

Throughout our topic 'Animals' we will be exploring, Large and Small, Young and Old, Wild Animals and Pets.

## 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**

- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.
- Be able to use the toilet independently
- Can talk about the importance of hand washing.
- Begin to talk about the importance of oral health.

### **Building Relationships**

- Play alongside new peers and 'with' familiar peers.
- Show interest in their new peers.
- Begin to understand how others might be feeling.

### **Links with Physical Development**

- Talks about how their body feels after exercise and knows that this activity is positive for our health.

PSHE Jigsaw Scheme



## Understanding the World

Children will:

### **Past and Present**

- Begin to make sense of their own life-story and family's history by being able to discuss who is in their family and show some sense of their own history, e.g. "I was born first and then the twins"

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

- Notice similarities and differences between people, reflecting on differences positively.
- 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.
- Show understanding that we need to care for living things, e.g. watering plants, handling insects gently.



## Physical Development

Children can:

### **Gross Motor Skills**

- 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.
- Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm.

### **Fine Motor Skills**

- Be increasingly independent as they get dressed and undressed, for example by 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.



## Mathematics

Children will:

### **Number**

- Solve real world mathematical problems with numbers up to 5.
- Subitise to 3.
- Join in with number songs, attempting to represent numbers using fingers where appropriate.
- Recite numbers to 10 or beyond.

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

- Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. *big/small, round/straight*.
- Make comparisons between objects relating to length and weight
- Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. *this is heavier than that*.
- Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.

## Communication and Language

Children will:

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

- Can find it difficult to pay attention to more than one thing at a time
- Enjoy listening to longer stories and can remember much of what happens.

### **Speaking**

- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."
- Uses vocabulary focussing on their interests (e.g. motorbike) and familiar experiences (e.g. hairdressers).



## 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
- Begin to answer how and why questions about the stories they hear

### **Word Reading**

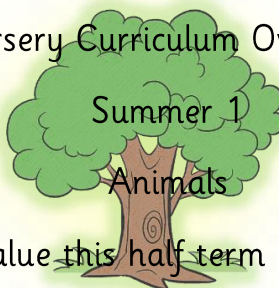
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
- Identify an object when given the initial sound.

### **Writing**

- Attempt to write their name in a way that they or others can recognise.
- 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.
- Discuss the marks they make, e.g. "this is a car"



## Nursery Curriculum Overview



Our value this half term is Honesty

## Expressive Arts and Design

Children will:

### **Creating with Materials**

- Respond to what they have heard, expressing their thoughts and feelings.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Use blocks/construction toys to build "small worlds" e.g. a pen on a farm.
- Enjoy mark-making opportunities.

### **Being Imaginative and Expressive**

- Know and join in with some nursery rhymes or favourite songs and poems.
- Develop storylines through small-world or role-play.
- Request a favourite song/rhyme.
- Respond to music with movement.

