

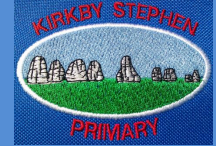
Kirkby Stephen Primary School Nursery Curriculum



Enthuse. Explore. Enrich.

Nursery

Yearly Curriculum Overview



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>All About Me</p> <p>We will spend lots of time this term getting to know each other and our school. We will spend lots of time listening to each other, sharing stories about ourselves, our families and starting school.</p> <p>We will have fun exploring and becoming familiar with the indoor and outdoor classroom provision.</p> <p>We will talk about our bodies and discuss how they have changed since we were babies.</p>	<p>Colours</p> <p>We will spend lots of time exploring colour and how colour can change when we mix them together. We will explore the world around us and observe the different colours in our familiar environment.</p> <p>We will have lots of fun in the build up to Bonfire Night & Christmas; making crafts, singing songs and learning the Christmas Story through our Nativity role play.</p>	<p>Teddy Bears</p> <p>We will have fun sharing our teddy bears, both from home and school. We will enjoy having a Teddy Bears Picnic with our peers. We will engage in different stories around teddy bears and work hard to remember much of what happened. We will have lots of fun learning about different bears from around the world.</p>	<p>On the Farm</p> <p>We will learn about a wide range of farm animals, farm machinery and the different jobs on a farm. We will sing lots of nursery rhymes – some that will be familiar to us and others that are new to us. We will have lots of fun playing musical instruments to express our ideas and feelings. We will develop an understanding about the life cycle of a chicken.</p>	<p>Under the Sea</p> <p>We will learn about different creatures that live in the ocean. We will work hard to create artwork of our favourite sea creature. We will enjoy looking at non-fiction books and have fun creating our own rock pools.</p>	<p>People Who Help Us</p> <p>Our final term in Nursery will be spent learning about different occupations and how they can help us.</p> <p>We will engage in simple pretend play with our peers, using our imagination and creating props to support our play.</p>

Nursery

Phonics scheme of Learning, Yearly Overview (Time for Phonics)

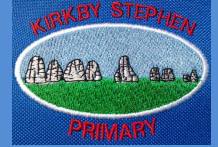


All About Me	Colours	Teddy Bears	On the Farm	Under the Sea	People Who Help Us
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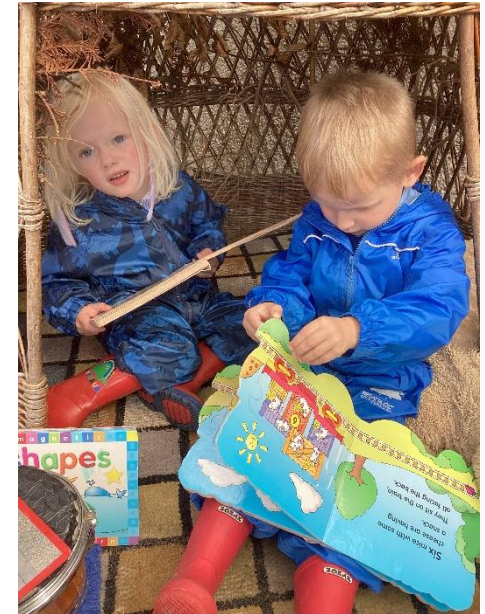
Year Group	Term	Phase/Weeks	Focus/GPCs	High Frequency (blending) + Tricky Words
Nursery		Phase 1	<ul style="list-style-type: none"> • Aspect 1 - Environmental Sounds • Aspect 2 - Instrumental Sounds • Aspect 3 - Body Percussion • Aspect 4 - Rhythm and Rhyme • Aspect 5 - Alliteration • Aspect 6 - Voice Sounds • Aspect 7 - Oral Segmenting and Blending 	



Nursery Reading Expectations



	All About Me	Light And Dark	Toys	Once Upon A Time	Discovering Dinosaurs	Out And About
Reading	– Understand the five key concepts about print: Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different part of a book Page sequencing					



Nursery Writing Expectations



	All About Me	Light And Dark	Toys	Once Upon A Time	Discovering Dinosaurs	Out And About
Writing	<ul style="list-style-type: none">- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.- Write some or all of their name.- Write some letters accurately.					



