

MCPA's Nursery Curriculum

2022-2023

Term	Au 1	Au 2	Sp 1	Sp 2	Su 1	Su 2
Communication and Language	<p>Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Understand simple instructions 'line up', 'sit down', 'stop'.</p> <p>Use words to say how they are feeling such as happy, sad, tired, angry, excited.</p> <p>Show curiosity when looking at books.</p> <p>Join in with familiar songs/nursery rhymes.</p>	<p>Listen to simple stories with increased interest and showing curiosity in looking at the pictures.</p> <p>Use a wider range of vocabulary (for nouns and some adjectives related to colour or size)</p> <p>Understand simple questions about 'who', 'what' and 'where'.</p> <p>Listen to other peoples talk with increased interest and focus.</p> <p>Know some rhymes, and be able to tell a short story.</p>	<p>Listen to simple stories and understand what is happening, with the help of the pictures</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Sing a large repertoire of songs</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"</p> <p>Use longer sentences of four to six words.</p>	<p>Talk about what they think is happening when looking at a picture, where is he? What is she doing? How do you think he feels? How do you know that?</p> <p>Use a wide range of vocabulary to describe how things look, and feel.</p> <p>Start to develop a conversation, listening and responding appropriately.</p> <p>Develop their pronunciation of speech sounds r, j, th, ch, and sh when speaking (not recognising and identifying sounds).</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Use a wide range of vocabulary to describe how things look, smell, taste, feel and sound like.</p> <p>Develop their ability to pronounce multi-syllabic words such as 'hippopotamus'.</p>	<p>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.</p> <p>Start a conversation with an adult or a friend and continue it for many turns</p> <p>Pay attention to more than one thing at a time.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Begin to develop irregular tenses and plurals, such as 'ran' instead of 'runned'</p>
Personal Social and Emotional Development	<p>Be able to manage transitions, for example from their parent to their key person.</p> <p>Find ways to calm themselves, through being calmed and comforted by their key</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Develop friendships with other children.</p> <p>Is aware of own feelings and knows that some</p>	<p>Enjoys responsibility of carrying out small tasks.</p> <p>Talks confidently to other children when playing.</p> <p>Communicates freely about own home and community.</p>	<p>Initiates play, offering cues to peers to join in</p> <p>Responds to what others say or do and keeps play going.</p>	<p>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>Plays in a group, extending and elaborating play ideas.</p>	<p>Select and use activities and resources independently. This helps them to achieve a goal they have chosen.</p> <p>Feel confident when taken out around the local area, and enjoy</p>

	<p>person</p> <p>Learn to use the toilet independently</p> <p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p>	<p>actions and words can hurt others' feelings</p> <p>Selects and uses activities and resources with help.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities</p> <p>Welcomes and values praise for what they have done.</p>	<p>Shows confidence in asking adults for help</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Be increasingly able to talk about and manage their emotions.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Is more outgoing towards unfamiliar people, and more confident in new social situations</p>	<p>Understand how others might be feeling and demonstrate compassion.</p> <p>Understand why it is important to brush their teeth, and wash their hands thoroughly.</p>	<p>exploring new places with their key person.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Learn rules for, and ways of, keeping safe, including basic road safety and about people who can help them to stay safe.</p>
<p>3D PSHE Scheme (focussed sessions)</p>	<p>L1: <i>Let's Play Shops!</i> -Play with one or more other children, extending and elaborating play ideas.</p> <p>L2: <i>Who's Playing?</i> -Develop appropriate ways of being assertive. -Talk with others to solve conflicts.</p>	<p>L3: <i>It's Your Turn!</i> -Develop their sense of responsibility and membership of a community.</p> <p>L4: <i>Good Friends</i> -Become more outgoing with unfamiliar people, in the safe context of their setting.</p>	<p>L5: <i>Make Your Choice</i> -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.</p> <p>L6: <i>Odd Jobs</i> -Develop their sense of responsibility and membership of a community.</p> <p>L7: <i>Chatterbox</i> -Select and use activities and resources, with help when needed. This helps them to achieve a goal</p>	<p>L8: <i>Where I live</i> -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.</p> <p>L9: <i>Can you Help?</i> Develop appropriate ways of being assertive.</p> <p>L10: <i>Well Done</i> Select and use activities and resources, with help</p>	<p>L11: <i>A New Baby</i> -Show more confidence in new social situations</p> <p>L12: <i>Deaf Girl</i> -Begin to understand how others might be feeling</p> <p>L13: <i>Fair Shares</i> -Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-man in the game, and suggesting other ideas</p>	<p>L14: <i>The Pantomime</i> -Increasingly follow rules, understanding why they are important</p> <p>L15: <i>You Smell</i> -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>L16: <i>A Waiting Game</i> -Do not always need an adult to remind them of the rules</p>

