

# Nursery Curriculum Plan

2017 – 2018

	Autumn Term	Spring Term	Summer Term
<b>Theme: Key questions for learning</b>	<p><b>Nursery Rhymes</b></p> <p>Key Question – Who lives in Nursery rhyme Land?</p> <p>Christmas themed enrichment</p>	<p><b>Stories</b></p> <p>Key Question – Turn a page, who will you see?</p> <p>Story characters enrichment</p>	<p><b>Changes</b></p> <p>Key Question – What’s in the box?</p> <p>Farm bus Swampy party enrichment</p>
<b>PSED</b>	<p>Welcoming and settling in children.</p> <p>Introducing new rules and routines.</p> <p>Key Person and Key Group and time for children to play together and make friendships in ‘communication friendly spaces’ Discuss feelings, sharing</p> <p>Send home all about me work sheet</p>	<p>Settle children in – recap rules and routines.</p> <p>Key Person and Key Group and time encourage children to talk confidently in the group. Find out favourite stories, characters,</p>	<p>Confident to talk to children about their ideas, listen to other children’s ideas.</p> <p>Mind map – what could be in the box? Where has it come from? What can we do?</p>
<b>PD</b>	<p>Focus working on fitness and health with DH. Introduce brushing teeth.</p> <p>Children taught to use nursery equipment safely in door and out.</p> <p>Develop fine motor movements, holding and using tools and writing on very large pieces of paper encouraging children to use the tripod grip when holding mark making tools to write own names, letters to King 1 nursery rhyme land, labels,</p>	<p>Focus working on fitness and health with DH. Introduce brushing teeth.</p> <p>Creating objects for Chinese new year using a range of one handed tools. Use knife to cut up a range of fruit. Printing with fruit/ veg</p> <p>Encourage writing and mark making – labels for models, letters to story characters, their name, List of imaginary things for Billy’s bucket drawing/ painting pictures. Draw story maps</p>	<p>Focus working on fitness and health with DH, brushing teeth.</p> <p>Use one handed tools – making porridge, creating a swamp, ice lollies.</p> <p>Encourage writing and mark making – labels for models, letters to owners of things in the box, lists, their name, drawing/ painting pictures.</p>
<b>CL</b>	<p>Listen with interest to stories, rhymes. Listen to adults and children.</p> <p>Recognise and respond to familiar sounds.</p> <p>Phase one phonics.</p> <p>Is able to follow directions, understand the rules and routines.</p>	<p>Listen with interest to stories, rhymes. Listen to adults and children. Listens with increasing attention and recall</p> <p>Phase one phonics and RWI Able to answer questions, who lives here? What happens next? Which other animals can you be?</p>	<p>Understands preposition using the different boxes. Develops understanding of concepts – goldilocks porridge.</p> <p>Phase one phonics and RWI Able to answer questions, What has happened? How can we change it? Why did it happen? What do you see, feel?</p>
<b>Reading</b>	<p>Introduce books to take home.</p> <p>Learn to handle books with care.</p> <p>Learns new rhymes and starts to fill in missing words</p>	<p>Read a main story a week – look at pictures and text. Talk about characters in the book. Act out/ create own version of the story. Looks at books independently</p>	<p>Read a main story a week –joins in with repeated phase in the book. Talk about characters in the book. Act out/ create own version of the story. Non-fiction text – life cycle of a frog.</p>

<b>Writing</b>	Writing name, labels, letters to King 1, Nursery Rhyme land, list to Santa.	Encourage writing and mark making – labels for models, letters to story characters, their name, List of imaginary things for Billy’s bucket drawing/ painting pictures. Draw story maps	Encourage ascribing meaning to their marks, forming letters correctly. Encourage writing and mark making – labels for models, letters to owners of things in the box, lists, their name, drawing/ painting pictures. Party invitations.
<b>Maths</b>	Introduce Ten town and the characters, Introduce the number nursery rhyme, new number each week.	Counting number of animals in the book, matching numeral to the number. Knows that anything can be counted – jumps, leaps from walking through the jungle. Creating repeating patterning using the fruit and veg. Create own under the sea animals using shapes.	Uses positional language using the box. Look at patterns on butterfly. Uses language of more, less, when pouring liquid for swampy. Uses shapes to create a home for animals, swampy
<b>UW</b>	In key person group discuss families and relations, significant events that have happened. Taste current buns – likes and dislikes Make jam tarts	Similarities and differences between animals and themselves and friends. Can children ask questions about the stories, their friends. Talk about things they have observed – melting ice	Shows care and concerns for living things – farm bus. Thinks about the needs for swampy, animals. Talk about things they have observed – frogspawn, porridge Create food for Swampy’s party – sandwiches, small cakes.
<b>EAD</b>	Self-portraits, painting nursery rhyme characters, using different tools when painting to create different textures Sing nursery rhymes	Act out stories – walking through the jungle, Handa’s surprise. Talk about the texture of the fruit and veg.	Names colours they have used on butterfly, colour mixing. Use the musical instruments look at changing the sound of them. Creates homes for animals, swampy