



# **EARLHAM**

## **Primary School**

Nursery Curriculum  
2017/18

		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
		<b>Settling In</b>	<b>Ourselves</b>	<b>Transport /Travel</b>	<b>Growing</b>	<b>Animals</b>	<b>Me &amp; My family country culture</b>
<b>N U R S E R Y</b>	<b>P S E D</b>	<ul style="list-style-type: none"> <li>- Home visits getting to know you.</li> <li>- Exploring the environment</li> <li>- Making new friends children &amp; Staff/</li> </ul> <p>Keyworker</p> <ul style="list-style-type: none"> <li>- Saying goodbye to carers.</li> <li>- Learning new rules.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to build trust with key worker, staff and children.</li> <li>- Respecting others cultures and beliefs</li> <li>- Developing rules and routines of nursery.</li> <li>- Finding out children's likes and interests from home (focus child)</li> <li>- Developing independence relationships and choosing resources independently.</li> </ul>	<ul style="list-style-type: none"> <li>- Family fun time.</li> <li>- Playing in a group alongside other children, forming good relationships with peers and adults.</li> <li>- Becoming more confident on social situations and takes responsibility in tasks, such as tidying up time.</li> </ul>	<ul style="list-style-type: none"> <li>- Feelings own and others happy, sad, excited, thoughtful.</li> <li>- Behaviour, know that some of our actions and words can hurt others.</li> <li>- Work</li> </ul>	<ul style="list-style-type: none"> <li>- Can play</li> <li>- In a group turn taking, communication with confidence.</li> <li>- Ask for help with confidence.</li> <li>- Is more outgoing towards unfamiliar people and more confident in new situations.</li> <li>- Helping to do jobs e.g. tidying up.</li> </ul>	<ul style="list-style-type: none"> <li>- Can play in a group accepting others to join in.</li> <li>- Talks freely about home, first hand experiences</li> <li>- of life.</li> <li>- Invite Parents/</li> <li>- Carers to join our Carnival.</li> </ul>
	<b>P D</b>	<ul style="list-style-type: none"> <li>- Exploring outdoor environment and climbing equipment.</li> <li>- Confidence building - moving freely with confidence and pleasure.</li> <li>- Fine motor skills:- showing control in pouring, drawing and mark making tools.</li> <li>- Self-care, beginning to become independent toilet, hand washing, putting coat on/off.</li> <li>- Using play dough to develop hand muscles and creative ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- To learn to move safely with confidence and balance, in, out, over, under.</li> <li>- Learn to hold a pencil with control (tripod grip).</li> <li>- To copy letters from their name.</li> <li>- Actions for handwriting</li> <li>- Threading activities</li> <li>- Continue to develop self care.</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing lines and circles to create in a more controlled way.</li> <li>- Experiments with different ways of moving e.g. Jumping off and landing safely.</li> <li>- Running skilfully and safely.</li> <li>- Cycling safely.</li> <li>- Continue to develop</li> <li>- Control of writing – mark making tools.</li> </ul>	<ul style="list-style-type: none"> <li>- Can put on own coat have a go at fastenings.</li> <li>- Independent in toilet.</li> <li>- Healthy eating making good food choices.</li> <li>- Exercise and its effects on the body.</li> </ul>	<ul style="list-style-type: none"> <li>- Holds pencil in preferred hand in tripod grip. (holds pencil near point between first two fingers and thumb).</li> <li>- Moves in different ways – finds new ways to move.</li> <li>- Long/Short steps. Jumps along a line.</li> </ul>	<ul style="list-style-type: none"> <li>- Dances from around the world, learn new movements and put into sequence.</li> </ul>
	<b>C L</b>	<ul style="list-style-type: none"> <li>- Learning to communicate</li> <li>- Using pictures to develop confidence to talk.</li> <li>- Learning new vocabulary - children's/ adults names</li> <li>- Listening to others</li> <li>- Learning songs and rhymes to support phonics.</li> </ul>	<ul style="list-style-type: none"> <li>- Listening with enjoyment to stories.</li> <li>- Responding to comments and questions about the story.</li> <li>- Use story language to retell the story in own words.</li> </ul>	<ul style="list-style-type: none"> <li>- Learns how words and uses item in communication.</li> <li>- Uses a variety of questions, 'who, what, where, why '.</li> <li>- To retell a simple past event in the correct order. E.g. – slide hurt finger.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands more complex sentences.</li> <li>- Understand/uses who what where when questions.</li> <li>- Can answer questions.</li> <li>- Retell a simple past event in correct order and tense.</li> <li>- Uses talk to connect ideas</li> <li>- Learns new words rapidly.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to use more complex sentences</li> <li>- Use talk to explain ideas.</li> <li>- Learn new vocabulary about animals and where they live.</li> <li>- Describe an animal – it has a tail, it is furry etc</li> </ul>	<ul style="list-style-type: none"> <li>- Listens to others point of view and shares own first hand experiences.</li> <li>- Speak to(an audience) group about their ideas work, life experiences.</li> </ul>

