

Kirkby Stephen Primary School Nursery Curriculum



Enthuse. Explore. Enrich



Nursery Curriculum Overview



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>All About Me</p> <p>We will spend lots of time this term getting to know each other and our school. We will spend lots of time listening to each other, sharing stories about ourselves, our families and starting school.</p> <p>We will have fun exploring and becoming familiar with the indoor and outdoor classroom provision.</p> <p>We will talk about our bodies and discuss how they have changed since we were babies.</p> 	<p>Colours</p> <p>We will spend lots of time exploring colour and how colour can change when we mix them together. We will explore the world around us and observe the different colours in our familiar environment.</p> <p>We will have lots of fun in the build up to Bonfire Night & Christmas; making crafts, singing songs and learning the Christmas Story through our Nativity role play.</p> 	<p>Teddy Bears</p> <p>We will have fun sharing our teddy bears, both from home and school. We will enjoy having a Teddy Bears Picnic with our peers. We will engage in different stories around teddy bears and work hard to remember much of what happened. We will have lots of fun learning about different bears from around the world.</p> 	<p>On the Farm</p> <p>We will learn about a wide range of farm animals, farm machinery and the different jobs on a farm. We will sing lots of nursery rhymes – some that will be familiar to us and others that are new to us. We will have lots of fun playing musical instruments to express our ideas and feelings. We will develop an understanding about the life cycle of a chicken.</p> 	<p>Under the Sea</p> <p>We will learn about different creatures that live in the ocean. We will work hard to create artwork of our favourite sea creature. We will enjoy looking at non-fiction books and have fun creating our own rock pools.</p> 	<p>People Who Help Us</p> <p>Our final term in Nursery will be spent learning about different occupations and how they can help us.</p> <p>We will engage in simple pretend play with our peers, using our imagination and creating props to support our play.</p> 

Autumn 1 in Nursery

All About Me



Communication, Language & Literacy

We will enjoy listening to lots of stories and poems about starting school.
We will talk about our likes and dislikes.
We will share our thoughts and ideas and remember to listen to each other.
We will have fun talking to each other.
We will carefully choose a book to take home each week.
We are writers! We will attempt to copy some of the letters from our name.
We will listen to others one to one or in small groups.

Mathematics

We will be busy counting and sorting.
We will recite numbers in order 0-10.
We will focus on recognising numbers 0-5.
We will work together to measure each other.
We will order objects according to their height.
We will count natural objects in the environment.
We will enjoy singing number rhymes.

Personal Social and Emotional Development

We will enjoy playing and sharing our resources together.
We will talk about our feelings – what makes me happy/sad?
We will look at our baby pictures and discuss how we have changed.
We will listen to each other.
We will choose what we want to do and keep busy trying new things.

All About Me

Autumn 1

Physical Development/PE

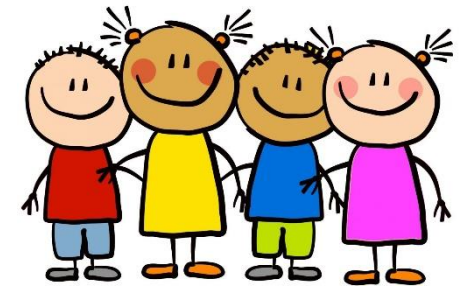
Through a range of activities, we will develop our fine and gross motor skills.
We will show a preference for a dominant hand.
We will enjoy drawing lines and circles.
We will start to form the letters in our name.
We will use one-handed tools carefully and enjoy making snips in paper with scissors.
We will experiment with different ways of moving: just dance, balance bike and adventure playground sessions.

Understanding the World

We will enjoy talking about ourselves and our families.
We will look at and discuss how we have grown and changed.
We will talk about where we live.
We will go on a walk around the school grounds.
We will use our senses and be aware of the world around us.
We will observe the changing seasons.
We will learn to independently use the computer, smart board and iPad.

Expressive Arts

We will enjoy exploring colour and the texture of different materials.
We will have fun singing and dancing together.
We will print with our hands and feet.
We will draw a self portrait to display in our classroom.
We will use our imagination and be proud of all our creations.
We will join construction pieces together to build and balance.
We will explore and learn how sounds can be changed



Autumn 2 in Nursery

Colours



Communication, Language & Literacy

We will enjoy listening to a range of stories with increasing attention and recall.
We will use a wider range of vocabulary.
We will sing a large repertoire of songs and rhymes.
We will use talk to organise ourselves and through play with our peers.
We will continue to choose a book to take home.
We will write some of the letters in our name accurately.

