




Nursery Curriculum Overview

Curriculum Overview for Nursery

A u t u m n	This term our theme is - People (Autumn 1-Myself and Autumn 2-Celebrations)	
	Communication and Language	
	Listening, Attention and Understanding	Speaking
	<p>Listening walk</p> <p>Listening to stories e.g. 'Hugless Douglass'</p> <p>Circle time e.g. introducing ourselves</p> <p>Discussions and asking questions e.g. about stories</p> <p>Understanding and answering questions</p> <p>Following simple instructions e.g. put your coat on before going outside</p> <p>Retelling stories e.g. our favourite stories</p> <p>Nursery Rhymes</p> <p>Listening games, parachute games</p> <p>Rhyming stories e.g. 'Room on the Broom'</p> <p>Wellcomm Communication</p>	<p>Myself and my family</p> <p>Role play activities e.g. home corner</p> <p>Holding conversations with adults and peers</p> <p>Using sentences when talking</p> <p>Using talk to organise ourselves and our play</p> <p>Sing songs, Christmas performance</p>
		
	Development Matters 3-4 years	
<ul style="list-style-type: none"> ● Enjoy listening to longer stories and can remember much of what happens ● Can find it difficult to pay attention to more than one thing at a time ● Use a wide range of vocabulary ● Understand a question or instruction that has two parts, such as 'Get your coat and wait at the door.' ● Understand why questions like: 'Why do you think the caterpillar got so fat?' ● Sing a large repertoire of songs ● Know many rhymes, be able to talk about familiar books, and be able to tell a long story. ● Develop their communication, but may continue to have problems with irregular tenses and plurals such as 'runned' for 'ran' ● May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl' or 'planetarium' ● Use longer sentences of four to six words ● Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions ● Can start a conversation with an adult or a friend and continue it for many turns ● Use talk to organise themselves and their play: 'Let's go on a bus...you sit there..I'll be the driver.' 		
Personal, Social and Emotional Development		
<p>Settling in to new setting e.g. 'Luu's First Day'</p> <p>Nursery rules and routines</p>		

Washing hands and using toilet independently
 Developing independence skills e.g. putting on outdoor clothes



Tidy up time, working as a team
 Selecting resources in provision areas
 Asking for help when needed
 Myself and my family

British Values

- Individual Liberty - self confidence, settling in
- Rule of Law - Nursery rules and routines

No outsiders

- 'You Choose' 'Hello, Hello' 'Blue Chameleon'

Jigsaw themes

- Being in my world, Celebrating difference

Self-regulation	Managing Self	Building Relationships
Sharing resources in provision areas Taking turns e.g. games and resources Jigsaw theme - Being me in my world	Our feelings and wellbeing 'The Worrysaurus' 'The Jar of Happiness' 'Kaya's Heart Song' Toileting and hand washing Developing independence Confidence in new situations e.g. Christmas performance	Being a good friend 'My Friend Bear' 'The Selfish Crocodile' Making a friendship web Playing with other children - extending and elaborating play ideas Jigsaw theme - Celebrating difference 'We are all different'

Development Matters 3-4 years

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.

- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be spiderman in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried.'
- Begin to understand how others might be feeling.

Physical Development

Gross Motor Skills

Hall games/Parachute games
 Outdoor play e.g. bikes and trikes
 Ball skills
 Dance and Movement e.g moving like fireworks
 Party games e.g. musical statues
 Collaborate with others e.g. to move large items outside and at tidy up time
 Meeting own care needs e.g. using toilet, washing hands
 Obstacle course, outside or in hall

Fine Motor Skills

Using tools e.g. scissors, paintbrush, glue stick or pencil
 Use a comfortable grip e.g. paint brushes, pencils
 Chopping food, Threading, Sewing
 Various craft activities
 Eating and drinking independently
 Lunch time
 Activities in provision areas e.g. small construction pieces




Development Matters 3-4 years

- Continue to develop their movement, balancing, riding (scooter, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.

- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing.

Literacy

Comprehension	Word Reading	Writing
<p>Book of the week e.g. 'First Day at Bug School' 'Pumpkin Soup' 'Room on the Broom' 'Autumn' (non fiction)</p> <p>Stories based on our theme e.g. Autumn stories</p> <p>Core books e.g. 'The Gruffalo' 'Mr Gumpy's outing'</p> <p>Read a story every day Children looking at books independently New vocabulary introduced Retelling stories - speaking and drama Stories with repetitive language Talking about the stories we have read</p>	<p>Sounds - environmental sounds (children, wind), sound discrimination, favourite sounds (kettle, guitar), story sounds ('Train Ride'), body percussion (slaps and claps), voice sounds (noises, talk, sing)</p> <p>Develop phonological awareness e.g. count and clap syllables in our name and simple words, spot rhyme</p> <p>Recognising rhyme and singing nursery rhymes and songs e.g. 'Wonky Donkey' 'Oi Frog!' 'Oi Dog!'</p> <p>Recognising our name e.g. registration Decorating our name</p> <p>Use of language in role play areas e.g. labels</p> <p>Understand the 5 concepts of print by talking about parts of books as we read them</p>	<p>Development of fine motor skills Activities to develop pencil grip e.g. using tweezers Recognising our name e.g. registration Decorating our name Tracing our name Mark making with different implements e.g. sticks in sand, fingers in foam Mark making with pencils - tracing lines, shapes, handwriting patterns</p>  <p>Development of gross motor skills (large muscle movements) e.g. outdoor play, movement in hall</p>

Development Matters 3-4 years

- Understanding the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother.

- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page: write 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

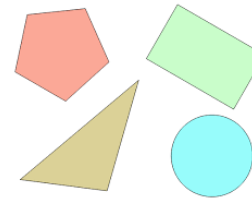
Mathematics

Number

Numerical Patterns

How many children in Nursery today?
 Number songs and rhymes
 Number of the week, from 1 to 10
 Number provision area, lots of different objects to count and sort
 Reciting numbers to 5
 Looking at a number line
 Recognising numerals, rhyme for each
 Subitising to 3 e.g. using dice and dots
 Rules of counting - 1 to 1 correspondence, numbers in same order, last number tells how many
 Counting items at tidy up time e.g. buckets in sand
 Number stories e.g. 'Father Christmas needs a wee.'
 Numicom in provision areas e.g. sand, printing, construction
 Numerals in the environment e.g. no 10 bus

Daily visual timetable e.g. what happens next
 Calendar - days of the week, date, month, season
 Using 2D shapes in pictures
 2D and 3D shapes in construction area
 Shapes in provision areas and Forest school
 Objects of different sizes in provision areas
 Repeating patterns - decorating wrapping paper and making patterns in Forest school




Development Matters 3-4 years

- Fast recognition of up to 3 objects, without having to count them individually (subitising).
- Recite numbers past 5.
- Say one number for each item in order:1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).
- Show 'finger numbers' up to 5.
- Link numerals and amounts:for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language; 'more than' 'fewer than.'
- Talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles, and cuboids) using informal and mathematical language: 'sides' 'corners' 'straight' 'flat' and 'round.'
- Understand position through words alone, e.g. 'The bag is under the table' - with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind.'
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones - an arch, a bigger triangle etc.

- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy' 'spotty' 'blobs' etc.
- Extend and create ABAB patterns - stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first' 'then' ...

