



SOUTH CAMBERLEY PRIMARY AND NURSERY SCHOOL

Frimley Road, Camberley, Surrey, GU15 2QB
t: 01276 63870 e: schooloffice@southcamberley.surrey.sch.uk
www.southcamberley.surrey.sch.uk



Executive Headteacher: Mrs Nicky Wright

Year N Curriculum Map - Spring 2

English (Reading & Writing)

Key Texts: Nine Ducks Nine - Sarah Hayes, We're Going on an Egg Hunt - Laura Hughes, Oi Frog! - Kes Gray, Usborne Easter Bunny Flap Book - Sam Taplin, The Chicken and the Egg - Allan Plenderleith, The Bunny Who Found Easter - Charlotte Zolotow

Writing Outcomes:

Sometimes gives meaning to marks as they draw and paint
Writes own name and other things such as labels, captions.

Additional Resources:

- Are eggs alive? https://youtube.com/playlist?list=PLGFMoBqLZ9hXTofGTN_ek6N5J1Crn90WU

Maths

Key Skills: 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. Compares two groups of objects, saying when they have the same number. Beginning to represent numbers using fingers, marks on paper or pictures. Shows an interest in representing numbers.

Additional Resources:

- Early Mathematical Experiences: <https://classroom.thenational.academy/units/early-mathematical-experiences-205e>
- Patterns and Early Number: <https://classroom.thenational.academy/units/pattern-and-early-number-187a>
- <https://www.topmarks.co.uk/Search.aspx?Subject=37>

Communication and Language Development

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). Beginning to understand 'why' and 'how' questions. 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).

Additional Resources:

- Listening skills: <https://www.bbc.co.uk/teach/school-radio/eyfs-listening-skills/zbc4y9q>





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Personal, social and emotional development

Keeps play going by responding to what others are saying or doing Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Aware of own feelings, and knows that some actions and words can hurt others' feelings.

Understanding the World

People and communities; The world; Technology 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 Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment. Knows that information can be retrieved from computers.

Expressive Arts and Design

Enjoys joining in with dancing and ring games. Sings a few familiar songs. 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 Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.

Physical Development

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. Understands that equipment and tools have to be used safely Holds pencil between thumb and two fingers, no longer using whole-hand grasp.

