


English Curriculum Map


Nursery

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
Genre	Rhyming picture book	Fact finding about bears	Finding tale	Fact finding about pets	Prediction	Information texts	Sequential Picture book	Information text	Didactic	Information text	Picture book	Recount
Text Example	Brown Bear, Brown Bear, What Do You See – <i>Bill Martin Jr</i>	Habitat Food Countries of the world	Where’s Spot? – <i>Eric Hill</i>	Pets at the vets Non-fiction books about pets and other animals	Dear Zoo – <i>Rod Campbell</i>	Wild animals	Jasper’s Beanstalk – <i>Nick Butterworth</i>	Growing beans	The Very Hungry Caterpillar – <i>Eric Carle</i>	Life cycle of a butterfly	Hairy Maclary from Donaldson’s Dairy – <i>Lynley Dodd</i>	The Train Ride – <i>June Crebbin</i>
Pre-Writing Skills	Joins in with repeated refrains and anticipates key events and phrases	Retrieval of information	Oral retelling Story sequencing	Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys Uses available resources to create props to support role-play.	Repetitive pattern	Adding adjectives and basic conjunctions	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	Sequencing and labelling	Story sequencing Retell and innovation	Model ways of finding out information from non-fiction texts	Oral innovation	Recount of a trip Maps
Nursery Rhymes, Poems, Songs and Alternate Learning	Bear themed stories Bear rhymes Bear poems Teddy Bear’s picnic Story maps		Vets role play Pet and animal themed stories Animal themed nursery rhymes and poems Baby animals		Small world zoo Baby wild animals Wild animal themed stories Wild animal themed poems Painting wild animals Discriminating animal sounds Story maps		Garden Centre role play Growing themed stories Growing poems		Life cycles – caterpillars to butterflies and tadpoles to frogs Seasons Growing and changing Story maps		Transport poems Travel poems Places to visit Old MacDonald Had a Farm - <i>Song</i>	
Teaching of Early Reading	<u>Speaking & Listening Letters & Sounds: Aspect 1</u> General sound discrimination Environmental sounds		<u>Speaking & Listening Letters & Sounds: Aspect 2</u> General Sound discrimination Instrumental sounds Revisit Aspect 1		<u>Speaking & Listening Letters & Sounds: Aspect 3</u> General sound discrimination Body percussion Revisit Aspect 1 & 2		<u>Speaking & Listening Letters & Sounds: Aspect 4</u> Rhythm and Rhyme Letters & Sounds: Aspect 5 Alliteration Revisit Aspect 2 & 3		<u>Speaking & Listening Letters & Sounds: Aspect 6</u> Voice sounds Letters & Sounds: Aspect 7 Oral blending and segmenting Revisit Aspect 3, 4 & 5		<u>Speaking & Listening</u> Revisit Aspect 1 to 7	
Reading Focus	Listens to and enjoys rhythmic patterns in rhymes and stories				Revisit Autumn Areas Which Require Consolidation				Revisit Autumn and Spring Areas Which Require Consolidation			

