

## Nursery Curriculum Matrix

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic / Texts</b>	<p style="text-align: center;">Why do you love me?</p> <ul style="list-style-type: none"> <li>*Guess How Much I love you.</li> <li>*Goldilocks and the Three Bears.</li> <li>*Owl Babies</li> <li>*Peace at Last</li> </ul>	<p style="text-align: center;">How Many Colours in a Rainbow?</p> <ul style="list-style-type: none"> <li>*Elmer</li> <li>*Brown Bear</li> <li>*Mixed Up Chameleon</li> <li>*Rainbow fish</li> </ul>	<p style="text-align: center;">Why can't I have chocolate for breakfast?</p> <ul style="list-style-type: none"> <li>*The Very Hungry Caterpillar</li> <li>*Handa's Surprise</li> <li>*People Who Help Us - Dentist / Doctor</li> </ul>	<p style="text-align: center;">How does that building stay up?</p> <ul style="list-style-type: none"> <li>*The Three Little Pigs</li> <li>*People Who Help Us - builders</li> </ul>	<p style="text-align: center;">Can we Explore it?</p> <ul style="list-style-type: none"> <li>*We're Going on a Bear Hunt</li> <li>*The Train Ride</li> <li>*Whatever Next</li> </ul>	<p style="text-align: center;">How Many Pebbles on the Beach?</p> <ul style="list-style-type: none"> <li>*The snail and the whale</li> <li>*Tiddler</li> <li>*Whinnie at the seaside</li> </ul>
<b>Personal, Social Emotional Development</b>	<ul style="list-style-type: none"> <li>-Separation from parent</li> <li>-Developing Independence</li> <li>-Turn taking &amp; sharing</li> <li>-Forming positive relationships</li> <li>-Collaborative play</li> <li>-Following rules and routines</li> </ul>	<ul style="list-style-type: none"> <li>-Forming relationships with staff and peers</li> <li>-Responding to what others are saying and doing</li> <li>-Building up a role play with other children</li> <li>-Collaborative play</li> <li>-Turn taking &amp; sharing</li> </ul>	<ul style="list-style-type: none"> <li>-Develop ability to respond appropriately to others in play</li> <li>-Developing an awareness of own feelings and feelings of others</li> <li>-Developing self confidence and pride in own achievements</li> <li>-Developing collaborative play and ability to work / play as a group</li> </ul>	<ul style="list-style-type: none"> <li>-Enhancing concentrations skills</li> <li>-Encouraging perseverance of tasks</li> <li>-Respond appropriately to others when working and playing cooperatively.</li> <li>-Showing pride in own achievements.</li> </ul>	<ul style="list-style-type: none"> <li>-Enhancing concentration skills</li> <li>-Encouraging perseverance of tasks</li> <li>-Respond appropriately to others when working and playing cooperatively.</li> <li>-Showing pride in own achievements.</li> <li>-Explain own knowledge and understanding</li> <li>-Developing confidence to talk about own wants needs and interests</li> </ul>	<ul style="list-style-type: none"> <li>-Enhancing concentration skills</li> <li>-Encouraging perseverance of tasks</li> <li>-Respond appropriately to others when working and playing cooperatively.</li> <li>-Showing pride in own achievements.</li> <li>-Explain own knowledge and understanding</li> <li>-Developing confidence to talk about own wants needs and interests</li> </ul>
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>-Following simple instructions</li> <li>-Developing listening skills</li> <li>-Responding to simple stories</li> <li>-Learning new nursery rhymes</li> <li>- Talking about ourselves and our families using simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Following simple instructions</li> <li>-Listening to others</li> <li>-Building vocabulary</li> <li>-Speaking in more complex sentences</li> <li>-Recalling stories</li> <li>-Talking about key events in own life and special occasions</li> </ul>	<ul style="list-style-type: none"> <li>-Speaking in more complex sentences</li> <li>-Using talk to connect and share ideas and relive past events e.g. visiting dentist or Doctor</li> <li>-Listening to others carefully</li> <li>*Responding appropriately in conversation</li> <li>-Discussing food – healthy and unhealthy</li> </ul>	<ul style="list-style-type: none"> <li>-Understanding