

Nursery Long Term Curriculum Map Cycle 1

Gilbert Colvin Primary School



Gilbert Colvin
Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	My World and I All about me box	Bears	Dinosaurs	Growing	People Who Help Us	Jungle
Core Texts/Rhymes	Nursery Rhymes Not fair wont share Its snorey time The great big book of families My busy day You choose	Brown Bear Goldilocks and 3 bears We're going on a bear hunt Peace at last Where's my teddy Whatever Next	Fact finders: Dinosaurs How dinosaurs play with their friends 10 Little dinosaurs Mad about dinosaurs Stomp dinosaur Stomp Bumpas jumpas dinosaurumpas	Jasper's beanstalk The very hungry caterpillar Oliver's fruit salad Jim and the Beanstalk The crunching munching caterpillar Oliver's vegetables	Doctors Police Firefighters Vets Dentist Nurse Paramedic	Dear Zoo Monkey Puzzle Animal Boogie Monkey, Monkey, monkey Who lives in the rainforest Big jungle mix up Roar
RHE Topics	What makes us unique Caring is sharing Looking after each other and our equipment	Caring friendships Celebrations	Caring for others (respect) Keeping safe – road safety, who can I tell? 999	Keeping healthy (healthy eating, exercise, oral health)	Describing emotions Online safety Ramadan	Healthy eating Sun safety Special places
Festivals and Celebrations	We are all special Class charter A democratic classroom Classroom rules promoting safety Diversity week Black History Month	Remembrance Day Diwali Mutual respect and tolerance Anti-bullying day	Festivals (Chinese New Year) Disability awareness and equality Valentines Day	Easter Mutual respect and tolerance of different faiths and beliefs World Book Day Sports Relief Mother's Day	Ramadan Special places Understanding and respecting different cultures in our community	Making a safe and happy environment (rule of law) Careers Week Sports Week Father's Day
Phonics			Phonics to begin from m RWI – a sound a week	Phonics	Phonics	Recap Phonics set one sounds



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Writing	• Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • 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. • Enjoy drawing freely.	• Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • 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. • Enjoy drawing freely.	• Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • 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. • Enjoy drawing freely.	• Understand the five key concepts about print: ○ -print has meaning ○ -print can have different purposes ○ -we read English text from left to right and from top to bottom ○ -the names of the different parts of a book ○ -page sequencing ○ Develop their phonological awareness, so that they can: ○ -spot and suggest rhymes ○ -count or clap syllables in a word ○ -recognise words with the same initial sound, such as money and mother	• Understand the five key concepts about print: ○ -print has meaning ○ -print can have different purposes ○ -we read English text from left to right and from top to bottom ○ -the names of the different parts of a book ○ -page sequencing ○ Develop their phonological awareness, so that they can: ○ -spot and suggest rhymes ○ -count or clap syllables in a word ○ -recognise words with the same initial sound, such as money and mother	• Understand the five key concepts about print: ○ -print has meaning ○ -print can have different purposes ○ -we read English text from left to right and from top to bottom ○ -the names of the different parts of a book ○ -page sequencing ○ Develop their phonological awareness, so that they can: ○ -spot and suggest rhymes ○ -count or clap syllables in a word ○ -recognise words with the same initial sound, such as money and mother
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	- Add some marks to their drawings, which they give meaning to. For example: "That says mummy." - Make marks on their picture to stand for their name.	- Add some marks to their drawings, which they give meaning to. For example: "That says mummy." - Make marks on their picture to stand for their name.	- Add some marks to their drawings, which they give meaning to. For example: "That says mummy." - Make marks on their picture to stand for their name.	- Engage in extended conversations about stories, learning new vocabulary. - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. - Write some or all of their name. - Write some letters accurately.	- Engage in extended conversations about stories, learning new vocabulary. - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. - Write some or all of their name. - Write some letters accurately.	- Engage in extended conversations about stories, learning new vocabulary. - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. - Write some or all of their name. - Write some letters accurately.
Maths	- Combine objects like stacking blocks and cups. Put objects inside others and take them out again. - Take part in finger rhymes with numbers. - React to changes of amount in a group of up to three items. - 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, sometimes skipping numbers - '1-2-3-5.' - Climb and squeeze themselves into	- Combine objects like stacking blocks and cups. Put objects inside others and take them out again. - Take part in finger rhymes with numbers. - React to changes of amount in a group of up to three items. - 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, sometimes skipping numbers - '1-2-3-5.' - Climb and squeeze themselves into	- Combine objects like stacking blocks and cups. Put objects inside others and take them out again. - Take part in finger rhymes with numbers. - React to changes of amount in a group of up to three items. - 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, sometimes skipping numbers - '1-2-3-5.' - Climb and squeeze themselves into	- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Recite numbers past 5. - Say one number for each item in order: 1, 2,3,4,5. - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - 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	- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Recite numbers past 5. - Say one number for each item in order: 1, 2,3,4,5. - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - 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	- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Recite numbers past 5. - Say one number for each item in order: 1, 2,3,4,5. - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - 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