Understanding the World

Past and Present	People, Culture and Communities	The Natural World
<p>Myself - my life and my family Talking about family e.g. 'The Family Book' Self portraits, painting, drawing and loose parts Family traditions e.g. Diwali, Christmas</p> 	<p>Myself, my life story, and my family Halloween/Bonfire Night Children in Need Developing positive attitudes about difference between people e.g. stories 'We are all different' Small world play e.g. dolls house, fire station</p> <p>RE</p> <ul style="list-style-type: none"> - Myself - me and my family, things I like - Special times - celebrations, Diwali, Christmas, birthdays - Books about Diwali and Christmas Story and Nativity scene 	<p>Explore school outdoor area Autumn - observational walk e.g. talk about and draw what we see 'Goodbye Summer, Hello Autumn' Autumn ingredients in cooking e.g. pumpkin and apples Collect natural objects for Natural artwork and Autumn collage Hands on exploration of natural materials e.g. making shapes and repeating patterns Forest school activities e.g. making a broomstick 'Room on the Broom'</p>

Development Matters 3-4 years

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts and Design

Creating with Materials	Being Imaginative
<p>Explore resources and materials in creative provision area Self portrait using paints and loose parts</p>	<p>Role play school and home corner Looking after babies and pets</p>

Observational drawing e.g. natural objects, ourselves in the mirror
Using natural materials e.g. Autumn collage
Decorate our name
Bonfire Night artwork using paint
Artwork using 2D shapes e.g. picture of ourselves
Artwork using repeating patterns e.g. wrapping paper
Rangoli patterns at Diwali
Using clay e.g. Christmas decoration

Watercolour painting - Georgia O'Keefe
- painting using colour and shape

DT
- practising sewing skills e.g. sewing squares
- joining skills - when junk modelling
- cooking - using pumpkins and apples

Small World play - building narratives around our play e.g. dinosaurs, people
Singing songs and Nursery rhymes
Movement and dance e.g. moving like fireworks

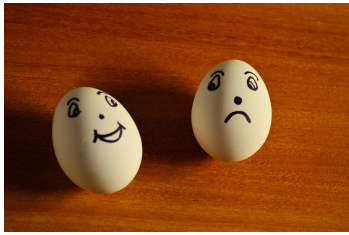
Music
- Christmas songs for performance
- exploring instruments and listening to sounds



Development Matters 3-4 years

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person (pitch match).
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

S p r i n g	This term our Theme is - Changes (Spring 1-Materials and Spring 2-Lifecycles)		
	Communication and Language		
	Listening, Attention and Understanding		Speaking
	Developing our attention e.g. short learning sessions, longer stories Listening to longer stories and talking about what happens e.g. 'Growing Frogs' Expressing a point of view e.g. my favourite food or story 'You Choose' Following instructions e.g. when making something or playing games in the hall Understanding why questions e.g. when talking about materials, 'Why does the ice melt?' Singing songs, nursery rhymes and reading rhyming stories Developing vocabulary e.g. materials are strong, weak, hard, solid, liquid		Oral rehearsing of sentences e.g. describing pictures Saying sentences of 4-6 words e.g. during role play and circle time discussions Using a range of tenses e.g. retelling events, what we will do in the holidays Opportunities to use new vocabulary e.g. enhancements in provision areas
	Development Matters 3-4 years		
	<ul style="list-style-type: none"> ● Enjoy listening to longer stories and can remember much of what happens ● Can find it difficult to pay attention to more than one thing at a time ● Use a wide range of vocabulary ● Understand a question or instruction that has two parts, such as 'Get your coat and wait at the door.' ● Understand why questions like: 'Why do you think the caterpillar got so fat?' ● Sing a large repertoire of songs ● Know many rhymes, be able to talk about familiar books, and be able to tell a long story. ● Develop their communication, but may continue to have problems with irregular tenses and plurals such as 'runned' for 'ran' ● May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl' or 'planetarium' ● Use longer sentences of four to six words ● Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions ● Can start a conversation with an adult or a friend and continue it for many turns ● Use talk to organise themselves and their play: 'Let's go on a bus...you sit there..I'll be the driver.' 		
	Personal, Social and Emotional Development		
	British Values - Democracy <ul style="list-style-type: none"> - Making decisions - voting on activities and choosing favourites - Individual Liberty - our feelings and developing responsibility Jigsaw themes <ul style="list-style-type: none"> - Dreams and goals - Healthy Me 		
	Self-regulation	Managing Self	Building Relationships
	Solving conflicts by talking (using words) and sharing resources. Developing vocabulary to talk about feelings.	Developing Responsibility - looking after my things e.g. school jumper Develop sense of responsibility and membership of community e.g. looking after Nursery and our resources together, looking after caterpillars.	Playing with peers in provision areas e.g. role play. Play with friends developing play ideas together e.g. going on a bus.



