



# **Curriculum Framework for Nursery**

# The National Curriculum and the Early Years Foundation Stage

In Nursery and Reception we follow the Early Years Foundation Stage Curriculum. In addition to our context for learning, each week we follow the children's interests and plan their next steps. A link to Early Years Foundation Stage Curriculum can be found on our website.

In Years One to Six we follow the national curriculum for England and Wales. A link to the National Curriculum can be found on our website. This gives a detailed breakdown of programmes of study for each curriculum area as follows:

<b>English</b>	Programmes of Study for: <ul style="list-style-type: none"><li>• Year One</li><li>• Year Two,</li><li>• "Lower Key Stage Two" (by the end of Year Four)</li><li>• "Upper Key Stage Two" (by the end of Year Six)</li><li>• Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation</li></ul>
<b>Maths</b>	Programmes of Study for each group from Years One to Six
<b>Science</b>	Programmes of Study for each group from Years One to Six
<b>All other National Curriculum Subjects</b>	Attainment Targets and Subject Content for Key Stage One (Years One and Two) and Key Stage Two (Years Three to Six)

We also follow the Cambridgeshire Agreed Syllabus for Religious Education.

## How the Curriculum Is Organised

On the following pages you can see what is being taught in each curriculum area each half term.

Whatever we are teaching, there are certain key features that are consistent about how the curriculum is organised and delivered...

### 1. A "Context for Learning"

We teach most subjects through a "Context for Learning". This is the over-arching topic we use to provide a meaningful context to the children's work. Usually each half term will have a different "Context for Learning". We use these contexts to teach all the national curriculum subjects, and look to make links between the subject areas.

Literacy and mathematics are taught each day and linked to the theme where possible. Some lessons may be taught discretely if they do not fit in with the context for learning.

We may when appropriate focus on a particular curriculum area for a few days. For example, rather than having one art lesson at a particular time every week, children may have a week focusing on art, enabling them to really get their teeth into a particular project.

Some curriculum areas may not be taught every half term (for example, History may be taught one half term then Geography the following half term).

### 2. An Exciting "Entry Point"

Each context for learning begins with a "wow" entry point for the children. The purpose of these is to stimulate children's excitement, interest and motivation to learn. These events usually happen in

the first couple of weeks of teaching using that context. They may involve children going on a class trip or it may be an event organised in school.

### **3. Our Question Boards**

Each class begins each half term's context for learning by brainstorming what they already know about the area and generating questions that they would like to find out the answers to. Each classroom has a "questions board" with the children's questions displayed. These help inform the teacher's planning for each half term and are used to help the children to become active, independent learners.

We strongly believe that this skills-based approach to teaching and learning has a positive impact on your child's enjoyment and achievement at school.

## **A Personalised Curriculum for Your Child**

Precise learning objectives are differentiated according to each child's next steps in their learning. You can find out more detail about your child's next steps in learning by coming to the Parents' Evening Meetings in the Autumn and Spring terms, from your child's Annual Written Report in the Summer Term and by making an appointment with your child's class teacher if you feel you need more information or have any concerns.

Homework is another good way of keeping up with what your child is learning. Reading with your child, helping them learn spellings, number bonds, multiplication tables and other activities that are sent home give a good indication of the areas your child is working on.

