



CURRICULUM MAP

KG1	AUTUMN TERM
<p>English</p>	<p>Reading: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Demonstrating some favourite stories, rhymes, songs, poems or jingles. - Repeating words or phrases from familiar stories. - Filling in the missing word or phrase in a known rhymes, story or a game, e.g. ‘Humpty Dumpty sat on a ...’ - Enjoying rhyming and rhythmic activities. - Recognising rhythm in spoken words. <p>Writing: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Distinguishes between the different marks they make. - Sometimes giving meaning to marks as they draw and paint. <p>Communication and Language: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Listening to and enjoy rhythmic patterns in rhymes and stories. - Enjoying rhymes and demonstrates listening by trying to join in with actions or vocalisations. - Listening with interest to the noises adults make when they read stories. - Showing interest in play with sounds, songs and rhymes. - Listening to stories with increasing attention and recall. - Understanding simple sentences (e.g. ‘Throw the ball’.) - Using different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). - Beginning to ask simple questions. - Understanding more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’ - Understanding ‘Who’, ‘What’, ‘Where’ in simple questions (e.g. Who’s that/can? What’s that? Where is.?) - Developing understanding of simple concepts (e.g. big/little). - Using language as a powerful means of widening contacts, sharing feelings, experience and thoughts. - Using a variety of questions (e.g. what, where, who). - Using simple sentences (e.g. ‘Mummy gone work.’) - Understanding use of objects (e.g. ‘What do we use to cut things?’) - Retelling a simple past event in correct order (e.g. went down slide, hurt finger).
<p>Mathematics</p>	<p>Number and Numerical Pattern: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Selecting a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’. - Reciting some number names in sequence. - Using some language of quantities, such as ‘more’ and ‘a lot’. - Using some number names and number language spontaneously. - Using some number names accurately in play. <p>Shape, Space and Measure: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Noticing simple shapes and patterns in pictures. - Beginning to categorise objects according to properties such as shape or size. - Beginning to use the language of size. - Anticipating specific time—based events such as mealtimes or home time. - Showing an interest in shape and space by playing with shapes or making arrangements with objects. - Using language of size



CURRICULUM MAP

Cross-Curricular Units	<p>Personal, Social & Emotional Development: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Demonstrating an interest in others' play and starting to join in. - Forming a special friendship with another child. - Separating from main carer with support and encouragement from a familiar adult. - Expressing own preferences and interests. - Seeking comfort from familiar adults when needed. - Expressing their own feelings such as sad, happy, cross, scared, worried. - Responding to the feelings and wishes of others. - Showing understanding and cooperates with some boundaries and routines. - Possess growing ability to distract self when upset, e.g. by engaging in a new play activity. - Playing in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. - Selecting and use activities and resources with help. - Enjoying responsibility of carrying out small tasks. - Being aware of own feelings, and knows that some actions and words can hurt others' feelings. <p>Understanding of the World: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Beginning to have their own friends. - Learning that they have similarities and differences that connect them to, and distinguish them from, others. - Enjoying playing with small-world models such as a farm, a garage, or a train track. - Noticing detailed features of objects in their environment. - Showing interest in the lives of people who are familiar to them. - Remembering and talks about significant events in their own experience (recognises past and future) <p>Physical Development: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Climbing and is beginning to pull themselves up on nursery play climbing equipment. - Showing control in holding and using jugs to pour, hammers, books and mark-making tools. - Beginning to use three fingers (tripod grip) to hold writing tools. - Imitating drawing simple shapes such as circles and lines. - Feeding self competently with spoon. - Clearly communicating their need for potty or toilet. - Beginning to recognise danger and seeks support of significant adults for help. - Helping with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. - Beginning to be independence in self-care, but still often needs adult support. - Moving freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Mounting stairs, steps or climbing equipment using alternate feet. - Drawing lines and circles using gross motor movements. - Telling adults when hungry or tired or when they want to rest or play. <p>Expressive Arts and Design: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Joining in singing favourite songs. - Creating sounds by banging, shaking, tapping or blowing. - Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' - Beginning to make-believe by pretending. - Enjoying joining in with dancing and ring games. - Exploring colour and how colours can be changed.
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CURRICULUM MAP

	<ul style="list-style-type: none"> - Understanding that they can use lines to enclose a space, and then begin to use these shapes to represent objects. - Developing preferences for forms of expression. - Creating movement in response to music.
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KG1	SPRING TERM
English	<p>Reading: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Showing awareness of rhyme and alliteration. - Listening to and joining in with stories and poems, one-to-one and also in small groups. - Joining in with repeated refrains and anticipates key events and phrases in rhymes and stories. - Beginning to be aware of the way stories are structured. <p>Writing: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Ascribing meaning to marks that they see in different places. <p>Communication and Language: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Listening to others one to one or in small groups, when conversation interest them. - Listening to stories with increasing attention and recall. - Understanding use of objects (e.g. 'What do we use to cut things?') - Showing understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. - Beginning to use more complex sentences to link thoughts (e.g. using and, because). - Retelling a simple past event in correct order (e.g. went down slide, hurt finger). - Using talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. - Questioning why things happen and gives explanations. Asks e.g. who, what, when, how. - Using a range of tenses (e.g. play, playing, will play, played).
Mathematics	<p>Number and Numerical Pattern: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Reciting numbers in order to 10. - Knowing that numbers identify how many objects are in a set. - Beginning to represent numbers using fingers, marks on paper or pictures. - Sometimes matching numeral and quantity correctly. - Subitising to 3 with support <p>Shape, Space and Measure: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Showing an interest in shape and space by playing with shapes or making arrangements with objects. - Using language of size - Showing awareness of similarities of shapes in the environment.
Cross-Curricular Units	<p>Personal, Social & Emotional Development: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Playing in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. - Initiating play, offering cues to peers to join them. - Keeping play going by responding to what others are saying or doing. - Selecting and use activities and resources with help. - Welcoming and values praise for what they have done. - Enjoying responsibility of carrying out small tasks. - Being more outgoing towards unfamiliar people and more confident in new social situations. - Being aware of own feelings, and knows that some actions and words can hurt others' feelings. - Beginning to accept the needs of others and can take turns and share resources, sometimes with support from others.