	<b>L</b>	<ul style="list-style-type: none"> <li>- Joining in Rhyming and rhythmic songs</li> <li>- Joining in repeating words and phrases from familiar stories.</li> <li>- Develop an interest in books – handling, choosing with care.</li> <li>- Self-registration name recognition</li> </ul>	<ul style="list-style-type: none"> <li>- Introducing home reading book bags</li> <li>- Phase 1 Listening</li> <li>- Respect for books, knowing that text is left to right, turning pages.</li> <li>- Listening to stories with increasing attention and recall.</li> <li>- Talk about story and characters and what happens next.</li> </ul>	<ul style="list-style-type: none"> <li>- Fred talk</li> <li>- Start sounds a week.</li> <li>- Give meaning to marks as they draw and paint.</li> <li>- Using books carefully in own words using pictures in their own words and distinguishing between pictures and own words.</li> <li>- Playing rhyming word games.</li> <li>- Using stories to add own ideas based on the story.</li> </ul>	<ul style="list-style-type: none"> <li>- Recording children’s voice in special books.</li> <li>- Talk about their drawings and mark making.</li> <li>- Join in with repetition in song and story, filling in the missing word (anticipation).</li> <li>- Enjoys books independently turning pages and telling the story from past experiences and pictures</li> <li>- To learn that information can be relayed in form of print.</li> <li>- Learn a letter sound a week.</li> </ul>	<ul style="list-style-type: none"> <li>- Begins to write own name and other letters.</li> <li>- Can hear sounds and say what they are e.g. helicopter, cat, opening crisp packet.</li> <li>- Tune into listening</li> <li>- Writes/ mark makes for a purpose and says what it is. “ This is a cow eating grass”.</li> <li>- Learn a letter sound a week.</li> <li>- Phonics- clapping how many sounds in a word.</li> <li>- How many ‘S’ words do you know?</li> </ul>	<ul style="list-style-type: none"> <li>- Write their name.</li> <li>- Read their name.</li> <li>- Recognise some letter sounds.</li> <li>- Listen to languages of the world.</li> <li>- Use information book to find out about the world.</li> <li>- What words have the sounds. E.g. a,t,p,i ,n</li> <li>- Enjoy books.</li> </ul>
	<b>M</b>	<ul style="list-style-type: none"> <li>- Recites some number names in sequence in play.</li> <li>- Knows that group of things changes in quantity if something is added or taken away.</li> <li>- Counts reliably everyday objects.</li> <li>- Singing number songs.</li> <li>- Finding and exploring shapes in the environment</li> <li>- Circle, triangle, square and rectangle.</li> </ul>	<ul style="list-style-type: none"> <li>- Find one more/less from a group of objects up to 5 and beyond.</li> <li>- Counts reliably up to 6 and beyond.</li> <li>- Recognises numerals in the environment.</li> <li>- Learning vocabulary – addition/subtraction through Rhymes and games.</li> <li>- Beginning to talk about shapes in the environment</li> <li>- Circle is round develop / consolidate.</li> </ul>	<ul style="list-style-type: none"> <li>- Anticipates specific time based events, such as group time, home time, cooking day, book bag day,</li> <li>- Family fun day.</li> <li>- Selects a number of objects from a group when asked</li> <li>- e.g. give me one/two dogs/cars.</li> <li>- Develop/consolidate.</li> </ul>	<ul style="list-style-type: none"> <li>- Categorising objects by properties shape or size e.g. socks by pattern, toys by colour.</li> <li>- Use language of size e.g. this one is bigger, longer, and taller.</li> <li>- Passing of time as in</li> <li>- Past, present, future.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore opposites soft- hard</li> <li>- Sharp – blunt</li> <li>- Reads numerals to 5/10 and beyond.</li> <li>- Counts objects accurately 3/6/10 and beyond.</li> <li>- One more – how many?</li> <li>- Represents number using fingers/marks</li> <li>- Use positional language in front/ behind/next to.</li> </ul>	<ul style="list-style-type: none"> <li>- Language – before, after, later.</li> <li>- Directional and positional language.</li> <li>- One less how many</li> <li>- Write some numerals.</li> <li>- Compares 2 groups saying which has more.</li> </ul>