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	different types of spaces. - Build with a range of resources. - Complete inset puzzles. - Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. - Notice patterns and arrange things in patterns.	different types of spaces. - Build with a range of resources. - Complete inset puzzles. - Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. - Notice patterns and arrange things in patterns.	different types of spaces. - Build with a range of resources. - Complete inset puzzles. - Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. - Notice patterns and arrange things in patterns.	marks as well as numerals. - Solve real world mathematical problems with numbers up to 5. - Compare quantities using language: 'more than', 'fewer than'. - 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. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Make comparisons between objects relating to size, length, weight and capacity. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones - an arch, a bigger triangle etc.	marks as well as numerals. - Solve real world mathematical problems with numbers up to 5. - Compare quantities using language: 'more than', 'fewer than'. - 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. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Make comparisons between objects relating to size, length, weight and capacity. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones - an arch, a bigger triangle etc.	marks as well as numerals. - Solve real world mathematical problems with numbers up to 5. - Compare quantities using language: 'more than', 'fewer than'. - 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. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Make comparisons between objects relating to size, length, weight and capacity. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones - an arch, a bigger triangle etc.
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				• Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	• Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	• Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
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Physical Development	• Lift their head while lying on their front. • Push their chest up with straight arms. • Roll over: from front to back, then back to front. • Enjoy moving when outdoors and inside. • Sit without support. • Begin to crawl in different ways and directions. • Pull themselves upright and bouncing in preparation for walking. • Reach out for objects as coordination develops. • Eat finger food and develop likes and dislikes. • Try a wider range of foods with different tastes and textures. • Lift objects up to suck them. • Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.	• Lift their head while lying on their front. • Push their chest up with straight arms. • Roll over: from front to back, then back to front. • Enjoy moving when outdoors and inside. • Sit without support. • Begin to crawl in different ways and directions. • Pull themselves upright and bouncing in preparation for walking. • Reach out for objects as coordination develops. • Eat finger food and develop likes and dislikes. • Try a wider range of foods with different tastes and textures. • Lift objects up to suck them. • Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.	• Lift their head while lying on their front. • Push their chest up with straight arms. • Roll over: from front to back, then back to front. • Enjoy moving when outdoors and inside. • Sit without support. • Begin to crawl in different ways and directions. • Pull themselves upright and bouncing in preparation for walking. • Reach out for objects as coordination develops. • Eat finger food and develop likes and dislikes. • Try a wider range of foods with different tastes and textures. • Lift objects up to suck them. • Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.	• 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. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly 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 setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a	• 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. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly 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 setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a	• 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. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly 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 setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a
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	• Clap and stamp to music. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Begin to walk independently – choosing appropriate props to support at first. • Walk, run, jump and climb – and start to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Develop manipulation and control. • Explore different materials and tools. • Use large and small motor skills to do things independently, for example manage	• Clap and stamp to music. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Begin to walk independently – choosing appropriate props to support at first. • Walk, run, jump and climb – and start to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Develop manipulation and control. • Explore different materials and tools. • Use large and small motor skills to do things independently, for example manage	• Clap and stamp to music. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Begin to walk independently – choosing appropriate props to support at first. • Walk, run, jump and climb – and start to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Develop manipulation and control. • Explore different materials and tools. • Use large and small motor skills to do things independently, for example manage	• small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing.	• small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing.	• small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing.
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	buttons and zips, and pour drinks. - Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. - Learn to use the toilet with help, and then independently.	buttons and zips, and pour drinks. - Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. - Learn to use the toilet with help, and then independently.	buttons and zips, and pour drinks. - Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. - Learn to use the toilet with help, and then independently.			
Understand the World	- 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 their setting and on trips. - Make connections between the features	- 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 their setting and on trips. - Make connections between the features	- 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 their setting and on trips. - Make connections between the features	- 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.	- 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.	- 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.