# Our Curriculum for Nursery for the First Half of Autumn Term

## Context for Learning: New beginnings - Exploring Nursery

	Link to National Curriculum Area	Brief Description of what is being taught
<b>Communication &amp; Language</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>Children talk about their home and family and build up their vocabulary focused on people that are of importance to them.</li> <li>Children learn new words and use them confidently in speech.</li> <li>Children use talk in imaginative and pretend play.</li> <li>Children listen to their peers with attention.</li> <li>Children learn to instructions and learn to follow them e.g. being kind to one another ensuring that we look after our classroom and keep it tidy.</li> <li>Children join in with repeated refrains during story time and singing rhymes.</li> </ul>
<b>Physical Development</b>	<b>Physical Education</b>	<ul style="list-style-type: none"> <li>Children move in various different ways.</li> <li>They practice using pens/crayons and using gross movements draw straight lines and circles.</li> <li>Children practice at becoming independent at dressing themselves and using the toilet.</li> <li>They begin to learn about what foods are healthy and good for our bodies.</li> <li>Children practice at building and making constructions with various resources, such as bricks.</li> </ul>
<b>Personal, Social &amp; Emotional</b>	<b>PHSE and Citizenship</b>	<ul style="list-style-type: none"> <li>Children become confident within the setting and practice at talking in-front of small groups.</li> <li>Children learn how to share and take turns.</li> <li>They learn how to adapt behaviour during certain situations such as sitting still and taking turns to speak during key-worker time.</li> <li>Children enjoy being able to initiate play and select resources and choose what activities to participate in during free flow.</li> <li>Children feel proud and responsible at carrying out small tasks such as pouring the water out at snack time.</li> <li>Children learn to be kind to each other and how to make friends.</li> </ul>
<b>Literacy</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>Children enjoy creating meaningful marks on paper, in sand and on the floor with chalks.</li> <li>Children begin to write some recognisable letters from their name.</li> <li>Children are interested in reading and joining in with stories. Some stories will be based around beginning at Nursery and Autumn.</li> <li>Children join in with rhyming activities.</li> <li>Children can describe settings, events and principle characters.</li> </ul>
<b>Maths</b>	<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Children use counting accurately during their play. For example counting conkers or cones in our investigation area.</li> <li>Children are interested in numerals and begin to match the numeral to quantity.</li> <li>They realise that anything can be counted e.g. jumps , number of marks on a page etc.</li> <li>Children notice the shapes around them and enjoy fitting autumn puzzle pieces together.</li> <li>They begin to talk about shapes and select them appropriately during tasks. For example, selecting shapes that could create a house.</li> <li>They compare amounts using language such as more and less.</li> </ul>
<b>Expressive Arts and Design</b>	<b>Design and Technology Music Art and Design Dance</b>	<ul style="list-style-type: none"> <li>They move to music to express an event or how they feel.</li> <li>Children enjoy creating different sounds with instruments.</li> <li>Children perform a Harvest song.</li> <li>Children learn popular nursery rhymes and sing songs based around the theme of Autumn.</li> <li>Children engage in role-play, such as pretending to be at the shops or going to the doctors.</li> <li>They make books about themselves.</li> <li>They express themselves and represent ideas using paint and pens.</li> <li>They create with purpose using junk modelling resources and various collage materials.</li> </ul>
<b>Understanding the World</b>	<b>Geography History Science</b>	<ul style="list-style-type: none"> <li>Children learn that changes happen when the Indian snacks are cooked.</li> <li>Children talk about the things that they observe outside such as the plants and animals that they see.</li> </ul>

	<b>Religious Education Languages Computing</b>	<ul style="list-style-type: none"> <li>• Children learn about Eid and Diwali.</li> <li>• Children learn about</li> <li>• Children learning about similarities and differences that we have.</li> <li>• Children celebrate their birthdays with their friends.</li> <li>• Children able to access an interactive white-board and computers.</li> <li>• Children able to try using a small robot called a bee-bot.</li> <li>• Children introduced to some German words such as:</li> </ul>
	<b>Cooking and Nutrition</b>	<ul style="list-style-type: none"> <li>• Children taste different fruits during snack time and describe what they taste like.</li> <li>• Children create Indian snacks to celebrate Eid.</li> </ul>

<b>Educational Visits/Visitors</b>	Parents visiting to watch Harvest Festival.
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# Our Curriculum for Year Nursery for the Second Half of Autumn Term

