

Nursery Curriculum Plan 2022-23



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Termly Topics	Ourselves	Traditional Tales and Nursery Rhymes	Animals	Growing	Minibeasts	Holidays/Under the Sea
Core Texts	<ul style="list-style-type: none"> From Head to Toe Ten Little Fingers and Ten Little Toes Super Duper You Marvellous Me Brown Bear, Brown Bear, What Do You See? 	<ul style="list-style-type: none"> The Gingerbread Man The Three Little Pigs Goldilocks and the Three Bears The Ugly Duckling 	<ul style="list-style-type: none"> Dear Zoo Owl Babies Farmer Duck Rumble in the Jungle Giraffes Can't Dance 	<ul style="list-style-type: none"> Jack and the Beanstalk Jasper's Beanstalk Titch Oliver's Vegetables The Tiny Seed 	<ul style="list-style-type: none"> Mad about Minibeasts Aaarrgh Spider The Very Hungry Caterpillar Spinderella 	<ul style="list-style-type: none"> Commotion in the Ocean The Very Silly Shark The Rainbow Fish Sharing a Shell
Supporting Texts and Books	<ul style="list-style-type: none"> The Colour Monster Mine! Autumn (non-fiction) The Leaf Thief Pumpkin Soup 	<ul style="list-style-type: none"> The Christmas Story The Nativity Play One Snowy Night Stick Man 	<ul style="list-style-type: none"> I love Chinese New Year Ten Terrible Dinosaurs We're Going on a Lion Hunt Wow Said the Owl Duck in the Truck 	<ul style="list-style-type: none"> Mr Wolf's Pancakes We're Going on an Egg Hunt Dora's Eggs The Easter Story 	<ul style="list-style-type: none"> The Very Busy Spider Spinderella Minibeasts (non-fiction) Ten Wiggly Wiggly Caterpillars 	<ul style="list-style-type: none"> Mr Bear's Holiday Summer (non-fiction) Octopants What the Ladybird Heard at the Seaside

Communication and Language

<p>Listening and Attention</p> <p><i>Knowledge and Skills</i></p>	<ul style="list-style-type: none"> Enjoy listening to short stories Start to recall some key facts from a familiar story. Understand simple questions. Follow simple one-part instructions. Concentrate for short periods of time on an activity of their own choosing. 	<ul style="list-style-type: none"> Listen to stories for a longer period, remembering some simple key facts. Understand simple 'what', 'who', 'when' questions. Follow and understand two-part instructions. Concentrate for longer periods of time. 	<ul style="list-style-type: none"> Enjoy listening to longer stories and remembers what happens. Start to sequence a familiar story, recalling the start, middle and ending, using pictures or props to support. Understand a range of questions, including some 'why' and 'how' questions. Follow and understand extended instructions. Concentrate for extended periods of time, remaining engaged.
<p>Speaking</p> <p><i>Knowledge and Skills</i></p>	<ul style="list-style-type: none"> Use simple sentences Able to use some correct pronunciation. Talk to familiar people, they know well. Use limited and familiar vocabulary when speaking. Sing familiar songs and rhymes To be able to talk to others, sometimes moving from one topic to the next. Begin to use talk in their play. 	<ul style="list-style-type: none"> Use longer sentences with some conjunctions. Develop their pronunciation Talk to an adult or a friend and continue it for several turns. Use a wider range of vocabulary and learn some new words. Sing familiar songs and some new ones. Start a conversation, speaking about a topic for longer periods. Use talk to organise themselves and their play. 	<ul style="list-style-type: none"> Able to talk for longer periods, using mostly correct common tenses and plurals. Develop their pronunciation but may not pronounce some sounds. Able to have a conversation with a range of people, including some they are less familiar with. Use a wide range of vocabulary, new words and phrases. Sing a wide range of rhymes and songs Use extended vocabulary and talk during their play with others, sharing ideas and thoughts.

Intent

Children will be able to:

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.