Mathematics

We will recite numbers 0-5 and beyond.
We will be busy counting objects, indoor and outdoor.
We will show 'finger numbers' up to 5.
We will talk about and explore 2D & 3D shapes.
We will begin to make comparisons between objects relating to size, length, weight & capacity.
We will say one number for each item in order - 1, 2, 3, 4, 5.

Understanding the World

We will use all of our senses in hands on exploration of natural materials.
We will talk about what we see, increasing our vocabulary.
We will explore how things work.
We will talk about the differences between materials and changes that we notice.

Colours

Autumn 2

Physical Development/PE

We will continue to develop our movement, balancing, riding (balance bikes) & ball skills.
We will use large muscle movements to wave flags, streamers, paint and make marks.
We will use a comfortable grip with good control when holding pens and pencils.
We will show a preference for a dominant hand.
We will be increasingly independent with putting on our own coats, shoes etc.

Expressive Arts

We will begin to develop complex stories using small world equipment.
We will explore different materials freely and develop our own ideas.
We will create closed shapes with continuous lines and begin to use these shapes to represent objects.
We will explore colour and colour mixing.
We will listen with increasing attention to sounds.
We will play instruments with increasing control to express our feelings.

Personal Social and Emotional Development

We will play with one or more of our children extending and elaborating play ideas.
We will select and use activities and resources with help if needed.
We will increasingly follow rules, understanding why they are important.
We will understand gradually how others might be feeling.
We will be increasingly independent with our own self-care.



Spring 1 in Nursery

Teddy Bears



Communication, Language & Literacy

- We will continue to enjoy listening to a range of stories with increasing attention and recall.
- We will use a wider range of vocabulary.
- We will sing a large repertoire of songs and rhymes.
- We will use talk to organise ourselves and through play with our peers.
- We will continue to choose a book to take home.
- We will continue write some of the letters in our name accurately.
- We will read individual letters by saying the sounds of them (Phase 2 Phonics).

Mathematics

- We will recite numbers 0-10 and beyond.
- We will be busy counting objects, indoors and outdoors.
- We will show 'finger numbers' up to 5.
- We will link numerals and amounts/objects up to 10.
- We will talk about and explore 2D & 3D shapes.
- We will begin to make comparisons between objects relating to size, length, weight & capacity.
- We will say one number for each item in order 1-10

Understanding the World

- We will use all of our senses in hands-on exploration of natural materials.
- We will explore how things work.
- We will know that there are different countries in the world and talk about the habitat of bears.

Personal, Social and Emotional Development

- We will play with one or more children extending and elaborating play ideas.
- We will select and use activities and resources with help if needed.
- We will increasingly follow rules and understand why they are important.
- We will understand gradually how others might be feeling.
- We will be increasingly independent with our own self-care.

Expressive Arts

- We will begin to develop complex stories using small world equipment.
- We will explore different materials freely and develop our own ideas.
- We will create closed shapes with continuous lines and begin to use these shapes to represent objects.
- We will explore colour and colour mixing.
- We will listen with increasing attention to sounds.
- We will play instruments with increasing control to express our feelings.

Physical Development/PE

- We will continue to develop our movement, balancing, riding (balance bikes) & ball skills.
- We will use large muscle movements to wave flags, streamers, paint and make marks.
- We will go up steps, stairs, ladder or climb apparatus using alternate feet.
- We will use a comfortable grip with good control when holding pens and pencils.
- We will show a preference for a dominant hand.
- We will continue to enjoy finger gym developing strong flexible fingers, hands and arms.
- We will develop our independence with putting on our own coats, shoes etc.

Teddy Bears Spring 1



Spring 2 in Nursery

On the Farm



Personal, Social and Emotional Development

- We will play with one or more children extending and elaborating play ideas.
- We will select and use activities and resources with help if needed.
- We will increasingly follow rules and understand why they are important.
- We will develop an understanding of how others might be feeling.
- We will become increasingly independent with our own self-care.
- We will show increasing confidence in new social situations.

Understanding the World

- We will use all of our senses in hands-on exploration of natural materials.
- We will explore how things work.
- We will know that there are different countries in the world.
- We will talk about what we see using wide vocabulary.
- We will understand where our food comes from.
- We will explore the key features of an animal's life cycle.
- We will discuss the different occupations on a farm.