## Context for Learning: Autumn & Celebrations

	Link to National Curriculum Area	Brief Description of what is being taught
<b>Communication &amp; Language</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Children talk to their friends about their interests.</li> <li>• They display curiosity by asking questions about animals/plants and the world around them.</li> <li>• They build up their vocabulary based around Spring and learn the names of different animals.</li> <li>• They represent their knowledge of Spring and farm animals through imaginative play, such as playing with the small world toys.</li> <li>• Children develop understanding of simple concepts (such as small and little) and can relate this to the growth of animals.</li> <li>• Children practice at retelling stories with the aid of props.</li> </ul>
<b>Physical Development</b>	<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Experiments with different ways of moving. Pretending to move in different ways.</li> <li>• Draws lines and circles with pen/paint brush.</li> <li>• Begin to write recognisable letters, perhaps from their name.</li> <li>• Understand about good hygiene practice such as washing their hands and dressing themselves.</li> <li>• Begin to know when they need the toilet and practice going on their own.</li> </ul>
<b>Personal, Social &amp; Emotional</b>	<b>PHSE and Citizenship</b>	<ul style="list-style-type: none"> <li>• They are learning to be friendly towards each other and invite their peers to join in their play.</li> <li>• They begin to talk within small groups topics that interest them.</li> <li>• They begin to understand and follow the classroom rules.</li> <li>• They practice at taking turns with using toys and play cooperatively together.</li> </ul>
<b>Literacy</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Children listen to and enjoy looking at books.</li> <li>• Children begin to sound out the initial sounds of words.</li> <li>• Children make meaningful drawings.</li> <li>• Children practice at writing recognisable letters from their name.</li> <li>• Children can explain what they are doing during their engagement in various activities.</li> </ul>
<b>Maths</b>	<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Begin to recognise important numbers, such as their age or house number.</li> <li>• They practice at counting objects that cannot move.</li> <li>• They begin to use positional language during their play.</li> <li>• They begin to count in order.</li> <li>• They match the numeral to a given quantity.</li> </ul>
<b>Expressive Arts and Design</b>	<b>Design and Technology Music Art and Design Dance</b>	<ul style="list-style-type: none"> <li>• They describe the texture of certain materials: hard, soft, sticky, smooth.</li> <li>• They are keen to create purposeful constructions using various different materials.</li> <li>• Children begin to sing along with repetitive songs.</li> <li>• Children explore the different sounds that instruments make.</li> <li>• Children are imaginative and create story lines when using small world props.</li> <li>• Children respond to music with movement. For example they may listen to a piece of music.</li> </ul>
<b>Understanding the World</b>	<b>Geography History Science Religious Education Languages Computing</b>	<ul style="list-style-type: none"> <li>• Children talk about the things that they observe such as animals and objects that they find.</li> <li>• Children become confident at using the interactive whiteboard and computer.</li> <li>• They begin to learn about how things change as they grow.</li> <li>• Children talk about the similarities and differences that they have: such as different coloured eyes, or favourite food.</li> <li>• Children notice how the weather has changed.</li> </ul>
	<b>Cooking and Nutrition</b>	<ul style="list-style-type: none"> <li>• Follow recipes which use products produced from animal: butter, milk and eggs.</li> <li>• Children learn that when products are cooked they look and taste differently.</li> </ul>