	<b>EAD</b>	<ul style="list-style-type: none"> <li>- Joining in with Rhymes and making up their own.</li> <li>- Exploring musical instruments - Loud, soft, fast, slow.</li> <li>- Using paint, scissors, glue to create a piece of art.</li> <li>- Developing imaginative and storytelling through small world e.g. farm, dinosaurs, house and people, cars and train sets.</li> <li>- Using construction sets to build from their imagination.</li> </ul>	<ul style="list-style-type: none"> <li>- Using story props to retell familiar stories.</li> <li>- Movement through dance.</li> <li>- Looking at colour changes, naming colours and mixing.</li> <li>- Beginning to describe texture and colour objects.</li> <li>- Art work to display cultural and topic</li> <li>- To develop safe use of tools e.g. scissors, paint brushes.</li> </ul>	<ul style="list-style-type: none"> <li>- Colour change/mixing</li> <li>- Red and yellow makes orange.</li> <li>- Using cutting and sticking to join pieces together to make new things. Find ways to make stronger joins.</li> <li>- Use music and dance to express ideas and song.</li> <li>- Build higher, stronger, bigger structures: - to use in imaginative play.</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing what they see, flower, bean growing (life drawing).</li> <li>- Explore music to support storytelling.</li> <li>- Further explore construction materials to stack vertically and horizontally making enclosures and creating spaces.</li> </ul>	<ul style="list-style-type: none"> <li>- Create own ideas in paint, clay, playdough, collage.</li> <li>- Listen and play music.</li> <li>- Sing animal songs.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore how to change sound and tap out simple repeated rhythms.</li> <li>- Explore pattern of clothes and fabric from around the world.</li> <li>- Dances from around the world</li> </ul>
	<b>UW</b>	<ul style="list-style-type: none"> <li>- Learning about their identity.</li> <li>- Using photographs, books to identify family and self.</li> <li>- Noticing and exploring detailed feature of their new environment, inside/outside.</li> </ul>	<ul style="list-style-type: none"> <li>- Celebrating Cultural festivals of this time.</li> <li>- Talking about significant events in their own life e.g. birthdays, festivals and other events.</li> <li>- Complete a simple program on the computer.</li> </ul>	<ul style="list-style-type: none"> <li>- Find out how vehicles work</li> <li>- Explore movement with wheels.</li> <li>- Where can we travel?</li> <li>- How will we get there?</li> <li>- Cooking.</li> </ul>	<ul style="list-style-type: none"> <li>- Visit Palm House plan journey – take photos, record by drawing , mark making, photos.</li> <li>- Explore planting seeds watering and recording growth.</li> <li>- Through photos explore human growth.</li> <li>- Use computers by mouse control to – paint a picture, play a game</li> <li>- Cooking.</li> </ul>	<ul style="list-style-type: none"> <li>- Notice details in the environment understand growth over a period of time.</li> <li>- Shows concern for living things and the environment.</li> <li>- Talks about why things happen and how things work.</li> <li>- Cooking</li> </ul>	<ul style="list-style-type: none"> <li>- Flags around the world.</li> <li>- Knows how to operate simple equipment and computers.</li> <li>- Understand that change happens.</li> <li>- Know something's that make them unique and can talk about some similarities and differences in family and culture.</li> <li>- My brother is taller than me</li> <li>- My Mum wears a head covering.</li> </ul>

<b>PSED</b>	Personal, Social & Emotional Development	<b>M</b>	Mathematics
<b>PD</b>	Physical Development	<b>EAD</b>	Expressive Arts & Design
<b>CL</b>	Communication & Language	<b>UW</b>	Understanding the World
<b>L</b>	Literacy		