

		Nursery			Reception		
		Autumn	Spring	Summer	Autumn	Spring	Summer
PRIME AREAS	Communication and Language	Developing understanding of simple concepts Uses gestures and some talk. Beginning to understand more complex sentences.	Beginning to use more complex sentences to link thoughts. Learning new words rapidly Can re-tell a simple past event in correct order. Able to follow direction.	Listens with increasing attention and recall. Can join in with rhymes, rhythms and refrains. Builds up vocabulary that reflects breadth of their experiences. Responds to instructions.	Listen to others 1-1 and in small groups Join in repeated refrains in rhymes and stories Respond to instructions Retell events in sequential order Understand and use positional language: on, under Listen attentively and anticipate key events in familiar stories/rhymes Connect ideas using talk, actions, objects Question why things happen Give explanations	Listen attentively and respond with relevant comments, questions and ideas Follow instructions involving more than one idea or action Answer how/why questions about an experience and in response to stories/events Attend to speakers and respond appropriately, whilst involved in an activity Follow instructions involving several ideas/actions Develop effective self expression Show awareness of listeners' needs Use past, present and future tenses	Develop own narratives and explanations, connecting ideas/events Listen to instructions and follow accurately Ask for clarifications when necessary Express views about story characters/events Answer why questions about story events Listen attentively with sustained control to follow a story without pictures/props Listen in a larger group, e.g. assembly Follow a sequence of several instructions Use a range of imaginative vocabulary to add information, express ideas, explain actions/events
	Physical Development	Shows control in holding and using jugs to pour, books and mark making tools. Beginning to use three fingers to hold writing tools. Uses one handed tools and equipment. Begins to have more control over writing implements including paint brushes. Can tell adults when hungry or tired.	Able to run in a range of ways, such as slithering, shuffling, rolling, crawling, walking, jumping, skipping, sliding and hopping. Understands that equipment and tools have to be used safely. Negotiates space successfully, adjusting speed or direction to avoid obstacles. Can usually manage washing and drying hands.	To use space safely and recognise directions and travel with control in a variety of ways. Able to manage basic hygiene and personal needs. Shows preference for a dominant hand. Begin to develop correct pencil grip. Draws lines and circles. Observes the effects of activity on their bodies.	Experiments with different ways of moving. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows a preference for a dominant hand Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters.	Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute	Show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully,

					Uses simple tools to effect changes to materials Usually dry and clean during the day.	to good health.	including dressing and going to the toilet independently
	Personal Social development	Expresses own preferences and interests. Begin to be aware of others feelings. Can select and use activities and resources with help.	Beginning to accept the needs of others and can take turns and share resources with support. Aware of own feelings and knows that some actions and words can hurt others. Interested in others play.	Confident to ask for help. Washing hands. Sharing/taking turns. Seeks out others to share experiences. Keeps play going by responding to what others are saying or doing.	Initiates conversations, attends to and takes account of what others say. Confident to speak to others about own needs, wants, interests and opinions. Aware of the boundaries set, and of behavioural expectations in the setting.	Explains own knowledge and understanding, and asks appropriate questions of others. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Takes steps to resolve conflicts with other children, e.g. finding a compromise. Can describe self in positive terms and talk about abilities. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy	ELG- Making Relationships Play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. ELG- Managing Feelings and Behaviour Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. Adjust behaviour to different situations, and take changes of routine in their stride. ELG- Self Confidence and self awareness Confident to try new activities, and say why they like some activities more than others. They are confident to speak