# Our Curriculum for Year Nursery for the First Half of Spring Term

## Context for Learning: Superhero's

	Link to National Curriculum Area	Brief Description of what is being taught
<b>Communication &amp; Language</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Learning and understating the rules of the classroom</li> <li>• Following superhero instructions</li> <li>• Listening attentively to the superhero's</li> <li>• Learning how to help somebody if they are upset</li> <li>• Using their words to help them in the classroom</li> <li>• Building their vocabulary and learning some superhero words and catchphrases</li> <li>• Developing their own superhero stories</li> <li>• Join in with key worker group time everyday</li> </ul>
<b>Physical Development</b>	<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Learning to make our body move in different ways e.g, like a superhero</li> <li>• Learning how to climb safely on the apparatus</li> <li>• Learning how to dismount and land safely</li> <li>• Learning how to keep our bodies healthy and what super foods we need to keep our body super healthy</li> <li>• Making superhero costumes, capes.</li> <li>• Learning how to take our shoes on and off</li> <li>• Learning how to hold different tools to cut different vegetables and fruit carefully</li> </ul>
<b>Personal, Social &amp; Emotional</b>	<b>PHSE and Citizenship</b>	<ul style="list-style-type: none"> <li>• Getting to know all the new children and the new superhero's in our classroom.</li> <li>• Teaching the superhero's our classroom rules and how to stay safe in our setting</li> <li>• Learning how to make friends with our superhero's and how we can help each other in our classroom</li> <li>• Learning how to share with our friends and our superhero's</li> <li>• Learning how to play in a small group and include all of our friends and superhero's in the classroom</li> <li>• Showing the superhero's where everything belongs in our classroom</li> </ul>
<b>Literacy</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Learning about our hearing sense and going on a superhero listening walk</li> <li>• Playing with different superhero words and language</li> <li>• Learning the repeated phrases in different superhero books</li> <li>• Acting out simple stories</li> <li>• Listen to stories with increasing recall</li> <li>• Handle books carefully</li> <li>• Trips to the school library</li> </ul>
<b>Maths</b>	<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Show interest in basic and 3d shapes to build sky scrapers and tall buildings</li> <li>• Learning a superhero' count down (counting from 10)</li> <li>• Looking at shapes in different houses</li> <li>• Looking at patterns on superhero clothing and houses</li> <li>• Realising that not only objects can be counted e.g. counting claps, superhero's words</li> <li>• Using and understanding positional language on superhero treasure hunts around the school.</li> <li>• Everyday counting and number recognition during key worker time</li> </ul>
<b>Expressive Arts and Design</b>	<b>Design and Technology Music Art and Design Dance</b>	<ul style="list-style-type: none"> <li>• Design our own superhero cape and make one!</li> <li>• Exploring our body to make different superhero noises</li> <li>• Making 'sky scrapers' with different objects</li> <li>• Look at different homes and help the superhero's on their rescue missions</li> <li>• Develop their own stories around the superhero's in the classroom and make own props, use instruments and ICT</li> <li>• Make a class display on the superhero's in the classroom</li> </ul>
<b>Understanding the World</b>	<b>Geography History Science Religious Education Languages Computing</b>	<ul style="list-style-type: none"> <li>• Learning about our basic senses and how these help us everyday</li> <li>• Look at similarities and differences between raw and cooked fruit and vegetables</li> <li>• Show interest in different occupations – looking at real life superhero's e.g. firefighters, nurses, police etc.</li> </ul>
	<b>Cooking and Nutrition</b>	<ul style="list-style-type: none"> <li>• Preparing different fruit and vegetables in different ways</li> </ul>
<b>Educational Visits/Visitors</b>		<ul style="list-style-type: none"> <li>• Pantomime</li> <li>• Invite 'real life' superhero's into Nursery</li> </ul>

