

Curriculum Nursery - Spring 1

Overarching Theme: Superheroes

Summary Goals:

PSED - Children show more confidence in different settings (church, assemblies) and can talk to unfamiliar adults. Most children are able to say the school rules and most children are able to follow them. Children begin to engage their friends in imaginative play.

C&L - Children extend spoken sentences during adult-led times and children are introduced to talking partners during these times. Children use vocabulary linked to stories within their play. Children narrate their role play to enable them to organise their play.

PD - Children are able to independently put on their coat and wellies for forest school and outdoor play. Children use small tools in both the playdough and painting area. Children are able to follow a pattern/ sequence to a rhyme.

Literacy - Children listen to a shared story and are able to talk about the beginning of a story. Children are able to answer retrieval questions. Children can make marks with more meaning and begin to recognise letters from their name.

Maths - Children learn how to touch count up to number 5, demonstrating 1:1 correspondence. Children learn how to count, recognise and subitise numbers 3, 4 and 5. Children learn to recognise triangles, squares, rectangles and pentagons and can count their sides. Children explore the composition of numbers 3-5 and learn that numbers are made up of smaller numbers.

UTW - Children understand that events that happened before them are in the past. Children know different types of weather and can describe the weather, therefore enabling them to select the correct clothing. Children can talk about cultural events.

EAD - Children explore different ways of printing and make their own printing tool. Children show enjoyment in singing and participate in weekly singing lessons. Children choose to play imaginatively in the continuous provision.

	Wk1	Wk2	WK3	Wk4	Wk5	Wk6
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PSED	<u>Skill and knowledge</u> Children are settled back into the setting. Children follow the school rules and begin to say what they are. Children play cooperatively with others, developing their friendships.	<u>Skill and knowledge</u> Children enter the setting confidently and are able to attend other aspects of school life whilst following the rules - assemblies. Children follow the school rules and begin to say what they are. Children play cooperatively with others, developing their friendships.	<u>Skill and knowledge</u> Children enter the setting confidently and are able to attend other aspects of school life whilst following the rules - assemblies, church service. Children follow the school rules and are able to name some of the school rules. Children play cooperatively with others, developing their friendships and engaging their peers in imaginative play.	<u>Skill and knowledge</u> Children enter the setting confidently and are able to attend other aspects of school life whilst following the rules - assemblies, church service. Children follow the school rules and are able to name some of the school rules. Children play cooperatively with others, developing their friendships and engaging their peers in imaginative play.	<u>Skill and knowledge</u> Children enter the setting confidently and are able to attend other aspects of school life whilst following the rules - assemblies, church service. Children understand why they need to follow the school rules and the importance of staying safe. Children play cooperatively with others, developing their friendships and elaborating on all their play ideas.	<u>Skill and knowledge</u> Children enter the setting confidently and are able to attend other aspects of school life whilst following the rules - assemblies, church service. Children understand why they need to follow the school rules and the importance of staying safe. Children play cooperatively with others, developing their friendships and elaborating on all their play ideas.
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Communication and Language	See policy regarding stem sentences.	See policy regarding stem sentences.	See policy regarding stem sentences.	See policy regarding stem sentences.	See policy regarding stem sentences.	See policy regarding stem sentences.
Songs and rhymes:	Children are introduced to talking partners and practise the routine for this.	Children are introduced to talking partners and practise the routine for this.	Children are familiar with their talking partner and are able to share their knowledge.	Children are familiar with their talking partner and are able to share their knowledge.	Children are familiar with their talking partner. They speak and listen when they are asked to share information with their talking partner.	Children are familiar with their talking partner. They speak and listen when they are asked to share information with their talking partner.
10 Little Superheros	Children use the taught vocabulary within their role play.	Children use the taught vocabulary within their role play.	Children use the taught vocabulary within a range of continuous provision areas.	Children use the taught vocabulary within a range of continuous provision areas.	Children use the taught vocabulary within a range of continuous provision areas and link this to other aspects of their learning.	Children use the taught vocabulary within a range of continuous provision areas and link this to other aspects of their learning.
Superworm	Adults model how to narrate their own play and encourage the children to do this to enable them to organise their thoughts.	Adults model how to narrate their own play and encourage the children to do this to enable them to organise their thoughts.	Children begin to narrate their own play, thus organising their thoughts (Adults to encourage this).	Children begin to narrate their own play, thus organising their thoughts (Adults to encourage this).	Children share their thoughts with others whilst playing and are able to organise their play.	Children share their thoughts with others whilst playing and are able to organise their play.
Supertato Song	Interventions to continue for those children unable (Welcomm and Blast). Staff model effective back and forth conversations to support them.	Interventions to continue for those children unable to (Welcomm and Blast). Staff model effective back and forth conversations to support them.	Interventions to continue for those children unable to (Welcomm and Blast). Staff model effective back and forth conversations to	Interventions to continue for those children unable to (Welcomm and Blast). Staff model effective back and forth conversations to	Interventions to continue for those children unable to	Interventions to continue for

