



Kenmore Park Infant & Nursery School.



Nursery Curriculum Goals: 2022 - 2023

Area of Learning	Autumn Term		Spring Term		Summer Term	
	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
<p>Personal, Social and Emotional Development</p> <p>Managing feelings Building Relationships Self-Regulation</p> <p>Suggestions: Consistency in routines and transition to support self-regulation. Visual timetable, feelings posters, books, regular circle time, modelling, social stories, and Jigsaw plan.</p>	<ul style="list-style-type: none"> Learn how to separate from main carer. Begin to familiarise with the new environment. Begin to understand rules of play - share toys and take turns. Begin to manage personal needs- dressing, toilet and eating independently. 	<ul style="list-style-type: none"> Comfortably separate from main carer. Begin to develop the confidence to access a range of resources in the environment. Learn how to share resources and take turns with adult support. Develop the confidence to take care of their personal needs and begin to talk about wants and needs. 	<ul style="list-style-type: none"> Begin to speak to adults and peers about feelings. Begin to gain confidence in asking adults for help. Begin to look for resources that they need. Able to wait for their turn and can share resources with peers. Help with tidying up tasks. 	<ul style="list-style-type: none"> Show understanding of class routines and begin to understand class rules with adult support. Begin to show an awareness of the feelings of others. Begin to play in a group and can keep play going by extending play ideas. Begin to talk positively about themselves and welcome praise from others. 	<ul style="list-style-type: none"> Talk about their feelings and show an understanding of the class rules. Develop an interest in trying new activities. Able to play in a group and keep play going with their peers most of the time. Can adapt to change and can talk to unfamiliar adults in the setting. Begin to understand the effects of healthy food on their bodies. 	<ul style="list-style-type: none"> Share toys fairly and begin to resolve conflict without adult intervention. Show interest in trying new activities and challenging tasks. Talk about themselves in positive terms and enjoy praise from adults in the setting. Know that some foods are healthy, and some are not and can make the right eating choices.

Communication and Language

Listening, Attention and Understanding.

Speaking

Suggestions:

Regular and repeated story telling sessions, role play, hot seating, quality interactions with children by adults, circle time, stimulating reading and role play areas and enhanced provision based on children's interests.

- Begin to talk about themselves and their families.
- Begin to talk about what they did at home with their family.
- Begin to name common classroom objects.
- Listen carefully and follow a simple instruction with adult support.
- Listen to stories and can begin to name the characters.
- Listen and respond to environmental sounds.
- Listen to rhymes and begin to join in.

- Listen carefully during carpet sessions and respond to simple questions.
- Listen carefully and follow simple instructions with increased independence.
- Respond to questions using a simple sentence.
- Name different objects in the classroom.
- Distinguish between different sounds.

- Begin to use some new vocabulary taught in class.
- Listen to and begin to follow 2-part instructions.
- Sequence pictures from a story and retell the key events in their own words.
- Express themselves using simple sentences.

- Repeat refrains from familiar traditional stories.
- Increasingly listen to and follow 2-part instructions.
- Increasingly use new vocabulary taught in class.
- Begin to express themselves using complex sentences.

- Talk about their needs and wants.
- Begin to use language to describe an event or experience.
- Begin to engage in continuous conversation with peers and adults.
- Increasingly listen to and follow 2-part instructions.
- Begin to comment on what they have heard.

- Express their feelings using appropriate vocabulary.
- Use language to describe an event or experience.
- Begin to engage in continuous conversation with peers and adults.
- Increasingly listen to and follow 2-part instructions.

Physical Development

Gross Motor Skills
Fine Motor Skills

Suggestions:

Playdough, dough disco, finger gym, threading, different mark making tools, puzzles, chunky chinks, easel, tap a shape and peg boards

- Learn to take off their coat and school jumper with adult support.
- Hold child friendly scissors and begin to make snips in the paper.
- Climb on Nursery equipment in the outdoor area.
- Make big circles with chalk or other tools.
- Begin to thread beads and other objects.

- Begin to take off and wear their coat and school jumper independently.
- Continue to hold the scissors make snips in paper more confidently.
- Use their dominant hand to copy drawing some circles and other shapes with chalk or other mark making tools.
- Confidently thread beads and other objects.
- Begin to mark make using

- Dress independently.
- Begin to hold writing tools with a good grip to mark make.
- Move their body in a variety of ways (roll, jump, hop etc)
- Use the scissors to cut in a straight line.
- Carry a few objects confidently around the classroom.