# Our Curriculum for Year Nursery for the Second Half of Spring Term

## Context for Learning: Spring & People who help us

	Link to National Curriculum Area	Brief Description of what is being taught
<b>Communication &amp; Language</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>Using talk to pretend that objects stand for something else in the doctors role play area</li> <li>Learning how to listen and respond to instructions in nursery</li> <li>Reading stories with repetition and joining in with words and actions</li> <li>Reading familiar stories and talking about the different events and characters.</li> <li>Using vocabulary that reflects the breadth of their experiences e.g. talking about going to the doctors – stethoscope, injections</li> <li>Using language to share our feelings, experiences and thoughts at group time</li> <li>Learning new words in our people who help us topic and using them in play</li> <li>Listening to different sounds, songs and rhymes in phonics</li> <li>Visiting chicks in Year 2</li> </ul>
<b>Physical Development</b>	<b>Physical Education</b>	<ul style="list-style-type: none"> <li>Learning about how to recognise danger and what we should do</li> <li>Writing prescriptions and notes in the role play area</li> <li>Using chalks and paintbrushes to mark make outside</li> <li>Learning about why it is important to wash our hands</li> <li>Rolling, kicking, throwing and catching balls</li> <li>Using different equipment (e.g. scissors) to make props for our role play</li> </ul>
<b>Personal, Social &amp; Emotional</b>	<b>PHSE and Citizenship</b>	<ul style="list-style-type: none"> <li>Playing in groups in the role play area and pretending we are at the doctors, fire station and police station</li> <li>Sharing our different experiences of going to the doctors</li> <li>Talking about people who help us everyday</li> <li>Meeting firefighters and nurse's and talking to them about their jobs</li> <li>Learning about how to be super helpers in nursery and look after our friends</li> </ul>
<b>Literacy</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>Learning new stories, rhymes, songs, poems and jingles about people who help us</li> <li>Reading stories about people who help us</li> <li>Writing notes for the doctor in the role play area</li> <li>Learning about rhyme and rhythm in phonics</li> <li>Looking at different writing in our environment and talking about what it says and means (e.g. fire exit)</li> <li>Thinking about different endings to some of our favourite stories</li> </ul>
<b>Maths</b>	<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Dialling different phone numbers in the doctors role play area</li> <li>Talking about things that have happened in the past or are going to happen in the future</li> <li>Using shapes to make pictures</li> <li>Counting people in nursery up to 10</li> <li>Looking at different shapes around school and go on a shape hunt</li> <li>Using positional language to talk about where things are</li> <li>Looking at what numbers look like and matching them to different quantities</li> <li>Learning to talk about the size of objects</li> <li>Counting eggs and talking about how many chicks might hatch</li> </ul>
<b>Expressive Arts and Design</b>	<b>Design and Technology Music Art and Design Dance</b>	<ul style="list-style-type: none"> <li>Creating sounds by banging, shaking, tapping or blowing</li> <li>Learning about the way musical instruments sound and playing listening games with them in phonics</li> <li>Using colour and mark making to represent different ideas (e.g. drawing a line and saying 'That's me.', writing for things in the role play area)</li> <li>Listening to music and dancing</li> <li>Singing familiar songs and learning some new ones</li> <li>Exploring and learning how sounds can be changed</li> <li>Exploring how colour can be changed</li> <li>Uses various construction materials to support our role play ideas</li> </ul>
<b>Understanding the World</b>	<b>Geography, History Science, RE Languages, Computing</b>	<ul style="list-style-type: none"> <li>Learning about different occupations and how different people help us</li> <li>Acting out familiar events like going to the doctors or going to the shops</li> <li>Playing with the hospital small world toys</li> <li>Talking about our family and special events and memories</li> <li>Talking about how to take care of animals</li> </ul>
	<b>Cooking and Nutrition</b>	<ul style="list-style-type: none"> <li>Tasting different fruit and vegetables</li> <li>Using fruit and veg to print</li> <li>Making chocolate nests and eggs</li> </ul>
<b>Educational Visits/Visitors</b>		<ul style="list-style-type: none"> <li>Fire engine</li> <li>PCSO</li> <li>Nurse</li> </ul>