			they have chosen, or one which is suggested to them.	when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them		
Physical Development (Get Set 4 PE)	Negotiating Space around their environment	Introduction to PE Unit 1	Fundamentals Unit 1	Dance Unit 1/Gymnastics Unit 1	Gymnastics Unit 1/Athletics	Athletics/ Ball skills Unit 1
Gross Motor Skills	<p>During the first half term in nursery, the focus is on exploring their classroom environment (inside and outside) and support the children to use the inside areas and resources safely and appropriately.</p> <p>Negotiate space effectively when running, skipping and jumping.</p> <p>Use strength, agility, balance and coordination to get from one end of the trim trail to the other safely.</p> <p>Use a range of bikes and scooters to demonstrate balance and ability to negotiate space.</p> <p>Engage in physical games and activities including; hoops, beanbags, balls, skipping ropes, rackets, and stilts .</p> <p>Explore Go Noodle & Cosmic Yoga.</p>	<p>1. Theme: Witches and wizards. To move safely and sensibly in a space with consideration of others.</p> <p>2. Theme: Pirates. To develop moving safely and stopping with control.</p> <p>3. Theme Mythical creature. To use equipment safely and responsibly.</p> <p>4. Theme: to the castle. To use distance travelling actions whilst following a path.</p> <p>5. Theme: Superheroes. To work with others cooperatively and play as a group.</p> <p>6. Theme: Monsters. To follow, copy and lead a partner..</p>	<p>1. Theme: Body parts. To develop balancing whilst stationary and on the move.</p> <p>2. Theme: Feelings. To develop running and stopping.</p> <p>3. Theme: Our senses. To develop a changing direction.</p> <p>4. Theme: Ways we look after ourselves. To develop jumping and landing.</p> <p>5. Theme: My favourite things. To develop hopping and landing with control.</p> <p>6. Theme: It's good to be me. To explore different ways to travel</p>	<p>Dance (3 weeks): Lesson 2. Theme: Head, shoulders, knees and toes. To explore different body parts and how they move and remember and repeat actions. Lesson 4.Theme: Transport. To create movements and adapt and perform simple dance patterns. Lesson 5. Theme: Morning routine. To copy and repeat actions showing confidence and imagination</p> <p>Gymnastics (3 weeks): 1.Theme: rainforest animals. To copy and create shapes with your body. 2.Theme: woodland animals. To be able to create shapes whilst on apparatus. 3.Theme: lakeland animals. To develop balancing and taking weight on different body parts.</p>	<p>Gymnastics (3 weeks): Lesson 4.Theme: desert animals To develop jumping and landing safely. Lesson 5.Theme: sea animals To develop rocking and rolling. Lesson 6.Theme: pet animals To copy and create short sequences by linking actions together.</p> <p>Athletics (3 weeks) <i>Sports day specific:</i></p> <p>Yard events: 1.Penalty shoot out 2.Bucket ball/throw the ball into the bucket 3.Standing long jump 4.Gymnastics station - climb on the bench, walk along and jump off 5.Complete the Nursery Trim trail</p> <p>Track Events:</p>	<p>Athletics (2 weeks) <i>Sports day specific:Yard events:</i> 1.Penalty shoot out 2.Bucket ball/throw the ball into the bucket 3.Standing long jump 4.Gymnastics station - climb on the bench, walk along and jump off 5.Complete the Nursery Trim trail</p> <p>Track Events: 1.Straight run /sprint 2.Egg and spoon 3.Sack Race 4.Hurdles</p> <p>Ball Skills (4 weeks) Lesson 3.Theme: Ladybirds and butterflies. To develop accuracy when throwing to a target. Lesson 4.Theme: Grasshoppers. To develop bouncing and</p>

					<p>1. Straight run /sprint 2. Egg and spoon 3. Sack Race 4. Hurdles</p>	<p>catching a ball. Lesson 5. Theme: Caterpillars. To develop dribbling a ball with your feet. Lesson 6. Theme: Spiders. To develop kicking a ball.</p>
<p><i>Fine motor skills</i></p>	<p>Show independence in eating and learning how to use a knife and fork.</p> <p>Use small motor skills to do things independently, for example hang their coat on their peg.</p> <p>Explore different materials and tools which develop the fine motor skills (large tweezers, play-dough rollers and cutters, hole punch, threading etc)</p>	<p>Show an increasing desire to be independent, such as wanting to dress or undress (able to pull down tights and underwear independently to use the toilet/put on aprons, overalls and wellies).</p> <p>Develop manipulation and control using materials and tools which develop fine motor skills.</p> <p>Show a preference for a dominant hand.</p>	<p>Use small motor skills to do things independently, for example hang coat on peg.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors</p> <p>Use a comfortable grip (four-finger grasp) with some control when holding pens and pencils (zigzag lines, crossed lines and simple humans can be drawn with this grip).</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats and shoes on.</p> <p>Trace over lines with good control.</p>	<p>Zip own coat up and attempt to fasten large buttons.</p> <p>Begin to develop a static tripod grasp when holding pens and pencils (triangles, circles and squares can be copied with this grip).</p> <p>Form some recognisable letters from their name.</p>	<p>Use scissors to cut around simple shapes, circles, squares and rectangles.</p> <p>Form some letters with the correct letter formation (RWI).</p>