							in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
SPECIFIC AREAS	Literacy	Has some favourite stories, rhymes, songs, poems or jingles. Distinguishes between the different marks they make Holds books up the correct way. Enjoys rhyming and rhythmic activities. Sometimes gives meanings to marks they draw and paint.	Shows an awareness of alliteration. Ascribes meanings to marks that they see in different places. Looks at books independently. Handles books with care. Gives meanings to marks they make.	Phonics, Early book skills. Uses some clearly identifiable letters to communicate meaning. Know information can be relayed in the form of print. Recognises familiar words and signs. Enjoys an increasing range of books.	Write name Give meaning to marks Pencil control Understand print carries meaning Show interest in books Predict story endings Join in rhyming and rhythmic activities Demonstrate understanding of books that have been read to them Segment and blend sounds	Write simple labels, captions, messages which can be read by self and others Segment words orally Use some sounds to communicate meaning Represent some sounds correctly and in sequence Read and understand simple sentences in stories and information books using phonic knowledge to decode regular words and read aloud accurately	Use phonic knowledge to spell words in ways which match sounds Use high frequency words in writing Read sentences in stories and information books Decode regular words Read simple stories and describe main events Read and spell regular words of more than 1 syllable Read irregular, high frequency words Use key features of narrative in own writing
	Mathematics	Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away. Shows an interest in shape, space by playing with shapes or making arrangements. Shows awareness of shapes in the environment. Begins to use language size. Uses some number names and number language in play.	Shows an interest in shape and space by playing with shapes or making arrangements. Beginning to talk about shapes of everyday objects. Understand some talk about immediate past and future e.g. before Recognises some numerals of personal significance. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Recites numbers to 10.	Beginning to use mathematical names for 3D shapes and 2D shapes Uses shape appropriately for tasks Uses positional language Careful counting Beginning to be able to carefully count objects. Sometimes matches numeral and quantity correctly. Shows an interest in representing numbers. Knows that numbers identify how many objects in a set.	Counting to 5, Sorting into 2 groups, comparing quantities of non-identical objects one more, one less, my daily routine (time) Retrieval and practice of previously taught units	Introducing part-whole model (addition & Subtraction) Counting to 10, combining two groups to find the whole, using a ten frame The part-whole model to ten, spatial awareness, 3D shapes, 2D shapes Retrieval and practice of previously taught units	Making simple patterns, exploring more complex patterns, adding by counting on, taking away by counting back, counting to 20 Doubling, halving and sharing, odds and halves, Length, height and distance, weight, volume and capacity

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	<p>Understanding the World</p>	<p>Enjoys playing with small world models such as farm, garage, train track. Beginning to have friends. Learns that they have similarities and differences to others. Seeks to acquire basic skills in turning on and operating equipment. Notices features of the environment. Can talk about some of the things they have observed.</p>	<p>Can talk about things they have observed e.g. changes to ice. Shows an interest in the lives of people who are familiar to them. Comments and asks questions about aspects of their familiar world such as where they live. Shows care and concern for living things and the environment.</p>	<p>Knows what makes them unique and talks about similarities between families and friends. Talk about why things happen. Recognises and describes special times or events for family and friends.</p>	<p>Autumn leaves (seasons, magnifying glass, textures) Bodies and senses Families My past, present, future Maps: classroom, school The coldest places on earth: North and South Poles, the globe, animals and habitats, Shackleton the explorer Light and dark</p>	<p>Transport in the past and present: steam trains, hot air balloons, the first aeroplanes, road safety, forces Growth: Growing seeds and creating our school garden Butterflies and tadpoles Our teeth Farm animals and their babies</p>	<p>Locate Africa on map and Globe African Climate Animals Safari Flags from around the world Healthy bodies: an athlete's diet and lifestyle</p>
	<p>Expressive Art & Design</p>	<p>Creates sounds by banging, shaking, tapping or blowing. Beginning to make believe by pretending. Taps out a repeated rhythm. Creates movement to music. Realises tools can be used for a purpose Experiments with colour.</p>	<p>Enjoys joining in with ring games and dancing. Notices what adults do, imitating what is observed. Engages in role play based on own first hand experiences. Uses various construction materials.</p>	<p>Using a range of media to make drawings, paintings and models. Join in with simple songs, controlled movements and use percussion. Joins construction pieces together. Developing preferences for forms of expression.</p>	<p>Colour: naming, recognising and using primary colours to mix paints Painting: portraits Clay Divas Rangoli pattern on ceramic tile using lentils Christingle Snowflake cutting</p>	<p>Puppets: Chinese New Year Exploring line: in roads, maps, and Miro Design: making a boat that floats and another vehicle that moves with wheels Create: Easter bonnets Still life: drawing and painting sunflowers and studying Van Gogh</p>	<p>Create an African landscape (Savannah) African mud cloths Ashanti Kente cloth weaving activity Henri Rousseau art Sculpture: studying and imitating Degas' ballet dancer Design: experimenting with fabric to design a suitable piece of sports wear</p>
	<p>PSHE-JIGSAW</p>	<p>Being me in my world Celebrating differences</p>	<p>Dreams and Goals Healthy Me</p>	<p>Relationships Changing Me</p>	<p>Being me in my world Celebrating differences</p>	<p>Dreams and Goals Healthy Me</p>	<p>Relationships Changing Me</p>