



## Curriculum Overview 2019-20

Year: Nursery

*'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'*

### All about me

<p><b>PSED</b></p> <p><b>22-36</b>-Separates from main carer with support and encouragement from familiar adult.            -Interested in others' play and starting to join in.            -Shows understanding and co-operates with some boundaries and routines.</p> <p><b>30-50</b>-Can select and use activities and resources with help.            -Initiates play, offering cues for peers to join them.            -Keeps play going by responding to what others are saying or doing.            -Is more outgoing towards unfamiliar people and more confident in new situations.            -Confident to talk to other children when playing            -Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p>	<p><b>CAL</b></p> <p><b>22-36</b>-Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.            -Understands more complex sentences.            -Understands 'who', 'what', 'where' in simple questions.            -Developing understanding of simple concepts (eg <i>big/little</i>).            -Uses language as a powerful means of widening contacts, sharing feelings, experiences and thought.            -Holds a conversation, jumping from topic to topic.            -Learns new words very rapidly and is able to use them in communicating.</p> <p><b>30-50</b>-Uses simple sentences (eg <i>'Mummy gonna work'</i>). - Responds to simple instructions, eg to get or put away an object.            -Listens to others one to one or in small groups, when conversation interests them.</p>	<p><b>PD</b></p> <p><b>22-36</b>-Turns pages in a book, sometimes several at once.            -Shows control in holding and using jugs to pour, hammers, books and mark-making tools.            -Beginning to use three fingers (tripod grip) to hold writing tools.            -Imitates drawing simple shapes -Clearly communicates their need for potty or toilet.            -Beginning to recognise danger and seeks support of significant adults for help.            -Helps with clothing, eg puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.            -Beginning to show independence in self care, but often still needs adult support. eg such as circles and lines.            -May be beginning to show preference for dominant hand.</p> <p><b>30-50</b>-Moves freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, sliding and hopping. , running, jumping, skipping            -Draws lines and circles using gross motor movements.            -Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p>
<p><b>Literacy</b></p> <p><b>22-36</b>-Has some favourite stories, rhymes, songs, poems or jingles.            -Repeats words or phrases from familiar stories.</p>	<p><b>Mathematics</b></p> <p><b>22-36</b>-Selects a small number of objects from a group when asked, for example 'please give me one', 'please give me two'.            -Recites some number names in sequence.            -Uses language of quantities such as 'more' and 'a lot'.</p>	<p><b>Expressive arts</b></p> <p><b>22-36</b>-Joins in singing favourite songs.            -Creates sounds by banging, shaking, tapping or blowing.            -Shows an interest in the way musical instruments sound.</p>

<p>-Fills in the missing word or phrase in a known rhyme, story or game, eg 'Humpty Dumpty sat on a....' -Distinguishes between the different marks they make.</p> <p><b>30-50</b> -Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>-Listens to stories with increasing attention and recall. - Looks at books independently.</p> <p>-Handles books carefully.</p> <p>-Knows information can be relayed in the form of print.</p> <p>-Holds books correct way up and turns pages.</p> <p>-Sometimes gives meaning to marks as they draw and paint.</p> <p>-Ascribes meanings to marks that they see in different places.</p>	<p>- Notices simple shapes n the environment.</p> <p>-Beginning to categorise objects according to properties such as shape or size.</p> <p>-Begins to use the language of size.</p> <p><b>30-50</b>-Uses some number names and number language spontaneously.</p> <p>-Uses some number names accurately in play.</p> <p>-Recites numbers in order to 10.</p> <p>-Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>-Shows awareness of similarities of shapes in the environment.</p>	<p>-Experiments with blocks, colours and marks. -Beginning to use representation to communicate, eg drawing a line and saying 'that's me'.</p> <p>-Beginning to make-believe by pretending.</p> <p><b>30-50</b>-Enjoys joining in with dancing and ring games.</p> <p>-Sings a few familiar songs. -Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>-Realises tools can be used for a purpos Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>-Engages in imaginative role play based on first hand experiences.</p>
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**Understanding the world**

**22-36**-Has sense of own immediate family and relations.

-In pretend play, imitates everyday objects and actions and events from own family and cultural background, eg making and drinking tea.