why and how questions</li> <li>-Focusing attention</li> <li>-Use of complex sentences</li> <li>-Using talk to connect and share ideas</li> <li>-Listening to others carefully</li> <li>-Responding appropriately in conversation</li> <li>-Positional language</li> </ul>	<ul style="list-style-type: none"> <li>-Uses talk for pretending</li> <li>-Uses language to imagine and recreate roles</li> <li>-Introduce story line or narrative in play</li> <li>-Using talk to connect and share ideas</li> <li>-Developing wider vocabulary</li> <li>-Sticks to a main theme</li> <li>-Responding appropriately in conversation</li> </ul>	<ul style="list-style-type: none"> <li>-Links statements and sticks to a main theme</li> <li>-Uses talk to organize and clarify thinking</li> <li>-Uses talk for pretending</li> <li>-Uses language to imagine and recreate roles</li> <li>-Introduce story line or narrative in play</li> <li>-Responding appropriately in conversation</li> <li>-Developing vocabulary</li> </ul>
<b>Physical</b>	<ul style="list-style-type: none"> <li>-Independence with toileting, hand washing,</li> </ul>	<ul style="list-style-type: none"> <li>-Dresses with help e.g. own coat</li> </ul>	<ul style="list-style-type: none"> <li>-Exploring healthy and unhealthy foods</li> </ul>	<ul style="list-style-type: none"> <li>- Continued development of gross motor abilities</li> </ul>	<ul style="list-style-type: none"> <li>- Continued development of gross motor abilities</li> </ul>	<ul style="list-style-type: none"> <li>- Continued development of gross motor abilities</li> </ul>

<b>Development</b>	<ul style="list-style-type: none"> <li>-eating and drinking</li> <li>-Safety awareness in the nursery</li> <li>-Development of gross motor skills</li> <li>-Control using sensory mark making tools</li> </ul>	<ul style="list-style-type: none"> <li>-Attends to own toileting and had washing needs</li> <li>-Pencil grip &amp; control</li> <li>- Writing letters from own name</li> <li>-Use of one handed tools e.g. scissors</li> <li>-Developing muscle strength and fine motor control (play doh)</li> <li>-Development of gross motor skills (physical Friday)</li> </ul>	<ul style="list-style-type: none"> <li>-Continued development of gross motor abilities</li> <li>-Dresses with independence e.g. zip up own coat</li> <li>-Developing pencil grip &amp; control</li> <li>- Writing letters including own name</li> <li>-Use of one handed tools and equipment</li> <li>-Understanding importance of exercise</li> </ul>	<ul style="list-style-type: none"> <li>-Continued development of fine motor abilities</li> <li>-Consistent use of tripod grip</li> <li>-Developing pencil control including letter formation</li> <li>-Begins to form recognisable letters</li> <li>-Write own name independently</li> </ul>	<ul style="list-style-type: none"> <li>-Continued development of fine motor abilities</li> <li>-Consistent use if tripod grip</li> <li>-Letter formation</li> <li>-Write own name independently</li> <li>- Handles tools, objects, construction and malleable materials safely and with increasing control</li> </ul>	<ul style="list-style-type: none"> <li>-Letter formation</li> <li>- Begins to use anticlockwise movement and retrace vertical lines</li> <li>-Handles tools, objects, construction and malleable materials safely and with increasing control</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>-Listening and responding to simple stories with repetitive phrases (family stories)</li> <li>-Book handling skills</li> <li>-Phase one phonics</li> <li>-Giving meaning to own marks during mark making activities</li> <li>-Developing control with mark making tools</li> </ul>	<ul style="list-style-type: none"> <li>-Phase one phonics</li> <li>-Recognising own name</li> <li>- Re-calling stories</li> <li>-Talking about characters, events and settings</li> <li>-Book handling skills</li> <li>-Phase one phonics</li> <li>-Distinguishing between drawing and writing</li> <li>-Developing control over own marks</li> <li>-Giving meaning to own marks</li> <li>-Writing letters from own name</li> </ul>	<ul style="list-style-type: none"> <li>-Phase one Phonics – Oral blending and Segmenting focus</li> <li>-Rhyme &amp; Alliteration</li> <li>-Recognising own name</li> <li>-Increasing recall of stories</li> <li>-Book handling skills</li> <li>-Non fiction</li> <li>- Writing letters</li> <li>-Writing own name</li> <li>-Giving meaning to own writing e.g. writing shopping lists</li> </ul>	<ul style="list-style-type: none"> <li>-Phase one phonics – Oral blending and segmenting focus</li> <li>-Phase two phonics</li> <li>-Recognising print in the environment</li> <li>- Book handling skills</li> <li>-Developing interest in print in books</li> <li>-Sequencing story (three little pigs)</li> <li>-Writing own name</li> <li>-Hear / say / record initial sounds in words</li> </ul>	<ul style="list-style-type: none"> <li>-Phase one phonics – Oral blending and segmenting focus</li> <li>-Phase 2 phonics – Letter sound correspondence</li> <li>-Structure of stories</li> <li>-Links sounds to letters</li> <li>-Can segment sounds in simple words</li> <li>-Can blend sounds together</li> <li>-Writing own name independently</li> <li>-Hear / say / record initial and dominant sounds in words</li> </ul>	<ul style="list-style-type: none"> <li>-Phase one phonics – Oral blending and segmenting focus</li> <li>-Phase 2 phonics – Letter sound correspondence</li> <li>-Non fiction texts</li> <li>-Information in print</li> <li>-Writing labels and captions</li> <li>-Links sounds to letters</li> <li>-Can segment sounds in simple words</li> <li>-Can blend sounds together</li> <li>-Writing own name independently</li> <li>-Read / write cvc words</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>-Reciting numbers in order to ten</li> <li>-Using number language in play</li> <li>-Number rhymes</li> <li>-Size language</li> <li>-Sorting by size</li> <li>-Recognising time based events in nursery routine</li> </ul>	<ul style="list-style-type: none"> <li>-Number rhymes</li> <li>-Using number language in play</li> <li>-Counting by rote</li> <li>-Counting objects</li> <li>-Colour e.g. identifying colours, sorting by colour</li> <li>-Shows interest in shape by making arrangements</li> </ul>	<ul style="list-style-type: none"> <li>-Uses number names accurately in play</li> <li>-Solving simple problems e.g. sharing food, pictogram of favourite foods</li> <li>-Counting with accuracy</li> <li>-Number recognition</li> <li>-Talking about shapes and arrangements</li> <li>-Heavy / light – weighing foods</li> <li>-Exploring money – café / shop</li> <li>-Identifying shapes by name</li> </ul>	<ul style="list-style-type: none"> <li>-Counting with 1:1 correspondence</li> <li>-Recognising numerals</li> <li>-Use language more / fewer to compare quantities</li> <li>-Measuring and comparing length and height</li> <li>-Developing vocabulary linked to measures</li> <li>-Represents numbers using marks</li> <li>-Exploring shape, size and pattern</li> <li>-Identifying shapes by name</li> <li>-Prepositional language</li> </ul>	<ul style="list-style-type: none"> <li>-Counting with 1-1 correspondence</li> <li>-Recognising numerals</li> <li>-Use language more and fewer to compare quantities</li> <li>-Solving simple number problems</li> <li>-Represents numbers using marks</li> <li>- 1 more / 1 less</li> <li>- Identifying shapes by name</li> <li>-Using shapes to make arrangements and patterns</li> </ul>	<ul style="list-style-type: none"> <li>-Counting with 1-1 correspondence</li> <li>-Consistent numeral recognition</li> <li>-Counting out from a larger group</li> <li>-1 more / 1 less</li> <li>-Combining two groups using practical methods</li> <li>-Identifying shapes by name</li> <li>-Talking about shapes including simple properties</li> <li>-Language linked to measures</li> <li>-Exploring capacity – ordering and describing</li> </ul>