(Development Matters)	<p>Listens with interest to the noises adults make when they read stories</p> <p>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door</p> <p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Repeat words or phrases from familiar stories.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p> <p>Interested in books and rhymes and may have favourites.</p> <p>Rhyming and rhythmic activities</p> <p>Recognising rhythm in spoken words</p> <p>Listen to and join in with stories and poems, one-to-one and also in small groups</p> <p>Join in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Describe main story settings, events and principal characters.</p> <p>Look at books independently.</p> <p>Handle books carefully</p> <p>Hold books the correct way up and turns pages</p> <p>Story maps</p> <p>Listen and support what children tell you about the marks they make.</p>	<p>In addition, for Spring:</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Describes main story settings, events and principal characters</p> <p>Suggests how the story might end.</p> <p>Shows interest in illustrations and print in books and print in the environment</p> <p>Expresses self through physical action and sound</p> <p>Can talk about some of the things they have observed</p> <p>Sometimes gives meaning to marks as they draw and paint</p>	<p>In Addition, for Summer:</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Knows information can be relayed in the form of print.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>Hears and says the initial sound in words</p> <p>Writes own name and other things such as labels, and captions</p>
Fine Motor Control	<p>Strings four large beads - Turns single pages - Snips with scissors - Holds crayon with thumb and fingers (not fist) - Uses one hand consistently in most activities - Imitates circular, vertical, horizontal strokes - Paints with some wrist action, makes dots, lines, circular strokes - Rolls, pounds, squeezes and pulls play dough - Eats without assistance - Dough Disco - Write Dance</p>		<p>Cuts on a line continuously - Copies across – Copies square – Writes name – Writes numbers 1 to 5 – Copies letters – Handedness well established – Dresses and undresses independently – Dough Disco – Write Dance</p>
Essential Reads	<p>Each Peach Pear Plum - Janet and Allan Ahlberg</p> <p>Hug - Jez Alborough</p> <p>Come on Daisy - Jane Simmons</p> <p>We're Going on a Bear Hunt - Michael Rosen</p> <p><u>Over and Over Stories (Nursery and Reception)</u></p> <p>The Tiger Who Came to Tea - Judith Kerr</p> <p>The Runaway Pea - Kjartan Poskitt</p> <p>Meg and Mog - Helen Nicholl</p> <p>The Room on the Broom - Julia Donaldson</p> <p>Where the Wild Things Are - Morris Sendak</p> <p>The Cat in the Hat - Dr Seuss</p> <p>Guess How Much I Love You - Sam McBratney</p> <p><u>Traditional Tales (Nursery and Reception)</u></p> <p>The Three Little Pigs</p> <p>The Three Billy Goats Gruff</p> <p>Little Red Riding Hood</p> <p>The Enormous Turnip</p> <p>The Elves and the Shoemaker</p> <p>Rumpelstiltskin</p> <p>The Runaway Pancake</p>		

English Curriculum Map

Reception

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction	Fiction	Non-fiction
Genre	Finding tale	Information / Narrative Wishing tale	Journey tale (Traditional tale)	Information text	Rhyming story	Instructions	Tale of defeating the monster	Information Text	Tales from other countries	Information text	Journey story	Recount
Text Example	Goldilocks and the Three Bears - <i>Traditional Tale</i> Rosie's Walk - <i>Pat Hutchins</i>	Bear facts Owl Babies - <i>Martin Waddell</i>	The Gingerbread Man - <i>Traditional Tale</i>	Text about foxes	Aliens Love Underpants - <i>Claire Freedman</i>	How to Catch a Star - <i>Oliver Jeffers</i>	Jack and the Beanstalk - <i>Traditional Tale</i>	Sunflowers	Handa's Surprise - <i>Eileen Browne</i>	Elmer - <i>David McKee</i>	Mr Gumpy's Outing - <i>John Burningham</i>	Mr Gumpy's Outing - <i>John Burningham</i> Class generated recount of a trip
Writing Focus	Character lists of objects and characters Oral instructions and positional language Maps	Habitats Food Dangers Appearance Oral re-telling Missing poster	Oral retelling Letter/email to persuade the wolf not to eat the gingerbread man	Report about a fox	Rhyme	Write a set of instructions	Character-describing emotions	Sequencing and labelling	Story sequencing Retell Innovation	Report about elephants	Retell innovation	Recount of a trip Maps
Nursery Rhymes, Poems, Songs and Alternate Learning	When Goldilocks Went to the House of the Bears - <i>Song</i> Them Bears - <i>Song</i> Goldilocks - <i>Song</i> If You Go Down to the Woods Today - <i>Song</i>	Farm poems Hen and fox poems The Three Billy Goats Gruff - <i>Song</i> A Wise Old Owl - <i>Song</i> Five little owls - <i>Song</i> Finger Family - <i>Song</i> The Owl and the Pussy Cat - <i>Song</i>	Food poems Five Yummy Gingerbreads - <i>Song</i>	Space poems		Growing poems Emotion poems		Rumble in the Jungle - <i>Giles Andreae</i> Poo in the Zoo - <i>Steve Smallman</i> Giraffes Can't Dance - <i>Giles Andreae</i>		Transport poems Old MacDonald had a Farm - <i>Song</i> Mr Gumpy's Motor Car - <i>John Burningham</i>		