<p>Literacy (RWI & T4W)</p> <p>Reading</p>	<p>Say some of the words in songs and rhymes.</p> <p>Enjoy sharing books with adults.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Understand: - print has meaning</p> <p>Repeat words and phrases from familiar stories.</p>	<p>Notice some print such as the first letter of my name.</p> <p>Develop play around favourite stories using props.</p> <p>Hold a full sentence orally with a noun and adjective for example 'The bird is small and yellow'</p> <p>Understand: -print can have different purposes - we read English text from left to right and from top to bottom</p> <p>Comment on how a character might feel e.g. points to the boy smiling and says 'happy'</p>	<p>Develop my phonological awareness, so that I can: - spot and suggest rhymes -count or clap syllables in a word</p> <p>Recognise my name.</p> <p>Ask questions about the book. I make comments and share my own ideas</p> <p>Describe a character and setting using a range of adjectives</p> <p>Name a favourite book and explain why.</p> <p>Uses e a storyteller's voice to retell a familiar story (using props and pictures to help)</p>	<p>Develop my phonological awareness, so that I can recognise words with the same initial sound, such as mountain, mouse, moon, mirror.</p> <p>Develop my phonological awareness, so that I can recognise some set 1 sounds.</p> <p>Engage in conversations about stories, learning new vocabulary.</p> <p>Predict what might happen next in a story.</p> <p>Understand: - the names of the different parts of a book (front cover, back cover, title, pages)</p>	<p>Develop my phonological awareness, so that I can recognise most set 1 sounds.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Repeat sounds and blend them orally to make a cvc word e.g. c-a-t cat</p> <p>Understand: - page sequencing</p> <p>Sequence a story, arranging pictures in order.</p> <p>Say what I like and dislike about a book.</p>	<p>Develop my phonological awareness, so that I can recognise all set 1 sounds.</p> <p>Recognise and say the set 1 sounds in a cvc word and blend them together to read.</p> <p>Understand 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</p>
<p>Writing</p>	<p>Enjoy drawing freely.</p> <p>Add some marks to drawings, which give meaning to. For example: "That says mummy."</p> <p>Make a wide variety of marks with control, such as a variety of simple shapes and lines.</p> <p>Recognises the difference between</p>	<p>Make marks on their picture to stand for their name.</p> <p>Use marks to communicate my thoughts, feelings and ideas.</p> <p>Consider and plan what I am going to 'draw' before making any marks.</p>	<p>Use marks symbolically for multiple purposes, such as to tell stories, record what I can see, show my thinking, express my emotions or solve problems.</p> <p>Make marks from left to right</p> <p>Draw pictures with shapes that resemble what they are drawing</p>	<p>Use some print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of my name.</p> <p>Write with a purpose, such as a shopping list, a birthday card etc</p>	<p>Use initial sounds to label; pictures, adjectives of characters, settings and to create a list</p> <p>Write from left to right and top to bottom.</p> <p>Understand that words are made up of letters, which are a collection of different shapes.</p> <p>Identify sounds in words</p>	<p>Write recognisable letters, most of which are correctly formed (using mnemonics of RWI phonics e.g. 'maisie mountain mountain')</p> <p>Write my first name which can be recognised.</p> <p>Begin to hear set 1 sounds in a cvc word and segment for spelling using magnetic letters</p>

