

Curriculum Overview

Term: Spring Term 1

Year: Nursery

The Year Team:

Almas Bux

Julie Matthews

Samantha Thomson

Vivienne Black

Zoe Archer-Brown

Julie Munro

Rokeya Desai

Antoaneta Yonkova

Other adults working with us:

Gaynor Jones - Volunteer

Samantha Rule- Student

Literacy

Children learn to recognise their names through self-registration, writing activities and seeing their names around the Nursery. They will also start to practice writing their names and practicing to hold a pencil. The children will begin to recognise rhymes and enjoy rhythmic activities. Reading opportunities will be available to the children in each area, including the outdoors. This will encourage children to show an interest in illustrations and print and also begin to think about the way stories are structured. Reading will be part of daily carpet sessions, where key workers will encourage children to describe settings, events and principal characters in the story. Mark making tools will be available to children in different areas such as the construction area and small world. This is to continue to encourage children to give meaning to marks they draw, write and paint and ascribe meaning to marks they see around them.

Maths

The children will begin to represent numbers using fingers, marks on paper and on pictures. They will be encouraged to recognise numerals through focus activities and by independently using objects on the tuff spot and in the environment.

During carpet time, children will be encouraged to separate objects and identify the total remains the same. This will then be available for the children to do independently in child initiated activities. Children will begin to show interest in number problems and will have opportunities during adult led activities to do this.

During this term, children will work at recognising 2D shapes and to use shapes appropriately through tasks. Children will also focus on using positional language during construction activities, table top activities and also by using the iPads for simple programs.

Communication and Language

The children will be listening to stories with increasing attention and recall during carpet time and free flow. They will be focusing attention at activities and during key worker groups for a longer period. They will respond well to simple instructions throughout their day in the Nursery and will be encouraged to understand 'why' and 'how' questions, as well as asking these questions during carpet time. The children will begin to use more complex sentences in their speech as they communicate with others and their key workers. Children will begin to connect ideas, and will be given opportunities to explain what is happening and what might happen next.

Personal Social Development

The new children will be given support to settle in and familiarise themselves with the class rules and routines that are in place and followed by all the children. They will be reminded of friendly behavior, will initiate conversation and form good relationships with the children and adults in the class. This will

enable them to confidently talk to other children while playing and also encourage children to speak confidently about themselves. They will start to enjoy responsibility of carrying out small tasks in the Nursery and being responsible for the Nursery equipment. The children will be adapting their behavior to changes in routines and events.

Expressive Arts & Design

The children will continue to join in with singing, dancing and circle games indoors and outdoors. The children will explore colours and how they change, using paints and also carrying out experiments outdoors. They will begin to use shapes to represent objects and begin to explore and identify the texture of things throughout creative activities. They will continue to use various constructions materials, indoors and outdoors, to build with a purpose in mind. The children will have access to large and small materials to encourage their imagination. The children will also have access to a range of props, so they can begin to build stories around toys, engage in imaginative role-play and imitate what they have noticed adults do. This will be encouraged as the home corner theme will change frequently, becoming a bakery, post office, doctor's surgery etc to follow the children's interests.

Understanding of the World

The children will continue to share experiences of things they remember and what they enjoy to do. This will be through carpet activities, parent consultations and also during free flow. Children will show an interest in different occupations, through pictures, books and also through conversations with adults.

By observing the environment, children will be given opportunities to start planting seeds, to begin to talk about how things happen. They will begin to understand growth, decay and changes over time and will be encouraged to question and explore these changes using books, technology and making connections. They will then begin to retrieve information through technology.

Parent Support

In the Nursery books of the children's choice are sent home twice a week, on Monday's and Friday's. Please read with your child/children as often as you can.

Parents are also invited in for Parent Consultations to discuss the children's progress over time. They have access to view children's observations through Tapestry.

Home / School Partnership

Book Bags

(Book bags will be sent home on Monday's and Friday's with a book of your child's choice)

- Please read with your child as often as you can.
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Extended Schools Activities/Clubs for Year - N/A for Nursery

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For further information about these clubs please contact the school office or review our website

Parent Support

Help: Supporting children in their learning involves creating a strong partnership between parents, children and teachers and maintaining it. If you feel that you can help the Nursery team to better support your child please feel free to contact your class teacher anytime and we will be very happy to speak to you. In addition, the Nursery team would be grateful for any ideas, suggestions, and resources or time that you are able to offer. Thank you for taking the time to read this.

Resources:

Skills/Opportunities:

Please contact your class teacher or the school office if you would like further information