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	- of their family and other families. - Notice differences between people.	- of their family and other families. - Notice differences between people.	- of their family and other families. - Notice differences between people.	- Show interest in different occupations. - Explore how things work. - 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.	- Show interest in different occupations. - Explore how things work. - 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.	- Show interest in different occupations. - Explore how things work. - 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.
EAD	- Show attention to sounds and music. - Respond emotionally and physically to music when it changes. - Move and dance to music. - Anticipate phrases and actions in rhymes	- Show attention to sounds and music. - Respond emotionally and physically to music when it changes. - Move and dance to music. - Anticipate phrases and actions in rhymes	- Show attention to sounds and music. - Respond emotionally and physically to music when it changes. - Move and dance to music. - Anticipate phrases and actions in rhymes	- Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment	- Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment	- Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment



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	and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of soundmakers and instruments and play them in different ways. • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • 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, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For	and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of soundmakers and instruments and play them in different ways. • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • 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, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For	and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of soundmakers and instruments and play them in different ways. • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • 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, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For	like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colourmixing.	like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colourmixing.	like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colourmixing.
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	example, a child holds a wooden block to her ear and pretends it's a phone. - 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.	example, a child holds a wooden block to her ear and pretends it's a phone. - 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.	example, a child holds a wooden block to her ear and pretends it's a phone. - 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.	- Show different emotions in their drawings – happiness, sadness, fear etc. - 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 tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs, or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.	- Show different emotions in their drawings – happiness, sadness, fear etc. - 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 tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs, or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.	- Show different emotions in their drawings – happiness, sadness, fear etc. - 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 tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs, or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.
Communication and Language	- Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. - Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye	- Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. - Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye	- Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. - Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye	- Enjoys listening to longer stories and can remember much of what happens. - Can find it difficult to pay attention to more than one thing at a time. - Use a wider range of vocabulary. - Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."	- Enjoys listening to longer stories and can remember much of what happens. - Can find it difficult to pay attention to more than one thing at a time. - Use a wider range of vocabulary. - Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."	- Enjoys listening to longer stories and can remember much of what happens. - Can find it difficult to pay attention to more than one thing at a time. - Use a wider range of vocabulary. - Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."



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	contact for longer periods. • Watch someone's face as they talk. • Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. • Enjoy singing, music and toys that make sounds. • Recognise and are calmed by a familiar and friendly voice. • Listen and respond to a simple instruction. • Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). • Babble, using sounds like 'baba', 'mamama'. • Use gestures like waving and pointing to communicate. • Reach or point to something they want while making sounds. • Copy your gestures and words. • Constantly babble and use single words during play.	contact for longer periods. • Watch someone's face as they talk. • Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. • Enjoy singing, music and toys that make sounds. • Recognise and are calmed by a familiar and friendly voice. • Listen and respond to a simple instruction. • Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). • Babble, using sounds like 'baba', 'mamama'. • Use gestures like waving and pointing to communicate. • Reach or point to something they want while making sounds. • Copy your gestures and words. • Constantly babble and use single words during play.	contact for longer periods. • Watch someone's face as they talk. • Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. • Enjoy singing, music and toys that make sounds. • Recognise and are calmed by a familiar and friendly voice. • Listen and respond to a simple instruction. • Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). • Babble, using sounds like 'baba', 'mamama'. • Use gestures like waving and pointing to communicate. • Reach or point to something they want while making sounds. • Copy your gestures and words. • Constantly babble and use single words during play.	• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • May have problems saying: -some sounds: r, j, th, ch, and sh -multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a	• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • May have problems saying: -some sounds: r, j, th, ch, and sh -multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a	• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • May have problems saying: -some sounds: r, j, th, ch, and sh -multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a
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Nursery Long Term Curriculum Map Cycle 1

	• Use intonation, pitch and changing volume when 'talking'. • Understand single words in context – 'cup', 'milk', 'daddy'. • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Understand simple instructions like "give to nanny" or "stop". • Recognise and point to objects if asked about them. • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people's talk with interest, but can easily be distracted by other things. • Make themselves understood, and can become frustrated when they can't. • 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: 'putting the baby to sleep' or	• Use intonation, pitch and changing volume when 'talking'. • Understand single words in context – 'cup', 'milk', 'daddy'. • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Understand simple instructions like "give to nanny" or "stop". • Recognise and point to objects if asked about them. • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people's talk with interest, but can easily be distracted by other things. • Make themselves understood, and can become frustrated when they can't. • 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: 'putting the baby to sleep' or	• Use intonation, pitch and changing volume when 'talking'. • Understand single words in context – 'cup', 'milk', 'daddy'. • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Understand simple instructions like "give to nanny" or "stop". • Recognise and point to objects if asked about them. • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people's talk with interest, but can easily be distracted by other things. • Make themselves understood, and can become frustrated when they can't. • 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: 'putting the baby to sleep' or	bus... you sit there... I'll be the driver."	bus... you sit there... I'll be the driver."	bus... you sit there... I'll be the driver."
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Nursery Long Term Curriculum Map Cycle 1

	'driving the car to the shops'. • Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j multi-syllabic words such as 'banana' and 'computer' • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	'driving the car to the shops'. • Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j multi-syllabic words such as 'banana' and 'computer' • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	'driving the car to the shops'. • Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j multi-syllabic words such as 'banana' and 'computer' • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').			
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