

Curriculum Overview for Nursery Spring 2022-23

<p><u>What jobs do grown ups do?</u></p> <p>Quality texts: Dazzling Diggers, Patrolling Police Cars, Awesome Ambulance, Tough Trucks, Tremendous Tractors, Flashing Fire Engines, Let's go by Bus, Diggers at Work. Fireman Sam books, A range of non-fiction texts based on specific occupations.</p> <p>Key focus— role play skills, speech and language development, elaborate play, develop friendships, understand occupations.</p> <p><u>What do you see under the sea?</u></p> <p>Quality texts: Under the Sea, Super Submarines, Barry the Fish With Fingers, The Shark in the Dark, Bright Stanley, Rainbow fish, Shark in the Park</p>	<p>Key focus - patterns, rhyming words, knowledge of what lives under the sea, descriptions of sea creatures.</p> <p><u>Who lives on the farm?</u></p> <p>Quality texts: Old Macdonald Had a Farm, Who's on the Farm? Noisy Farm, Duck in the Truck, Farmyard Hullabaloo.</p> <p>Key focus: role of a farmer, food that grows on a farm, food tasting, life cycles.</p>	<p><u>What changes in Spring?</u></p> <p>Quality texts: The Ugly Duckling, Guess How Much I Love you in Spring, The Hungry Caterpillar, Jack and the beanstalk, Jasper's Beanstalk, The Tiny Seed.</p> <p>Key focus— signs of Spring, weather, appropriate clothing, Easter, new life, life cycles, growing seeds, family celebrations.</p>	<p><u>Gross motor</u></p> <p>Clap and stamp to music</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them</p> <p>Enjoy starting to kick, throw and catch balls</p> <p>Skip, hop, stand on one leg and hold a pose for a game like magical statues</p> <p>Use large muscle movements to wave flags and streamers, paint and make marks</p>	<p><u>Fine motor</u></p> <p>Eat finger food and develop likes and dislikes.</p> <p>Try a wider range of foods with different tastes and textures.</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Make snips using scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Make healthy choices about food, drink, activity and tooth-brushing.</p>
<p><u>PSED</u></p> <p>Develop friendships with other children</p> <p>Develop appropriate ways of being assertive.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p> <p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>Safely explore emotions beyond their normal range through play and stories</p> <p>Begin to understand how others might be feeling</p>	<p><u>Writing</u></p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p> <p>Write some or all of their name.</p>	<p><u>Number</u></p> <p>Take part in finger rhymes with numbers.</p> <p>Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Experiment with their own symbols and marks as well as numerals.</p>	<p><u>Numerical Patterns</u></p> <p>Complete inset puzzles.</p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>Notice patterns and arrange things in patterns.</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p>
<p><u>Communication and language</u></p> <p>Listen to other people's talk with interest but can easily be distracted by other things.</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat? Sing a large repertoire of songs.</p>	<p><u>Speaking</u></p> <p>Use intonation, pitch and changing volume when 'talking'.</p> <p>Use the speech sounds p, b, m, w. · Are usually still learning to pronounce: - /r/w/y, f/th, s/sh/ch/dz/j, multi-syllabic words such as 'banana' and 'computer'</p> <p>Use a wider range of vocabulary</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p>	<p><u>Creative with Materials</u></p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make</p> <p>Explore colour and colour-mixing</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p>	<p><u>Understanding of the world</u></p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p><u>Being Imaginative</u></p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p> <p>Use their imagination as they consider what they can do with different materials</p> <p>Remember and sing entire songs.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>
		<p><u>Characteristics of Learning</u></p> <p>Playing and exploring Showing curiosity about objects, events and people. Using senses to explore the world around them. Engaging on open ended activities. Showing particular interests. Pretending things are from their experience. Representing their experiences in play. Initiating activities. Showing a 'can do' attitude. Active Learning - Maintaining focus on their activity for a period of time. Showing high levels of energy, fascination. Not easily distracted. Paying attention to detail. Showing satisfaction in meeting their own goal. Being proud of how they have accomplished something. Creative and Critical Thinking. Thinking of ideas. Finding ways to solve problems. Finding new ways to do things. Making links and noticing patterns in their experience</p>		