Continue to develop independence skills.

Solving conflicts by talking (using words) and sharing resources.
 Become more outgoing with unfamiliar people e.g. visitors to setting.
 Working together as a team e.g. tidying up, building something large outside, looking after caterpillars.

Development Matters 3-4 years

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be spiderman in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried.'
- Begin to understand how others might be feeling.

Physical Development

Increasingly independent with care needs e.g. using toilet and washing hands

Make healthy choices about food, drink and activity

Gross Motor Skills

Making lines and circles - moving with ribbons
 Movement to music e.g. moving like caterpillars and butterflies, Dragon dancing
 Obstacle courses and Easter egg hunt
 Gross motor writing project activities in hall e.g. donkey kicks, making a bridge
 Write Dance activities - making marks to music
 Outdoor activities e.g. large construction and loose parts, riding bikes and trikes, running.
 Party games e.g. simon says and musical statues

Fine Motor Skills

Developing fine motor with activities such as: using tweezers, peg boards, threading keys, ripping and scrunching paper.
 Using tools e.g. scissors, paintbrush, glue stick or pencil
 Threading, Sewing, Various craft activities
 Mark making - tracing handwriting patterns
 Developing pencil grip when mark making and tracing name
 Using comfortable grip when writing e.g. name in Easter card
 Show a preference for a dominant hand
 Getting dressed independently e.g. coats, shoes, wellies
 Dough disco - manipulating dough to music.




Development Matters 3-4 years

- Continue to develop their movement, balancing, riding (scooter, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing.

Literacy

Comprehension	Word Reading	Writing
Book of the week e.g. 'Snowball' 'Biscuit Bear' 'Empty Pot' 'The Butterfly Bouquet' Stories based on our theme e.g. 'Munching Crunching caterpillar' 'Eddie's Garden' Non-fiction - Frog life cycle Core books e.g. 'The very hungry caterpillar'	Develop phonological awareness e.g. count and clap syllables in our name and simple words, spot rhyme Understand the 5 concepts of print by talking about parts of books as we read them RWI Nursery activities RWI picture cards Fred Talk activities e.g. Fred's fridge Develop phonological awareness - recognise words with same initial sound	Writing modelled as much as possible Tracing name Writing name and counting letters e.g. name on caterpillar Continue development of fine motor skills Mark making with pencils - tracing lines, shapes, handwriting patterns Continue development of gross motor skills e.g. Write Dance - story, movement, music and mark making

<p>'Pants'</p> <p>Read a story every day New vocabulary introduced Retelling stories - speaking and drama Talking about the stories we have read</p> <p>Children looking at books independently</p> <p>World Book Day - reading activities and favourite stories</p>		<p>Using tripod grip in artwork e.g. observational drawing Using different tools e.g. pastels, chalks</p>
--	---	---

Development Matters 3-4 years

- Understanding the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother.
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page: write 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Mathematics

