



Nursery Class - Spring Term 2020 Curriculum Overview



Topics - Seasons - Winter, The Arctic, Spring, On the Farm,

| Personal, social and Emotional Development | | Communication and Language | | Physical Development | | | |
|--|--|---|--|--|--|---|--|
| <ul style="list-style-type: none"> • Playing co-operatively in a group • Initiating play with others • Selecting and using equipment independently • Understanding and respecting class routines and boundaries • Circle time games to encourage self-confidence and self-awareness • Helping children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried. • Encouraging children to work together in teams | | <ul style="list-style-type: none"> • Listening games - copy the sound around the circle • Introducing new words in the context of play and activities. • Helping the children to expand on what they say, introducing and reinforcing the use of more complex sentences • Using opportunities to stop and listen carefully for environmental sounds, and talking about sounds we can hear • Talking to children about what they have been doing and help them to reflect upon and explain events | | <ul style="list-style-type: none"> • Teaching children the skills they need to use equipment safely, e.g. cutting with scissors or using tools • Showing children how to collaborate in throwing, rolling, fetching and receiving games • Encouraging children to use the vocabulary of movement, e.g. 'gallop', 'slither'; of instruction e.g. 'follow', 'lead' and 'copy' • Encouraging children to notice the changes in their bodies after exercise, such as their heart beating faster • Supporting children's growing independence as they do things for themselves | | | |
| Literacy | | Mathematics | | Understanding the World | | Expressive Arts | |
| <ul style="list-style-type: none"> • Listening to and joining in with stories and poems • Anticipating key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured • Recognising and beginning to attempt to write own name • Linking sounds to letters, naming and sounding the letters of the alphabet • Beginning to orally segment the sounds in simple words | | <ul style="list-style-type: none"> • Counting irregular arrangements of objects • Selecting the correct numeral to represent 1 - 10 objects • Attempting to write numerals 1 - 10 • Reciting numbers in order to 20 and beyond • Estimating a group of objects and checking by counting • Comparing two sets of objects • Using mathematical names for 2D shapes | | <ul style="list-style-type: none"> • Encouraging children to talk about their home and community life and finding out about other children's experiences • Arousing awareness of features of the setting and our immediate local environment • Examining change over time eg changing seasons and change that can be reversed eg melting ice • Encouraging children to speculate on how things work | | <ul style="list-style-type: none"> • Singing familiar songs and rhymes • Imitating movement in response to music • Using various construction materials to stack, join, fix and make enclosures • Developing competent use of simple tools and techniques • Supporting children in building imaginative stories around toys • Creating simple representations of people, events and objects | |