Nursery Curriculum Plan 2022-23



- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to re-tell a story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
- Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh
- multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’
- Use longer sentences of four to six words.
- 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.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

Personal, Social and Emotional Development

Self-Regulation <i>Knowledge and Skills</i>	<ul style="list-style-type: none"> • Starting to follow rules, understanding why they are important. • Begin to learn the daily routines, with reminders and visuals. 	<ul style="list-style-type: none"> • Listen to, and follow the class rules. • Know the daily routines, only sometimes needing reminders. • Understand some of the behavioural expectations in Nursery, needing occasional reminders. 	<ul style="list-style-type: none"> • Understands right and wrong and consequences of actions. • Know daily routines well and anticipates transition times. • Independently follow the rules in Nursery, understanding they are there to keep us safe. 			
Managing Self <i>Knowledge and Skills</i>	<ul style="list-style-type: none"> • Begin to show familiar emotions, sometimes needing support to express themselves. • Able to select and use familiar resources, with some support if needed. • Having preferences when playing. • Know some of the foods they need to eat to be healthy. • Gain more control with using the toilet, sometimes needing help. Washes hands after using the toilet, with occasional reminders. 	<ul style="list-style-type: none"> • Grow in confidence to express how they feel. • Select a range of resources independently. • Begin to understand how others might be feeling. • Develop appropriate ways of being assertive. • Awareness of healthy food choices. • Start to use the toilet independently and wash their hands after. • Start to understand that they need to be active to be healthy. • Able to brush their teeth twice a day, beginning to understand how to look after their teeth. 	<ul style="list-style-type: none"> • Talk about their emotions and how they feel, using a range of vocabulary. • Independently select a wide range of resources to further their learning and extend their ideas. • Understand how other people may feel. • Use the toilet independently and wash their hands after. • Able to choose a healthy lifestyle, understanding the impact on their body. • Understand the impact of brushing their teeth has on their oral health and the foods that can be unhealthy. 			
Building Relationships <i>Knowledge and Skills</i>	<ul style="list-style-type: none"> • Play with familiar adults or friends. • Start to form attachments to familiar adults and friends. • Begin to play with one or more other children. • Start to realise other people have different ideas and may need support to manage this. • To start to share resources with a familiar adult or friend. 	<ul style="list-style-type: none"> • Start to become more outgoing with unfamiliar people, starting to play with new people. • Form positive attachments to adults and peers. • Play with peers, extending and elaborating ideas. • Begin to find solutions to conflicts with others. • Learn how to share resources with others and sometimes play in a group. 	<ul style="list-style-type: none"> • Confident to play with a wide range of different people, including those they may not know. • Show care and consideration to other people’s feelings. • Find solutions to conflicts. • Share resources readily with others and play in a group. 			
RSHE Focus	<ul style="list-style-type: none"> • JIGSAW: Being Me in My World 	<ul style="list-style-type: none"> • JIGSAW: Celebrating Difference 	<ul style="list-style-type: none"> • JIGSAW: Dreams and Goals 	<ul style="list-style-type: none"> • JIGSAW: Healthy Me 	<ul style="list-style-type: none"> • JIGSAW: Relationships 	<ul style="list-style-type: none"> • JIGSAW: Changing Me

Intent

Children will be able to:

Nursery Curriculum Plan 2022-23



- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- 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.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Understand gradually how others might be feeling.
- Play with one or more other children, extending and elaborating play ideas.

