

Nursery Curriculum Plan

2017 – 2018

	Autumn Term	Spring Term	Summer Term
Topics	The Great Outdoors	New Beginnings	Me in my World
Personal, Social and Emotional Development	<p>Welcoming and settling the children in.</p> <p>Introducing class rules and instilling the class routines.</p> <p>Beginning to form special relationships by joining in with play with other peers and adults.</p> <p>Jigsaw - Being me in my world/celebrating difference.</p>	<p>To be able to respond to the feelings and wishes of others both in direct task and self-chosen activities.</p> <p>Continue building positive relationships.</p> <p>Can give comfort to their peers if they are distressed.</p> <p>Be able to show concern and affection for people who are special to them.</p> <p>Continue being able to express own preferences and interests.</p>	<p>Preparation for transition to Reception.</p> <p>Adjust their behaviour to different situations and can adapt with a new routine.</p> <p>Have a positive approach to activities and events. Show increasing confidence in new situations.</p> <p>Has a sense of their own personal identity.</p> <p>Talk freely about their home and community</p>
Physical Development	<p>Promote independence, encourage children to go to the toilet and manage washing hands independently.</p> <p>To turn the pages of a book correctly.</p> <p>Develop gross motor skills by; climbing onto and pulling themselves up on nursery climbing equipment, moving in a range of different ways and exploring circular and line movements through a range of different medias.</p> <p>Children encouraged to wear wellington boots outside so that they can explore all areas of the outdoor provision.</p> <p>Lazy Town and Jungle Gym is used.</p>	<p>Develop coordination through PE and gross motor skills outside.</p> <p>Can kick and catch a large ball.</p> <p>Shows more bladder control and can clearly communicate when the toilet is needed.</p> <p>Holds pencil near point between first two fingers and thumb and uses with good control in child initiated activities.</p> <p>Can stand on one foot momentarily.</p> <p>To observe the effects of activity on their body - this is revisited during PE, Lazy Town and free flow.</p> <p>Understands that tools need to be used safely.</p>	<p>Dresses with help and can fasten own zip once fastened at the bottom.</p> <p>Can go to the toilet independently.</p> <p>Can copy some letters from their own name.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment in the outdoor provision and PE hall.</p>
Communication and Literacy	<p>Can show some listening skills</p> <p>Follow simple instructions</p> <p>Understands the uses of the equipment</p> <p>Can use word endings in sentences.</p> <p>Develop their understanding of who, what, where simple questions through story, self-chosen and group activities.</p> <p>Beginning to explore and play with sounds through phonics and the environment.</p> <p>Enjoys singing new songs and learning new nursery rhymes.</p> <p>To listen to conversations of interest to them in group activities and in self chosen activities.</p>	<p>Understand more complex sentences</p> <p>Explore and understand prepositions</p> <p>Beginning to understand 'how' and 'why' questions</p> <p>Beginning to use more complex sentences using 'and' and 'because' when giving a reason, thought, answer or opinion.</p> <p>Beginning to give a recount of their weekend activities orally.</p> <p>Begin to use past tenses in their oracy.</p> <p>Learn unfamiliar words from the breadth of their experiences and use these in their oracy.</p>	<p>To use prepositions in their everyday language.</p> <p>Begin to question why things happen – link to topic.</p> <p>To use past tenses in their sentences when talking about previous events in their life.</p> <p>Can clearly use a wide range of vocabulary on topic, areas of provision, their peers and family members.</p> <p>Can maintain attention, can concentrate and sits quietly on the carpet during appropriate activities.</p> <p>Beginning to listen and to understand instructions involving a two-part sequence.</p>

