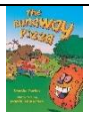
Nursery Curriculum Overview

Below are the seven areas of learning we will be supporting your child in learning and development. This first half term is about building relationships, establishing routines and promoting a positive learning environment.

There are some examples of how you can support your child at home.



Spring Term Theme
Once Upon a Time…

Personal, Social and Emotional Development

Our value this half term is Honesty, you could talk about how to be honest and why it is important to tell the truth.
Be able to ask for help. Encourage your child to use their words when they want something. E.g. help me please/ please can I have…
Develop use of the 1, 2, 3 behaviour strategy (1: Stop it I don't like it. 2: Stop it or I'm going to tell an adult. 3: Tell an adult.
Talk about and describe feelings. You could read The Colour Monster story OR talk about how others are feeling in stories. E.g. The Ugly Duckling/ Our House By Micheal Rosen.

Communication & Language

Follow instructions and begin to respond to questions, such as why and how. E.g. Why has the ice melted?
Join in with repeated refrains. E.g. Run, run as fast as you can/ Who's that trip trapping over my bridge
Sing songs and rhymes from memory. E.g. Hickory Dickory Dock/ Humpty Dumpty/ Once I caught a fish alive
Develop children's vocabulary. E.g. when reading stories think of other words to describe something. (Cross furious, angry, mad).

Physical Development

Develop confidence in balancing and climbing choosing how to travel. E.g. Crawl, slide, side-to-side.
Skip, hop, stand on one leg and hold a pose for a game like musical statues.
Use one handed tools such as snips/ scissors/ pencils/ bats/ spoons and forks to feed themselves.
Begin to be independent at getting dressed. Encourage your child to put on their own socks and shoes.
Encourage your child to pull up their zip once in place.

Mathematics

Count objects and actions using one to one correspondence, saying one number for each item. Encourage your child to count their toys, pictures they see, marks they make.
Begin to represent numbers using fingers and or marks on paper. E.g. how old are you? (Shows three fingers)
Make comparisons between objects relating to size, length, weight and capacity. E.g. when playing in the bath have some jugs and cups. Which has got more? Who is taller? Can you make your track longer?
Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

Literacy

Key Texts: The Gingerbread Man (Alternative story The Runaway Pizza), The Three Billy Goats Gruff, Goldilocks
Phonics: Body percussion. Can you make different sounds with your hands, mouth, feet? Can you make a pattern. E.g. Clap/ stomp/ calp/ stomp
Know some parts of a book. E.g. Where is the front cover? Where is the title? Which way round should it go?
Recall and retell familiar stories.
Recognise their own name and begin to know the letters in their name.
Give meaning to marks they make. Encourage your child to do their writing (it could be squiggles) and ask them what it says. Encourage them to write a shopping list or an invitation.

Understanding the World

Our R.E learning this term is ***Which stories are special and why?*** And ***Why do Christians put a cross in an Easter Garden?***
Begin to talk about changes they can see (Talk about seasons and the weather)
Recognise books that are special to them. (It may be a special baby book, or story or religious book)
Talk about what they see, using a wide vocabulary. E.g. linked to cooking – Gingerbread and porridge
Continue to develop positive attitudes about the differences between people.
Talk about and know people who can help us and what they do. Talk about different emergency services. E.g. In an emergency who would we call? At school if we needed help who could we ask?

Expressive arts and design

Create closed shapes with continuous lines and begin to use these shapes to represent objects.
Use paint to mix their own colours.
Join in with singing and dancing.
Learn new songs and sing from memory.
Join in pretend play and role-play.
Use construction toys to build and balance.