Physical Development

Gross Motor <i>Knowledge and Skills</i>	<ul style="list-style-type: none"> • Able to use some gross motor movements, walking up/down steps, running, kicking a ball. • Begin to balance, sometimes with help or something to hold. • Use some active ways of moving, crawling, jumping etc. • Start to choose their own resources during their play, needing help with large or heavy items. • Copy simple sequences of musical movements. • Run within a large space, becoming aware of others and objects. • Start to climb and balance on apparatus, with some support. 	<ul style="list-style-type: none"> • Use several gross motor movements, walking up/down steps, running, kicking a ball, using the trikes, throwing, balancing, climbing. • Balance for short periods. • Use several ways of moving, crawling, jumping, hopping etc. • Take part with others during physical activities, using some spatial awareness and control. • Choose resources during their play, occasionally working with others to manage large items. • Run and start to negotiate space and larger objects. • Climb and balance on apparatus, with increasing control and confidence. 	<ul style="list-style-type: none"> • Balance and stand on one leg. • Choose their own way of moving, using a wide variety of ways. • Take part in large groups during physical activities, using good spatial awareness and control. • Carry out a range of musical sequences to music, making up their own movements. • Run skilfully and be able to negotiate different spaces and several objects. • Climb and balance on apparatus, independently and safely. 			
	Fine Motor <i>Knowledge and Skills</i>	<ul style="list-style-type: none"> • Use some familiar one-handed tools and equipment, sometimes needing help. • Use mark making resources, sometimes swapping between hands or needing larger tools to grip. • Start to help with putting on some items of clothes/shoes. • Start to snip stationary paper, with squeezey scissors. • Take part in some fine motor activities, e.g. threading, using tongs, pipettes etc. • Mark make using a preferred grip, drawing simple marks, lines and circles. 	<ul style="list-style-type: none"> • Use several one-handed tools and equipment, with increasing control. • Use a range of mark making resources, with increasing control and preference of a dominant hand. • Put on/off some simple items of clothes/shoes. • Start to snip paper independently. • Take part in several fine motor activities with increasing control. • Mark make using a comfortable grip when using pencils and start to make marks representing letters/numbers. 	<ul style="list-style-type: none"> • Select and use a range of one-handed tools and equipment, with good control. • Use a wide range of mark making resources, with good control and using dominant hand. • Confidently put on several items of clothes/shoes. • Use scissors confidently and make straight, zig zag and circular snips using one hand. • Take part in a variety of fine motor activities with good control. • Hold a pencil correctly using the tripod grip and forming letters/numbers mostly independently. 		
PE Focus:	<ul style="list-style-type: none"> • Introduction to PE 	<ul style="list-style-type: none"> • Fundamentals 	<ul style="list-style-type: none"> • Gymnastics 	<ul style="list-style-type: none"> • Dance 	<ul style="list-style-type: none"> • Games 	<ul style="list-style-type: none"> • Ball skills

Intent

Children will be able to:

Nursery Curriculum Plan 2022-23

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.#
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Literacy

<p>Phonics Phase 1 phonics will be taught in Nursery following the 7 aspects:</p>	<ol style="list-style-type: none"> 1. Environmental Sounds 2. Instrumental Sounds 3. Body Percussion 4. Rhythm and Rhyme 5. Alliteration 6. Voice sounds 7. Oral Blending and Segmenting 		
<p>Reading <i>Knowledge and Skills</i></p>	<ul style="list-style-type: none"> • Recognise some familiar environmental sounds. • Notice the difference of some instruments and start to experiment by making their own sounds. • Copy some body sounds such as clapping and tapping. • Join in with some familiar songs and rhymes, copying some words. • Start to recognise the initial sound of some familiar words (their name). • Begin to recognise that different words have a number of different sounds. • Recognise different letters are different shapes. 	<ul style="list-style-type: none"> • Identify and copy different instrument sounds and explain how they sound. • Join in with several songs and rhymes, suggesting new ones. • Recognise several different initial sounds in words, starting to point out familiar graphemes. • Start to count or clap the syllables in a word. • Begin to recognise that different letters make different sounds. • Notice some familiar letters, such as the first letter of their name. 	<ul style="list-style-type: none"> • Recognise and copy several body sounds, suggesting their own way of making sounds. • Join in with a variety of songs and rhymes, recognising rhyme in words and suggesting rhyming words. • Recognise a variety of different initial sounds, linking these to the correct grapheme. • Know some sounds for different letters of the alphabet. • Recognise the number of syllables in a word. • Begin to read individual letters by saying the sounds for them.
<p>Comprehension <i>Knowledge and Skills</i></p>	<ul style="list-style-type: none"> • Enjoy sharing books with a familiar adult or friend. • Able to pay attention when listening to stories and respond to the pictures or the words. • Explore books, turning the pages sometimes several at once or the wrong way. • Recognise books, have letters and words, pointing them out. • Begin to recall key events from familiar stories. 	<ul style="list-style-type: none"> • Look at books independently, seeking out favourite stories. • Engage and ask/answer questions about books. • Carefully hold books the right way, turning the pages one by one in the right direction. • Start to develop play ideas around favourite stories. • Develop talk about books, recalling some key details and repeating words and phrases. 	<ul style="list-style-type: none"> • Enjoy listening to a variety of books, asking questions, making comments and sharing their own ideas. • Understand words are read left to right and are used to read the story. • Re-enacts stories using props, recalling details, and adding own ideas. • Engage in extended conversations about stories, learning new vocabulary.
<p>Writing</p>	<ul style="list-style-type: none"> • Make marks on their picture to stand for their name. 	<ul style="list-style-type: none"> • Write some or all of their first name. 	<ul style="list-style-type: none"> • Write their first name independently.

