

Throughout our topic 'Adventures' we will be exploring, Jungle, Under the Sea, Woodland and Weather.

## Personal, Social and Emotional Development

Children will:



### **Self Regulation**

- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.

### **Managing Self**

- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Can put their coat on independently.
- Begin to talk about the importance of oral health.

### **Building Relationships**

- 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

PSHE Jigsaw Scheme

## Understanding the World

Children will:



### **Past and Present**

- Begin to make sense of their own life-story and family's history
- Show interest in different occupations.

### **People, Culture and Communities**

- Show interest in different occupations
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

### **The Natural World**

- 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 all living things.

## Physical Development

Children can:



### **Gross Motor Skills**

- 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.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

### **Fine Motor Skills**

- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.

## Mathematics

Children will:

### **Number**

- 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 4.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 4.

### **Shape, Space and Measures**

- Copy and continue a simple ABAB pattern – stone, leaf, stone, leaf
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to length and weight.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

## Literacy

Children will:



### **Comprehension**

- Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom
- Listen to a story and comment on the events.

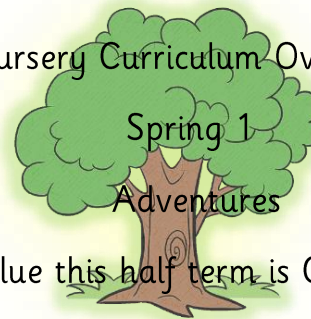
### **Word Reading**

- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

### **Writing**

- 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.

## Nursery Curriculum Overview



Spring 1  
Adventures

Our value this half term is Cooperation

## Expressive Arts and Design

Children will:



### **Creating with Materials**

- 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.

### **Being Imaginative and Expressive**

- Develop storylines through small-world or role-play.
- 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.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

## Communication and Language

Children will:



### **Listening, Attention and Understanding**

- 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

### **Speaking**

- 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."
- Use longer sentences of four to six words.