	Vocab: Superhero, villain Exposed/ recapped: setting - supermarket	Vocab: Superhero, villain Exposed/ recapped: setting - supermarket	support them. Vocab: character, villain, hero Exposed: setting	support them. Vocab: character, villain, hero Exposed: setting	(Welcomm and Blast). Staff model effective back and forth conversations. Vocab: character, unique (RE), powers Exposed/ recapped: describe	those children unable to (Welcomm and Blast). Staff model effective back and forth conversations. Vocab: character, unique (RE), powers Exposed/ recapped: describe
Physical Development	Children take part in a daily gross/ fine motor programme. Children are able to put their coats on independently. Children explore with small mark making and cutting tools in the playdough area. Children are	Children take part in a daily gross/ fine motor programme. Children are able to put their coats on independently. Children explore with small mark making and cutting tools in the playdough area. Children are	Children take part in a daily gross/ fine motor programme. Children are able to put on their coats and wellies independently. Children explore with small mark making tools in both the playdough and the painting area.	Children take part in a daily gross/ fine motor programme. Children are able to put on their coats and wellies independently. Children explore with small mark making tools in both the playdough and the painting	Children take part in a daily gross/ fine motor programme. Children independently get themselves ready for forest school (coat and wellies) and go to the toilet. Children effectively use small mark making tools in both the play	Children take part in a daily gross/ fine motor programme. Children independently get themselves ready for forest school (coat and wellies) and go to the toilet. Children effectively use small mark making tools in

	able to follow a simple AB pattern within movement.	able to follow a simple AB pattern within movement.	Children are able to follow a simple AB pattern within movement and music.	area. Children are able to follow a simple AB pattern within movement and music.	dough and painting area to create marks in a variety of ways. Children are able to follow a simple ABC pattern within music. (See AB music)	both the play dough and painting area to create marks in a variety of ways. Children are able to follow a simple ABC pattern within music. (See AB music)
Literacy Policy- high quality texts	Daily phase 1 phonics Children listen to a shared story. Children access stories and rhymes in the continuous provision and are able to answer a retrieval question about what they have heard. Children are able to make marks that represent letters	Daily phase 1 phonics Children listen to a shared story. Children access stories and rhymes in the continuous provision and are able to answer a retrieval question about what they have heard. Children are able to make marks that represent letters	Daily phase 1 phonics Children listen to a shared story and begin to talk about what happens at the beginning. Children access stories and rhymes in the continuous provision and are able to answer 2/3 retrieval questions about what they have heard.	Daily phase 1 phonics Children listen to a shared story in full and begin to talk about what happens at the beginning. Children access stories and rhymes in the continuous provision and are able to answer 2/3 retrieval questions about what they have heard.	Daily phase 1 phonics Children listen to a shared story in full and are able to talk about what happens at the beginning of a story. Children listen to stories and rhymes and are able to answer retrieval questions in group and 1:1 activities. Children use mark making to	Daily phase 1 phonics Children listen to a shared story in full and are able to talk about what happens at the beginning of a story. Children listen to stories and rhymes and are able to answer retrieval questions in group and 1:1 activities. Children use mark making to