Communication, Language and Literacy

- We will continue to enjoy listening to a range of stories with increasing attention and recall.
- We will use a wider range of vocabulary.
- We will sing a large repertoire of songs and rhymes.
- We will use talk to organise ourselves and through play with our peers.
- We will continue to choose a book to take home.
- We will write some or all of the letters in our name accurately.
- We will read individual letters by saying the sounds of them (Phase 2 Phonics).

On the Farm

Spring 2

Mathematics

- We will recite numbers 0-10 and beyond.
- We will be busy counting objects, indoor and outdoor.
- We will show 'finger numbers' up to 5.
- We will link numerals and amounts/objects up to 10.
- We will talk about and explore 2D & 3D shapes.
- We will begin to make comparisons between objects relating to size, length, weight & capacity.
- We will say one number for each item in order 1-10.

Expressive Arts

- We will begin to develop complex stories using small world equipment.
- We will explore different materials freely and develop our own ideas.
- We will create closed shapes with continuous lines and begin to use these shapes to represent objects.
- We will explore colour and colour mixing.
- We will listen with increasing attention to sounds.
- We will play instruments with increasing control to express our feelings.

Physical Development/PE

- We will continue to develop our movement, balancing, riding (balance bikes) & ball skills.
- We will use large muscle movements to wave flags, streamers, paint and make marks.
- We will go up steps, stairs, ladder or climb apparatus using alternate feet.
- We will use a comfortable grip with good control when holding pens and pencils.
- We will show a preference for a dominant hand.
- We will continue to enjoy finger gym developing strong flexible fingers, hands and arms.
- We will be increasingly independent with putting on our own coats, shoes etc.

Summer 1 in Nursery

Under the Sea



**Under the Sea
Summer 1**

Communication, Language and Literacy

- We will continue to enjoy listening to a range of stories with increasing attention and recall.
- We will use a wider range of vocabulary.
- We will sing a large repertoire of songs and rhymes.
- We will use talk to organise ourselves and through play with our peers.
- We will continue to choose a book to take home.
- We will write some or all of the letters in our name accurately.
- We will read individual letters by saying the sounds of them (Phase 2 Phonics).

Understanding of the World

- We will use all of our senses in hands on exploration of natural materials.
- We will explore how things work.
- We will know that there are different countries, oceans and seas in the world.
- We will plant seeds and care for growing plants.
- We will learn the key features of the life cycle of a frog.

Maths

- We will recite numbers 0-10 and beyond.
- We will be busy counting objects, actions and sounds both indoor and outdoor.
- We will show 'finger numbers' up to 5.
- We will link numerals and amounts/objects up to 5.
- We will talk about and explore 2D & 3D shapes.
- We will begin to make comparisons between objects relating to size, length, weight & capacity.
- We will say one number for each item in order 1-10.
- We will begin to understand the one more than/one less than relationship between consecutive numbers.

Personal, Social and Emotional Development

- We will play with one or more of her children extending and elaborating play ideas.
- We will select and use activities and resources with help if needed.
- We will increasingly follow rules, understanding why they are important.
- We will understand gradually how others might be feeling.
- We will be increasingly independent with our own self care and manage our own needs.
- We will show increasing confidence in new social situations.

Physical Development/PE

- We will continue to develop our movement, balancing, riding (balance bikes) & ball skills.
- We will use large muscle movements to wave flags, streamers, paint and make marks.
- We will go up steps, stairs, ladder or climb apparatus using alternate feet.
- We will use a comfortable grip with good control when holding pens and pencils.
- We will show a preference for a dominant hand.
- We will be increasingly independent with putting on our own coats, shoes etc.
- We will continue to enjoy finger gym developing strong, flexible fingers, hands and arms.
- We will make healthy choices about food, drink, activity and tooth brushing.

Expressive Arts

- We will begin to develop complex stories using small world equipment, using our imagination.
- We will explore different materials freely and develop our own ideas.
- We will create closed shapes with continuous lines and begin to use these shapes to represent objects.
- We will explore colour and colour mixing.
- We will listen with increasing attention to sounds.
- We will play instruments with increasing control to express our feelings.



Summer 2 in Nursery

People Who Help Us



Communication, Language &

Literacy

We will continue to enjoy listening to a range of fiction and non-fiction books with increasing attention and recall.
We will use a wider range of vocabulary.
We will use talk to organise ourselves and through play with our peers.
We will write some or all of the letters in our name accurately.
We will use some of our print and letter knowledge in our early writing, eg. shopping lists.
We will read individual letters by saying the sounds of them (Phase 2 Phonics).