Nursery Curriculum Plan 2022-23

<p>Knowledge and Skills</p>	<ul style="list-style-type: none"> • Add some marks to their drawings which they give meaning to. • Use mark making resources to write/draw/paint etc. 	<ul style="list-style-type: none"> • Use mark making resources with increasing control and grip. 	<ul style="list-style-type: none"> • Begin to write initial sounds as captions for drawings. • Use a variety of mark making resources with good control.
<p>Intent</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> ○ spot and suggest rhymes ○ count or clap syllables in a word ○ recognise words with the same initial sound, such as money and mother • Understand the five key concepts about print: <ul style="list-style-type: none"> ○ 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 • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. 			
<p>Maths</p>			
<p>Number Knowledge and Skills</p>	<ul style="list-style-type: none"> • Recognise that there is an order to counting and recites some numbers in order. • Sometimes match numeral and quantity correctly. • Explore number counting to 5, by movement of objects. • Begin to see a small number of objects in a group and know the quantity without counting (subitising). • Recognise some numbers of important value i.e., age. • Experiment with representing numbers using fingers, marks on paper or pictures. • Recognise numerals in the environment, pointing out some familiar numbers. • Know that numbers identify how many are in a group. • Start to order numbers in order. • Experiment with grouping and sharing. • Begin to understand how many are left from number rhyme. 	<ul style="list-style-type: none"> • Recite numbers in the correct order to 5. • Realise anything can be counted, including steps, claps or jumps. • Subitise some small amounts (0-3). • Recognise numbers between 0-5. • Represent amounts using symbols and marks – e.g., tallies, drawing spots. • Able to identify a group that has more or fewer. • Understand the last number counted is how many in a group (cardinal principle). • Able to group and share small quantities, and begin to understand the concept of sharing. • Begin to count beyond 5 saying one number name for each item. • Begin to find the total of items in 2 groups by counting all of them. 	<ul style="list-style-type: none"> • Recite numbers past 5. • Match correct numeral and quantity (at least to 5). • Count confidently without the need for objects. • Subitise small numbers (0-5). • Recognise numbers between 0-10. • Represent numbers with marks and some correct numerals. • Compare quantities which have more/fewer, starting to recognise the difference. • Order numbers 0-10, discussing their position. • Practise grouping and sharing quantities (0-5) in different ways, realising the total is the same. • Recite numbers backwards from 5. • Add two small groups together, saying the total.
<p>Numerical Patterns Knowledge and Skills</p>	<ul style="list-style-type: none"> • Start to recognise and copy a simple repeated pattern. • Begin to describe some similar events. • Organise similar objects in groups. • Begin to recognise some simple number patterns. 	<ul style="list-style-type: none"> • Recognise and continue a simple repeated 2 step patterns. • Describe some similar events in the correct order. • Sort and match objects and begin to talk about what is the same and different. • Recognise and match some number patterns. 	<ul style="list-style-type: none"> • Describe an extended sequence of events using appropriate language. • Compare objects and describe the similarities and differences. • Identify and extend number patterns.

