

Nursery English Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Text</u>	<u>Text</u> Elmer - David McKee <i>Diversity</i>	<u>Text</u> One Snowy Night - Nick Butterworth <i>Traditional</i>	<u>Text</u> Superhero like You - Ranj Singh <i>Adventure</i>	<u>Text</u> The Very Hungry Caterpillar - Eric Carle <i>Classic fiction</i>	<u>Text</u> Goldilocks and the Three Bears - Robert Southey <i>Fairytales</i>	<u>Text</u> The Tiger who came to tea - Judith Kerr <i>Classic fiction</i>
<u>Communication and language</u>	Listen to the story and understand what is happening with the help of pictures		Enjoy listening to longer stories and can remember much of what happens		Story retell & sequencing	
<u>Comprehension: Reading Skill</u>	<u>Vocabulary:</u> Begin to understand and use everyday vocabulary linked to immediate environment <u>Inference:</u> Understand 'why' questions, like "Why do you think the caterpillar got so far?" <u>Prediction:</u> Begin to anticipate key events in stories. <u>Retrieval:</u> Children know how to answer very simple questions verbally by retrieving information from images. <u>Sequencing:</u> Begin to make sense of stories by retelling some events in the correct order.					
<u>Word Reading</u>	Enjoys sharing a book with an adult. Enjoy songs and rhymes, tuning in and paying attention. Say some words in familiar rhymes and stories. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Develop their phonological awareness - general sound discrimination, rhythm and rhyme.	Notice some print, such as the first letter of their name. Develop their phonological awareness - alliteration, oral blending and segmenting. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Sing songs and say rhymes independently.	S, a, t, p, i, n. With support, begin to blend CVC words together. Develop their phonological awareness - alliteration, clapping syllables. Read English from left to right.	M, d, g, o, k, c. Tricky words: the. Develop their phonological awareness - voice sounds, begin to blend CVC words together, begin to spot and suggest rhymes.	Ck, e, u, r, h, b Tricky words: to and is. Develop their phonological awareness - Blend CVC words together, spot and suggest rhymes.	F, l, double consonants. Tricky words: I go no of. Develop their phonetical awareness - Blend CVC words together, consolidation of all phase 1 skills, spot and suggest rhymes.
<u>Writing focus</u>	<u>Characters/ Story mapping</u> -Enjoy drawing freely. Add some marks to their drawings, which they give meaning to.	<u>Settings/ Story mapping</u> -Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. -Write initial letter of name.	<u>Characters/settings</u> -Trace/copy early phase 2 letters with increased pencil control. -Copy letters of name.	<u>Characters/settings</u> -Write some phase 2 sounds independently. -Write an initial and end sound phase 2. -Write some letters in name.	<u>List</u> -Write a phase 2 CVC word with support. Write a phase 2 label/caption with support. -Correctly form most letters in name from memory. -Write some tricky words with support - the, to, is.	<u>Invitation</u> -Write a phase 2 CVC word independently. -Write a phase 2 label/caption. -Correctly form all letters in name from memory. -Write some tricky words. - I, go, no, of.

<u>Handwriting</u>	Hold a pencil – fist grip and fist grip.	Hold a pencil - begin to use a palmer gasp and four-finger grip.	Hold a pencil - use a palmer gasp and four-finger grip. Begin to form letters - s, a, t, p, i, n, with some attempt at lead out flicks where appropriate.	Hold a pencil – begin to use a five-finger grasp and pincer grip. Begin to form letters m, d, g, o, k, c, with some attempt at lead out flicks where appropriate.	Hold a pencil – five-finger grasp and pincer grip. Begin to form letters ck, e u, r, h, b, with some attempt at lead out flicks where appropriate.	Hold a pencil – tripod grasp. Begin to form lower-case letters correctly, most of which have appropriate lead out flicks.
<u>Supplementary texts</u>	Martha Maps it Out – Leigh Hodgkinson	I love the seasons: Winter – Lizzie Scott	People Who Help Us – John Wood	How Does a Caterpillar Change? Eric Carle	Ten Things I Can Do to Help My World – Melanie Walsh	Look Inside a Zoo – Minna Lacey
<u>Rhymes</u>	The Wheels on the Bus Twinkle Twinkle Little Star Heads, Shoulders, Knees and Toes Hello, How are you? Pat-a-Cake Here is the Beehive		Five Little Ducks Incy Winsy Spider 1, 2, 3, 4, 5 Once I Caught a Fish Alive Old Macdonald Had a Farm Two Little Dickie Birds Miss Polly Had a Dolly		This Little Piggy Went to Market Five Little Ducks Mary, Mary Quite Contrary I'm a Little Teapot Jack and Jill Humpty Dumpty	
<u>Age Related Expectations:</u>	<u>Reading:</u> 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. Notices some print. Develop play around favourite stories using props. 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 Engage in extended conversations about stories, learning new vocabulary <u>Writing:</u> Enjoy drawing freely. 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.					

	Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.
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