Number	Numerical Patterns
<p>Number of the week (1 - 10) The story of each number e.g. numeral, numicon, subitise, shape, objects, examples of number in real life, number collage, using fingers Number songs and stories e.g. 'Spinderella', 'Ten dinosaurs' Use numbers in art activities e.g. spiders with 8 legs Introduce number line (1 - 10) Numerals and numicon in provision areas</p>	<p>Building with 3D shapes and box modelling Introduce 3D shapes, talk about them with informal and mathematical language e.g. solid, faces. Printing with numicon - patterns in numbers Comparing size and length of objects e.g. dinosaurs, 'Goldilocks and the 3 Bears' Weighing objects e.g. heavy and light Understanding capacity e.g. is your cup full or empty at snack time Using Positional language e.g. put teddy under the chair Link shape to number of the week e.g. 3 and triangle Being an Artist - Mondrian - using 2D shapes in our artwork</p>



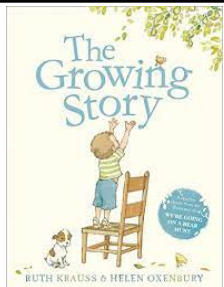
Using 2D shapes to make a picture
 Using ordinal numbers e.g. Chinese New Year story, who came 1st?
 Matching patterns on eggs on the Easter egg hunt

Development Matters 3-4 years

- Fast recognition of up to 3 objects, without having to count them individually (subitising).
- Recite numbers past 5.
- Say one number for each item in order:1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).
- Show 'finger numbers' up to 5.
- Link numerals and amounts:for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language; 'more than' 'fewer than.'
- Talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles, and cuboids) using informal and mathematical language: 'sides' 'corners' 'straight' 'flat' and 'round.'
- Understand position through words alone, e.g. 'The bag is under the table' - with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind.'
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones - an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy' 'spotty' 'blobs' etc.
- Extend and create ABAB patterns - stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first' 'then' ...

Understanding the World

Past and Present	People, Culture and Communities	The Natural World
Changes - ourselves 'Growing Story'	Interest in different occupations - fire fighter, farmer Interest in different countries and locations e.g. Arctic and Antarctic Lunar New Year - story, dancing, music, food, China RE - My special things - favourite preset, favourite story, favourite people - Friendship - playing together, stories (My friend bear),	'Goodbye Autumn, Hello Winter.' Observational walks - Winter and Spring Changes - ourselves - 'The Growing Story' Changes - life-cycles - butterfly and frog and sunflower - 'Growing Frogs' 'Butterfly Bouquet'



c

Special Times - Easter/Mothers Day



Changes - materials - ice/water - baking, ingredients
 Explore materials with similar and different properties e.g. solid/liquid, heavy/light, float/sink

Exploring different forces e.g. wind and kites, gravity and marble run, magnets
 Looking at How things work e.g. mechanical toys
 Growing and Planting seeds - 'The Tiny Seed' and 'Sunflowers'
 Minibeasts - 'The Very Lazy Ladybird'
 Forest school activities e.g. mini beast hunt
 Different weather e.g. 'Snowball' 'Eddie's Garden'

Development Matters 3-4 years

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts and Design

Creating with Materials

Being Imaginative

Colour changes and colour mixing e.g. hand prints
 Winter artwork using mixed media
 Winter and Easter crafts
 Talking about the different materials we use e.g. paint, paper, cardboard, embellishments, chalk, pastels
 Observational drawing with increasing complexity and detail e.g. spring flowers
 Painting spring flowers - observe, draw, paint (think colour and shape)

Develop own ideas and then decide which materials to use to express them e.g. showing different emotions in drawings
 Role play activities
 Music - Lunar New Year - drumming and dragon dancing

<p>Being an artist - Piet Mondrian - using 2D shapes and primary colours in art Using patterns in artwork e.g. pattern on Easter egg</p> <p>DT</p> <ul style="list-style-type: none"> - ingredients change when cooking e.g. biscuits - joining materials e.g. junk modelling 	 <p>- playing instruments to express feelings - 'I am the music man'</p>
---	--