Understanding the World

We will observe & care for growing plants.
We will begin to understand the need to respect & care for our natural environment & all living things.
We will learn the key features of the life cycle of a frog & butterfly.
We will show an interest and talk about different occupations, extending our vocabulary.

Expressive Arts

We will continue to develop complex stories using small world equipment, using our imagination.
We will explore different materials freely and develop our own ideas.
We will create closed shapes with continuous lines and begin to use these shapes to represent objects.
We will play instruments with increasing control to express our feelings.
We will develop storylines in our pretend play using an object to represent something.

People who help us

Summer 1

Physical Development/PE

We will continue to develop our movement, balancing, riding (balance bikes) & ball skills.
We will go up steps, stairs, ladder or climb apparatus using alternate feet.
We will use a comfortable grip with good control when holding pens and pencils.
We will show a preference for a dominant hand.
We will be increasingly independent with putting on our own coats, shoes etc.
We will make healthy choices about food, drink, activity and tooth brushing.
We will continue to enjoy finger gym developing strong flexible fingers, hands and arms.
We will continue to take part in group activities which we make up for ourselves or in a team.
We will practise sports day activities.

Personal Social and Emotional Development

We will play with one or more of our children extending and elaborating play ideas.
We will increasingly follow rules, understanding why they are important.
We will understand gradually how others might be feeling.
We will be increasingly independent with our own self care and manage our own needs.
We will show increasing confidence in new social situations and our community.

Mathematics

We will recite numbers 0-10 and beyond and count forwards and backwards.
We will be busy counting objects, actions and sounds both indoor and outdoor.
We will link numerals and amounts/objects up to 10.
We will talk about and explore 2D & 3D shapes.
We will begin to make comparisons between objects relating to size, length, weight & capacity.
We will say one number for each item in order 1-10.
We will begin to understand the one more than/one less than relationship between consecutive numbers.
We will begin to recall number bonds for numbers 0-10.



Phonics in Nursery

Phase 1 Phonics



In **Phase 1**, children are taught about:

Environmental sounds

Instrumental sounds

Body percussion (e.g. clapping and stamping)

Rhythm and rhyme

[Alliteration](#)

Oral [blending](#) and segmenting

(e.g. hearing that d-o-g makes 'dog')

Typical activities for teaching Phase 1 phonics include **'listening' walks, playing and identifying instruments, action songs, learning rhymes and playing games like I Spy.**

This phase is intended to develop children's listening, vocabulary and speaking skills.



Phonics in Nursery

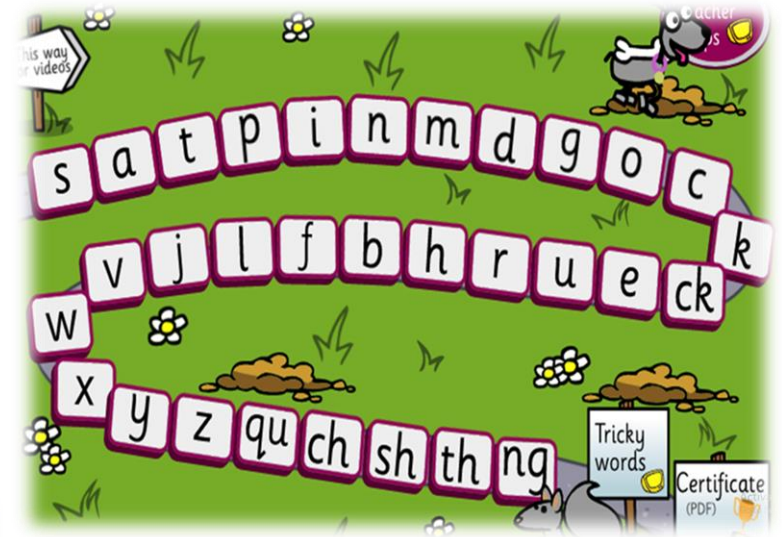
Phase 2 Phonics



In **Phase 2**, children begin to learn the sounds that letters make ([phonemes](#)). There are 44 sounds in all. Some are made with two letters, but in **Phase 2**, children focus on learning the **19 most common single letter sounds**. These are broken down into smaller sets of about six sounds to make them more achievable for children to learn.

They will learn the most commonly used [phonemes](#) first, starting with: **s/a/t/p/i/n**.

By the end of Phase 2 children should be able to read some [vowel-consonant \(VC\)](#) and [consonant-vowel-consonant \(CVC\) words](#), and to spell them out. They also learn some [high frequency 'tricky words'](#) like 'the' and 'go.' This phase usually lasts about six –eight weeks.