<p><b>Understanding the word</b></p>	<ul style="list-style-type: none"> <li>-Making simple observations</li> <li>-Talk about what they notice and observe</li> <li>-Sharing own experiences and talking about own families.</li> <li>-Basic skills using interactive whiteboard</li> </ul>	<ul style="list-style-type: none"> <li>-Developing understanding of different cultures and ways of life, festivals and celebrations</li> <li>-Develop skills in using simple technological devices e.g. torches, digital cameras etc</li> </ul>	<ul style="list-style-type: none"> <li>-Developing an awareness of growth and change e.g. growing cress</li> <li>-Caring for living things</li> <li>-Making predictions and observations</li> <li>-Where does food come from?</li> <li>-Developing mouse skills</li> <li>- Develop skills in using simple technological devices e.g. torches, digital cameras etc</li> <li>-Making observations e.g. smell pots</li> </ul>	<ul style="list-style-type: none"> <li>-Exploration of materials and their properties e.g. strength, water resistance etc</li> <li>-Walk around local area to observe and discuss buildings</li> <li>-Making observations</li> <li>-Talking about why things happen and how things work.</li> <li>-Taking about significant events in own life</li> <li>-Understanding cause and effect with technology</li> </ul>	<ul style="list-style-type: none"> <li>-Looking at other environments</li> <li>-Expressing ideas &amp; opinions</li> <li>-Making predictions and observations</li> <li>-Talking about why things happen and how things work.</li> <li>- Talking about significant events in own life.</li> <li>-Recognise that we are all different and unique</li> <li>-Complete a simple program</li> <li>- Understanding cause and effect with technology</li> </ul>	<ul style="list-style-type: none"> <li>-Exploring floating and sinking</li> <li>-Talking about why things happen and how things work</li> <li>-Making comparisons and talking about similarities and differences.</li> <li>-Develop skills in using technological toys and age appropriate hardware and software.</li> <li>-Talking about significant events in own life.</li> <li>-Recognise that we are all different and unique</li> <li>-Enjoying joining in with family customs and routines</li> <li>-Complete a simple program</li> </ul>
<p><b>Expressive Arts &amp; Design</b></p>	<ul style="list-style-type: none"> <li>-Exploration of creative skills through a wide range of media &amp; materials including paint, collaging, role play, music and construction.</li> <li>-Creating a self portrait using a mirror to make observations</li> <li>-Drawing own family</li> <li>-Pretend play in home corner</li> </ul>	<ul style="list-style-type: none"> <li>-Creating art for a purpose and for someone else e.g. cards</li> <li>-Drawing skills</li> <li>-Learning songs and routines</li> <li>-Explore pattern and colour</li> <li>-Colour mixing</li> <li>-Moving like animals</li> <li>-Using instruments to create rhythms</li> <li>-Role play</li> </ul>	<ul style="list-style-type: none"> <li>-Exploration of creative skills through a wide range of media &amp; materials including paint, collaging, role play, music and construction.</li> <li>-Using tools and techniques to prepare food</li> <li>-Following instructions and learning techniques</li> <li>-Fruit &amp; vegetable printing</li> <li>- Role play</li> </ul>	<ul style="list-style-type: none"> <li>- Developing creative skills through a wide range of media &amp; materials including paint, collaging, role play, music and construction.</li> <li>-Artist study James Rizzi - learning about the artists work and creating own artwork in the same style</li> <li>-Junk modelling – making a bridge</li> <li>-Exploring texture – printing with construction, rubbings with construction materials</li> </ul>	<ul style="list-style-type: none"> <li>-Developing creative skills through a wide range of media &amp; materials including paint, collaging, role play, music and construction.</li> <li>Encouraging self-selection of resources</li> <li>-Making decisions about appearance and outcome of work</li> <li>-Role play – building up a role play as part of a group</li> <li>-introducing a narrative to play</li> </ul>	<ul style="list-style-type: none"> <li>-Developing creative skills through a wide range of media &amp; materials including paint, collaging, role play, music and construction.</li> <li>-Having ideas &amp; initiating own projects</li> <li>-Organising/collecting materials to achieve this idea</li> </ul>