Nursery English Curriculum Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Text		Nursery Rhymes The Little Red Hen Our Body (Information Book) Autumn	Firework Poetry Little Glow Information texts Diwali / Festivals Christmas Story	Golidlocks and 3 Bears A Chair for Baby Bear Going on a Bear Hunt!	The 3 Little Pigs Information text – different types of homes/materials.	Supertato The Enormous Turnip Lifecycles/ Information texts	Holidays Transport/Travel
Literacy outcome	Fiction	Orally retell the story of The Little Red Hen in the style of Pi Corbett		Using a story map, orally retell the story of Goldilocks and the 3 Bears	Using a story map, orally retell the story of The 3 Little Pigs/compare with The Three Little Wolves	Using props and resources, act out the story of The Enormous Turnip	
	Non-Fiction		Use puppets to retell the story of Rama and Sita Use role play to retell The Christmas Story	Talk about the artist Van Gogh – name a fact	Orally label the features of houses	Orally name and label different types of vegetables. Draw labels and signs for the vegetable shop and garden centre role play areas.	
	Poetry	Rhyme time Join in with Nursery Rhymes	Rhyme time Join in with Nursery Rhymes Learn and perform Firework Poem	Rhyme time	Rhyme time	Rhyme time Learn and perform 5 fat peas Chop, chop chopity chop 5 little ducks	Rhyme time
Communication and Language (listening and attention, understanding and speaking) These objectives are specifically taught through direct teaching		Begin to engage in story time. Listen to stories, songs and rhymes. Begin to comment on what they have heard.	Engage in story time. Listen to stories, songs and rhymes. Begin to comment on what they have heard. Join in with repeated refrains.	Engage in story time. Listen appropriately to stories, songs and rhymes Begin to ask questions, notice things about what they have heard.	Engage in story time Listen appropriately to stories, song and rhymes. Begin to ask questions or comment on things they have heard.	Enjoy listening to longer stories Talk about what's happening in the story in some detail. Be able to tell a long story.	Enjoy listening to longer stories Talk about what's happening in the story in some detail. Be able to tell a long story.

other objectives for C and L will be ongoing through CP		Perform songs to parents	Join in with repeated refrains Begin to retell familiar stories using props, small world figures and role play. Talk about what's happening in the story in some detail.	Join in with repeated refrains Begin to retell familiar stories using props, small world figures and role play. Talk about what's happening in the story in some detail.	Can begin to select books and with support, comment on the choice. Sing a large repertoire of songs Know many rhymes	Can begin to select books and with support, comment on the choice. Sing a large repertoire of songs
On track to meet Curriculum Expectations in Communication and Language expectations	**Autumn 2** Children enjoy listening to longer stories and can remember much of what happens. Children can find it difficult to pay attention to more than one thing at a time. Children are developing their communication, but may continue to have problems with irregular tenses and plurals such as 'runned' for 'ran', 'swimmed' for 'swam'. Children may have problems saucing some sounds such as 'r, j, th, ch, and sh'- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'		**Spring 2** Children enjoy listening to longer stories and can remember much of what has happened. Children can find it difficult to pay attention to more than one thing but there is improved concentration from their starting point. Children can use a wide range of vocabulary and understand a question or instruction that has two parts e.g. Get your coat and wait by the door.' Children can use longer sentences of four to six words e.g. 'I went to the shops with Mum.'		Summer 1 Children can join in with appropriate group activities e.g. Nursery rhymes, story times. Children know a large repertoire of songs. Children know many rhymes, are able to talk about familiar books and be able to tell a long story. Children can follow simple, routine instructions e.g. come to the carpet. Children can play a simple, motivating game for a few minutes e.g. catching a ball with a friend or adult. Children can understand simple questions and answer accordingly e.g. what is this girl riding? Who is picking you up?	