	<p>pictures and words.</p> <p>Mark make using a variety of materials (chalk, pens, pencils, crayons, paint)</p>	<p>Show interest in watching adults write and emulate this.</p> <p>Begin to imitate the act of writing, such as ticking off names on a register after watching an adult do it.</p>	<p>e.g. a circle for a head, lines for arms and legs. Use mark-making tools to form the variety of marks needed for letter formation, such as clockwise and anticlockwise rotational movements.</p>	<p>Develop an understanding of the link between the shape of a letter and the sound it represents (using mnemonics of RWI phonics 'maise mountain mountain')</p>	<p>and then write the sound with the corresponding letter</p>	<p>and boards e.g. cat - c-a-t.</p> <p>Create a story map using pictures, and initial and final sounds in words.</p>
<p>Mathematics</p> <p><i>Focussed texts</i></p>	<p>1,2,3 to the zoo - Eric Carle</p> <p>Doggies - Sandra Boynton</p> <p>Walter's wonderful web - Tim Hopgood</p> <p>Bears love squares - Caryl Heart</p> <p>Song: Goldilocks and the 3 bears</p>	<p>Pete the cat and his 4 groovy buttons - Eric Litwin</p> <p>The ugly five - Julia Donaldson</p> <p>How many legs? - Kes Grey & Jim Field</p> <p>Pitter Pattern - Joyce Hesselberth</p> <p>Triangle - Mac Barnett & Jon Klassen</p> <p>Song: 5 little ducks</p>	<p>The crayons' book of numbers - Drew Daywalt & Oliver Jeffers</p> <p>Tip Tap went the crab - Tim Hopgood</p> <p>Handa's Hen - Eileen Brown</p> <p>One fox - Kate Read</p> <p>Ten terrible dinosaurs - Paul Stickland (Counting back)</p> <p>Beep beep vroom vroom - Stuart Murphy</p>	<p>We all went on safari - Laurie Krebs</p> <p>One is a snail, ten is a crab - April Sayre (addition)</p> <p>Ten fat sausages - Michelle Robinson (counting back)</p> <p>Twelve ways to get to eleven - Eve Merriam (addition)</p> <p>I'm on it - Andrea Tsurumi</p> <p>Shapes that roll - Karen Bermann (properties)</p> <p>Song: 10 green bottles</p>		
	<p>With the number 1, I can...</p> <ul style="list-style-type: none"> -Count objects -Identify the amount when represented in different ways -Recognise the numeral -Match the numeral and amount. - Show 1 - Make 1 - Identify 1 more and 1 less than 1 - Identify one sided shapes of varying sizes, colours and contexts (circles) <p>With the number 2, I can...</p> <ul style="list-style-type: none"> -Count objects -Identify the amount when represented in different 	<p>With the number 4, I can...</p> <ul style="list-style-type: none"> -Count objects -Identify the amount when represented in different ways -Recognise the numeral -Match the numeral and amount. - Show 4 - Make 4 - Identify 1 more and 1 less than 4 -Add two groups together to make this 	<p>With the number 7, I can...</p> <ul style="list-style-type: none"> -Count objects -Identify the amount when represented in different ways -Recognise the numeral -Match the numeral and amount. - Show 7 - Make 7 - Identify 1 more and 1 less than 7 -Add two and three groups together to make 	<p>With the number 10, I can...</p> <ul style="list-style-type: none"> -Count objects -Identify the amount when represented in different ways -Recognise the numeral -Match the numeral and amount. - Show 10 - Make 10 - Identify 1 more and 1 less than 10 -Add two and three groups together to make this amount. -Show this amount on a part/part/whole model. -Place the numeral in the right order. -Identify one more and one less up to the number -Stop counting when the target number is reached 		

