



**GREENVALE PRIMARY SCHOOL – CURRICULUM MAP**

Yearly Curriculum Map 2021-22		Nursery		
		Autumn Terms 1&2	Spring Terms 3&4	Summer Terms 5&6
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>To use a sentence of 4-6 words.</li> <li>To use talk to organise their play.</li> <li>To sing a large number of songs.</li> </ul>	<ul style="list-style-type: none"> <li>To enjoy listening to longer stories.</li> <li>To start a conversation with an adult or friend and continue it for many turns.</li> <li>To understand a question or instruction that has 2 parts.</li> <li>To be able to talk about familiar books.</li> </ul>	<ul style="list-style-type: none"> <li>To use a wide range of vocabulary.</li> <li>To understand 'why' questions.</li> <li>To know many rhymes.</li> <li>To be able to tell a long story.</li> </ul>	
<b>Literacy</b>	<ul style="list-style-type: none"> <li>To spot rhyming words.</li> <li>To suggest rhyming words.</li> <li>To count or clap syllables in a word.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about stories and learn new vocabulary.</li> <li>To write some letters accurately.</li> <li>To use some knowledge about print in early writing.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise words with the same initial sound.</li> <li>To know; print has meaning, print can have different purposes, we read English from left to right-top to bottom, the names of the different parts of a book, page sequencing.</li> </ul>	
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>To show finger numbers up to 5.</li> <li>To recite numbers past 5.</li> <li>To know that we say numbers and point to count.</li> <li>To talk about and explore 2D and 3D shapes.</li> <li>To use shapes appropriately when building.</li> <li>To use the words 'first' 'then.'</li> </ul>	<ul style="list-style-type: none"> <li>To say one number for each item in order; 1-5.</li> <li>To recognise a group of 3 without counting.</li> <li>To pick the right number for a group 1-5.</li> <li>To use words to describe shapes.</li> <li>To talk about and describe patterns.</li> <li>To create ABAB patterns.</li> <li>Notice and correct an error in a repeating pattern</li> </ul>	<ul style="list-style-type: none"> <li>To solve real world mathematical problems with numbers up to 5.</li> <li>To use 'more' and 'fewer' to compare groups.</li> <li>To describe a familiar route and use position words.</li> <li>To make comparisons about size, length, weight and capacity.</li> </ul>	
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>To use alternative feet to climb.</li> <li>To use large movements to wave flags and make marks.</li> <li>To work with others to carry large objects.</li> <li>To skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>To show a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>To choose the right resources to carry out their own plan.</li> <li>To work as part of a team.</li> <li>To be more independent as they get dressed.</li> <li>To use a comfortable grip with good control when holding pens and pencils.</li> </ul>	<ul style="list-style-type: none"> <li>To develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>To be able to use and remember sequences and patterns of movement which are related to music and rhythm.</li> <li>To use one-handed tools and equipment eg making snips in paper using scissors.</li> </ul>	
<b>Personal, Social and Emotional Development</b>	<p><b>6R Core Value-Respect then Readiness</b></p> <ul style="list-style-type: none"> <li>To select activities and resources</li> <li>To become more outgoing with unfamiliar people.</li> <li>To show more confidence in new social situations.</li> <li>To talk about their feelings.</li> <li>To follow more rules, understanding why they are important.</li> </ul>	<p><b>6R Core Value-Resourcefulness then Responsibility</b></p> <ul style="list-style-type: none"> <li>To remember rules without needing an adult to remind them.</li> <li>To develop appropriate ways of being assertive.</li> <li>To talk with others to solve conflicts.</li> <li>To play with one or more other children, extending and elaborating play ideas.</li> </ul>	<p><b>6R Core Value-Resilience then Reflectiveness</b></p> <ul style="list-style-type: none"> <li>To find solutions to conflicts and rivalries.</li> <li>To be increasingly independent in meeting their own care needs.</li> <li>To make healthy choices.</li> </ul>	
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>To explore collections of materials talking about similarities and differences.</li> <li>To demonstrate positive attitudes about the differences between people.</li> <li>To know that there are different countries and talk about the differences.</li> <li>To use all their senses when exploring natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>To explore how things work.</li> <li>To plant seeds and care for growing plants.</li> <li>To understand the key features of the life cycle of a plant and an animal.</li> <li>To begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about what they see using a wide vocabulary.</li> <li>To begin to make sense of their own life-story and family's history.</li> <li>To show an interest in different occupations.</li> <li>To talk about the differences between materials and changes they notice.</li> </ul>	
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>To take part in simple pretend play using different objects.</li> <li>To join different materials and explore different textures.</li> <li>To create closed shapes when drawing and begin to use these shapes to represent objects.</li> <li>To explore colour and colour mixing.</li> <li>To listen with increased attention to sounds.</li> </ul>	<ul style="list-style-type: none"> <li>To make imaginative 'small worlds' with blocks or construction kits.</li> <li>To explore different materials and decide how to use them and what to make.</li> <li>To draw with increasing complexity and detail such as representing a face with a circle and features.</li> <li>To remember and sing entire songs.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to develop stories using small world equipment.</li> <li>To develop their own ideas and then decide which materials to use to express them.</li> <li>To draw to represent ideas</li> <li>To show different emotions in their pictures.</li> <li>To create their own songs or change a familiar one.</li> <li>To play instruments with increasing control.</li> </ul>	
<b>Visits</b>	<b>Cross-Curricular link</b>	<p align="center"><i>Virtual visits/trips using computer, Fire Safety Day, Christmas Visits, Local trips to post box/shop/park, Big Toddle</i></p>		