Nursery Curriculum Plan 2022-23



Shape, Space and Measure Knowledge and Skills	<ul style="list-style-type: none"> Explore and name simple 2D shapes. Make marks to represent different 2D shapes. Begin to follow and use simple positional language (not always correctly). Begin to recognise some objects are big and small, long/tall and short, heavy and light. Experiment with containers by filling and emptying. Use different shapes for different tasks i.e. a circle for a wheel. Begin to talk about a familiar route such as walking to school. Start to recognise familiar patterns i.e. spots. 	<ul style="list-style-type: none"> Recognise the properties of 2D shapes. i.e., a square has 4 sides. Draw some 2D shapes i.e. circle, square, triangle. Begin to follow some instructions using positional language and use positional language. Start to compare and sort objects using appropriate vocabulary according to space, size, shape. Identify objects according to size, length/height, weight, starting to order them correctly. start to use language relating to capacity and compare different quantities of containers. Describe a simple route to someone else. Identify some different patterns i.e. spots, stripes. 	<ul style="list-style-type: none"> To be able to name several 2D shapes and some 3D. To be able to talk about the properties of different shapes. i.e., number or sides, corners, flat or solid. To be able to draw a variety of shapes correctly. Begin to develop an understanding of capacity, using associated language - full, empty, half full. Combine different shapes to create new ones. Use positional language to describe longer routes. Describe, compare and copy a number of different patterns i.e. spots, stripes, zigzag's.
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Intent

Children will be able to:

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.

Understanding the World

Past and Present Knowledge and Skills	<ul style="list-style-type: none"> Begin to make sense of their own life story and family history. Start to recognise that everybody grows as they get older. Start to understand simple events in time. Start to understand that some things have already happened, and some things have not yet happened. 	<ul style="list-style-type: none"> Talk about their own life and family, starting to ask questions about other people's family. Recognise that they were a baby and have now grown to a child. Sequence different events in order. Talk about past events and events that are going to happen in the future. Look at similarities, differences and patterns. 	<ul style="list-style-type: none"> Comment and ask questions about the past and other people's lives. Understand everyone grows older and we are all different ages. Talk about a variety of events, understanding they happen at different times. Talk about changes they have experienced and noticed.
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Nursery Curriculum Plan 2022-23



People and Communities Knowledge and Skills	<ul style="list-style-type: none"> Know that people celebrate different festivals/events. Know that we are all different and start to understand the differences between people. Know some job roles of familiar people in their life. Say who is in their family and who they live with in their home. Know some familiar aspects of where they live such as the country or town. 	<ul style="list-style-type: none"> Talk about some different cultural celebrations and events. Continue developing positive attitudes about the difference between people. Talk about job roles of familiar people in their life. Talk about aspects of their familiar world such as the place where they live, starting to recognise other people live with different families. Know that there are different countries in the world and talk about some of those differences. 	<ul style="list-style-type: none"> To be able to talk about a variety of different cultural celebrations and events, describing what they notice. Have a positive attitude about the differences between people, explaining different cultures and celebrations. Talk about and asks questions about a variety of different job roles. Know where they live and understand everyone has a different home and family. Ask questions about the world around them and the differences. Name and talk about different countries in the world and the differences they have learnt about. 			
The Natural World Knowledge and Skills	<ul style="list-style-type: none"> Start to talk about what they may see/hear/smell/taste/feel. Begin to realise objects may feel differently. Begin to notice changes within their environment. Begin to talk about familiar animals and the foods they may eat or where they may live. Notice some of the changes happening to the natural environment. Describe the weather for each day. Notice that animals and plants are alive and need care. 	<ul style="list-style-type: none"> Talk about what they see/hear/smell/taste/feel, using a wide vocabulary. Compare a range of different materials grouping similar objects together. To notice and name different man-made features in the immediate environment. Know that different animals will eat different types of food and live in different habitats. Start to talk about the changes to the natural environment and the effect it has on plant life and the weather. Identify some seasons and how it can change the weather. Show care and concern for creatures and plants, identifying some of the things they need to grow. 	<ul style="list-style-type: none"> Use their senses independently to describe and talk about their own experiences. Understand that objects are made from different materials and have a different purpose. Compare and ask questions about the different features within the environment. Talk about a wide range of animals and their natural habitats describing key features such as carnivore/herbivore. Recognise some of the changes that happen overtime and the effects it has on our natural environment. Talk about the seasons and weather, and how this may affect our environment. Care for creatures and plants understanding they start from an egg/baby/seed and grow overtime. 			
Intent						
Children will be able to: <ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary. Explore how things work. Show interest in different occupations. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. 						
Science (Developing Experts)	Unit – Our Body Body parts	Unit – Materials Freezing and melting	Unit – Animals Habitats Dinosaurs	Unit – Plants Living things How humans change	Unit – Insects and Invertebrates	Unit – The Beach