	<p>ways</p> <ul style="list-style-type: none"> -Recognise the numeral -Match the numeral and amount. - Show 2 - Make 2 - Identify 1 more and 1 less than 2 -Add two groups together to make this amount. -Show this amount on a part/part/whole model. -Place the numeral in the right order. -Identify one more and one less up to the number -Identify shapes/objects which are bigger/smaller/longer/ shorter <p>With the number 3, I can...</p> <ul style="list-style-type: none"> -Count objects -Identify the amount when represented in different ways -Recognise the numeral -Match the numeral and amount. - Show 3 - Make 3 - Identify 1 more and 1 less than 3 -Add two groups together to make this amount. -Show this amount on a part/part/whole model. -Place the numeral in the right order. -Identify one more and one less up to the number -Stop counting when the target number is reached -Identify 3 sided shapes of varying sizes, colours and context (triangles) -Sort shapes and objects into groups based on size (eg 2 small, 1 big, 1 short, 2 long) 	<p>amount.</p> <ul style="list-style-type: none"> -Show this amount on a part/part/whole model. -Place the numeral in the right order. -Identify one more and one less up to the number -Stop counting when the target number is reached -Identify 4 sided shapes of varying sizes, colours and context (squares, rectangles and diamonds) -Sort objects and shapes into groups based on size and properties (eg number of sides up to 4) <p>With the number 5, I can...</p> <ul style="list-style-type: none"> -Count objects -Identify the amount when represented in different ways -Recognise the numeral -Match the numeral and amount. - Show 5 - Make 5 - Identify 1 more and 1 less than 5 -Add two groups together to make this amount. -Show this amount on a part/part/whole model. -Place the numeral in the right order. -Identify one more and one less up to the number -Stop counting when the 	<p>this amount.</p> <ul style="list-style-type: none"> -Show this amount on a part/part/whole model. -Place the numeral in the right order. -Identify one more and one less up to the number -Stop counting when the target number is reached -Identify, label and sort shapes as taught -Sort objects and shapes into groups based on size, length, weight and properties including 2D and 3D -Arrange and correct patterns of 7 objects including by shape, colour or size <p>With the number 8, I can...</p> <ul style="list-style-type: none"> -Count objects -Identify the amount when represented in different ways -Recognise the numeral -Match the numeral and amount. - Show 8 - Make 8 - Identify 1 more and 1 less than 8 -Add two and three groups together to make this amount. -Show this amount on a part/part/whole model. -Place the numeral in the right order. -Identify one more and one less up to the 	<ul style="list-style-type: none"> -Identify, label and sort shapes, combining them to make new ones, including 3d shapes, considering how properties help this (eg flat surface), applying prepositional language. -Sort objects and shapes into groups based on size, length, weight, capacity and properties including 2D and 3D -Arrange and correct patterns of 10 objects including by shape, colour or size <p>With the number 11, I can...</p> <ul style="list-style-type: none"> -Count objects -Identify the amount when represented in different ways -Recognise the numeral -Match the numeral and amount. - Show 11 - Make 11 - Identify 1 more and 1 less than 11 -Add two and three groups together to make this amount. -Show this amount on a part/part/whole model. -Place the numeral in the right order. -Identify one more and one less up to the number -Stop counting when the target number is reached -Identify, label and sort shapes, combining them to make new ones, including 3d shapes, considering how properties help this (eg flat surface), applying prepositional language. -Sort objects and shapes into groups based on size, length, weight, capacity and properties including 2D and 3D -Arrange and correct patterns of 11 objects including by shape, colour or size <p>With the number 12, I can...</p> <ul style="list-style-type: none"> -Count objects -Identify the amount when represented in different ways -Recognise the numeral -Match the numeral and amount. - Show 12 - Make 12 - Identify 1 more and 1 less than 12
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		<p>target number is reached</p> <ul style="list-style-type: none"> -Identify 5 sided shapes of varying sizes, colours and context (pentagons) -Sort objects and shapes into groups based on size, length, weight and properties (eg number of sides up to 5) -Arrange patterns of 5 objects, including by shape, colour or size <p>With the number 6, I can...</p> <ul style="list-style-type: none"> -Count objects -Identify the amount when represented in different ways -Recognise the numeral -Match the numeral and amount. - Show 6 - Make 6 - Identify 1 more and 1 less than 6 -Add two and three groups together to make this amount. -Show this amount on a part/part/whole model. -Place the numeral in the right order. -Identify one more and one less up to the number -Stop counting when the target number is reached -Identify 6 sided shapes of varying sizes, colours and context (hexagon) -Sort objects and shapes into groups based on size, length, weight and 	<p>number</p> <ul style="list-style-type: none"> -Stop counting when the target number is reached -Identify, label and sort shapes as taught, combining them to make new shapes, using prepositional language. -Sort objects and shapes into groups based on size, length, weight and properties including 2D and 3D -Arrange and correct patterns of 8 objects including by shape, colour or size <p>With the number 9, I can...</p> <ul style="list-style-type: none"> -Count objects -Identify the amount when represented in different ways -Recognise the numeral -Match the numeral and amount. - Show 9 - Make 9 - Identify 1 more and 1 less than 9 -Add two and three groups together to make this amount. -Show this amount on a part/part/whole model. -Place the numeral in the right order. -Identify one more and one less up to the number -Stop counting when the target number is reached -Identify, label and sort 	<ul style="list-style-type: none"> -Add two and three groups together to make this amount. -Show this amount on a part/part/whole model. -Place the numeral in the right order. -Identify one more and one less up to the number -Stop counting when the target number is reached -Identify, label and sort shapes, combining them to make new ones, including 3d shapes, considering how properties help this (eg flat surface), applying prepositional language. -Sort objects and shapes into groups based on size, length, weight, capacity and properties including 2D and 3D -Arrange and correct patterns of 12 objects including by shape, colour or size
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			<p>properties (eg number of sides up to 6) -Arrange and correct patterns of 6 objects including by shape, colour or size</p>	<p>shapes, combining them to make new ones, including 3d shapes, applying prepositional language. -Sort objects and shapes into groups based on size, length, weight, capacity and properties including 2D and 3D -Arrange and correct patterns of 9 objects including by shape, colour or size</p>		
<p>Expressive Arts & Design (Art & DT)</p> <p>-Drawing & Painting - Printing - 3D Art (modelling & sculpture) -Collage</p>	<p>Explore paint, using bodies; fingers, (hands, feet.</p> <p>Using all of their senses explore and investigate different materials, to manipulate them (play-dough/clay), mould, shape, and roll.</p> <p>Explore properties e.g. poking, pulling, squeezing, partting.</p> <p>Use different senses to explore texture; pasting, glueing, assembling paper cut-outs onto a surface.</p>	<p>Explore printing, using hands and feet (noticing an image can be repeated).</p> <p>Explore drawing/mark making with objects of different thickness such as chalks, crayons, pencils and charcoal.</p> <p>Express ideas and feelings through making marks intentionally, and sometimes give a meaning to the marks they make e.g. it is a dog.</p> <p>Explore properties of different objects/materials: moving, combining, lining up and stacking (loose parts). Use their imagination as they consider what they can do with different materials; fix, join and cut. Begin to affect</p>	<p>Explore paint using brushes and other tools, including natural and man made; sticks, pinecones, cotton buds, sponges, marbles, and toy cars.</p> <p>Explore simple print-making, developing the fine motor skills to grip and hold (using natural resources such as pine cones, leaves, sticks, potatoes)</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Using all of their senses explore and investigate different materials, to manipulate them (play-dough/clay), mould, shape, and roll.</p>	<p>Explore with natural and man made objects, printing on different surfaces 2D & 3D. Observe that printing means an image can be repeated.</p> <p>Explore drawing and painting on different surfaces such as paper, card, foil, corrugated card, bubble wrap and recycled materials.</p> <p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <p>Begin to explore a range of materials and textures (loose parts/junk modelling) to create simple constructions and models which express their ideas. Use simple tools to join, fix, cut etc.</p>	<p>Explore colour and colour-mixing with paint, naming colours and observing changes.</p> <p>When painting, begin to select a brush, 'dip, draw, wash and wipe' technique to keep colours clear.</p> <p>Select appropriate colours to achieve a desired effect when drawing or creating a piece of art e.g. use yellow for a sun.</p> <p>Begin to make constructions and models with a purpose, deciding/planning what to make. Use tools with increasing control to support model-making.</p> <p>Use scissors to follow a straight line</p>	<p>Use printing techniques with increasing independence to make patterns and pictures, showing efficient fine motor skills.</p> <p>Draw with increasing complexity and detail e.g draw a person using a circle for a head and straight lines for limbs.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Make a clay form and manipulate it with fingers to suggest a subject (it is a...)</p> <p>Explore different materials freely, developing their own ideas, deciding how to use them and what to make.</p>

