

# Nursery Curriculum Map



## Early Learning Goal for Personal, Social and Emotional

### Making Relationships

- Can play in a group, extending and elaborating play ideas, e.g. building up a role play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behavior, initiating conversations and forming good relationships with peers and familiar adults.

### Self Confidence and Self Awareness

- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help

### Managing Feelings and Behavior

- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behavior to different events, social situations and changes in routine.

### Reading

- Sometimes gives meaning to the marks that they draw and paint.
- Ascribes meanings to marks that they make in different places.

### Writing

- Enjoys rhyming and rhythmic activities
- Shows awareness of rhyme and alliteration
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one to one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of how stories are structured
- Suggests how the story might end
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principle characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.

## Early Learning Goal for Literacy

### Listening & Attention

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins 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.
- Is able to follow directions (if not intently focused on own choice of activity)

## Early Learning Goal for Communication and Language

### Speaking

- Beginning to use more complex sentences to link thoughts (e.g. *using and, because*)
- Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*)
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and give explanations. Asks e.g. *who, what, why, when, how?*
- Uses a range of tenses (e.g. *play, playing, will play, played*)
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that

### Understanding

- Understands use of objects (e.g. *What do we use to cut things?!*)
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Responds to simple instructions e.g. to get or to put away an object.
- Beginning to understand 'why' and 'how' questions.

### Numbers

- Shows an interest in shape and space by playing with shapes and making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Uses positional language.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects e.g. 'round' and 'tall'

## Early Learning Goal for Numeracy

- Uses some number names and number language spontaneously.
- Uses some number names accurately
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects saying when they have the same number.
- Shows an interest in number problems,
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted including steps, claps or jumps.

### Shape

### Space and Measure

### Health and Self Care

- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.
- Dresses with help e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

## Early Learning Goal for Physical Development

- Move freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Walks downstairs, two feet to each step whilst carrying a small object.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Can copy some letters ie, letters from their name.
- Uses one-handed tools and equipment, ie makes snips in paper with child scissors.
- Holds pencil between thumb and 2 fingers, no longer using whole hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.

### Moving and Handling

### People and Communities

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

## Early Learning Goal for Understanding the World

### The World

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things that they have observed such as plants, animals, natural and found objects.
- Talk about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

### Technology

- Knows how to operate simple equipment e.g. turns on CD player and uses remote control.
- Shows an interest in technological toys with knobs or pulleys, and real objects such as cameras or mobile phones.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images.
- Shows that information can be retrieved from computers.

### Being Imaginative

- Developing preferences
- Makes up rhythms.
- Uses movement to express feelings
- Creates movement in response to music
- Sings to self and makes up simple songs.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult isn't there.
- Engages in imaginative role play based on own first hand experiences
- 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 responses with a range of media, such as music, dance and paint and other materials or words.

## Early Learning Goal for Expressive Arts and Design

- Joins in with dancing and ring games.
- Sings a few familiar songs rhythmically.
- Begins to move response to music.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects,
- Beginning to be interested in and describe the texture of things.
- Uses 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 that tools can be used for a purpose.

### Exploring and Using Media and Materials