Nursery Curriculum Plan 2022-23



History Focus	My family Harvest	The Gunpowder Plot Remembrance Day Christmas	History of dinosaurs	Shrove Tuesday Easter	St George's Day	Holidays – past and present
Geography Focus	Our local area	Different homes	Chinese Culture/New Year Environments and habitats	Seasons and weather	Exploring our environment	Different countries Oceans and seas
RE Focus (Discovery RE)	Harvest	Christmas	New Year	Shrove Tuesday Easter	What can we learn from stories?	What can we learn from stories?

Expressive Arts and Design

Creating with Materials <i>Knowledge and Skills</i>	<ul style="list-style-type: none"> Use pre-made paints and able to name some colours. Print with large tools. Makes marks, draws circles and lines. Explore joining resources i.e. glue sticks, tape Begin to build towers by stackings objects Explore and mould playdough/clay, using familiar tools. Draw faces with features. 	<ul style="list-style-type: none"> Use and choose own paints and name colours. Print with small blocks, small sponges, fruit, shapes and other resources Draw faces with features and draws enclosed spaces, giving meaning. Add materials together to develop models. Use PVA glue and spatulas for creative tasks. Build to create enclosed spaces 	<ul style="list-style-type: none"> Choose own paints for a specific purpose and beginning to mix paints to create new colours/shades Draw simple line drawings, adding more detail. Use recycling materials to builds simple models. Use glue sticks and glue spatulas independently for purpose. Use construction resources to create a range of models and 3D structures.
Being Imaginative and Expressive <i>Knowledge and Skills</i>	<ul style="list-style-type: none"> Begin to move to music. Play with small world resources Use familiar resources to act out familiar experiences. Begin to express own creative ideas. Listen to some familiar songs and music, knowing some words. Explore different instruments. Copy basic beats. 	<ul style="list-style-type: none"> Join in and copies basic actions. Join in small world/role play related to familiar stories and current topics. Use a variety of different resources to express ideas and thoughts. Choose their favourite songs and music, joining in with several songs. Use some instruments to express sounds. Join in with simple repeated beats, following the melody. 	<ul style="list-style-type: none"> To perform and learn short routines, beginning to make up own moves. Find and make available props to express role play ideas. Use a variety of different methods to express their own imagination. Beginning to make up their own rhyme/songs. Explore and use different instruments and is beginning to name them. Use a variety of instruments creating sounds. They can be played quickly, slowly, loudly or softly.

Intent

Children will be able to:

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.

Nursery Curriculum Plan 2022-23



- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

DT/Art Focus	Self-portraits Family pictures Autumn leaves Christmas Decorations Decorating biscuits		Chinese dragon Clay animals Animal paintings Observational paintings Animal patterns		Colour mixing Sea creatures Junk modelling Collages Spider webs	
Music	Let's Be Friends		This is me Animal Tea Party		I've got feelings Let's Jam	
Visits/Events	Autumn Harvest	Bonfire Night Remembrance Day Christmas	Winter Chinese New Year	Spring Mother's Day Easter	Sports Day	Summer Father's Day