

Curriculum Overview for Nursery Spring 2020-2021

<p>Why is it cold in winter?</p> <ul style="list-style-type: none"> • Food tasting <p>What is your super power?</p> <ul style="list-style-type: none"> • Ice shapes • Shiny/dull—sorting • Design own mittens / jumper. Early mark making <ul style="list-style-type: none"> • Snow bears Surprise and Supertato—Tales toolkits, sequencing • Story sacks—Penguin Small, Little Penguin Lost, Little Penguin • Pack a bag—winter/ outdoors/jungle /cold place • Exploring ice, melting, painting, tools to chip/hammer <p>Exploring other cultures— Chinese New Year– Food tasting, Chinese culture and dancing.</p>		<p>PD Health and self care 22-36M</p> <ul style="list-style-type: none"> 13. Clearly communicates their need for potty or toilet. 14. Beginning to recognise danger and seeks support of significant adults for help. 15. Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. 16. Beginning to be independent in self-care, but still often needs adult support. 	<p>Maths—shape, space and measure 22-36M</p> <ul style="list-style-type: none"> 7. Notices simple shapes and patterns in pictures. 8. Beginning to categorise objects according to properties such as shape or size. 9. Begins to use the language of size. <p>30-50M</p> <ul style="list-style-type: none"> 14. Shows an interest in shape and space by playing with shapes or making arrangements with objects. 17. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
<p>CL Listening and attention</p> <p>22-36M</p> <ul style="list-style-type: none"> 1. Listens with interest to the noises adults make when they read stories. 2. Shows interest in play with sounds, songs and rhymes. <p>30-50M</p> <ul style="list-style-type: none"> 2. Listens to stories with increasing attention and recall. 3. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories 	<p>Understanding 22-36M</p> <ul style="list-style-type: none"> 6. Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' 8. Developing understanding of simple concepts (e.g. big/little). <p>30-50M</p> <ul style="list-style-type: none"> 6. Understands use of objects (e.g. "What do we use to cut things?") 8. Responds to simple instructions, e.g. to get or put away an object. <p>Speaking 22-36M</p> <ul style="list-style-type: none"> 13. Uses a variety of questions (e.g. what, where, who). 14. Uses simple sentences (e.g. 'Mummy going to work.') <p>Beginning to use word endings (e.g. going, cats).</p> <p>30-50M</p> <ul style="list-style-type: none"> 10. Beginning to use more complex sentences to link thoughts (e.g. using and, because). 11. Can retell a simple past event in correct order (e.g. went down slide, hurt finger). 12. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. 	<p>Literacy—Reading 30-50M</p> <ul style="list-style-type: none"> 5. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 6. Beginning to be aware of the way stories are structured. 7. Suggests how the story might end. 8. Listens to stories with increasing attention and recall. 	<p>UTW The world 30-50M</p> <ul style="list-style-type: none"> 6. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 7. Can talk about some of the things they have observed such as plants, animals, natural and found objects.
<p>PSED 22-36M</p> <ul style="list-style-type: none"> 6. Expresses own preferences and interests. 9. Responds to the feelings and wishes of others. 10. Aware that some actions can hurt or harm others. 11. Tries to help or give comfort when others are distressed <p>30-50M</p> <ul style="list-style-type: none"> 11. Aware of own feelings, and knows that some actions and words can hurt others' feelings. 12. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. 	<p>PD Moving and handling 30-50M</p> <ul style="list-style-type: none"> 1. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. 2. Mounts stairs, steps or climbing equipment using alternate feet. 4. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. 6. Can catch a large ball. 	<p>Literacy—Writing 22-36M</p> <ul style="list-style-type: none"> 4. Distinguishes between the different marks they make. <p>30-50M</p> <ul style="list-style-type: none"> 17. Sometimes gives meaning to marks as they draw and paint. 18. Ascribes meanings to marks that they see in different places. 	<p>EAD 30-50M</p> <ul style="list-style-type: none"> 2. Sings a few familiar songs 3. Beginning to move rhythmically. 4. Imitates movement in response to music. 5. Taps out simple repeated rhythms. 6. Explores and learns how sounds can be changed. 7. Explores colour and how colours can be changed.
		<p>Maths—Number 22-36M</p> <ul style="list-style-type: none"> 1. Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. 2. Recites some number names in sequence. <p>30-50M</p> <ul style="list-style-type: none"> 3. Recites numbers in order to 10. 4. Knows that numbers identify how many objects are in a set. 	<p>Skills and main focus</p> <ul style="list-style-type: none"> Snipping Pencil control Pencil grip Initial sounds Listening skills Positional language—on, in, top, under