Communication and Language in Nursery



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.

Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Can the child answer simple 'why' questions?

Early Learning Goal

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

Make comments about what they have heard and ask questions to clarify their understanding;

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.



Speaking

Use a wider range of vocabulary.

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

May have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'

Use longer sentences of four to six words.

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.

Can start a conversation with an adult or a friend and continue it for many turns.

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Early Learning Goal

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



Physical Development in Nursery



Gross Motor Skills

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs, or climb up apparatus, using alternate feet.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Use large-muscle movements to wave flags and streamers, paint and make marks.

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.

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.

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Early Learning Goal

Negotiate space and obstacles safely, with consideration for themselves and others;

Demonstrate strength, balance and coordination when playing;

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.



Fine Motor Skills

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

Start to eat independently and learning how to use a knife and fork.

Show a preference for a dominant hand.

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.

Make healthy choices about food, drink, activity and toothbrushing.

Early Learning Goal

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;

Use a range of small tools, including scissors, paint brushes and cutlery;

Begin to show accuracy and care when drawing.



Personal, Social and Emotional Development in Nursery



Self Regulation

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.

Develop their sense of responsibility and membership of a community.

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.

Increasingly follow rules, understanding why they are important.

Do not always need an adult to remind them of a rule.

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Early Learning Goal

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions



Managing Self

Show more confidence in new social situations.

Early Learning Goal

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

Explain the reasons for rules, know right from wrong and try to behave accordingly;

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

Become more outgoing with unfamiliar people, in the safe context of their setting.

Play with one or more other children, extending and elaborating play ideas.

Begin to understand how others might be feeling.

Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?

Early Learning Goal

Work and play cooperatively and take turns with others;

Form positive attachments to adults and friendships with peers;

Show sensitivity to their own and to others' needs.



Literacy in Nursery



Comprehension

Engage in extended conversations about stories, learning new vocabulary.

Early Learning Goal

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

Anticipate – where appropriate – key events in stories;

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading

Understand the five key concepts about print:

- Print has meaning
- Print can have different purposes
- We read English text from left to right and from top to bottom
- The names of the different parts of a book
- Page sequencing

Early Learning Goal

Say a sound for each letter in the alphabet and at least 10 digraphs;

Read words consistent with their phonic knowledge by sound-blending;

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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.

Write some letters accurately.

Early Learning Goal

Write recognisable letters, most of which are correctly formed;

Spell words by identifying sounds in them and representing the sounds with a letter or letters;

Write simple phrases and sentences that can be read by others.



Mathematics in Nursery



Number

Fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5.

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 5.

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Experiment with their own symbols and marks as well as numerals.

Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'.

Early Learning Goal

Have a deep understanding of number to 10, including the composition of each number;

Subitise (recognise quantities without counting) up to 5;

Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.



Numerical Patterns

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like 'in front of' and 'behind'.

Make comparisons between objects relating to size, length, weight and capacity.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

Combine shapes to make new ones – an arch, a bigger triangle etc.

Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.

Extend and create ABAB patterns – stick, leaf, stick, leaf.

Notice and correct an error in a repeating pattern.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Early Learning Goal

Verbally count beyond 20, recognising the pattern of the counting system;

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



Understanding the World in Nursery



Past and Present

Begin to make sense of their own life-story and family's history.

Early Learning Goal

Talk about the lives of the people around them and their roles in society;
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
Understand the past through settings, characters and events encountered in books read in class and storytelling;

People, Culture and Communities

Show interest in different occupations.
Explore how things work.
Continue to develop positive attitudes about the differences between people.
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Early Learning Goal

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World

Use all their senses in hands-on exploration of natural materials.
Explore collections of materials with similar and/or different properties.
Talk about what they see, using a wide vocabulary.
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.
Explore and talk about different forces they can feel.
Talk about the differences between materials and changes they notice.

Early Learning Goal

Explore the natural world around them, making observations and drawing pictures of animals and plants;
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



Expressive Arts and Design in Nursery



Creating with Materials

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

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.

Explore colour and colour-mixing.

Early Learning Goal

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

Share their creations, explaining the process they have used;

Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Take part in simple pretend play, using an object to represent something else even though they are not similar.

- 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.

Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

Remember and sing entire songs.

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.

Create their own songs, or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

Early Learning Goal

Invent, adapt and recount narratives and stories with peers and their teacher;

Sing a range of well-known nursery rhymes and songs;

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