Literacy (Comprehension)		Children share and choose library books. Nursery Reading Challenge	Develop knowledge of text and learn new vocabulary	Develop knowledge of text and extend vocabulary		
On track to meet Curriculum Expectations in Literacy Comprehension	**Autumn 2** Children are developing their understanding of the key concepts about print -print has meaning -names of different parts of a book -print can have different purposes -page sequencing -English is read from left to right and top to bottom Children can name the characters in a familiar story. Children can join in with an oral retelling of a story e.g. 'Not I said the bull.'		**Spring 2** Children understand the key concepts about print -print has meaning -names of different parts of a book -print can have different purposes -page sequencing -English is read from left to right and top to bottom Children can listen to a story and comment on the events e.g. Goldilocks ate all the porridge		**Summer 2** Children can engage in extended conversations about stories, learning new vocabulary. Children can begin to answer how and why questions about the stories they hear. E.g. where did Jasper's beanstalk go? Children can speak in simple sentences, which communicate their needs (e.g. I need a drink.) and their interests (I like cars, I like the red one.) Children can use vocabulary that focuses on their interests (e.g. motorbike) and experiences (e.g. hairdresser) Children can asks simple questions (where is Mummy?) and understand 'why' questions e.g. why did the caterpillar get so fat? Children are able to express a point of view and to debate when they disagree with a familiar adult or friend, using words and actions. Children can take turns in conversation.	

Literacy (Word reading)	All aspects of Phase 1 Phonics to be covered with a focus on mastering: Aspect 1: General sound discrimination – environmental sounds Aspect 2: Instrumental sounds Children find their name card with their photograph attached	All aspects of Phase 1 Phonics to be covered with a focus on mastering: Aspect 3: General sound discrimination – body percussion Children find their name card with no photograph attached	All aspects of Phase 1 Phonics to be covered with a focus on mastering: Aspect 4 Rhythm and Rhyme Children recognise their name in different places e.g. peg, on work	All aspects of Phase 1 Phonics to be covered with a focus on mastering: Aspect 5: Alliteration Phase 1 Aspect 6: Voice Sounds	All aspects of Phase 1 Phonics to be covered and mastered with a particular focus on Aspect 7 – Oral blending and segmenting	All aspects of Phase 1 Phonics to be covered and mastered with a particular focus on Aspect 7 – Oral blending and segmenting
On track to meet Curriculum Expectations in Literacy Word Reading	**Autumn 2** Children are developing their listening skills ready for phonological awareness. Children can talk about, identify and describe some environmental sounds (Aspect 1). Children can talk, about identify and match some instrumental sounds (Aspect 2) and children can use their bodies as percussion instruments. (Aspect 3)		**Spring 2** Children are developing their phonological awareness so that they can: - spot and suggest rhymes (Aspect 4), recognise words with the same initial sound e.g. monkey, mum and make up their own alliterative phrases e.g. ping, pang, pong (Aspect 5)		**Summer 2** Children can develop their phonological awareness, they can identify words that rhyme, recognise words with the same initial sound and identify an object when given a sound. Children can say the initial sound in a given word. Children can orally blend and segment simple CVC words (Aspect 7)	
Literacy (Writing)	Mark making inside and outside	Mark making inside and outside Gross motor programme	Mark making inside and outside Gross motor programme Fine motor programme Name writing – focus on initial letter	Daily Drawing programme Ascribing means to marks Name writing – embed formation of initial letter	Full name writing: letter formation Ascribing means to marks Use some of their print and letter knowledge in early writing	Full name writing: letter formation Ascribing means to marks Use some of their print and letter knowledge in early writing
On track to meet Curriculum Expectations in Literacy Writing	**Autumn 2** Children can use some of their print and letter knowledge in their early writing. E.g. writing a pretend shopping list that starts at the top of the page, making marks for letters or words.		**Spring 2** Children can use some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list starting at the top of the page, writing left to right and using some letters that our personal to them e.g. from their name		**Summer 2** Children can attempt to write their name in a way that they or others recognise. Children can discuss the marks they make e.g. 'this is a car.'	