


We are adventurers! Nursery Spring 1 – Curriculum Plan



Our vision: 'Life in All its Fullness' (John 10.10) and our Christian Values are the foundations to affect change from within the heart of the community. Children are encouraged to develop strong aspirations educationally, socially, morally and spiritually with a desire to make a positive difference in the world.

<p><u>PSED (Personal, Social and Emotional Development)</u> Making Relationships Listens to other children's ideas and sometimes responds to them. Extends and elaborates play ideas. Can play and work cooperatively with other children for a short period of time without direct adult supervision. Self confidence and self awareness Needs some support from a familiar adult to feel confident in new social situations. Confidently talks to children and familiar adults when playing. Managing feelings and behaviour Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can play and work cooperatively with other children for a short period of time without direct adult supervision.</p>	<p><i>In this sequence of learning, children will embark on a series of adventures designed to spark their imaginations and develop their communication skills. They will share stories which transport them to many different places. Inspired by these, the children will be encouraged to try out lots of new things for themselves.</i></p> 	<p><u>CL (Communication and Language)</u> Listening and attention Listens to stories with increasing recall. Joins in with repeated refrains in stories. Can follow instructions. Can maintain attention for a short time to complete an adult-initiated activity in a small group. Understanding Working at least at band 7 for Understanding on Well Comm screening. Can follow a story with support from pictures and props. Speaking Working at least at band 7 for Speaking on Well Comm screening. Beginning to question why things happen. Beginning to use past and future tenses in play. Can use talk to pretend in their play.</p>	<p><u>PD (Physical Development)</u> Moving and Handling Moves freely and with pleasure and confidence in a range of ways such as crawling, walking, running, jumping, rolling, skipping. Mounts stairs, steps or climbing equipment using alternate feet. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Can stand momentarily on one foot when shown. Beginning to catch a large ball. Holds pencil using modified tripod but can use a tripod grasp when shown. Can control pencil to draw an identifiable person (or similar). Health and self-care Mostly attends to own personal care; uses the toilet independently and can wash and dry own hands. Understands that equipment and tools have to be used safely and can use some tools without direct adult supervision.</p>
<p><u>Literacy</u> Reading Listens to stories with increasing attention and recall. Recalls principal characters, main events and story settings. Joins in with repeated refrains in stories and anticipates key events and phrases in rhymes and stories. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Phase 1 letters and sounds: Can discriminate between different environmental (aspect 1), instrumental (aspect 2) body percussion sounds (aspect 3). Beginning to show an awareness of rhyme and rhythm (aspect 4), alliteration. (Aspect 5) and voice sounds (Aspect 6) Is at least 30-50D2 for all strands of Communication and Language. Writing Engages in purposeful mark making; using their marks to communicate with others. They give meaning to their marks as they draw and paint without being prompted by an adult. They distinguish between the different marks they make. Marks are different shapes and are used for different purposes. Marks intended as writing are beginning to resemble letters. Fine motor development is at least 30-50 D2.</p>	<p><u>Maths</u> Numbers Can accurately represent numbers 0-5 using fingers, pictures and numicon. Beginning to represent numbers marks on paper eg drawing 5 circles to represent their 5 friends. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Beginning to recite numbers in order to 10. Matches some numerals to quantities correctly. Shape, space and measure Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p>	<p><u>UW (Understanding the World)</u> People and communities Shows interest in different occupations and ways of life. Is at least 30-50 D2 for Making Relationships. Is at least 30-50 D1 for Speaking and Understanding. The world Shows care and concern for living things and the environment. Beginning to develop language to describe the features of plants, animals, natural and found objects. Is at least 30-50 D1 for Speaking and Understanding. Technology Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <p><u>EAD (Expressive arts and design)</u> Exploring and using media and materials Moves rhythmically. Understands that they can use lines to enclose a space, and uses these shapes to represent objects. Constructs, stacking blocks vertically and horizontally, making enclosures and creating spaces. Being imaginative Makes up rhythms. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Notices what adults do then doing it spontaneously when the adult is not there.</p>	<p><u>Religious Education</u></p> <p><i>Why do we have celebrations?</i></p> <p>Celebration I can talk about something I have celebrated. (At least 30-50 D2 for all strands of CL)</p> <p>I can talk about Harvest, Christmas and Easter and I know that these are special times for Christians. (At least 30-50 D2 for all strands of CL)</p>
<p><u>Community</u> How can I help my local community?</p> <ul style="list-style-type: none"> Litter campaign—looking after our local environment Work with Parish council to improve local facilities to make us safer e.g. streetlighting and fencing 	<p><u>Trips/ Visitors/ Celebrations</u></p> <ul style="list-style-type: none"> Frankley Community Library—Storyteller Chinese New Year 	<p><u>British Values</u></p> <ul style="list-style-type: none"> Tolerance and Mutual Respect—Chinese New Year 	<p><u>SMSC</u> Social— Community work (Litter/ fencing, etc) Spiritual—Class Collective Worship Cultural—Chinese New Year</p>

honesty patience joy forgiveness tolerance thankfulness respect kindness friendship gentleness love hope