CURRICULUM MAP

	<p>Physical Development: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Copying some letters, e.g., letters from their name - Moving freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. - Mounting stairs, steps or climbing equipment using alternate feet. - Walking downstairs, two feet to each step while carrying a small object. - Running skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Drawing lines and circles using gross motor movements. - Telling adults when hungry or tired or when they want to rest or play. - Observing the effects of activity on their bodies. - Understanding that equipment and tools have to be used safely. <p>Understanding the World: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Showing interests in the lives of people who are familiar to them. - Remembering and talks about significant events in their own experience (recognises past and future) - Recognising and describes special times or events for family or friends. - Commenting and asking questions about aspects of their familiar world such as the place where they live or the natural world. - Talking about some of the things they have observed such as plants, animals, natural and found objects. <p>Expressive Arts and Design: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Enjoying joining in with dancing and ring games. - Singing a few familiar songs. - Beginning to move rhythmically. - Imitating movement in response to music. - Tapping out simple repeated rhythms. - Exploring colour and how colours can be changed. - Understanding that they can use lines to enclose a space, and then begin to use these shapes to represent objects. - Developing preferences for forms of expression. - Using movement to express feelings. - Creating movement in response to music. - Singing to self and makes up simple songs. - Making up rhythms. - Noticing what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
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KG1	SUMMER TERM
English	<p>Reading: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Suggesting how the story might end. - Listening to stories with increasing attention and recall. - Describing main story settings, events and principal characters. - Showing interest in illustrations and print in books and print in the environment. - Recognising familiar words and signs such as own name and advertising logos. - Looking at books independently. - Handling books carefully.



CURRICULUM MAP

	<ul style="list-style-type: none"> - Knowing information can be relayed in the form of print. - Holding books the correct way up and turns pages. - Knowing that print carries meaning and, in English, is read from left to right and top to bottom. <p>Writing: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Ascribing meaning to marks that they see in different places. <p>Communication and Language: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Joining in with repeated refrains and anticipates key events and phrases in rhymes and stories. - Focusing attention- still listen or do, but can shift own attention. - Being able to follow directions (if not intently focused on own choice of activity). - Showing understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. - Responding to simple instructions, e.g. to get or put away an object. - Beginning to understand 'why' and 'how' questions. - Using talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. - Questioning why things happen and gives explanations. Asks e.g. who, what, when, how. - Using a range of tenses (e.g. play, playing, will play, played). <p>Using intonation, rhythm and phrasing to make the meaning clear to others.</p> <ul style="list-style-type: none"> - Using vocabulary focused on objects and people that are of particular importance to them. - Building up vocabulary that reflects the breadth of their experiences. - Using talk in pretending that objects stand for something else in play e.g. 'This box is my castle.'
<p>Mathematics</p>	<p>Number and Numerical Pattern: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Showing curiosity about numbers by offering comments or asking questions. - Comparing two groups of objects, saying when they have the same number. - Showing an interest in number problems. - Separating a group of three or four objects in different ways, recognises that the total is still the same. - Showing an interest in numerals in the environment. - Showing an interest in representing numbers. - Realising not only objects, but anything can be counted, including steps, claps or jumps. - Subitising to 3 and counting beyond 5 <p>Shape, Space and Measure: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Using positional language (in, on, under, next to) - Showing interest in shape by sustained construction activity or by talking about shapes or arrangements. - Showing interest in shapes in the environment. - Using shapes appropriately for tasks. - Beginning to talk about the shapes of everyday objects ('round' and 'tall')
<p>Cross-Curricular Units</p>	<p>Personal, Social & Emotional Development: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Playing in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. - Demonstrating friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. - Being more outgoing towards unfamiliar people and more confident in new social situations. - Demonstrating confidence to talk other children when playing, and will communicate freely about own home and community. - Showing confidence in asking adults for help. - Tolerating delay when needs are not immediately met, and understands wishes may not always be met. - Adapting behaviour to different events, social situations and changes in routine. <p>Understanding the World: <i>Students will become confident in:</i></p> <ul style="list-style-type: none"> - Showing interest in different occupations and ways of life. - Knowing some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.



CURRICULUM MAP

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| | <ul style="list-style-type: none">- Talking about why things happen and how things work.- Developing an understanding of growth, decay and changes over time.- Showing care and concern for living things and the environment. <p>Physical Development: <i>Students will become confident in:</i></p> <ul style="list-style-type: none">- Holding pencil near point between first two fingers and thumb and uses it with good control.- Copying some letters.- Beginning to form recognisable letters.- Using simple tools to effect changes in materials.- Eating a healthy range of foodstuffs and understands need for variety in food.- Showing some understanding that good practices with regard to exercise, sleeping and hygiene can contribute to good health. <p>Expressive Arts and Design: <i>Students will become confident in:</i></p> <ul style="list-style-type: none">- Beginning to be interested in and describe the texture of things.- Using various construction materials.- *Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.- *Joins construction pieces together to build and balance,- *Realises tools can be used for purpose.- *Engages in imaginative roleplay based on own first-hand experience.- *Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.- *Uses available resources to create props to support role play.- *Captures experiences and response with a range of media, such as music, dance and paint and other materials or words. |
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