



Newbarns Primary and Nursery School – Curriculum Overview - Nursery

	COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
AUTUMN	<p>Pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p>	<p>Select and use activities and resources, with help when needed.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Understand gradually how others might be feeling.</p> <p>Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Go up steps and stairs, or climb up apparatus, using alternative feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>Stories, rhymes, songs and poems</p> <p>Stories- understand;</p> <p>>Print has meaning</p> <p>>Print can have different purposes</p> <p>>We read English text from left to right and from top to bottom</p> <p>>The names of the different parts of a book</p> <p>>Page sequencing.</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Mark making.</p>	<p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>Show 'finger numbers' up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Compare quantities using language; 'more than', 'fewer than'.</p> <p>Talk about and explore 2D shapes.</p> <p>Understand position through words alone.</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Use all our senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see.</p> <p>Explore how things work.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Take part in simple pretend play.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore colour and colour mixing.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember to sing entire song.</p>
SPRING	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand a question or instruction that has two parts.</p> <p>Understand 'why' questions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries.</p> <p>Remember rules without needing an adult to remind them.</p>	<p>Use a comfortable grip with good control when holding a pens and pencils.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Start taking part in some group activities which they make up for themselves or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm.</p>	<p>Develop phonological awareness</p> <p>>Spot and suggest rhymes</p> <p>>Count or clap syllables in a word</p> <p>>Recognise words with the initial sounds.</p> <p>Write some letters accurately.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Link numerals and amounts.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Talk about and explore 3D shapes.</p> <p>Select shapes appropriately.</p> <p>Combine shapes to make new ones.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses etc.</p> <p>Join different materials and explore different textures.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Sing the pitch of a tune sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody) of familiar songs.</p>
SUMMER	<p>Develop their communication.</p> <p>Develop their pronunciation.</p> <p>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.</p> <p>Use talk to organise themselves and their play.</p>	<p>Be increasingly independent in meeting their own care needs.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Develop appropriate ways to be assertive.</p> <p>Talk with others to solve conflicts.</p>	<p>Match their developing physical skills to task and activities in the setting.</p> <p>Choose the right resources to carry out their own plans.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow boxes.</p>	<p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p>	<p>Talk about and identifies patterns around them.</p> <p>Extend and create ABAB patterns.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness and fear etc.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>