- Use the scissors to cut zig-zag lines.
- Increasingly hold a pencil correctly and use it with good control.
- Move their body in a variety of ways (roll, jump, hop etc)
- Run around safely most of the time.

- Jump off an object and land safely.
- Begin to hold a pencil using the tripod grip.
- Draw and colour recognisable images using different mark making tools.
- Catch a large ball.

- Move their body in a range of different ways and can begin to negotiate space.
- Hold a pencil using the tripod grip and begin to form letters.
- Run safely in the outdoor area.
- Try and stand on one foot.

		different writing tools.				
<p>Literacy (incl. Phase 1 Phonics)</p> <p>Comprehension Word reading Writing</p> <p>Themes- All about me Our tiny friends Under the Sea Our furry friends Grow with me All things that grow Including Traditional stories and non-fiction texts</p>	<ul style="list-style-type: none"> Listen to stories in small groups and whole class setting. Begin to talk about the characters in the story. Begin to answer some simple questions about the story. Mark make with a range of resources. Begin to differentiate between different sounds in the environment. Join in with nursery rhymes. 	<ul style="list-style-type: none"> Listen to stories with increased attention. Begin to recognise their name on the name peg. Use a number of mark making tools to mark make. Increasingly differentiate between different sounds in the environment. Answer simple story questions and talk about characters. Join in with repetitive refrains in stories. Begin to look at books while holding them correctly. 	<ul style="list-style-type: none"> Copy repeated refrains in the story. Talk about characters in the story. Begin to talk about story settings. Give meaning to the marks they make. Begin to sequence stories and talk about them. Begin to use newly learnt vocabulary. Begin to make predictions in stories. Talk about illustrations in a book. 	<ul style="list-style-type: none"> Begin to identify rhyme and repetition in stories. Begin to hear initial sounds in words. Begin to make recognisable marks with writing tools and talk about what they have made. Retell and sequence stories. Begin to orally segment and blend words. Begin to make predictions when listening to stories. Look at familiar story books and begin to narrate the story in their own words. 	<ul style="list-style-type: none"> Listen and retell a range of stories Identify characters and settings within a story. Show confidence in making predictions in a story. Give meaning to marks they have made. Begin to hear multiple sounds in words. Hold a pencil using the tripod grip more confidently. Begin to copy letters from their name. Begin to talk about similarities and differences. 	<ul style="list-style-type: none"> Listen to and join in with a range of nursery rhymes. Identify rhythm and rhyme. Begin to hear initial sounds in words. Hold a pencil using the tripod grip. Begin to write their name independently. Look at books independently and begin to talk about characters and settings. Begin to use newly learnt vocabulary from stories while narrating stories.
<p>Mathematics Number Numerical Patterns</p> <p>Suggestions: Story Books involving</p>	<ul style="list-style-type: none"> Look at the visual timetable and understand class routines. Sing number songs. Copy drawing some shapes. Sing days of the week songs. Sort objects by shape/colour/size Count to 5 saying number 	<ul style="list-style-type: none"> Begin to compare and describe quantities using mathematical vocabulary (more and less) Count up to 5 objects using 1 to 1 correspondence. Recognise 	<ul style="list-style-type: none"> Begin to count to 10 in order. Show numbers up to 5 on fingers. Begin to count objects more than 5 with 1 to 1 correspondence. Begin to use positional language e.g. on, 	<ul style="list-style-type: none"> Begin to count up to 10 objects using 1 to 1 correspondence. Compare amounts (more and fewer) Begin to use mathematical language to describe size, length and weight. 	<ul style="list-style-type: none"> Begin to Subitise up to 5 objects. Begin to show one way of making a number on their fingers e.g. 2 and 1 make 3. Begin to add 2 groups of objects 	<ul style="list-style-type: none"> Solve addition problems practically, using objects. Begin to show awareness of number composition e.g. 2 and 2 makes 4 Use mathematical