# Our Curriculum for Year Nursery for the First Half of Summer Term

## Context for Learning: Under the Sea

	Link to National Curriculum Area	Brief Description of what is being taught
<b>Communication &amp; Language</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Enjoy listening to and recalling key facts from stories set under the sea e.g Sharing Shell etc.</li> <li>• Talk about things that interest them</li> <li>• Listen to stories with increasing attention and recall</li> <li>• Join in with repeated refrains and anticipate key events</li> <li>• Follow direction</li> <li>• Understand use of objects</li> <li>• Show understanding of prepositions</li> <li>• Use talk to connect ideas</li> </ul>
<b>Physical Development</b>	<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Move freely and with pleasure and confidence in a range of ways linked to animals from under the sea.</li> <li>• Run skilfully and negotiate space successfully, adjusting speed and direction</li> <li>• Can catch a large ball</li> <li>• Draws lines and circles using gross motor movements linked to bubbles under the sea</li> <li>• Use one handed tools and equipment e.g. makes snips in paper with child scissors</li> <li>• Begin to hold pencil between thumb and two fingers, no longer using whole hand grasp.</li> <li>• Begin to copy some letters from their name.</li> <li>• Observe the effects of activity on their bodies after our movement sessions</li> <li>• Wash and dry hands independently before snack.</li> <li>• Learn to take shoes on and off independently for our movement sessions.</li> </ul>
<b>Personal, Social &amp; Emotional</b>	<b>PHSE and Citizenship</b>	<ul style="list-style-type: none"> <li>• Learn to keep play going by listening to their friends and following their interests</li> <li>• Help show the new children around the classroom and model how to behave and what to do.</li> <li>• Select and use activities and resources with help.</li> <li>• Begin to accept the needs of others and take turns and share resources.</li> <li>• Can usually adapt behaviour to different events, social situations and changes in routine e.g. joining singing assembly</li> </ul>
<b>Literacy</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Learning new stories, songs, poems and jingles linked to under the sea.</li> <li>• Begin to show awareness of alliteration and rhyme.</li> <li>• Make our own endings to stories and act them out.</li> <li>• Show interest in illustrations and print in books and print in the environment</li> <li>• Write tickets/ receipts for the customers in the role play area</li> <li>• Begin to write own name</li> <li>• Tell you what I have written or drawn.</li> </ul>
<b>Maths</b>	<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Count different objects and matching the numeral to the objects.</li> <li>• Ordering numbers up to 10</li> <li>• Sorting sea animals into their families/groups</li> <li>• Looking at patterns on different creatures</li> <li>• Compare numbers</li> <li>• Realise that not only objects, but anything can be counted, included steps, claps or jumps</li> <li>• Use shapes to put them together and create sea pictures</li> <li>• Begin to understand what happens when we take away objects</li> <li>• Begin to talk about the different sizes of objects</li> </ul>
<b>Expressive Arts and Design</b>	<b>Design and Technology Music Art and Design Dance</b>	<ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games</li> <li>• Imitate movement in response to music using 5 a day tv</li> <li>• Use their body to make different sea animal sounds</li> <li>• Taps out simple repeated rhythms and explores the instruments to make them loud and soft.</li> <li>• Learn simple songs in our singing assembly</li> <li>• Explore how colours can be changed</li> <li>• Combine different media to make different effects.</li> <li>• Realise tools can be used for a purpose.</li> </ul>
<b>Understanding the World</b>	<b>Geography, History Science, RE Languages, Computing</b>	<ul style="list-style-type: none"> <li>• Talk about the pets that they might have at home</li> <li>• Rescue mission – how can the children help free the animals? Exploring capacity.</li> <li>• Look at the similarities and differences between the different animals in the sea.</li> <li>• Can talk about the fish that are coming to visit and show care and concern for living things.</li> <li>• Know how to operate simple equipment e.g. classroom camera to take pictures of the fish.</li> </ul>

	<b>Cooking and Nutrition</b>	<ul style="list-style-type: none"><li>• Make our own under the sea jelly</li><li>• Cook and try white fish</li><li>• Introduce children to glow, grow and go foods</li></ul>
<b>Educational Visits/Visitors</b>		<ul style="list-style-type: none"><li>• Looking after fish</li><li>• Pets from home.</li></ul>