Nursery

Maths Scheme of Learning, Yearly Overview



All About Me	Colours	Teddy Bears	On the Farm	Under the Sea	People Who Help Us
<p>Comparison 1</p> <hr/> <p>More than, fewer than, same</p> <p>VIEW</p>	<p>Shape, space and measure 1</p> <hr/> <p>Explore and build with shapes and objects</p> <p>VIEW</p>	<p>Pattern 1</p> <hr/> <p>Explore repeats</p> <p>VIEW</p>	<p>Counting 1</p> <hr/> <p>Hear and say number names</p> <p>VIEW</p>	<p>Counting 2</p> <hr/> <p>Begin to order number names</p> <p>VIEW</p>	<p>Subitising 1</p> <hr/> <p>I see 1, 2, 3</p> <p>VIEW</p>
<p>Pattern 2</p> <hr/> <p>Join in with repeats</p> <p>VIEW</p>	<p>Shape, space and measure 2</p> <hr/> <p>Explore position and space</p> <p>VIEW</p>	<p>Subitising 2</p> <hr/> <p>Show me 1, 2, 3</p> <p>VIEW</p>	<p>Counting 3</p> <hr/> <p>Move and label 1, 2, 3</p> <p>VIEW</p>	<p>Shape, space and measure 3</p> <hr/> <p>Explore position and routes</p> <p>VIEW</p>	<p>Pattern 3</p> <hr/> <p>Explore own first patterns</p> <p>VIEW</p>
<p>Counting 4</p> <hr/> <p>Take and give 1, 2, 3</p> <p>VIEW</p>	<p>Shape, space and measure 4</p> <hr/> <p>Match, talk, push and pull</p> <p>VIEW</p>	<p>Subitising 3</p> <hr/> <p>Talk about dots</p> <p>VIEW</p>	<p>Comparison 2</p> <hr/> <p>Compare and sort collections</p> <p>VIEW</p>	<p>Pattern 4</p> <hr/> <p>Lead on own repeats</p> <p>VIEW</p>	<p>Shape, space and measure 5</p> <hr/> <p>Start to puzzle</p> <p>VIEW</p>
<p>Pattern 5</p> <hr/> <p>Making patterns together</p> <p>VIEW</p>	<p>Subitising 4</p> <hr/> <p>Make games and actions</p> <p>VIEW</p>	<p>Counting 5</p> <hr/> <p>Show me 5</p> <p>VIEW</p>	<p>Pattern 6</p> <hr/> <p>My own pattern</p> <p>VIEW</p>	<p>Counting 6</p> <hr/> <p>Stop at 1, 2, 3, 4, 5</p> <p>VIEW</p>	<p>Comparison 3</p> <hr/> <p>Match, sort, compare</p> <p>VIEW</p>

Nursery Number Expectations



	All About Me	Colours	Teddy Bears	On The Farm	Under The Sea	People Who Help Us
Number	<ul style="list-style-type: none">- Fast recognition of up to 3 objects, without having to count them individually ('subitising').- Recite numbers past 5.- Say one number for each item in order: 1,2,3,4,5.- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').- Show 'finger numbers' up to 5.- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.- Experiment with their own symbols and marks as well as numerals.- Solve real world mathematical problems with numbers up to 5.					



Nursery Number Expectations



	All About Me	Colours	Teddy Bears	On The Farm	Under The Sea	People Who Help Us
Numerical Patterns	<ul style="list-style-type: none">- Compare quantities using language: 'more than', 'fewer than'.- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.- Understand position through words alone – for example, "The bag is under the table," – with no pointing.- Describe a familiar route.- Discuss routes and locations, using words like 'in front of' and 'behind'.- Make comparisons between objects relating to size, length, weight and capacity.- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.- Combine shapes to make new ones – an arch, a bigger triangle etc.- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.- Extend and create ABAB patterns – stick, leaf, stick, leaf.- Notice and correct an error in a repeating pattern.- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'					

Nursery

Communication and Language Expectations



	All About Me	Colours	Teddy Bears	On The Farm	Under The Sea	People Who Help Us
Listening, Attention and Understanding	<ul style="list-style-type: none"> – Enjoy listening to longer stories and can remember much of what happens. – Can find it difficult to pay attention to more than one thing at a time. – Use a wider range of vocabulary. – Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. – Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” 					
Singing	<ul style="list-style-type: none"> – Sing a large repertoire of songs. – Know many rhymes, be able to talk about familiar books, and be able to tell a long story. – Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. – May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ – Use longer sentences of four to six words. – 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. – Can start a conversation with an adult or a friend and continue it for many turns. – Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 					