-Beginning to have their own friends.

-Learns that they have similarities and differences that connect them to, and distinguish them from, others. -

-Enjoys playing with small-world models such as a farm, a garage, or a train track.

-Seeks to acquire basic skills in turning on and operating some ICT equipment.

-Operates mechanical toys, eg turns the knob on a wind-up toy or pulls back on a friction car.

**30-50** -Shows an interest in the lives of other people who are familiar to them.

-Remembers and describes special times or events for family or friends.

-Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

-Shows an interest in technical toys with knobs or pulleys, or real objects such as cameras or mobile phones.

-Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images.

Autumn 1	Focus the of week	Activities	Learning Objectives	Extend	Simplify	Key vocabulary
Week 1/2	Me	Identifying photos of themselves. Finding and comparing facial features eg eye colour/ number	I can find me. I can talk about what I look like.	Own names Why the same/different?	Limit choice Visual clues. Using gestures.	-body part -names -colours -numbers

		of ears. Talk about same and different Finding photos of their features. Matching parts of a face to make a complete one	I can say what colour/how many. I can say what is the same/different.	Talk about others		
Week 3	Family members	Talk about my home Who lives in my home – paint/draw/ collage. Role play area – home corner. Name family members Dolls houses – small world Using characters from stories to name family members	I can talk about my family. I can name the people in my family. I can say how they are related to me? I can paint/draw my family. I can say what/who I am painting/drawing. I can name families members. I can compare family members.	Ask questions  Give meaning to marks  Extend to experiences with families.	Support mark making. Visual clues. Practical resources	-family members -older -younger -size
Week 4	What is special about my family?	Talk about and describe family members – describe and make marks. Global learning Is this a family? activity Role play and dressing up Talk about different relationships – roles in the home Read books about different families Different family members –size puzzles.	I can pretend I can say who I am pretending to be. I can name members of other families. I can compare families in pictures and books. I can compare the size of family members.	Ask questions  Give meaning to marks  Order by size  Comparative language	Make marks with support Order to 4/5	big /small older younger numbers  family members names  household objects

Week 5	What is my house made of?	<p>Exploring materials. Walk around school to look at bricks, tiles, windows.</p> <p>Look at pictures of houses to identify features.</p> <p>Counting features – windows, doors etc.</p> <p>Books about different houses and homes.</p> <p>Make model homes from boxes</p>	<p>I can name the parts of a house.</p> <p>I can compare houses.</p> <p>I can talk about my house.</p> <p>I can count features on a home.</p> <p>I can use tools for a purpose.</p> <p>I can create.</p>	<p>Ask questions</p> <p>Respond to why questions</p> <p>Count beyond 10</p>	<p>Visual clues</p> <p>Choices</p> <p>Supporting practical counting</p>	<p>bricks</p> <p>roof</p> <p>window</p> <p>tiles</p> <p>bricks</p>
Week 6/7	The 3 Little Pigs	<p>What are their homes made from.</p> <p>Explore the resources – which is the best?</p> <p>Collage homes.</p> <p>Retell the story.</p> <p>Talk for writing</p> <p>Drawing pigs.</p>	<p>I can talk about the parts of a house.</p> <p>I can say what the house is made of.</p> <p>I can stick.</p> <p>I can tell a story.</p> <p>I can make marks for a purpose.</p> <p>I can say what I am drawing</p>	<p>Asking questions</p> <p>Making predictions</p> <p>Retelling story</p> <p>Naming features of pigs</p>	<p>Remembers phrases from story.</p> <p>Repeating vocab.</p> <p>Visual clues</p> <p>Choices</p>	<p>straw</p> <p>bricks</p> <p>sticks</p> <p>build</p> <p>phrases from story</p>