

Curriculum Overview for Nursery

Personal, Social & Emotional Development

- Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.
- Talk with others to solve conflicts.
- Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others.
- Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.
- Do not always need an adult to remind them of a rule.
- Understands that expectations vary depending on different events, social situations, and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.

Communication & Language

- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention – can still listen or do but can change their own focus of attention.
- Use a wider range of vocabulary.
- Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture.
- Talks more extensively about things that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Literacy

- Begins to be aware of the way stories are structured, and to tell own stories.
- Talks about events and principal characters in stories and suggests how the story might end.
- Begins to develop phonological and phonemic awareness.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words, songs, poems and rhymes.
- Claps or taps the syllables in words during sound play.
- Hears and says the initial sound in words.
- Engage in extended conversations about stories, learning new vocabulary.
- Develop their phonological awareness.
- Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words.
- Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.
- Write some or all of their name.

Mathematics

- Links numerals with amounts up to 5 and maybe beyond.
- Explores using a range of their own marks and signs to which they ascribe mathematical meanings.
- Composition.
- Beginning to use understanding of number to solve practical problems in play and meaningful activities.
- Beginning to recognise that each counting number is one more than the one before.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Solve real world mathematical problems with numbers up to 5.
- Creates their own spatial patterns showing some organisation or regularity.
- Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC).
- Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.
- Recalls a sequence of events in everyday life and stories.

Physical Development

- Walks down steps or slopes whilst carrying a small object, maintaining balance and stability.
- Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.
- 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.
- Show a preference for a dominant hand.
- Can name and identify different parts of the body
- Willing to try a range of different textures and tastes and expresses a preference.
- Observes and controls breath, able to take deep breaths, scrunching and releasing the breath.
- Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important.
- Make healthy choices about food, drink, activity and toothbrushing.

Understand the World

- Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Begin to make sense of their own life-story and family's history.
- Begin to understand the effect their behaviour can have in the environment.
- Talk about the differences between materials and changes they notice. Understand the key features of the life cycle of a plant and an animal.
- Talk about what they see, using a wide vocabulary.
- Knows that information can be retrieved from digital devices and the internet.
- Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowel.

Expressive Arts & Design

- Develops an understanding of using lines to enclose a space and begins to use drawing to represent actions and objects based on imagination, observation and experience.
- Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.
- Uses tools for a purpose.
- Develop their own ideas and then decide which materials to use to express them.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Explore colour and colour-mixing.
- Engages in imaginative play based on own ideas or first-hand or peer experiences.
- Uses available resources to create props or creates imaginary ones to support play.
- Create their own songs or improvise a song around one they know.