# Our Curriculum for Year Nursery for the Second Half of Summer Term

## Context for Learning: Another planet!

	Link to National Curriculum Area	Brief Description of what is being taught
<b>Communication &amp; Language</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Learning to join in with group activities for longer periods of time.</li> <li>• Respond to simple instructions e.g. to get or out away an object</li> <li>• Learning to use more complex sentences to link thoughts e.g. using because</li> <li>• Using talk to connect ideas, explain what is happening and anticipate what might happen next</li> <li>• Learning to question why things happen and give explanations asks, e.g. who, what, when, how</li> <li>• Is expressive when talking to make the meaning clear to others, e.g. shouts to tell everyone that aliens have landed!</li> <li>• Learning new words that are important to them.</li> </ul>
<b>Physical Development</b>	<b>Physical Education</b>	<ul style="list-style-type: none"> <li>• Learn to climb stairs, steps or equipment using alternate feet e.g. space station assault course</li> <li>• Learn to walk downstairs</li> <li>• Practise standing on one foot when shown</li> <li>• Use correct pencil grip</li> <li>• Can tell adults when hungry and/or tired or when they want to rest/play</li> <li>• Can attend to toileting needs most of the time themselves.</li> <li>• Learn to dress with a little help e.g. pulls zip down etc</li> </ul>
<b>Personal, Social &amp; Emotional</b>	<b>PHSE and Citizenship</b>	<ul style="list-style-type: none"> <li>• Learn to play in a group, extend and elaborate on play ideas</li> <li>• Learn to initiate play with others</li> <li>• Demonstrate friendly behaviour, initiate conversations and forming good relationships with peers and familiar adults.</li> <li>• Learn to be more outgoing towards unfamiliar people and more confident in new social situations e.g. sports day on Parkers Piece</li> <li>• Learn to be aware of own feelings and understanding that some actions and words can hurt others' feelings.</li> <li>• Learn to tolerate delay when needs are not met.</li> </ul>
<b>Literacy</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Begin to be aware how stories are structured.</li> <li>• Independently choose own books</li> <li>• Know how to handle books carefully</li> <li>• Know information can be found from books.</li> <li>• Attempt to write their own name.</li> <li>• Can identify some letters from their name and around the room.</li> <li>• Describes main story settings, events and principal characters.</li> <li>• Begin to identify rhyme in spoken words.</li> <li>•</li> </ul>
<b>Maths</b>	<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Can match the numeral to a set of objects</li> <li>• Begin to represent numbers using fingers, marks on paper or pictures.</li> <li>• Show curiosity about number</li> <li>• Learn to separate a group of three or four objects in different ways, beginning to recognise that the total is still the same</li> <li>• Show an interest in representing number.</li> <li>• Show an interest in shape and begin to name simple 2D shapes</li> <li>• Show awareness of similarities of shapes</li> <li>• Begin to talk about the shapes of everyday objects.</li> </ul>
<b>Expressive Arts and Design</b>	<b>Design and Technology Music Art and Design Dance</b>	<ul style="list-style-type: none"> <li>• Learn space songs</li> <li>• Begin to move rhythmically e.g. alien dances and space walking!</li> <li>• Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects.</li> <li>• Begin to be interested in and describe the texture of things.</li> <li>• Join construction pieces, make enclosures and create spaces</li> <li>• Use movement to express feelings and create movement in response to space music</li> <li>• Sings to self and makes up simple songs</li> <li>• Makes up rhythm's</li> <li>• Notices what adults do and imitates what is observed.</li> <li>• Uses available resources to create props</li> <li>• Captures experiences and responses.</li> </ul>
<b>Understanding the World</b>	<b>Geography, History Science, RE Languages, Computing</b>	<ul style="list-style-type: none"> <li>• Talk about what they know and what they want to find out.</li> <li>• Show interest in the lives of people who are familiar to them.</li> <li>• Remembers and talks about significant events.</li> <li>• Know some things that make them unique – talk about which school they will be going to.</li> <li>• Comment and ask questions about aspects of their familiar world</li> <li>• Talk about why things happen and how things work.</li> <li>• Know that information can be retrieved from computers through the internet.</li> <li>• Develop an understanding of growth and decay and changes over time.</li> </ul>

	<b>Cooking and Nutrition</b>	<ul style="list-style-type: none"><li>• Make alien soup (pea soup)</li><li>• Choose ingredients to make our own healthy sandwiches</li></ul>
<b>Educational Visits/Visitors</b>		<ul style="list-style-type: none"><li>• Aliens in nursery!</li><li>• Visiting our new classrooms</li><li>• Visits from our new teachers</li></ul>