

Nursery Curriculum – Spring

NELI Scheme Weeks 1 - 11

Prime Areas			
<p>Communication and Language Listening, Attention and Understanding NELI stories and listening rules. Listening to stories and others, responding appropriately and asking questions. Understanding the difference between carpet time and activities, following routines and rules with increasing independence.</p> <p>Speaking Using social phrases in the morning and throughout the day. Using specific vocabulary when talking about the world around us and changes. Talking about how the natural world and animals adapt to their location and habitat. CL underpins all areas of learning.</p>	<p>Personal, Social and Emotional Development Self-Regulation Think Equal scheme of work. Zones of regulation to help identify own emotions and how to move between emotions. Focused attention during carpet sessions and teaching time.</p> <p>Managing Self Understanding our school values and the importance of following them. Using the visual timetable to understand the school day and asking for help when needed. Self-care and personal hygiene.</p> <p>Building Relationships Following the rules during continuous provision and engaging in the different activities, whilst building relationships with peers.</p>	<p>Physical Development Gross Motor Increasing confidence and skill while traveling around, and through various equipment. Play games with simple rules learning to follow them and be fair.</p> <p>Fine Motor Pencil grip and handwriting skills using PenPals scheme. Threading and dotting, following patterns carefully and in sequence. Cutting along lines and around shapes with increasing accuracy. Playdough creations and following instructions to make items.</p>	
Specific Areas			
<p>Literacy Comprehension NELI program – focusing on Narrative, listening skills and learning vocabulary through ‘special words’.</p> <p>Word Reading Follow Little Wandle scheme – oral blending and segmenting.</p> <p>Writing Writing opportunities throughout continuous provision as well as specific writing tasks linked to Pen Disco, letter formation and name writing.</p>	<p>Maths Number Numbers 1-5 and beginning to focus on 6-10. Games and activities linked to identifying numbers on a dice, numicon and numerals. Matching numbers show in different formats and comparing numbers, talking about more and less.</p> <p>Numerical Patterns Exploring how to build numbers using physical objects.</p>	<p>Understanding the World Past and Present Celebrating our birthdays - visiting Stamford and remembering how old he is. Reminding ourselves why he looks new now compared to how he looks in historical photos. Occupations through time in role play.</p> <p>People, Culture and Communities Which places are special and why? Chinese and Lunar New Year.</p> <p>The Natural World Gathering natural materials suitable for making nests that will keep animals warm in Winter. Learning about the changing seasons.</p>	<p>Expressive Art and Design Creating with Materials Scissor safety. Loose parts to support imaginative play and storytelling. Exploring materials and discussing how they feel. Craft activities - selecting/ using tools, collage and malleable materials.</p> <p>Being Imaginative and Expressive Using music to develop phonological awareness. Develop use of body and instrumental percussion to copy rhythms. Identifying sounds, instruments and rhythms. Nursery Rhymes and Spring songs.</p>

<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>	<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>
<p><u>Listening Attention and Understanding</u> Recognising and responding to many familiar sounds Showing interest in playing with sounds, songs and rhymes Have single channelled attention – shifting to a different task fully obtained when spoken to Understanding more complex sentences, such as ‘Put the toys away and then we’ll read the book’ Understanding ‘who’, ‘what’, ‘where’ in simple questions – for example, ‘Who’s that/What’s that. Where is...?’</p> <p><u>Speaking</u> Using a variety of questions, e.g. what, where and who. Using simple sentences, e.g. Mummy gonna work. Using language as a powerful means of widening contacts, sharing feelings, experience and thoughts. Beginning to use word endings, such as ‘going, cats’ Holding a conversation, jumping from topic to topic.</p>	<p><u>Self-Regulation</u> Separating from their main carer with support from a familiar adult Expressing their own preferences and interests.</p> <p><u>Managing Self</u> Seeking comfort from familiar adults, when needed. Expressing their own feelings such as sad, happy, cross, scared and worried. Responding to the feelings and wishes of others Being aware that some actions can hurt or harm others Trying to help or giving comfort when others are distressed Showing understanding and cooperating with some boundaries and routines Inhibiting their own actions/behaviours, e.g. stop themselves from doing something they shouldn’t do Having a growing ability to distract self when upset, e.g. by engaging in a new play activity.</p> <p><u>Building Relationships</u> Showing interest in others’ play and start to join in Seeking out others to sharing experiences Showing affection and concern for people who are special to them Sometimes forming a special friendships with another child.</p>	<p><u>Gross Motor</u> Squatting with steadiness to rest or play with an object on the ground, and rising to feet without using hands. Climbing confidently and beginning to pull themselves up on nursery play climbing equipment Kicking a large ball Running safely on foot Walking up steps or down steps holding onto a rail, two feet on each step.</p> <p><u>Fine Motor</u> Turning pages in a book, sometimes several at once. Showing control in holding and using: jugs to pour, hammers, books and mark making tools. Beginning to use three fingers (tripod grip) to hold writing tools.</p>	<p><u>Word Reading</u> Beginning to notice when words have the same beginning sound Repeating words or phrases from familiar stories Having awareness that signs and symbols in environment carry meaning.</p> <p><u>Comprehension</u> Filling in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat in on a wall...’ Having some favourite stories, rhymes, songs, poems or jingles.</p> <p><u>Writing</u> Distinguishing between the different marks they make.</p> <p><u>Expressive Arts and Design</u></p> <p><u>Creating with Materials</u> Experimenting with blocks, colours and mark</p> <p><u>Being Imaginative and Expressive</u> Beginning to use representations to communicate, e.g. drawing a line and saying ‘that’s me!’ Beginning to make believe by pretending Join in singing favourite songs Creating sounds by banging, shaking, tapping or blowing. Showing an interest in the way musical instruments sound.</p>	<p><u>Number and Numerical Pattern</u> Selecting a small number of objects from a group when asked for example, ‘please give me one?’ Reciting some number names in sequence Creating and experimenting with symbols and marks representing the number of ideas Beginning to make comparisons between quantities Using some language of quantities, such as ‘more’ and ‘a lot’. Knowing that a group of things change in quantity when something is added or taken away.</p> <p><u>Shape, space and measure</u> Beginning to use the language of size Anticipating specific time based events, such as meal times or home time. Noticing simple shapes and patterns in pictures Beginning to categorise objects according to properties such as shape or size.</p>	<p><u>Past and Present</u> Children will be having a growing awareness of new and old, although they may sometimes confuse this something new to them and brand new They will be aware that parents and grandparents are older than they are They will have an understanding of yesterday and tomorrow.</p> <p><u>People, Cultures and Communities</u> Having a sense of own immediate family and relations In pretend play, imitating everyday actions and events from own family and cultural background Beginning have their own friends Learning that they have similarities and differences that connect them, and distinguish them from others.</p> <p><u>The Natural World</u> Enjoying playing with small-world models such as a farm, a garage, or a train track. Noticing detailed features of objects in their environment.</p> <p><u>STEAM</u> Where are we? How can we see stars?</p> <p><u>R.E</u> Which people and stories are special and why?</p>