	from their name. Vocab: Superhero, villain Exposed/ recapped: setting - supermarket Stem sentence linked to C&L	from their name. Vocab: Superhero, villain Exposed/ recapped: setting - supermarket Stem sentence linked to C&L	Children make marks with more meaning and represent letters from their name. Vocab: character, villain, hero Exposed: setting Stem sentence linked to C&L	Children make marks with more meaning and represent letters from their name. Vocab: character, villain, hero Exposed: setting Stem sentence linked to C&L	represent many of the letters in their name. Children mark make in a variety of ways and are able to ascribe meaning to their pictures. Vocab: character, unique (RE), powers Exposed/ recapped: describe Stem sentence linked to C&L	represent many of the letters in their name. Children mark make in a variety of ways and are able to ascribe meaning to their pictures. Vocab: character, unique (RE), powers Exposed/ recapped: describe Stem sentence linked to C&L
Mathematics Books, songs and rhymes: The Three Little Pigs Three Blind Mice Shape song	Children listen to and join in with numerical nursery rhymes. Children can subitise and recognise 3 without counting. Children show the number 3 on	Children listen to and join in with numerical nursery rhymes. Children can count 3 objects by touch counting. Children understand the	Children listen to and join in with numerical nursery rhymes. Children can count 4 objects by touch counting. Children understand the	Children listen to and join in with numerical nursery rhymes. Through play and exploration, children begin to learn that numbers are made up (composed) of	Children listen to and join in with numerical nursery rhymes. Children can count 5 objects by touch counting. Children understand the	Children listen to and join in with numerical nursery rhymes. Through play and exploration, children begin to learn that numbers are made up (composed) of

4 Little Teddy Bears 5 currant buns	their fingers. Children explore the composition of 3 by looking at arrangements of dots (I can see 2 and 1) Vocab: Number, 5 frame, 1, 2, 3, dots	phrase 'How many?' Children recognise the numeral 3. Children recognise different representations of number 3. Children match a number to a representation. Children explore the composition of 3 through practical activities. Children recognise a triangle. Children know that a triangle has 3 sides by counting them. Vocab: how many altogether? Number, 3,	phrase 'How many?' Children recognise the numeral 4. Children recognise different representations of number 4. Children match a number to a representation. Children recognise a square and a rectangle. Children know that squares and rectangles have straight sides. Children know that squares and rectangles have 4 sides and check by counting them. Children learn that a square	smaller numbers (up to number 4). Children can count 4 objects. Children separate objects into groups and say how many they can see. Children understand the phrase 'How many?' and say the total amount. Some children may begin to say different ways to make the number 4. Vocab: number 4, count, how many?	phrase 'How many?' Children recognise the numeral 5. Children recognise different representations of number 5. Children match a number to a representation. Children recognise a pentagon and know it has straight sides. Children know that a pentagon has 5 sides and check by counting. Vocab: shape, pentagon, sides, straight Exposed: pentagon	smaller numbers (number 5). Children use numicon to explore the composition of number 5. Number, 5, how many altogether? Total, count Children can count 5 objects and can separate them into groups and say how many they can see. Some children may begin to say different ways to make the number 5. Vocab: Number 5, count, how many? altogether
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		triangle, sides, shape	has equal length sides. Children learn that a rectangle has short sides and long sides. Vocab: Number, 4, how many altogether? Total, count shape, rectangle, square, sides, straight, equal, same			
UTW Religious Education Songs and rhymes: Our God is Great Big God Bind Us Together	Children respectfully join in with the school prayers. Children take part in a caritas lesson on values. Children understand similarities between their friends and them. Children	Children show respect when saying their prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective worship. Children are introduced to celebrations that	Children show respect when saying their prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective worship. Children are introduced to celebrations that	Children show respect when saying their prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective worship. Children talk about the celebrations that	Children show respect when saying their prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective worship. Children talk about the celebrations that	Children show respect when saying their prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective worship. Children talk about the celebrations that