Reading Comprehension Focus	<p>Oral blending and segmenting Hearing and saying sounds in words</p> <p>Beginning to Develop Reading Skills: Play word and sentence games Identify language features Check and explore meanings of words and phrases</p> <p>Key Focus (Story Structure): Characters and settings</p>	<p>Read common irregular words Sounding out words to read cvc and using searchlights to read non regular words Begin to read a wider range of words and simple sentences</p> <p>Continuing to Develop Reading Skills: Innovate - substitute a different character or setting Identify where 'and' is used to join sentences Identify question marks and exclamation marks Continue a rhyming string Know that information can be retrieved from books and computers Identify Capital Letters, Full Stops (CLFS) Identify capital letters for proper names</p> <p>Key Focus (Story Structure): Story plots</p>	<p>Develop fluency by reading in their heads rather than sounding out Read fluently and with expression Talk about and understand what they have read</p> <p>Key Focus (Story Structure): Alternate story endings</p>	
Teaching of Early Reading: Phonics Focus (Read Write Inc & Handwriting)	<p>Read Write Inc: Set 1 Sounds m a s d t i n p g o c k u b</p> <p>Know on sight the red words: I, the, my, you, said,</p> <p>Move to next Set 1 Sounds where appropriate</p>	<p>Read Write Inc: Set 1 Sounds f e l h sh r j v y w th z ch q x ng nk</p> <p>Know on sight the red words: your, are, be, of, no</p> <p>Move to Set 2 Sounds where appropriate</p>	<p>Read Write Inc: Set 2 Sounds ay ee igh ow oo ar</p> <p>Know on sight the red words: what, all, was, we, so, to, me, call, her, there, want, go, old, some, he</p>	<p>Read Write Inc: Set 2 Sounds or air ir ou oy</p> <p>Know on sight the red words: what, all, was, we, so, to, me, call, her, there, want, go, old, some, he</p> <p>Move to Set 3 Sounds where appropriate</p>
Reception High Frequency Words	a, all, am, and, are, at, away, big, can, cat, come, dad, day, dog, for, get, go, going, he, I, in, is, it, like, look, me, my, no, of, on, play, said, see, she, the, they, this, to, up.			
Essential Reads	<p>The Gruffalo - <i>Julia Donaldson</i> Farmer Duck - <i>Martin Waddell</i> Six Dinner Sid - <i>Inga Moore</i> Mrs Armitage on Wheels - <i>Quentin Blake</i> Whatever Next! - <i>Jill Murphy</i> On the Way Home - <i>Jill Murphy</i> Goodnight Moon - <i>Margaret Wise-Brown</i> Shhhh!!! - <i>Sally Grindley</i></p> <p><u>Over and Over Stories (Nursery and Reception)</u> The Tiger Who Came to Tea - <i>Judith Kerr</i> The Runaway Pea - <i>Kjartan Poskitt</i> Meg and Mog - <i>Helen Nicholl</i> The Room on the Broom - <i>Julia Donaldson</i> Where the Wild Things Are - <i>Morris Sendak</i> The Cat in the Hat - <i>Dr Seuss</i> Guess How Much I Love You - <i>Sam McBratney</i></p> <p><u>Traditional Tales (Nursery and Reception)</u> The Three Little Pigs The Three Billy Goats Gruff Little Red Riding Hood The Enormous Turnip</p>			

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