

Curriculum Plan

Nursery



	Autumn		Spring		Summer	
Personal, Social and Emotional Development (PSED)	<p>Learning new rules and routines</p> <p>Selecting and using classroom resources with support</p> <p>Building relationships</p> <p>Developing independent self-care skills e.g. toileting and hand washing</p> <p>Following simple instructions</p> <p>Taking turns with adult support</p> <p>Managing emotions with adult support</p>		<p>Accessing and using classroom resources with increasing independence</p> <p>Developing confidence in new social situations</p> <p>Following rules and understanding why they are important</p> <p>Talking about their emotions and being aware of how others feel</p> <p>Developing independent skills e.g. putting on and taking off their coat</p> <p>Playing in a group</p>		<p>Selecting and using resources independently</p> <p>Playing in a group, extending and elaborating play ideas</p> <p>Finding solutions to conflicts</p> <p>Remembering rules without adult support and explaining why rules are important</p> <p>Talk about feeling using developing vocabulary and being to show empathy</p> <p>Making healthy choices e.g. about food, drink and exercise</p> <p>Talk confidently in front of their peers</p> <p>Care for animals, plants and their immediate environment</p>	
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>Discriminate between environmental sounds</p> <p>Tuning into voice sounds</p> <p>Spotting and suggesting rhymes</p> <p>Count and clap syllables</p> <p>Recognise words with the same initial sound</p>		<p>Spot and suggest rhymes</p> <p>Experience and appreciate rhythm</p> <p>Recognise words with the same initial sound</p>		<p>Spot and suggest rhymes</p> <p>Develop awareness of sounds made with instruments</p> <p>Orally blend and segment words - Fred games</p> <p>Count or clap syllables in a word</p> <p>Distinguish between environmental sounds</p> <p>Recognise words with the same initial sound</p> <p>Name the picture - RWI</p>	

<p>Literacy- Comprehension</p>	<p>Listen to a simple story and answer questions about what they have heard</p> <p>Enjoy listening to longer stories, remembering much of what happens</p> <p>Understanding print has meaning and name the different parts of a book</p> <p>Engage in conversations about stories</p>	<p>Talk about familiar books, tell a long story and know many rhymes</p> <p>Retell a familiar story</p> <p>Use vocabulary in their play that reflects their experiences of books</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>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>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>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 accurately</p> <p>Draw handwriting patterns with an awareness of size and position on a page</p>
<p>Mathematics</p>	<p>Sort objects according to colour, size and shape</p> <p>Objects and numerals for 1 and 2</p>	<p>Say one number for each item in order when counting</p> <p>Know the last number reached is the total number</p>	<p>Subitising to 3</p> <p>Comparing quantities – more than/fewer than</p>

	<p>Subitising small groups</p> <p>Recite numbers to 5 and beyond</p> <p>Show finger numbers to 5</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5</p> <p>Compare size, weight, length and capacity</p> <p>Select shapes appropriately for building</p> <p>Talk about 2D shapes and shapes in the environment</p> <p>Positional language</p> <p>Talk about patterns e.g. pointy, spotty</p>		<p>Numeral and objects to 4</p> <p>Routes and locations</p> <p>ABAB patterns</p> <p>3D shapes</p> <p>Match objects which are the same</p> <p>Sort objects by different criteria</p> <p>Compare size, weight, length and capacity</p>		<p>Solving problems with numbers up to 5</p> <p>Numeral and objects to 5</p> <p>Compare size, weight, length and capacity</p> <p>Sequencing events</p> <p>Routes and locations</p> <p>Positional language</p> <p>Correct errors in patterns</p> <p>Extend and create ABAB patterns</p>	
<p>Understanding the world (UTW) – direct links to Science</p>	<p>Describing natural things in our local area</p> <p>Bears hibernate in winter</p>	<p>Different animals live in different habitats</p> <p>Hands on exploration</p> <p>Weather – correct clothing</p> <p>Melting and freezing</p>	<p>How vehicles are powered</p> <p>Forces</p> <p>Magnets</p>	<p>Planting and growing</p> <p>Life cycles –chick</p> <p>Animals and their young – farm</p>	<p>Man made and natural materials</p> <p>Sorting and describing materials</p> <p>Dissolving in and absorbing water</p> <p>Changes when cooking and baking</p>	<p>Animal habitats</p> <p>Animals and their young - wild animals</p> <p>Sun safety</p>

<p>Understanding the world (UTW) – direct links to Geography</p>	<p>Where we live Location of UK on a globe</p>	<p>Location of North and south pole on a globe Weather</p>	<p>Weather and seasons</p>	<p>Show care and concerns for living things and the environment</p>	<p>Show care and concerns for living things and the environment</p>	<p>Animals and habitats Weather in different countries Locating Africa on a globe Compare immediate environment to different environments including the Serengeti</p>
<p>Understanding the world (UTW) – direct links to History</p>	<p>Families and their roles in society Imitating daily tasks and routines in play</p>	<p>Family, routines and customs Special events Changes from baby, to child, to adult</p>	<p>People in my community and their roles in society How vehicles and powered</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</p>	<p>Drawing using continuous lines and closed</p>	<p>Collaging – gluing, cutting and using scissors</p>	<p>Junk modelling-joining materials with glue and</p>	<p>Colour and colour mixing Collage skills</p>	<p>Drawing to represent movement or</p>	<p>Colour and colour mixing Drawing with</p>

<p>links to Art and DT</p>	<p>shapes Collage skills Handling paintbrushes Joining in with songs and rhymes</p>	<p>Colour mixing Printing using different objects Remember and sing entire songs Explores textures Tasting different food for Diwali/Eid and making edible sparklers</p>	<p>sellotape</p>	<p>Printing Express their own ideas through art Bread making Easter cooking</p>	<p>noises Joining materials Exploring textures Printing Drawing with increasing complexity or details Porridge tasting, gingerbread man baking Sewing gingerbread men puppets</p>	<p>increasing complexity or details</p>
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