	understand the differences between them and their friends. Vocab: similarities, differences	take place in church and at home. Children can say the prayer, 'Glory Be'. Vocab: celebration, bible Exposed Vocab: parish family	take place in church and at home. Children can say the prayer, 'Glory Be'. Vocab: celebration, bible Exposed Vocab: parish family	take place in church and at home. Children can say the prayer, 'Glory Be'. Children learn about the celebration of Chinese New Year. Vocab: celebration, bible, Chinese New Year Exposed Vocab: parish family	take place in church and at home. Children can say the prayer, 'Glory Be'. Children learn about the celebration of Chinese New Year. Vocab: celebration, bible, Chinese New Year Exposed Vocab: parish family	take place in church and at home. Children can say the prayer, 'Glory Be'. Children reflect on their learning and take part in gospel assembly. Vocab: celebration, bible Exposed Vocab: parish family
UTW	Children share stories from their recent past - i.e weekend news. Children can talk about the different types of weather. Children describe the world around them (Forest	Children share stories from their recent past - i.e weekend news. Children can talk about and describe the different types of weather. Children describe the world around	Children remember key events from their past - christmas, last birthday. Children begin to link the times of year to the weather - Christmas is cold. Children talk	Children remember key events from their past - christmas, last birthday. Children begin to link the times of year to the weather - Christmas is cold.	Children understand the meaning of the word past and can talk about things that have happened in the past. Children can talk about the type of clothes needed to match the weather.	Children understand the meaning of the word past and can talk about things that have happened in the past. Children can talk about the type of clothes needed to match the

	school). Children discuss the changing season. Vocab: weather, rain, sunshine Exposed: thunder, lighting, storm	them (Forest School). Children discuss the changing season. Vocab: weather, rain, sunshine Exposed: thunder, lighting, storm	about Chinese New Year and taste Chinese food. Children describe the world around them (Forest School). Children discuss the changing season. Vocab: weather, change, rainbow Exposed/ recap: rain, sunshine, storm	Children talk about Chinese New Year and taste Chinese food. Children describe the world around them (Forest School). Children discuss the changing season. Vocab: weather, change, cold, warm Exposed/ recap: rain, sunshine, storm	Children talk about Pancake day and experience flipping and tasting pancakes. Children describe the world around them (Forest School). Vocabulary: Chinese New Year Exposed/ recap: Year of the...	weather. Children talk about Pancake day and experience flipping and tasting pancakes. Children describe the world around them (Forest School). Vocabulary: Pancake Day Exposed/ recap: flip, toss
EAD Children explore different ways of printing and make their own printing tool. Children show enjoyment in	Children explore attaching materials using glue, cellotape and pritt stick. Children learn new songs within their	Children explore how to use a print roller. Children experiment with paint and water using a roller. Children enjoy	Children experiment using glue, cellotape and pritt stick to make their own printing roller. Children explore	Children experiment using glue, cellotape and pritt stick to make their own printing roller. Children explore	Children use their own printing roller to create a repeating pattern. Children explore painting using different painting	Children describe and reflect on their own printed picture and their homemade print roller. Children enjoy

singing and participate in weekly singing lessons. Children choose to play imaginatively in the continuous provision.	weekly singing lessons and share these within the continuous provision. Children play imaginatively within the classroom and outdoors - using small world characters and role play resources. Vocab: glue, pritt stick, cellotape	weekly singing and share the songs within the continuous provision. Children play imaginatively within the classroom and outdoors - using small world characters and role play resources. Vocab: print roller	painting using different painting tools. Children practise colour mixing. Children enjoy weekly singing and share the songs within the continuous provision. Children play imaginatively within the classroom and outdoors - using small world characters and role play resources. Vocab: print roller, painting	painting using different painting tools. Children practise colour mixing. Children enjoy weekly singing and share the songs within the continuous provision. Children play imaginatively within the classroom and outdoors - using small world characters and role play resources. Vocab: print roller, painting	tools. Children practise colour mixing. Children enjoy weekly singing and share the songs within the continuous provision. Children play imaginatively within the classroom and outdoors - using small world characters and role play resources. Vocab: print roller, painting	weekly singing and share the songs within the continuous provision. Children play imaginatively within the classroom and outdoors - using small world characters and role play resources. Vocab: print roller, painting
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