Nursery

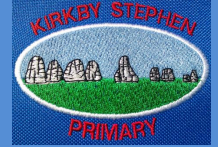
Physical Development Expectations



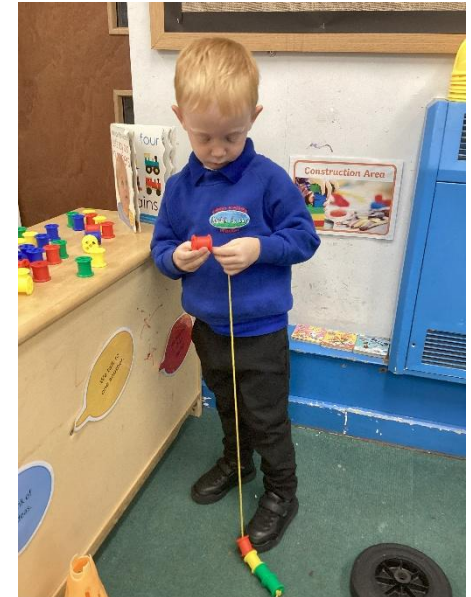
	All About Me	Colours	Teddy Bears	On The Farm	Under The Sea	People Who Help Us
Gross Motor Skills	<ul style="list-style-type: none">– Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.– Go up steps and stairs, or climb up apparatus, using alternate feet.– Skip, hop, stand on one leg and hold a pose for a game like musical statues.– Use large-muscle movements to wave flags and streamers, paint and make marks.– Start taking part in some group activities which they make up for themselves, or in teams.– Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.– Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.– Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.– Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.					

Nursery

Physical Development Expectations



	All About Me	Colours	Teddy Bears	On The Farm	Under The Sea	People Who Help Us
Fine Motor Skills	<ul style="list-style-type: none">– Use one-handed tools and equipment, for example, making snips in paper with scissors.– Use a comfortable grip with good control when holding pens and pencils.– Show a preference for a dominant hand.– Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.– Make healthy choices about food, drink, activity and toothbrushing.					



Nursery

Personal, Social and Emotional Development Expectations



	All About Me	Colours	Teddy Bears	On The Farm	Under The Sea	People Who Help Us
Self Regulation	<ul style="list-style-type: none"> – Develop their sense of responsibility and membership of a community. – Increasingly follow rules, understanding why they are important. – Do not always need an adult to remind them of a rule. – Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. 					
Managing Self	<ul style="list-style-type: none"> – Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. – Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ 					
Building Relationships	<ul style="list-style-type: none"> – Become more outgoing with unfamiliar people, in the safe context of their setting. – Show more confidence in new social situations. – Play with one or more other children, extending and elaborating play ideas. – Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. – Develop appropriate ways of being assertive. – Talk with others to solve conflicts. – Begin to understand how others might be feeling. 					

Understanding The World in Nursery...



All About Me	Colours	Teddy Bears	On The Farm	Under The Sea	People Who Help Us
<p>People, Culture and Communities Explore how things work. Continue to develop the positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Past and Present Begin to understand their own life story and families history.</p> <p>The Natural World Explore and talk about different forces they can feel.</p>	<p>The Natural World Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see using a wide vocabulary. Talk about the differences between materials and changes they notice.</p>	<p>The Natural World Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see using a wide vocabulary. Talk about the differences between materials and changes they notice.</p>	<p>The Natural World Talk about what they see using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and living things.</p> <p>People, Culture and Communities Show interest in different occupations. Explore how things work. Continue to develop the positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>The Natural World Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see using a wide vocabulary. understand the need to respect and care for the natural environment and living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.</p>	<p>People, Culture and Communities Show interest in different occupations. Continue to develop the positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Past and Present Begin to understand their own life story and families history.</p>

Expressive Arts and Design in Nursery...



All About Me	Colours	Teddy Bears	On The Farm	Under The Sea	People Who Help Us
<p>Creating With Materials Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Being Imaginative And Expressive Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>	<p>Creating With Materials Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing. Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>Being Imaginative And Expressive Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Creating With Materials Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing. Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>Being Imaginative And Expressive Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Creating With Materials Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Being Imaginative And Expressive Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Creating With Materials Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Being Imaginative And Expressive Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p>	

Nursery

Our Nine Standards Challenge

Can you complete the Nursery Nine Standards Challenge before you move to Reception?



At the end of Nursery the children will have...

Used a knife
and fork

Written their
name

Read a story to
a teddy or pet

Visited the
river and fed
the ducks

Made a den

Found 5
different sized
pebbles

Brushed their
teeth

Put their coat
on

Drawn a
picture for a
family
member

CERTIFICATE OF ACHIEVEMENT



CONGRATULATIONS

You have completed the Nursery Nine Standards Challenge!

Signed _____ Date _____