Development Matters 3-4 years

- | | |
|--|--|
| | <ul style="list-style-type: none"> ● Take part in simple pretend play, using an object to represent something else even though they are not similar. ● Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc ● Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. ● Explore different materials freely, in order to develop their ideas about how to use them and what to make. ● Develop their own ideas and then decide which materials to use to express them. ● Join different materials and explore different textures. ● Create closed shapes with continuous lines, and begin to use these shapes to represent objects. ● Draw with increasing complexity and detail, such as representing a face with a circle and including details. ● Use drawing to represent ideas like movement or loud noises. ● Show different emotions in their drawings and paintings, like happiness, sadness fear etc. ● Explore colour and colour-mixing. ● Listen with increased attention to sounds. ● Respond to what they have heard, expressing their thoughts and feelings. ● Remember and sing entire songs. ● Sing the pitch of a tone sung by another person (pitch match). ● Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. ● Create their own songs, or improvise a song around one they know. ● Play instruments with increasing control to express their feelings and ideas. |
|--|--|

S u m m e r	This term our Theme is - Place (Summer 1-Animals and Summer 2-Environment)	
	Communication and Language	
	Listening, Attention and Understanding	Speaking
	<p>Listen to longer stories and remember what happens.</p> <p>Explains own knowledge and understanding in discussions 1 to 1 or in a small group.</p> <p>Is able to listen and focus during short learning times e.g. phonics and maths.</p>	<p>Express a point of view and debate when they disagree e.g. our favourite stories or food</p> <p>Engage in extended conversations with adults about stories, learning new vocabulary.</p> <p>Use new vocabulary in speech.</p> <p>RWI PLanned talk Nursery activities.</p> <p>Express a view on things they have enjoyed in Nursery - child's voice.</p> <p>Sing songs in POPFEST performance.</p>

Development Matters 3-4 years

- Enjoy listening to longer stories and can remember much of what happens
- Can find it difficult to pay attention to more than one thing at a time
- Use a wide range of vocabulary
- Understand a question or instruction that has two parts, such as 'Get your coat and wait at the door.'
- Understand why questions like: 'Why do you think the caterpillar got so fat?'
- Sing a large repertoire of songs
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals such as 'runned' for 'ran'
- May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl' or 'planetarium'
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions
- Can start a conversation with an adult or a friend and continue it for many turns
- Use talk to organise themselves and their play: 'Let's go on a bus...you sit there..I'll be the driver.'

Personal, Social and Emotional Development

British Values

- mutual respect and tolerance for those with different faith

Develop positive attitudes about the differences between people. No outsiders 'Blue Chameleon'

Jigsaw themes

- Relationships
- Changing me

Transition activities - to get ready for Reception.

Self-regulation	Managing Self	Building relationships
Understanding how others may be feeling - using different scenarios. Understand why Nursery rules are important e.g. keeping safe, no accidents.	Finding solutions to conflicts and rivalries e.g. sharing, timing, talking Talk to others to solve conflicts - using our words and asking for help. Learn appropriate ways to be assertive - role play and model language used. Confidence in new social situations e.g. POPFEST performance	Read together - 'Blue Chameleon'

Development Matters 3-4 years

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.

- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be spiderman in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried.'
- Begin to understand how others might be feeling.

Physical Development

Gross Motor Skills

Small group activities to develop gross motor skills e.g. develop core strength
 Continue to develop gross motor skills e.g. write Dance, obstacle course
 Sports Day activities e.g. throwing, kicking, jumping, obstacle course, balancing, running
 Dance and movement - remember a sequence e.g. POPFEST, moving like sea creatures
 Take part in team games in hall and outside e.g. what time is it Mr Wolf, passing ball around a circle
 Handwriting - correct sitting position

Fine Motor Skills


Small group activities to develop fine motor skills e.g. using tweezers, pegs in boards
 Continue to develop fine motor skills e.g. dough disco
 Tracing and writing own name using comfortable grip.
 Handwriting - pencil grip when writing letters



Making healthy choices e.g. reading stories, discussions at snack

Development Matters 3-4 years

- Continue to develop their movement, balancing, riding (scooter, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing.


