Wistaston Church Lane Academy Nursery Curriculum Overview

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|  | **Autumn** | **Spring** | **Summer** |
| **Communication & Language** | Skills:   * *Use a wider range of vocabulary.* * *Sing a large repertoire of songs*. * Know many rhymes, be able to talk about familiar books and traditional tales. * Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” | Skills:   * Use longer sentences of four to six words. * *Enjoy listening to longer stories and can remember much of what happens.* * Pay attention to more than one thing at a time, which can be difficult. * Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. * Start a conversation with an adult or a friend and continue it for many turns | Skills   * *Develop their communication including use of tenses- still having problems with irregular tenses & plurals, such as ‘runned’ for ‘ran’ etc.* * Understand *why* questions.eg.: “Why did think the caterpillar got so fat?” * Be able to tell part of a longer story. * Develop their pronunciation but may have problems saying:   -some sounds: r, j, th, ch, and sh   -multi-syllabic words such as ‘pterodactyl’or ‘hippopotamus’.   * 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. |
| Knowledge:   * Know and sing simple songs and rhymes * Talk about their actions and intentions | Knowledge:   * Use vocabulary from a story to talk about it * Serve and return of conversation | Knowledge:   * Simple understanding that things have already happened or will happen (past, present and future) |
| Vocab: Song, nursery rhyme, book, story | Vocab: Get, wait, pass, put | Vocab: why when what |
| **Personal Social & Emotional Development** | Skills:   * *Increasingly follow rules, understanding why they are important.* * Begin to understand classroom routines. * Talk about their feelings using words: happy/ sad/angry/worried. The Colour Monster. * **A picture containing text, queen, vector graphics    Description automatically generated**Remember rules without needing an adult to remind them * **No Outsiders – *Blue Chameleon/*The Smeds and The Moos** | Skills:   * *Become more outgoing with unfamiliar people, in the safe context of their setting.* * 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. * Show more confidence in new social situations. * Continue to recognise their feelings and begin to understand how others might be feeling. * **A picture containing text, queen, vector graphics    Description automatically generated***Be increasingly independent in meeting their own care needs: using the toilet, washing and drying their hands independently.*   **No Outsiders – - Zog/ Egg** | Skills:   * *Play with one or more other children, extending & elaborating play ideas* * Develop their sense of responsibility and membership of a community. * Find solutions to conflicts and rivalries and suggesting other ideas. * Develop appropriate ways of being assertive. * Being to talk with others to solve conflicts * Be increasingly independent in meeting their own care needs: brushing teeth   Make healthy choices about food, drink, activity and toothbrushing   * **A picture containing text, queen, vector graphics    Description automatically generatedNo Outsiders – *Incredible You*/ You Choose** |
| Knowledge:   * Simple classroom rules and routines | Knowledge:   * Understanding of different emotions How to use classroom resources * Change own shoes and put on coat Hand washing sequence | Knowledge:   * Importance of cleaning teeth What foods are good for our body |
| Vocab: happy, sad, angry, scared, feelings, | Vocab: role play/construction/messy/ small world water, soap, towel, etc | Vocab: Share, take turns/my turn, your turn, friends, teeth, toothbrush, toothpaste, healthy, unhealthy/ sometimes and anytime foods |
| **Physical Development** | Skills:   * *Be increasingly independent in meeting their own care needs* * *Choose the right resources to carry out their own plan.* * *Use large-muscle movements to wave flags and streamers, paint and make marks – Squiggle While you Wiggle!* * Increasingly use & remember sequences & patterns of movements which are related to music & rhythm – simple dances. | Skills:   * *Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.* * *Go up steps/stairs/apparatus using alternate feet.* * *Skip, hop, stand on one leg and hold a pose for a game like musical statues.* * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. * Use one handed tools and equipment, for example, making snips with scissors. * Show preference for a dominant hand * Start taking part in some group activities which they make up for themselves | Skills:   * *Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball 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. * Use a comfortable grip with good control when holding pens and pencils * Make healthy choices about food, drink. |
| Knowledge:   * Where to access resources | Knowledge:   * How to jump, skip, hop | Knowledge:   * Name healthy/unhealthy foods and drink Importance of exercise & rest |
| Vocab: music, move, dance | Vocab: teamwork, pass, carry, skip, hop, jump, | Vocab: exercise, rest, balance, crawl, dressed, undressed |
| **Literacy** | Skills:   * *Understand the key concepts about print:* * *print has meaning* * print can have different purposes * page sequencing * we read from left to right & from top to bottom | Skills:   * *Understand the key concepts about print:*   *- the names of the different parts of a book.*   * Develop their phonological awareness, so that they can: * Spot and suggest rhymes and alliteration * Count or clap syllables in a word * Begin to use some print/mark making in their early writing. * *Begin to recognise name.* | Skills:   * *Engage in extended conversations about stories learning new vocabulary.* * Develop their phonological awareness, so that they can: * Recognise words with the same initial sound, such as money/mother * Use some of their print and letter knowledge in their writing. For example, writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.   + - * Write some or all of their name       * Write some letters (letter shapes) accurately |