		change on materials e.g. crumpling, tearing and cutting.	Use scissors to snip	Find, collect and stick material onto a surface to make a picture or pattern.		Use scissors to follow a curved/ zig zag line
Expressive Arts & Design (Music & Drama)	<p>Respond emotionally and physically to music when it changes.</p> <p>Move and dance to music.</p> <p>Anticipate phrases and actions in rhymes and songs.</p> <p>Explore their voices and join in with songs and rhymes, making some sounds.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Christmas Show rehearsal</p> <p>Begin to use movement and facial expressions in short story performances.</p> <p>Use a loud, clear voice to project speaking and singing to an audience.</p> <p>Follow instructions on using space and movement.</p> <p>Enjoy and take part in moving and dancing to music copying actions. such as 'Reindeer hokey pokey' song.</p> <p>Develop storylines in their pretend play.</p>	<p>Play instruments identifying which to bang, scrape, or tap.</p> <p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound-makers and instruments</p> <p>Develops stories using small world equipment like animal sets, dolls and dolls houses etc</p>	<p>Dance unit in PE (see Physical Development Area)</p> <p>Move and dance to music creating your own actions.</p> <p>Listen to music with increased attention to sounds (high, low, fast, slow).</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p> <p>Participate in a retelling of a story using actions and voices.</p>	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Begin to use body percussion during a performance.</p> <p>Respond to what they have heard, expressing their thoughts, ideas and feelings.</p>	<p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Create a story collaboratively, sharing thoughts and ideas.</p>
Computing (mini mash using ipads, introduce laptops in the Summer term)	<i>The focus this term is establishing routines, building relationships with children and ensuring they can use the environment/areas of the classroom effectively.</i>		<p>Games: I can use drag and drop to complete a jigsaw (4 piece)</p> <p>Numbers & Counting: I can click to identify which is taller.</p> <p>I can click to identify which is longer.</p>	<p>Paint Project: I can click and drag to fill a picture (animal or any of the other options)</p> <p>Number & Countings: Number paint project 1: I can click and drag to trace a number and draw a picture (numbers 1-5)</p>	<p>Games: I can use drag and drop to complete a jigsaw (6 piece)</p> <p>Number & Countings: Number paint project 2: I can click and drag to trace a number and draw a picture (numbers 5-10)</p> <p>Reading & writing:</p>	<p>Games: I can click to complete a 4 or 6 card pairs game.</p> <p>Reading & writing: I can complete an initial sound quiz by clicking the sound button and clicking the correct word (b, f, e, l, h, r, j, v, y, w, z, q, x)</p>

				I can complete an initial sound quiz by clicking the sound button and clicking the correct word (m, a, s, d, t, i, n, p, g, o, c, k, u)	Number & Countings: I can drag and drop to complete an ordering numbers quiz (1-5).
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Understanding the World

Understanding of the World relates to children's everyday lives, their homes, families, other people, the local environment and community, and the wider world.

