

Nursery Curriculum Overview Spring

Below is an overview of what your child will be learning in class during the Spring Term. Children will be taught according to their needs. All children will need to be challenged in a way which is appropriate to starting points. This will be catered for by children being taught in small groups or as part of a larger group. Your child's class teacher will be happy to help if you need any more information.

Personal, Social, Emotional Development (PSED)

- Play in a small group, extending and elaborating play ideas
- Initiate play with others
- Demonstrate friendly behaviour towards others
- Understand the need for sharing and taking turns
- Welcomes and values praise for what they have done
- Develop ability to talk about own feelings such as sad, happy, cross, scared
- Develop understanding of how other people feel
- When playing, will talk about my family to others
- Begin to accept the needs of others
- Show some awareness of inappropriate behaviour eg running around the supermarket, climbing on tables etc
- Jigsaw – "Dreams and goals" and "Healthy Me"

Communication and Language (CL)

- Understands and follows two part instructions
- Be able to talk about what they see, hear, think and feel
- Engage in symbolic role-play with others
- Understand the use of objects e.g. scissors are used to cut
- Shows understanding of prepositional language – in, on, under, on top of, behind
- Able to hold a conversation with adults and children
- Learn new words and able to use them when communicating
- Listen to stories and talk about what happened in them
- Understand questions such as "why do you need to wear a hat today?" or "how can we clean up the juice?"
- Talk 4 Writing stories to retell "Brown Bear, Brown Bear" and "The Enormous Turnip."
- Use increasing amounts of story language patterns to retell own and made up stories

Physical Development (PD)

- Dough Disco, Squiggle while you wiggle or handwriting
- Develop scissor hold and begin to use scissors more independently
- Gain more control over one handed tools and equipment – paint brushes, instrument beaters, pouring from a jug
- Copy some letters when writing my name
- Hold a pencil correctly between thumb and two fingers
- Experiments with different ways of moving eg hopping, skipping, jumping, rolling
- Run around, stopping and changing direction to avoid bumping into things or other children
- Catch a large ball in 2 hands
- Able to put own coat on with less support and attempt to do up zip
- Beginning to talk about healthy foods and exercise
- Begin to recognise when tired or hungry and be able to tell an adult
- Observes effect of activity on the body
- Able to use the toilet independently
- Wash and dry own hands independently
- Moving around the climbing frame independently.

Mathematics (M)

- Rote counting to 10
- Recognise numbers 1-10 confidently
- Know a group changes when something is added or taken away
- Begin to match numerals to the correct quantity
- Recognise numbers in the environment and in print eg house numbers, numbers on a birthday card etc
- Begin to count things that are not objects eg claps, jumps etc
- Develop one-to-one correspondence when touch counting a set of objects
- Use and understand mathematical language – more, few, fewer, a lot when talking about groups of objects
- Show an interest in shapes by playing with them and making arrangements
- Notice shapes in the environment – square, triangle, circle, rectangle, diamond, heart, oval, star
- Use and understand positional language words such as 'under', 'behind', 'next to', 'on top of'
- Use construction sets to build arrangements and talk about them
- Able to complete jigsaw puzzles, taking notice of the shapes and patterns
- Begin to talk about the shape of everyday objects eg 'round', 'tall', 'long', 'pointy'

Literacy (L)

- Phonics – Phase 1, discriminating different sounds, recognising sounds in the environment, beginning to hear sounds of letter like ssssss, aaaaaa, mmmmmm, tttt
- Show awareness of alliteration and number of syllables in words by clapping – apple = 2 claps ap-ple, banana = 3 claps b-anan-a.
- Talk about favourite books and stories - characters, settings, events in the story
- Listen to longer stories and answer questions about the story
- Begin to be aware how stories are structured & predicting how a story might end – understanding words like 'beginning' and 'end'
- Give meaning to own writing and drawings
- Order magnetic letters to spell own name
- Use writing in play and role-play as a means of recording and communicating
- Imitate adults writing eg writing a shopping list in play
- Recognise own name independently
- Have an awareness of some letters which are in own name, recognise other name cards which start with the same letter
- Use marks and pictures to represent story maps
- Copying letters from their name.
- Recognising environmental print.
- Looking at books independently and turning pages effectively.

Understanding of the World (UW)

- Show an interest in the lives of familiar people
- Talk about special times or memories
- Develop an awareness of what makes me special, the similarities and differences between people
- Make comments about home and familiar places eg talk about going to the park with family or dance lessons, or visiting grandparents
- Can talk about some things they have observed in plants, animals and objects
- Seasons- Winter/spring
- Develop an understanding that things grow and change over time
- Celebrations and festivals – Chinese New Year, Valentine's Day, Shrove Tuesday, Mother's Day, Easter, World Book Day
- Complete age appropriate games on the computer and IWB

Expressive Arts and Design (EAD)

- Sing familiar songs
- Imitate moves to music
- Tap out simple repeated rhythms on instruments
- Use one handed tools to do different things eg scissors, make marks in dough, hammers etc
- Make up and retell stories when playing with small world toys
- Use drawing and painting as a way of representing my thoughts and ideas.
- Begin to describe the texture of objects and materials
- Make constructions and enclosed spaces
- Make up stories when playing with small world toys
- Accessing the role play area to develop imagination.