



# Nursery Curriculum Information

Spring Term



Dear Parents and Carers,

This term, we will cover the following areas as part of the Early Years Foundation Stage Curriculum. As with all our work in Nursery, a strong emphasis is placed on practical activities to develop the children's learning, linking to children's interests.

<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"><li>• Separates from main carer with support and encouragement from Nursery staff (we have quite a number of children that our new to our nursery this term).</li><li>• Is interested in other's play and is starting to join in.</li><li>• Can select and use resources and activities with increasing confidence and independence.</li><li>• Understands that own actions affect other people, e.g. tries to comfort another child when they realise they have upset them.</li><li>• Keeps play going by responding to what others are saying or doing.</li><li>• Confident to talk to other children when playing, and will communicate freely about own home and community.</li><li>• Can usually adapt behaviour to different events, social situations and changes in routine.</li></ul>
<b>Communication and Language</b>	<ul style="list-style-type: none"><li>• Develop our use of words related to current interests of the children.</li><li>• Is maintaining attention, concentrating and sitting quietly for longer periods of time for activities such as circle time.</li><li>• Responds to instructions involving a two-part sequence, e.g. put your coat on and then line up by the door.</li><li>• Uses language to imagine and recreate roles and experiences, e.g. role play area which will change according to interests of the children.</li><li>• Listens to stories with increasing attention and recall.</li><li>• Beginning to understand "why" and "how" questions.</li><li>• Beginning to use "and" and "because".</li><li>• Uses a range of tenses.</li></ul>
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• Shows increasing control in holding and using jugs to pour, books and mark making tools.</li><li>• Uses simple tools to effect changes to materials, printing in our art area.</li><li>• Dresses with increasing independence, e.g. can put on own coat and pull up zipper once it is fastened at the bottom.</li><li>• No longer uses whole-hand grasp when holding a pencil.</li><li>• Can copy some letters, e.g. letters from their name.</li><li>• Can tell adults when hungry or tired.</li></ul>
<b>Literacy</b>	<ul style="list-style-type: none"><li>• Letters and Sounds games within Phase 1.</li><li>• 'Jolly Phonic' sessions used to introduce letter sounds if appropriate.</li><li>• Gives meaning to marks as they draw, write and paint.</li><li>• Ascribes meanings to marks that they see in different places.</li><li>• Enjoys rhyming and rhythmic activities.</li><li>• Has some favourite stories, rhymes, songs, poems or jingles.</li><li>• Shows awareness of alliteration.</li><li>• Recognises familiar words and signs such as own name and advertising logos.</li></ul>

	<ul style="list-style-type: none"> <li>• Knows that print carries meaning and, in English, is read from left to right and top to bottom.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Sometimes matches numerals and quantities correctly.</li> <li>• Realises that not only objects, but anything can be counted, including steps, claps and jumps.</li> <li>• Beginning to categories objects according to properties such as shape or size.</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures.</li> <li>• Compares two groups of objects, saying when they have the same number.</li> <li>• Uses positional language.</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Looks closely at similarities, differences, patterns and change, e.g. observing changes to our hyacinth bulbs as they grow.</li> <li>• Enjoys joining in with family customs and routines.</li> <li>• Recognises and describes special times or events for family or friends, e.g. learning about Chinese New Year and Easter and how it is celebrated.</li> <li>• Knows how to operate simple equipment, e.g. school i-pads.</li> <li>• Knows that information can be retrieved from computers.</li> <li>• Remembers and describes special times or events for family or friends.</li> <li>• Walking Wednesday will begin. Children will comment and ask questions about their familiar world.</li> <li>• Will show care and concern for living things and the environment.</li> </ul>
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• Shows an interest in the way musical instruments sound through our weekly music sessions with Mr Lucas.</li> <li>• Enjoys joining in with ring games.</li> <li>• Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me!'</li> <li>• Taps out simple repeated rhythms.</li> <li>• Makes up rhythms.</li> <li>• Build stories around toys.</li> <li>• Create props to support role-play.</li> <li>• Captures experiences and responses with a range of media.</li> </ul>