



CURRICULUM OUTLINE - SPRING TERM 2024

NURSERY

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| Personal, Social and Emotional Development | <p>Understanding different needs and cultures: developing awareness of the things that make us unique through literature and discussions.</p> <p>Independence and relationships with peers/adults: supporting children in developing positive relationships through games and role play.</p> <p>Show and Tell presentations.</p> <p>Working as part of small/large groups.</p> <p>Understanding what is right and wrong through games and role play and our class rules.</p> <p>Critical Thinking: through art and role play and discussions, children develop their own ideas and begin to make links between ideas.</p> <p>British Values: learning how to be tolerant and learning how to play together; learning how to respect each other.</p> |
| Physical Development | <p>Hand/eye co-ordination: through writing, painting, using play-doh and construction materials, as well as climbing, cycling etc.</p> <p>Developing fine motor skills e.g. pencil control, scissors and tweezers and applying these skills and actions with control.</p> <p>Developing independence such as putting on coats.</p> <p>Health and Self-Care: understand that equipment and tools must be used safely.</p> <p>Practising personal hygiene such as washing hands.</p> <p>Move freely with confidence in a range of ways such as jumping, hopping and running.</p> |
| Communication and Language | <p>Speaking, listening and concentration e.g. 'Show and Tell'.</p> <p>Re-telling of stories and past events through weekend news during circle time.</p> <p>French: practising basic vocabulary and structures through songs, games, role plays and lots of repetition.</p> |
| Literacy | <p>Introduce Jolly Phonics (a-z), sound tray, matching sounds to letters and identifying initial sounds.</p> <p>Begin to write their name using felt pens, pencils and other writing tools to go over dotted lines at first, moving on to being able to write their own name independently.</p> <p>Library: listening to stories, developing awareness of what a library is, how we should interact with books and how we should behave in a library space.</p> <p>Rhyme and Alliteration: learning how to develop rhythm and rhyme in speech through different activities, following the 'Letters and Sounds' phonics strategy.</p> <p>Practical Phonics activities: thinking of words beginning with the 'sound of the week'.</p> <p>Playing 'sounds bingo' to develop their listening skills, the 'silly soup' game to recognise rhyming words and to recognise the beginning sounds of words etc.</p> |
| Mathematics | <p>Numbers to 10: identifying numerals (number rhymes), beginning to use correct formation of numerals 1-5.</p> <p>Using mathematical language such as tall/short, bigger/smaller.</p> <p>Using positional language (under, over, next to, behind etc.).</p> <p>Describing 2D shapes.</p> |

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| | <p>Introducing Numicon resources.</p> <p>Practise counting using board games (counting the spaces on the board, recognising the numbers on the dice).</p> |
| Understanding the World | <p>Stories from across different cultures.</p> <p>Celebrations and Festivals: Chinese New Year, St Valentine's Day, St David's Day, Shrove Tuesday, St Patrick's Day, Mothering Sunday and Easter.</p> <p>ICT: knowing information can be retrieved from computers. Learning how to control the computer.</p> <p>Winter and Spring: learning about the changes in nature and the way we dress etc., during different seasons.</p> <p>Living things: mini-beasts including learning about butterflies, spiders, bees, flies, snails etc.</p> <p>Cooking and Tasting: learning about the ingredients we use in our cooking / baking and where they come from (Do they come from a plant? An animal? Are they artificial?). Tasting sessions, to explore different seasonal fruits and vegetables and learn about how they grow and which countries they come from.</p> |
| Expressive Arts and Design | <p>Art and Craft: exploring different materials and media (e.g. painting, junk modelling, papier-mâché, chalk, wax crayons, colour pencils, threading, collage) and talk about the different textures. Construct craft objects to reflect their learning in topics and develop their fine motor skills through holding different tools (paintbrushes, pencils, pens, their fingers).</p> <p>Dance: weekly dance session.</p> <p>Music: Pitch and Rhythm: development of aural memory and singing voice. Understanding the pulse when using percussion instruments and recognising pitch. Learning new instruments and recognising beat patterns through maintaining a steady pulse. Learning to use singing voice.</p> <p>Music and Movement: Continuation of 'Wiggle-waggle.' On-going development of skills, moving and responding to musical changes and appreciating music from different genres.</p> |