

Nursery curriculum 2018-19

	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme	Ourselves	Colours	Up Up and Away	Springtime and Daffodils	Green fingers	Keeping Safe, Keeping Healthy
Prime Areas	Personal, Social and Emotional Development <ul style="list-style-type: none"> Making Relationships Self confidence and awareness Managing Feelings and behaviour 	<ul style="list-style-type: none"> Settling into new routines Meeting and making new friends Learning class and school rules Develop confidence to be able to ask for help Learning how to look after your classroom Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activities 	<ul style="list-style-type: none"> Understand and follow class rules Initiates play, offering cues to peers to join them. 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. 	<ul style="list-style-type: none"> Begin to accept the needs of others Can take turns and share resources Learn to value praise for what they have done. Learn to enjoy the responsibility of carrying out small tasks and duties 	<ul style="list-style-type: none"> To initiate conversations and listen to others To identify and understand basic feelings To understand how to stay safe online To fundraise for a charity 	<ul style="list-style-type: none"> Can usually adapt behaviour to different events, social situations and changes in routine. To understand the feeling of loss To talk about our friends and family To identify special people in their lives To identify how to manage feelings 	<ul style="list-style-type: none"> Changes ahead and transition To talk about our friends and family To identify special people in their lives To identify basic ways to use medicine correctly To identify how to manage feelings
	Communication and Language <ul style="list-style-type: none"> Listening and Attention Speaking Understanding 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> Understands use of objects 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 put away an object. Beginning to understand 'why' and 'how' questions. 	<ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts Can retell a simple past event in correct order 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 gives explanations. Uses a range of tenses. 	<ul style="list-style-type: none"> Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.' 	<ul style="list-style-type: none"> Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. 	<ul style="list-style-type: none"> To use past, present and future forms of language appropriately to describe events that have happened already or will happen. Links statements when talking with a main theme 4. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. 7. Uses vocabulary focused on objects and people that are of particular importance to

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							them.
	<p>Physical Development</p> <ul style="list-style-type: none"> Moving and Handling Health & self care 	<ul style="list-style-type: none"> Moves freely and with pleasure and confidence in a range of ways. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. 	<ul style="list-style-type: none"> Mounts stairs, steps or climbing equipment using alternate feet. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. 	<ul style="list-style-type: none"> 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. Can stand momentarily on one foot when shown. Can catch a large ball. 	<ul style="list-style-type: none"> Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Observes the effects of activity on their bodies. Shows a preference for a dominant hand. Uses simple tools to effect changes to materials. 	<ul style="list-style-type: none"> Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Uses some clearly identifiable letters 	<ul style="list-style-type: none"> Writes on name. Handles tools, construction items and malleable materials safely with good control. Moves freely and with pleasure in a range of movements.
Specific Areas	<p>Literacy</p> <ul style="list-style-type: none"> Reading Writing Phonics 	<ul style="list-style-type: none"> How to hold a pencil correctly Talk about and give meaning to the marks they make. <p>Phonics:</p> <ul style="list-style-type: none"> Environmental Sounds Instrumental Sounds. 	<ul style="list-style-type: none"> Listens to and joins in with stories and poems, one-to-one and also in small groups. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Sometimes gives meaning to marks as they draw and paint. 	<ul style="list-style-type: none"> Recognises familiar words and signs such as own name and advertising logos. Beginning to be aware of the way stories are structured. Suggests how the story might end. Knows that print relays meaning. <p>Phonics: s, a, t, p, i, n, c, k, e, h, r, m. (2 sounds a week) Phoneme sound</p>	<ul style="list-style-type: none"> Focus on texts around traditional tales Reading stories with predictable language patterns. Drawing and mark making with a variety of materials. Understanding the story characteristics of Fairy Stories / Familiar Stories/ Traditional stories Uses vocabulary 	<ul style="list-style-type: none"> Describes main story settings, events and principal characters. Enjoys an increasing range of books Knows that information can be retrieved from books and computers too. 	<ul style="list-style-type: none"> Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>Phonics:</p> <ul style="list-style-type: none"> Phoneme

