

Curriculum Plan

Nursery



	Autumn		Spring		Summer	
Personal, Social and Emotional Development (PSED)	Learning new rules and routines Selecting and using classroom resources with support Building relationships Developing independent self-care skills e.g. toileting and hand washing Following simple instructions Taking turns with adult support Managing emotions with adult support		Accessing and using classroom resources with increasing independence Developing confidence in new social situations Following rules and understanding why they are important Talking about their emotions and being aware of how others feel Developing independent skills e.g. putting on and taking off their coat Playing in a group		Selecting and using resources independently Playing in a group, extending and elaborating play ideas Finding solutions to conflicts Remembering rules without adult support and explaining why rules are important Talk about feeling using developing vocabulary and being to show empathy Making healthy choices e.g. about food, drink and exercise Talk confidently in front of their peers Care for animals, plants and their immediate environment	
My Happy Mind		Meet your brain - focusing on our emotions	Celebrate - celebrating who they are and building self-esteem of others	Appreciate - appreciating themselves and others	Relate - building their relationships and relating to others	Engage - pursuing their dreams and helping to facilitate others' dreams

<p>Communication and language (C&L)</p>	<p>Talk about familiar stories</p> <p>Listen to stories and answer simple questions about what they have heard</p> <p>Understand questions and instructions with 2 parts</p> <p>Join in with repeated refrains and begin to retell simple stories</p> <p>Speak in simple sentences</p> <p>Use a wider range of vocabulary</p>		<p>Suggest how stories might end</p> <p>Join in repeated refrains and retell simple stories</p> <p>Use longer sentences of 4 to 6 words</p> <p>Talk about past events, exploring tenses</p> <p>Use a wider range of vocabulary</p> <p>Sing a large repertoire of song and rhymes</p>		<p>Understand why questions</p> <p>Talk about familiar books and be able to tell a long story</p> <p>Express a view point and debate when they disagree with an adult or friend</p> <p>Start and continue a conversation, taking turns</p> <p>Use talk to organise themselves and their play</p>	
<p>Physical Development (PD)</p>	<p>Exploring and using a range of resources inside and outside that develop fine and gross motor skills</p>	<p>Spatial awareness, instructions, dance and parachute games</p>	<p>Simple games e.g. traffic lights and parachute games</p>	<p>Apparatus and moving in different ways</p>	<p>Ring games and moving in different ways</p>	<p>Ball skills and sports day practise</p>
<p>Literacy – Decoding and Word Reading (Phonics)</p>	<p>Join in with nursery rhymes</p> <p>Explore body percussion</p> <p>Tuning into voice sounds</p> <p>Talking about sounds</p>		<p>Distinguishing between environmental sounds</p> <p>Exploring speech sounds</p> <p>Spot and suggest rhymes</p> <p>Experience and appreciate rhythm</p>		<p>Spot and suggest rhymes</p> <p>Develop awareness of sounds made with instruments</p> <p>Orally blend and segment words</p> <p>Count or clap syllables in a word</p> <p>Recognise words with the same initial sound</p> <p>Begin to recognise the sounds letters make</p>	

<p>Literacy- Comprehension</p>	<p>Understanding print has meaning and name the different parts of a book</p> <p>Engage in conversations about stories</p>		<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • the names of the different parts of a book • print can have different purposes • page sequencing • we read English text from left to right and from top to bottom 		<p>Engage in conversations about key events, characters and settings from familiar stories</p> <p>Answer who, what, where and when questions about stories</p>	
<p>Literacy- Writing</p>	<p>Tell an adult about the marks they make</p> <p>Make marks to represent their name</p> <p>Build their name using a model to copy</p> <p>Draw circles, lines, humps, spirals and waves on a large scale</p>		<p>Copy some or all of their name</p> <p>Build their name with developing independence</p> <p>Draw circles, lines, humps, spirals and waves on a small scale</p>		<p>Use their knowledge of print and letters in their early writing</p> <p>Write some or all of their name</p> <p>Write some letters</p> <p>Draw handwriting patterns with an awareness of size an position on a page</p>	
<p>Mathematics</p>	<p>Comparing size, length, weight and capacity</p>	<p>Positional language</p> <p>Recite numbers to 5</p> <p>Sort by colour, size and shape</p> <p>Show finger numbers to 5 during songs and rhymes</p>	<p>Comparing size – big, medium and small</p> <p>Understanding and exploring numbers 1 and 2</p> <p>2D shapes – circle</p>	<p>Comparing height</p> <p>Routes and locations</p> <p>Understanding and exploring numbers 3 and 4</p> <p>2d shapes – triangle, rectangle, square</p>	<p>Patterns</p> <p>Understanding and exploring number 5</p> <p>Subitising</p> <p>Accurate counting to 5</p>	<p>Solving number problems with numbers to 5</p> <p>Comparing quantities</p> <p>Subitising</p> <p>Sequencing events</p>

<p>Understanding the world (UTW) – direct links to Science</p>	<p>Describing natural things in our local area</p>	<p>Weather – correct clothing</p> <p>Space – sun, earth, moon</p>	<p>How vehicles are powered</p> <p>Hibernating animals</p> <p>Forces</p> <p>Melting and freezing</p> <p>Man made and natural materials</p> <p>Magnets</p>	<p>Natural phenomena related to weather e.g. rainbows and shadows</p> <p>Exploring natural materials</p> <p>Planting and growing</p>	<p>Animal habitats</p> <p>Animal life cycles</p> <p>Changes when cooking and baking</p>	<p>Animal habitats</p> <p>Animals and their young</p> <p>Sun safety</p>
<p>Understanding the world (UTW) – direct links to Geography</p>	<p>Where we live</p> <p>Location of UK on a globe</p>	<p>North and south pole</p> <p>Weather</p>		<p>Show care and concerns for living things and the environment</p> <p>Weather</p> <p>Natural phenomena related to weather e.g. rainbows and shadows</p>	<p>Show care and concerns for living things and the environment</p>	<p>Weather in different countries</p> <p>Exploring globes</p> <p>Compare immediate environment to different environments including the Serengeti</p> <p>Animals and their habitats</p>
<p>Understanding the world (UTW) – direct links to History</p>	<p>Families and their roles in society</p>	<p>Family, routines and customs</p> <p>Special events</p> <p>Changes from baby, to child, to adult</p>	<p>People in my community and their roles in society</p>			

<p>Understanding the world (UTW) – direct links to Religion and Worldviews</p>		<p>Diwali Christmas</p>	<p>Shrove Tuesday</p>	<p>Ramadan Eid Easter</p>		<p>Eid</p>
<p>Expressive Arts and Design (EAD) – direct links to Art and Design</p>	<p>Drawing using continuous lines and closed shapes Collage skills Handling paintbrushes Joining in with songs and rhymes</p>	<p>Collaging – gluing, cutting and using scissors Colour mixing Printing using different objects Remember and sing entire songs</p>	<p>Junk modelling</p>	<p>Drawing to represent movement or noises</p>	<p>Express their own ideas through art Printing Drawing with increasing complexity or details Colour mixing</p>	<p>Exploring textures in art work Collage skills Drawing with increasing complexity or details Play instruments with increasing control to express their feelings and ideas</p>