Reading	<p>Explore familiar stories and nursery rhymes and be able to repeat the words or phrases from both.</p> <p>Handles books carefully through visiting the library and reading books sent home.</p> <p>To begin to be aware of how stories are structured – they have a beginning and an ending.</p>	<p>Look at information books on life cycles and animals.</p> <p>Know that books contain print and illustrations. Know that in English we read from left to right.</p> <p>Have favourite books, songs and rhymes.</p> <p>Begin to talk about characters from stories.</p> <p>Recognise own name.</p>	<p>Explore settings of stories.</p> <p>Enjoys participating in rhyming activities.</p> <p>Can continue a rhyming string.</p> <p>Can hear and say initial sounds in words.</p> <p>Beginning to can blend sounds together orally to make words.</p>
Writing	<p>To mark make through a range of different medias and areas of provision.</p> <p>Beginning to understand the difference between writing and drawing - in writing we use letters.</p>	<p>To give some meanings to the marks that they make whilst they write, draw or paint.</p> <p>Ascribe the meanings to what that they see in various places.</p> <p>Begin to write the first letter of their name.</p>	<p>Can link some sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Beginning to write their own name.</p>
Mathematics	<p>Creates and experiments with symbols and marks representing ideas of number</p> <p>Recites numbers in order to 10.</p> <p>Explore numbers 1-6 and learn the rhymes that accompany these numbers through the Ten Town program.</p> <p>Recognise numbers 1-6</p> <p>Naming shapes; circles, square, oblong and triangle.</p> <p>Begin to use positional language by exploring the great outdoors and going on a bear hunt.</p> <p>know that things exist even when out of sight.</p> <p>Explores simple concepts - tall short, heavy light.</p> <p>Begins to investigate the language of amounts.</p> <p>Little Big Math's Program</p>	<p>Explore numbers 6-10 -Ten Town</p> <p>Beginning to match numbers to quantity.</p> <p>Start counting orally above 10.</p> <p>Begin to show an interest in representing numbers.</p> <p>Naming shapes, sphere, cylinder and cube.</p> <p>Count backwards from 5-0 – orally and with objects.</p> <p>Count 1-1 correspondence through all areas of the provision – one sheep, two sheep - the final number counted is the amount of sheep.</p> <p>To know that anything can be counted not just objects.</p> <p>Explore the language of lots, few, more than, less than.</p> <p>To know that amounts in a group can decrease, increase or not change.</p>	<p>Count backwards from 10 – 0.</p> <p>To recognise numbers to 10 and beyond.</p> <p>To know one more/one less than a given number up to 10.</p> <p>Shows an interest in number problems and use their reasoning skills to solve.</p> <p>Can compare two groups of objects and can say which is more, less or the same.</p> <p>To know that things change in quality when they are added or taken away.</p> <p>Show an interest in shapes in the environment by going on a shape hunt.</p> <p>Be able to talk about everyday shapes.</p> <p>To use positional language independently.</p>
Understanding the World	<p>Caterpillar observations, mini-beast's investigations outside. showing care and concern for living things.</p> <p>Exploring colour through Autumn leaves and the outdoor provision.</p> <p>Explore the small world area.</p>	<p>Growing plants and observing them.</p> <p>Body changes, life-cycles.</p> <p>Explore the small world farm and occupations.</p> <p>Vets and farmers.</p> <p>Discuss some of the things that they have observed on the school trip to Cannon Hall Farm.</p> <p>Research information on the computer about their favourite animal.</p> <p>Explore growth and decay.</p>	<p>Investigate different ICT equipment.</p> <p>To be able to talk about unique events in their life's both in class and group discussions.</p> <p>Look at different festivals, Easter and Eid.</p> <p>Can talk about the similarities and differences between themselves in comparison to their family and friends.</p>

<p>Expressive arts and design</p>	<p>Notices and is interested in the effects of making movements which leave marks through different medias and different areas of provision Uses blocks to create their own simple structures such as a castle for King 1 and a windmill for Little Red Hen. Explore colours through mark making, leaf printing, pumpkins and pine cones. Begin using simple tools such as glue stick, paint brush, pritt stick and scissors. Familiar role play and imaginative role play. Investigate how sounds can be changed through phonics and child initiated exploration.</p>	<p>Make own musical instruments and create different sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound. Can sing an array of songs and nursery rhymes. Can independently explain the texture of objects. Begin to move in time with music to the beat – The Grand Old Duke of York – marching beat. To be able to copy tapped out rhythms and then create own to be copied by other children, Build stories around toys. To use resources from both indoor and outdoor provision to create props for role play. To stack blocks bot horizontally and vertically – make a farm house and a barn.</p>	<p>Creating own songs and music Introducing storylines/narratives to role play Uses movement to express feelings through a range of different medias. Can creates movement in response to music independently. Beginning to make up rhythms. Is able to use various construction materials independently in all areas of provision.</p>
<p>Visit(s)</p>	<p>Horton Park</p>	<p>Cannon Hall Farm</p>	<p>Eureka</p>