Literacy		
Comprehension	Word Reading	Writing
Book of the week (based on our themes) e.g. 'Walking Through the Jungle' 'Tree' 'We're going on a Bear Hunt' 'I love my daddy' 'Honey Biscuits' Use story maps to retell stories e.g. 'Bear Hunt' Non fiction books about our topic	Read Write Inc - speed sounds Oral blending and Fred Talk Word time - reading simple words Blending and reading CVCs Introduce Ditty Books 	Letter formation - pencil grip and sitting position Segmenting and writing CVCs based on sound of the week e.g. bin Practise tracing and writing name every day Model writing lists and simple sentences Physical development interventions
Development Matters 3-4 years		
<ul style="list-style-type: none"> Understanding the five key concepts about print: <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page: write 'm' for mummy. Write some or all of their name. Write some letters accurately. 		
Mathematics		
Number	Numerical Patterns	
Comparing quantities - using many and few Different ways to make each number e.g. 2 lots of 5 in 10. Solving real life word problems with numbers to 5 e.g. people getting onto a bus. Number line 1 to 20 (teen numbers) Number resources in provision areas	Beebots - program using positional words and follow a route. Introduce routes e.g. story map, drama, beebots, obstacle course Describing a familiar route - 'Rosie's Walk' 'We're going on a bear hunt' Using shapes - hexagons in beehive Talking about patterns in Forest school Artist - Yayoi Kusama - using dots to make patterns	

Talking about a sequence of events e.g. things we do in school or things we do at bedtime.

Development Matters 3-4 years

- Fast recognition of up to 3 objects, without having to count them individually (subitising).
- Recite numbers past 5.
- Say one number for each item in order:1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).
- Show 'finger numbers' up to 5.
- Link numerals and amounts:for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language; 'more than' 'fewer than.'
- Talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles, and cuboids) using informal and mathematical language: 'sides' 'corners' 'straight' 'flat' and 'round.'
- Understand position through words alone, e.g. 'The bag is under the table' - with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind.'
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones - an arch, a bigger triangle etc.
- Talks about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy' 'spotty' 'blobs' etc.
- Extend and create ABAB patterns - stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first' 'then' ...

Understanding the World

Past and Present	People, Culture and Communities	The Natural World
<p>Show an interest in different occupations e.g. small world</p> <p>Talking about holidays we have been on.</p> 	<p>Know that there are different countries e.g. jungle (Africa), farm (UK), sea side (Spain)</p> <p>Know differences between environments e.g. 'Handa's Surprise' setting and Poppleton.</p> <p>The environment where we live and our school.</p> <p>Different environments e.g. farm, jungle, sea, forest.</p> <p>Drawing what we see e.g. trees, tractor birds, fence</p> <p>Father's Day</p> <p>RE</p>	<p>Animal Habitats e.g. jungle or under the sea</p> <p>Respect and care for the natural world e.g. 'Somebody swallowed Stanley'</p> <p>Farm - 'What the Ladybird Heard'</p> <p>Under the Sea - 'Commotion in the Ocean'</p> <p>Bees and Honey</p> <p>Investigating shadows</p> <p>Summer - observational walk</p> <p>Planting and growing</p>

- The Natural world - growing and planting, Forest school, animals, different environments
- Our community - our village, our school, moving on,

Development Matters 3-4 years

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts and Design

Creating with Materials

Being Imaginative

Printing using objects e.g. animal feet
 Drawing around shadows
 Summer Process Art
 Being an artist like Yayoi Kusama - painting using dots, painting sculptures with



dots
 3D model - using clay then paint with dots
 Colour mixing for Father's Day card
 Natural artwork in Forest school

Music - remember and sing entire songs - POPFEST performance

- create their own songs
- play instruments with increasing control to express feelings and ideas



Development Matters 3-4 years

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person (pitch match).
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.