


We are superheroes! Nursery Spring 2 – 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 Keeps play going for extended periods of time by responding to what others are saying or doing. Initiates conversations and forms good relationships with peers and familiar adults. Self confidence and self awareness Is more outgoing towards unfamiliar people and more confident in new social situations. Will communicate freely about own home and community. Shows confidence in asking adults for help. Managing feelings and behaviour Aware of own feelings, and knows that some actions and words can hurt others' feelings. Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<div data-bbox="845 254 1460 779"> <p>In this sequence of learning, children will learn about a range of real-life and fictional super-heroes. They will be encouraged to think about the personal qualities that make us ‘super’ and explore the ‘super-hero’ inside themselves!</p>  </div>	<p><u>CL (Communication and Language)</u> Listening and attention Listens to stories and can recall key events. Anticipates key events/phrases in a story. Is able to follow directions e.g. ‘Put your coat on then line up at the door.’ Can maintain attention for longer periods of time to complete and adult-initiated or self-chosen activity. Understanding Working at least at band 8 for Understanding on Well Comm screening. Beginning to understand ‘why’ and ‘how’ questions. Speaking Working at least at band 8 for Speaking on Well Comm screening. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses talk in pretending that objects stand for something else in play, e.g., ‘This box is my castle.’</p>	<p><u>PD (Physical Development)</u> Moving and Handling Moves freely and with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, running, jumping, skipping, sliding and hopping. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can catch a large ball. Holds pencil near point between first two fingers and thumb and uses it with good control. Independently holds pencil using tripod grasp. Can copy some letters, e.g. letters from their name. Health and self-care Observes the effects of activity on their bodies. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>
<p><u>Literacy</u> Reading Shows awareness of rhyme and alliteration. Beginning to be aware of the way stories are structured. Suggests how the story might end. Describes main story settings, events and principal characters. 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) Can orally blend and segment sounds in words. Is at least 30-50S for all strands of Communication and Language. Writing Mark making is purposeful and used to communicate. 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 and ascribe meaning to their writing by ‘reading’ it to others. They attempt to write the letters in their name</p>	<p><u>Maths</u> Numbers Can accurately represent numbers 0-10 using fingers, pictures and Numicon. Recites numbers in order to 10. Realises not only objects, but anything can be counted, including steps, claps or jumps. Shows an interest in number problems. Shape, space and measure Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.</p>	<p><u>UW (Understanding the World)</u> People and communities Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Is at least 30-50 S for Making Relationships. Is at least 30-50 S for Speaking and Understanding. The world Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Is at least 30-50 S for Speaking and Understanding. Technology Knows that information can be retrieved from computers.</p> <p><u>EAD (Expressive arts and design)</u> Exploring and using media and materials Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Learns how colours can be changed. Beginning to be interested in and describe the texture of things. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. Being imaginative Developing preferences for forms of expression. Uses movement to express feelings. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p><u>Religious Education</u></p> <p><i>Easter: New life all around</i></p> <p>Celebration I am interested when other people talk about things that they have celebrated. (At least 30-50S for all strands of CL)</p> <p>Specialness I know that churches, Christmas, Easter, Harvest, the Bible and Jesus are special for Christians. (At least 30-50S) 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"> Easter World Book Day Sport Relief Living Eggs Blue Cross Animal Rescue Rev. Ping Ting and Rev. Jane Visits from Police and Fire Brigade 	<p><u>British Values</u></p> <ul style="list-style-type: none"> Tolerance and Mutual Respect—Easter Rule of Law and Individual Liberty—Police Officer visit 	<p><u>SMSC</u> Social— Community work (Litter/ fencing, etc), Sport Relief, Blue Cross Animal Rescue, Police and Fire Brigade visits Spiritual—Class Collective Worship, Easter, Bible stories with Rev. Ping Ting and Rev. Jane Cultural—World Book Day/ author visit Moral— Sport Relief</p>

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