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			<ul style="list-style-type: none"> Writes own name <p>Phonics:</p> <ul style="list-style-type: none"> Body Percussion and Rhythm and Rhyme 	<p>Jolly Phonics action Letter name Jolly Phonics Song Letter Formation (precursive) on a large scale</p>	<p>and forms of speech that are influenced by reading</p> <ul style="list-style-type: none"> 2. Ascribes meanings to marks that they see in different places. <p>Phonics: Phase 2 Oral blending cvc Letter Formation (precursive) on a large scale</p>	<p>Phonics:</p> <ul style="list-style-type: none"> Phoneme activities and games for letter recognition Identifying the initial sounds in words Letter formation 	<p>activities and games for letter recognition</p> <ul style="list-style-type: none"> Identifying the initial sounds in words Letter formation
	<p>Texts:</p> <ul style="list-style-type: none"> Spot goes to School Owl babies The hungry caterpillar Handa's Surprise 	<p>Texts:</p> <ul style="list-style-type: none"> Brown Bear We're going on a Bear Hunt The Acorn 	<p>Texts:</p> <ul style="list-style-type: none"> Astro Girl Whatever Next Can't you sleep Little Bear 	<p>Texts:</p> <ul style="list-style-type: none"> Jack and the Beanstalk Jaspers Beanstalk 	<p>Texts:</p> <ul style="list-style-type: none"> The Gigantic Turnip Oliver's Vegetables 	<p>Texts:</p> <ul style="list-style-type: none"> I will never not ever eat a tomato People who help us Once upon a time online 	
<p>Mathematical Development</p> <ul style="list-style-type: none"> Numbers Shape, Space, Measure 	<ul style="list-style-type: none"> Learning a range of number songs and rhymes. Uses some number names and number language spontaneously. Uses some number names accurately in play. Uses language of size Shows an interest in shape and space by playing with shapes or making arrangements with objects 	<ul style="list-style-type: none"> 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. Can select particular named shapes. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. 	<ul style="list-style-type: none"> 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. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. 	<ul style="list-style-type: none"> Counts objects to 10, and beginning to count beyond 10. 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. Uses positional language. 	<ul style="list-style-type: none"> Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Use familiar objects and common shapes to create and recreate patterns including when building models. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. 	<ul style="list-style-type: none"> Compares two groups of objects, saying when they have the same number Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Explore characteristics of everyday objects and shapes and use mathematical language to describe them Recognise, create and describe patterns Orders two or three items by length or height 	

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<p>Understanding the world</p> <ul style="list-style-type: none"> • People and Communities • The World • Technology 	<ul style="list-style-type: none"> • Talk about similarities and differences in relations to family and friends • Looking at our own features and body parts • Using resources carefully and properly in school • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Knows how to operate simple equipment e.g. turns on CD player 	<ul style="list-style-type: none"> • Recognises and describes special times or events for family or friends. • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. □ • Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. • Recognise a range of technology used in places such as home & school 	<ul style="list-style-type: none"> • 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. • Talks about why things happen and how things work. • Shows an interest in different occupations. 	<ul style="list-style-type: none"> • 4. Developing an understanding of growth, decay and changes over time. • 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 they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Developing an understanding of growth, decay and changes over time. • To talk about past and present events in the own lives and in those of family members. • To understand and celebrate our differences. • Uses ICT hardware to interact with age appropriate computer software.
<p>Festivals/ Community Links</p>		<p>Fireworks Halloween Diwali Christmas Harvest</p>				
<p>Expressive Art and Design</p> <ul style="list-style-type: none"> • Exploring Media and materials • Being Imaginative 	<ul style="list-style-type: none"> • Sings a few familiar songs. • Beginning to move rhythmically. Imitates movement in response to music. • Developing preferences for forms of expression • Engages in imaginative roleplay based on own first-hand experiences. • Uses available resources to 	<ul style="list-style-type: none"> • Explores and learns how sounds can be changed. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Explores colour and how colours can be changed. • Understands that they can use lines 	<ul style="list-style-type: none"> • Taps out simple repeated rhythms. • Uses media and material in a range of ways • 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 	<ul style="list-style-type: none"> • 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. • Explore mixing and using paint 	<ul style="list-style-type: none"> • Choose particular colours for a purpose Initiates a combination of movements and gestures in order to express and respond to their feelings, ideas and experiences • Builds small world stories up around props and toys that are available. • Develops imaginative play 	<ul style="list-style-type: none"> • 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.

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		create props to support role play based activities	<p>to enclose a space, and then begin to use these shapes to represent objects.</p> <ul style="list-style-type: none"> • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. 	objects.	<ul style="list-style-type: none"> • Builds stories around toys, e.g. farm animals needing rescue from 	based on own experiences reflecting on school and home opportunities and visits out and about.	
Role Play /5.11		<ul style="list-style-type: none"> • Home corner • Dolls House • Car Garage 	<ul style="list-style-type: none"> • Jungle • Aeroplane 	Hospital/Police Station Dentist Visit	<ul style="list-style-type: none"> • Castle • Dinosaur tray 	<ul style="list-style-type: none"> • Ladybird Rearing Kit • Minibeast Centre 	Beach Pirate ship

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Cooking	<p>Moving and Handling: <u>22-36</u> Shows control in holding and using jugs to pour May be beginning to show preference for dominant hand <u>30-50</u> Uses one-handed tools and equipment <u>40-60</u> Handles tools, objects, construction and malleable materials safely and with increasing control.</p>	<ul style="list-style-type: none"> • Washing Hands • Mixing and Rolling 	<ul style="list-style-type: none"> • Washing Hands • Preparing ingredients • Spreading • Using cutters 	<ul style="list-style-type: none"> • Measuring and Weighing 	<ul style="list-style-type: none"> • Measuring and Weighing 	<ul style="list-style-type: none"> • Chopping 	<ul style="list-style-type: none"> • Chopping
	<p>Health and Self Care: <u>30-50</u> Understands that equipment and tools have to be used safely. Can usually manage washing and drying hands <u>40-60</u> Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p>						