| Knowledge:   * Know some stories - familiar and well loved | Knowledge:   * Rhyme is when words sound the same at the end alliteration at the beginning * Break words into syllables - clap them out play games | Knowledge:   * That words can be broken down into sounds * The letters that spell their name |
| Vocab: Book, story favourite, | Vocab: Rhyme, syllables, front cover, back, title | Vocab: listen, hear, sound, first sound |
| **Mathematics** | Skills:   * *Recite numbers up to and past 5.* * Say one number for each item in order: 1,2,3,4,5. * Show ‘finger numbers’ up to 5. * Experiment with their own symbols and marks as well as numerals. | Skills:   * *Compare quantities using language: ‘more than’, ‘fewer than’.* * *Talk about & identify the patterns around, describe with informal language* * Develop fast recognition of up to 3 objects, without having to count them individually (subitising) * Knows that the last number reached when counting a small set of objects tells you how many there are in total (cardinal number) * Talk about & explore 2D using informal language. * Select shapes appropriately: flat surfaces for building, * Make comparisons between objects relating to size and length | Skills:   * *Begin to describe a sequence of events using words such as ‘first’, ‘then...’* * Discuss routes and locations, using words like ‘in front of’ and ‘behind’ * Understand position through words alone – for example, “The bag is under the table,” – with no pointing * Solve real world mathematical problems with numbers up to 5. * Make comparisons between objects relating to capacity and weight * Link numerals & amounts: for example, showing the right number of objects to match the numeral, up to 5 * Talk about/explore 3D shapes using informal language * Notice and begin to create ABAB patterns – stick, leaf, stick, leaf. |
| Knowledge:   * 1 to 1 correspondence * Number names 1-5 * We count to find quantities – move and touch to count | Knowledge:   * Recognise up to 3 objects by sight (subitising) * Cardinal number principle Match number to quantity * Recognise and name some 2D * Use words to compare size and length. | Knowledge:   * Recognise and name some 3D shapes * Use everyday language to describe shapes * Use some prepositions. Remember a familiar route * Understand and use some time connectives |
| Vocab: Numbers, 1,2,3,4,5, | Vocab: counting, b ig, small, tall, short, long, same, different, pattern, more, few, fewer, circles, triangles, square, rectangle | Vocab: cube, cone, sides, corners, straight, flat, round, heavy, light, full, empty, on top, underneath, neat to, near, pattern |
| **Understanding the World** | Skills:   * *Begin to make sense of their own life-story and family’s history.* * Talk about and celebrate their families. * Develop positive attitudes about the differences between people. * *Show interest in different occupations* * Develop an awareness of how some people celebrate Harvest, Halloween and Christmas. | Skills:   * Plant seeds and care for growing plants. * Understand the key features of the life cycle of a plant and an animal- caterpillars to butterflies. * Begin to understand need to respect & care for environment living things. * Develop an awareness of how some people celebrate Mother’s Day, Pancake Day, Easter and Chinese New Year. | Skills:   * Talk about the differences between materials and changes they notice * *Talk about what they see, using a wide vocabulary* * Explore collections of materials with similar and/or different properties. * Explore and talk about different forces they can feel.Explore how things work * *Use all their senses in hands-on exploration of natural materials* * Develop an awareness of how some people Father’s Day, Polish Day. |
| Knowledge:   * Some people believe that Jesus was born at Christmas. | Knowledge:   * Understand life cycle of a plant (e.g. broad bean) * How to care for plants and animals | Knowledge:   * Some materials can be similar or different to each other. * There are different countries in the world and talk about the differences they have experienced or seen in photos. |
| Vocab: Christmas, Halloween. | Vocab: grow, plant, life cycle, seed, baby, adult, care, soil, sun | Vocab: Same, different, push, pull, drop, |
| **Expressive Arts & Design** | Skills:   * *Listen with increased attention to sounds*. * Explore colour and colour mixing. * Remember and sing entire songs. * Sing the pitch of a tone sung by another person * Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. | Skills:   * *Take part in simple pretend play, using an object to represent something else* * *Explore materials freely, develop ideas about how to use & what to make.* * Join different materials and explore different textures. * Respond to what they have heard, expressing their thoughts and feelings * Play instruments with increasing control to express their feelings and ideas. * Daw closed shapes with continuous lines & begin to use to represent objects. * Draw with increasing complexity & detail, such as face with a circle & details. | Skills:   * *Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park*. * Begin to develop complex stories using small world equipment like animal sets, dolls and doll house. * Develop their own ideas and then decide which materials to use to express them. * Create their own songs or improvise a song around one they know. * Sing with more control of pitch and melodic shape |
| Knowledge:   * Names of colours. Know colours can change | Knowledge:   * That objects can represent others | Knowledge:   * Can represent their ideas and feelings through drawing. |
| Vocab: Song, colour, changes, mix | Vocab: model, build, join, together, draw, instrument | Vocab: blocks, bridge |
| *Italics - Developmental expectations of our youngest 3- year old’s* | | | |