Through different types of play, active, and experiential learning opportunities as well as practical activities, children will be provided with meaningful experiences. These will stimulate their senses as well as encourage them to ask questions, explore and wonder at their environment. They will undertake investigations that engage their interests and develop awareness of the beliefs and views of others.

Big Questions	<i>Where do we belong?</i>	<i>Which people are special and why?</i>		<i>Which places are special and why?</i>	
Understanding the World - RE (People, Culture & Communities)	Develop an understanding all about me, who am I? (name, age, likes, dislikes) Name the members in my family (who I live with as well as aunts, uncles, cousins, grandparents, pets) Key Text - Who are you?	Develop an understanding of events that are special to me e.g. Birthdays, holidays, religious celebrations, festivals Key Text - When's my Birthday Notice differences between people in my family (physical traits and personality traits) Begin to make sense of their own life-story with support and engagement from parents. Key Text - The Family Book	Name someone in my family who is special to me and give a reason why. Make connections between the features of their family and other families. Notice differences between people from different families. Key Text - The Family Book	Know and understand who helps us in our school community and how/ what they do to help us. Key Text - All are Welcome Key Text - Superhero Like You Begin to make sense of their own life-story.	Know who helps us in the local community. Looking at job roles and breaking stereotypes. Know that there are different countries in the world and talk about the differences between people (how they look and how they live). Continue developing positive attitudes about the differences between people. Key Text - Hats of Faith Key Text - A Tale of Two Mummies

<p>Understanding the World - Geography (People, Culture & Communities)</p>	<p>Know the name of my school and talk about my classroom environment (noticing differences between inside and outside).</p> <p>Key Text - We're Going on a Bear Hunt (focus on inside and outside)</p>	<p>Begin to recognise differences between places/settings (in stories). City and arctic.</p> <p>Key Text - Over in the arctic</p>	<p>Know where my family live (here - close/near or , in another country far away ect)</p> <p>Begin to recognise similarities and differences between places/settings (in stories). City and forest.</p>	<p>Begin to know that there are different countries in the world (linked to where family live or where they have been on holiday)</p>	<p>Begin to recognise differences between places/settings (in stories). City and farm in the countryside. (farm visit).</p>	<p>Begin to recognise differences between places/settings (in stories). City and beach (create beach outdoors).</p> <p>Know that there are different countries in the world with a hot climate.</p>
<p>Understanding the World - History (Past & Present)</p>	<p>Name the members in my family who live in my house.</p> <p>Begin to make sense of today (now and next using two visuals on timetable).</p>	<p>Name the members in my extended family (grandparents, aunts, uncles and cousins).</p> <p>Talk about my family using words 'old', 'young'.</p> <p>Make sense of now, next and then (using three visuals on timetable).</p>	<p>Make sense of today (morning and afternoon).</p> <p>Can talk about what they do in the morning (brush teeth, come to school). What they do in the afternoon (eat lunch, play outside).</p>	<p>Make sense of today and tomorrow.</p> <p>Begin to make sense of their family's history (where they live, what jobs they did).</p> <p>I know who is older and who is younger in my family.</p>	<p>Understand that something we have had for a long time is old and something we have had for a short time is new (make reference to classroom toys and books).</p> <p>Begin to understand the sequence of days of the week.</p> <p>Key Text - The Hungry Caterpillar</p>	<p>Make sense of today (morning and afternoon and evening - what do you do after school?)</p>
<p>Understanding the World - Science (The Natural World)</p> <p>Ongoing throughout the year:</p> <p>1. Explore how things work</p> <p>2. Use their senses to</p>	<p>Explore natural materials such as wood using some of their senses (sight & touch)</p> <p>I can name the parts of my face, eyes, nose, mouth and ears.</p> <p>Identify and name a variety of common animals kept as pets.</p> <p>Key Text - Some Pets</p>	<p>Using their senses explore natural materials with different properties such as sticks, leaves, stones, grass, mud and sand. Demonstrating an awareness of senses vocabulary.</p> <p>Identify and name a variety of common farm animals.</p> <p>Key Text - Oh Dear</p>	<p>Explore and talk about collections of materials with similar and/or different properties</p> <p>Talk about the differences between materials and changes they notice (ice melting)</p> <p>Know that the world is made up of land, sea and sky.</p> <p>Key Text - Here We Are</p>	<p>Plant seeds and care for growing plants</p> <p>Explore and respond to different natural phenomena in their setting (cycle - day & night)</p> <p>Understand the key features of the life cycle of a plant.</p> <p>Identify and name a variety of common</p>	<p>Repeat actions and effects such as push/pull, open/close.</p> <p>Understand the key features of the life cycle of an animal (chicks)</p> <p>Identify and name a variety of common animals that fly.</p> <p>Key Text - Hooray for Birds</p>	<p>Explore and respond to different natural phenomena on trips.</p> <p>Be confident in applying their senses vocabulary in exploration of natural materials</p> <p>Explore and talk about different forces they can feel.</p> <p>I can name the basic parts of my body.</p>

