsibility and membership of a community. Talk about their feelings using words like 'happy', 'sad', 'angry' Shows confidence in asking adults for help Use the toilet and wash their hands independently Enjoy responsibility of carrying out small tasks Begin to accept the needs of others and take turns and share resources, sometimes with support from others Welcome and value praise for what they have done Increasingly follow rules, understanding why they are important</p> | <p><u>Building Relationships</u> Initiate play, offer cues to peers to join them Play alongside others rather than just by themselves Play with one or more other children, extending and elaborating play ideas Confident to talk to other children when playing, and will communicate freely about own home and community Play in a group, extend and elaborate on play ideas, e.g. build up a role-play activity with other children Show kindness and consideration of others in shared play activities</p> <p><u>Self -Regulation</u> Develop appropriate ways of being assertive Learn to tolerate delay when needs are not immediately met Show ability to follow simple instructions after giving focussed attention Begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy Identify and moderate their own feelings socially and emotionally</p> <p><u>Managing self</u> Keeps play going by responding to what others are saying or doing Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one suggested to them Develop their sense of responsibility and membership of a community. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Shows confidence in asking adults for help Use the toilet and wash their hands independently Enjoy responsibility of carrying out small tasks Begin to accept the needs of others and take turns and share resources, sometimes with support from others Welcome and value praise for what they have done Manage all their own personal needs confidently and independently</p> |
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South Haringay: Nursery

Spring Curriculum Map

Literacy

Word reading

Begin to develop phonological awareness
Recognise words with the same initial sound
Recognise and suggest rhymes
Count and clap syllables in a word
Recognise familiar words and signs such as own name and advertising logos
Show awareness of rhyme and alliteration

Comprehension

Begin to be aware of story structures
Engage in extended conversations about stories, learning new vocabulary
Understand that print has meaning
Understand that we read print left to right, top to bottom
Hold books the correct way up and turns pages

Writing

Write some letters accurately
Write some or all of their name
Use some of their print and letter knowledge in early writing e.g. a pretend shopping list, writing 'a' for apple



Word reading

Begin to develop phonological awareness
Recognise words with the same initial sound
Recognise and suggest rhymes
Count and clap syllables in a word
Recognise familiar words and signs such as own name and advertising logos
Show awareness of rhyme and alliteration

Comprehension

Begin to be aware of story structures
Engage in extended conversations about stories, learning new vocabulary
Understand that print has meaning
Understand that we read print left to right, top to bottom
Hold books the correct way up and turns pages
Suggest how a story might end

Writing

Write some letters accurately
Write some or all of their name
Use some of their print and letter knowledge in early writing e.g. a pretend shopping list, writing 'a' for apple
Use some clearly identifiable letters to communicate meaning, represent some sounds correctly





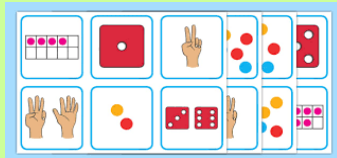
South Haringay: Nursery

Spring Curriculum Map

Mathematics

Number

Recite numbers past 5
Recite numbers to 10 and beyond
Say one number for each item in order: 1,2,3,4,5.
Recite numbers in order to 10
Show an interest in numerals in the environment
Recognise up to 3 objects, without having to count them individually
(subitise)
Show 'finger numbers' up to 5.
Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
Experiment with their own symbols and marks as well as numerals
Compare quantities using language: 'more than', 'fewer than'
Solve real world mathematical problems with numbers up to 5
Subitise with numbers greater than 5



Number patterns

Extend and create ABAB patterns – stick, leaf, stick, leaf
Notice and correct an error in a repeating pattern

Shape, space and measures

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round
Understand position through words alone – for example, "The bag is under the table," – with no pointing.
Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

Number

Recite numbers in order to 10
Show an interest in numerals in the environment
Recognise up to 3 objects, without having to count them individually
(subitise)
Show 'finger numbers' up to 5.
Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
Experiment with their own symbols and marks as well as numerals
Compare quantities using language: 'more than', 'fewer than'
Solve real world mathematical problems with numbers up to 5
Separate a group of three or four objects in different ways, begin to recognise that the total is still the same
Subitise with numbers greater than 5
Count confidently beyond 10

Number patterns

Extend and create ABAB patterns – stick, leaf, stick, leaf
Notice and correct an error in a repeating pattern



Shape, space and measures

Use language of weight and capacity
Make comparisons between objects relating to weight and capacity





South Haringgay: Nursery

Spring Curriculum Map

Understanding the World

People culture and communities

Know that there are different countries in the world and talk about the differences they have experienced or can see in photos
Know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family



The Natural World (Science/Geography)

Talk about some of the things they have observed such as plants, animals, natural and found objects
Talk about what they see, using a wide vocabulary
Begin to understand the need to respect and care for the natural environment



Past and Present

Remember and talk about significant events in their own experience

Technology

Explore how things work
Complete a simple program on a computer

People culture and communities

Know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family
Show interest in different occupations

The Natural World (Science/Geography)

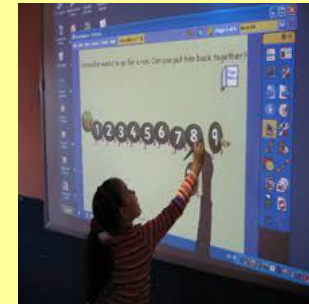
Talk about some of the things they have observed such as plants, animals, natural and found objects
Develop an understanding of growth and changes over time
Show care and concern for living things and the environment
Talk about what they see, using a wide vocabulary

Past and Present

Remember and talk about significant events in their own experience

Technology

Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images
Complete a simple program on a computer
Use ICT hardware to interact with age-appropriate computer software





South Haringgay: Nursery

Spring Curriculum Map

Expressive Arts and Design

Creating with materials

Use drawing to represent ideas like movement or loud noises
Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
Explore different materials freely, in order 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
Tap out simple repeated rhythms
Join construction pieces together to build and balance
Use available resources to create props to support role-play
Respond to what they have heard, expressing their thoughts and feelings.
Play instruments with increasing control to express their feelings and ideas.



Being imaginative and expressive

Take part in simple pretend play, using an object to represent something else
Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
Listen with increased attention to sounds
Use drawing to represent ideas like movement or loud noises
Create movement in response to music

Creating with materials

Explore colour and colour- mixing
Use drawing to represent ideas like movement or loud noises
Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
Explore different materials freely, in order 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
Tap out simple repeated rhythms
Join construction pieces together to build and balance
Use available resources to create props to support role-play
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South Haringay: Nursery



Spring Curriculum Map