Communication and Language

* Children learn how to listen effectively and listen attentively in a range of situations, giving attention to what others say and respond appropriately.
* Children begin to understand and act on longer sentences and simple questions about 'who', 'what', 'where' and 'why' learning new vocabulary and following instructions.
* Children develop their understanding of speech and use talk to develop conversations jumping from topic to topic using a wide range of vocabulary using talk to organise themselves and their play, beginning to explain how things work and why they might happen.
* Children develop a greater range of vocabulary from stories, non fiction texts, rhymes and poems.

Literacy

Reading: Enjoy songs and rhymes, tuning in and paying attention.
Enjoying sharing books with an adult and have favourite books seeking them out to share with an adult or another child or to look at alone.
Develop play around favourite stories and props.
Understand the five key concepts about print: print has meaning; print has purpose; we read English from left to right and from top to bottom; the names of the different parts of a book; page sequencing.
Develop their phonological awareness so they can spot/suggest rhymes; count or clap syllables in a word; recognise words with same initial sounds.
Blend sounds into works, so that they can read short words made up of known letter-sound correspondence SATPIN. Develop a sense of enjoyment for reading.
Writing: Write some or all of their name, holding pencil effectively in a tripod grip. Write some letters accurately.

Physical Development

* Enjoy moving when inside and outdoors.
* Gradually gain control of their whole body through practice of large movements, such as waving, kicking, rolling, crawling, walking, jumping, running, hopping, skipping and climbing.
* Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
* Enjoy starting to kick, throw and catch balls.
. * Spin, roll and independently use ropes and swings.
* Sit on a push along wheeled toy, use a scooter or ride a tricycle.
* Develop manipulation and control..
* Use large and small motor skills to manage buttons and zips.
* Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently: pencils, paintbrushes, scissors, knives, forks and spoons.
* Use a comfortable grip with good control when holding pens and pencils.

PSHE

* Children develop understanding of rules and expectations in different situations.
*Develop confidence to discuss and share ideas, thoughts and experiences in groups of differing sizes.
* Children learn to interact, share and develop positive friendships, considering the ideas and feelings of others and begin to negotiate.

Being Me In My World – Self- identity, feelings, rights and responsibilities
Celebrating Difference – Being special, family and friends
Dreams and Goals – Persevering, seeking help, having goals.
Healthy Me – keeping myself healthy, clean and safe.
Relationships – belonging to a family; making and being a good friend.
Changing Me – Our bodies, changes in me, Celebrations.

Nursery Curriculum Overview

2022-2023

Mathematics

* Subitise (recognise quantities without counting) up to 3.
* Recite numbers past 5.
* Say one number name for each item in order: 1,2,3,4,5.
* Show 'finger numbers' up to 5..
* Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)..
* Link numerals and amounts showing the right number of objects to match the numeral up to 5
* Solve real world problems with numbers up to 5.
* Compare sizes, weights using gesture and language: bigger/smaller, high/low, tall, heavy.
. * Talk about and explore 2D and 3D shapes.
* Talk about and identify patterns.
* Recognise number patterns including odd and even, doubles, halves, sharing.
* Describe familiar routes and locations: in front of and behind,
* Extend and create ABAB patterns..

Understanding of the World

* Learn about ourselves making connections between the features of their family and friends and other families.
* Begin to make sense of their own life story and families history.
* Continue to develop positive attitudes about the differences between people.
* Shows an interest in different occupations.
* Children will explore and observe the natural world indoors and outside.
* Children will begin to understand the effects of changing seasons on the natural world around our school and the Lickey Hills.
* Children will use their senses in hands-on exploration of natural materials talking about what they see using a wide vocabulary.
* Talk about similarities and differences between materials and the changes they notice.
* 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 all living things.

***RE**

Why is Christmas special for Christians?
Why is Easter special for Christians?
Which places are special and why?
Being special, where do we belong?

Expressive Arts and Design

* Show attention to sounds and music and respond emotionally and physically to music when it changes.
* Join in with songs and rhymes, making sounds.
* Explore a range of sound-makers and instruments and play the in different ways, making rhythmical and repetitive sounds.
* Explore different materials freely in order to develop their own ideas about how to use them and what to make, developing their own ideas and deciding which materials to use to express them.
* Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
* Draw with increasingly complexity and detail, such as representing a face with a circle and including details.
* Draw to represent ideas like movement or loud noises.
* Show different emotions in their drawings – happiness, sadness, fear etc
* Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
* Express ideas and feelings through marks, and sometimes give meaning to marks they make. Explore colour and colour mixing.
* Remember and sing entire songs.
* Create their own songs, or improvise a song around one they know.
* 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.