<p>number and amounts, number songs, practical activities in the provision, visuals to aid sibilitising, manipulatives for children to explore and activities involving problem solving in Maths</p>	<p>names in order.</p>	<p>numbers up to 5.</p> <ul style="list-style-type: none"> • Begin to Subitise up to 3 objects. • Begin to complete a repeated pattern 	<p>under, behind.</p> <ul style="list-style-type: none"> • Begin to name common 2d shapes: square, triangle, circle and rectangle. • Recognise numbers to 5 and begin to match number to quantity. 	<ul style="list-style-type: none"> • Name common 2d shapes: square, triangle, circle and rectangle. • Begin to identify objects in the classroom to represent common 2d shapes. • Begin to count and recognise numbers to 10. 	<p>to find the total.</p> <ul style="list-style-type: none"> • Talk about class routines- what will happen next. • Begin to understand some mathematical vocabulary e.g. altogether, take away. • Begin to show understanding of ordinality and cardinality. 	<p>language to begin talking about and comparing size, length and weight.</p> <ul style="list-style-type: none"> • Begin to use positional language to describe how objects are placed. • Show greater confidence in completing a repeating pattern and talking about it.
<p>Understanding the World</p> <p>Past and Present The Natural World People and Communities</p> <p>Suggestions Regular circle time to provide opportunities to talk. Small world activities like doll house, Polar scenes etc. for children to explore familiar and contrasting environments.</p>	<ul style="list-style-type: none"> • Talk about the people in my family. • Talk about how I have changed since I was a baby • Identify fruits and vegetables. • Talk about the weather and seasons. • To name different parts of the body. • Understand the significance of the Diwali. Children to share their experiences. 	<ul style="list-style-type: none"> • Understand the significance of the Diwali (Re-visit), bonfire night and Christmas. • Look at habitats of mini beasts. • develop an understanding of the weather and seasons. • Identify and describe a special occasion in their own family. • Talk about what they see on their way to school. 	<ul style="list-style-type: none"> • Talk about special occasions in their own family. • Talk about Chinese New Year. • Begin to identify and talk about similarities between different religious celebrations. • Begin to talk about their local area. • Talk about what they can find under the sea and begin to describe a sea creature. 	<ul style="list-style-type: none"> • Talk about the home that they live in and compare it to other homes. • To be able to name and talk about farm animals. • Name different jungle animals and talk about how they move. • Begin to talk about roles of people in the society. • Begin to identify people who help us. 	<ul style="list-style-type: none"> • Begin to talk about features of the natural environment; for example: trees, sky, grass, sun. • Name the different parts of the body. • Begin to follow instructions to use the ipad. • Talk about how they have changed since they were babies. • Explore how changes in the states of matter. 	<ul style="list-style-type: none"> • Identify the sounds that different animals make and talk about the similarities between them. • Begin to talk about the things that plants need to grow. • Begin to talk about life cycles. • Begin to draw comparisons between two countries. • Identify people who help us.

<p>Expressive Arts and Design</p> <p>Creating with Materials Being Imaginative and Expressive</p> <p><u>Suggestions</u> Opportunities for dancing, musical instruments, experimenting with colours and textures, role play etc.</p>	<ul style="list-style-type: none"> • Make Self-portraits/ family portraits • Design a birthday card. • Sing my favourite nursery rhymes. • Use some mark making tools to draw and colour. • Make models with recyclable materials • Make Rangoli patterns. • Make a diva lamp. 	<ul style="list-style-type: none"> • Make Christmas cards for my family. • Make firework pictures. • Begin to describe textures. • Sing songs in different languages. 	<ul style="list-style-type: none"> • Use different materials to create a picture or a model. • Pretend play in the role play area. • Make lanterns for Chinese New Year. • Use musical instruments to copy a rhythm. 	<ul style="list-style-type: none"> • Make my own songs to sing. • Copy dance movements during whole class dancing sessions. • Explore mixing primary colours to make new secondary colours. • Describe textures- hard, soft, smooth etc. 	<ul style="list-style-type: none"> • Act out a story using repeated refrains. • Design and make animal masks and baskets. • Explore a range of media – printing, painting, and collage. • Make models with recyclable materials 	<ul style="list-style-type: none"> • Sing songs taught in the nursery. • Make models with resources in the Nursery. • Use their imagination to create with loose parts. • Make stick puppets and masks to act out a story.
<p>Enriching Experiences</p>	<ul style="list-style-type: none"> • Sound walk- Environmental sounds 	<ul style="list-style-type: none"> • Cooking 	<ul style="list-style-type: none"> • Cooking 	<ul style="list-style-type: none"> • Cooking 	<ul style="list-style-type: none"> • cooking 	<ul style="list-style-type: none"> • Farm visit