<p>talk about what they see, hear, feel, smell and taste using a wide vocabulary.</p> <p>3. Begin to understand the need to respect and care for the natural environment and all living things (immediate environment - dandelions, trees)</p> <p>4. Observe changes across the 4 seasons.</p>			<p>Identify and name the basic parts of a tree and a plant.</p> <p>Identify and name a variety of common minibeasts and woodland animals.</p> <p>Key Text - Twist and Hop the Minibeast Bop</p> <p>Key Text - The Gruffalo <i>(mouse, fox, owl)</i></p> <p>Key Text - Superworm</p>	<p>animals that can swim.</p> <p>Key Text - Commotion in the Ocean</p> <p>Key Text - Tiddler</p>		<p>Identify and name a variety of common wild animals.</p> <p>Key Text - Monkey Puzzle</p>
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Nursery Understanding the World

<p>Experiences</p>	<p>Provide Opportunities for Working Scientifically in the Natural World:</p> <p><i>Opportunities for children to...</i></p> <p><i>observe, explore, ask and answer questions, classify groups, use simple equipment and perform simple tests, be involved in recording data, sort and group, sequence, compare and contrast, enquire, investigate, think, listen, solve problems, make decisions, predict and test, evaluate, and describe</i></p> <p>Provide Opportunities for children to explore current festivals and celebrations that are going on in the world to develop their understanding of People, Culture and Communities:</p> <ul style="list-style-type: none"> ● <i>Diwali</i> ● <i>Christmas</i> ● <i>Easter</i> ● <i>Eid</i> ● <i>Provide opportunities to work with families to share and celebrate their cultural traditions and beliefs</i> ● <i>Walk around school - who is who and what is their role in helping us</i> ● <i>Walk in the local area - What goes on in their local area (people who help us in the community)</i>
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	<p>Provide Opportunities to explore Past and Present:</p> <ul style="list-style-type: none"> ● <i>Through high quality texts (settings, characters and events encountered in books)</i> <p>Provide opportunities for children to Explore Understanding of The World through the characteristics of Effective learning:</p> <ul style="list-style-type: none"> ● <i>Playing and Exploring</i> ● <i>Active Learning</i> ● <i>Creating and Thinking Critically</i> 	
<p>Questions to explore</p>	<ul style="list-style-type: none"> ● What would happen if... ● I wonder what... ● What do you think might happen when... ● How did that happen? ● What do we need to do to begin...? ● How does it work? ● What do you think is happening? ● What might you change? ● Can you think of... ● What is your plan... ● Tell me what... ● Can you think of other ways to... ● What do you observe/see? 	<ul style="list-style-type: none"> ● I wonder how... ● I wonder what will happen next... ● I wonder what will happen if we change this... ● What is the best part of being the oldest in your family/(Who is the oldest/youngest in your family?) ● What do you think might happen next? ● What made you think of that? ● How could you... ● What do you see, hear, feel, taste, smell? ● Tell me why... ● What should we put here? ● What is the same? ● What is different?
<p>Vocabulary</p>	<p>Children need vocabulary centred around the following themes...</p> <ul style="list-style-type: none"> ● Plants - flower, tree, trunk, branches, leaves, water, soil, sunlight ● Animals - know the name of their young and fur, feathers, scales ● Humans - baby, child, adult, senses, basic body parts ● Environment (weather & seasons) - snow, ice, wind, rain, sunny, cloudy, Autumn, Spring, Summer, Winter ● Materials - wood, plastic, rock, water, sand, natural, wet, dry, warm, cool, hard, soft, smooth, shiny, ● Temperature - hot, warm, cold ● Size - big, small, more, less, bigger, smaller ● Sequencing - days of the week visual timetable for daily routine 	

