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| **Year: Nursery**  **Spring 1**  **Topic – Superhero’s**  *People who help us* | **St. Joseph’s Curriculum Planning** |
| Supertato collection  By Sue Hendra | **National Curriculum Objectives** |
| Mathematics | **22-36-month *Number***  •Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’.  •Recites some number names in sequence.  •Begins to make comparisons between quantities.  •Uses some language of quantities, such as ‘more’ and ‘a lot’.  ***Space Shape & Measure***  •Notices simple shapes and patterns in pictures. •Beginning to categorise objects according to properties such as shape or size. •Begins to use the language of size. •Understands some talk about immediate past and future, e.g. ‘before’, ‘later’ or ‘soon’. •Anticipates specific time-based events such as mealtimes or home time.  **30-50 months *Number***  •Uses some number names and number language spontaneously. •Uses some number names accurately in play. •Recites numbers in order to 10.  •Knows that numbers identify how many objects are in a set. •Shows curiosity about numbers by offering comments or asking questions.  •Compares two groups of objects, saying when they have the same number.  •Shows an interest in number problems.  •Shows an interest in numerals in the environment.  ***Space Shape & Measure***  •Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.  •Shows interest in shapes in the environment.  •Uses shapes appropriately for tasks.  •Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’. |
| Communication and Language – Listening & Attention | • Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.  •Listens to others one to one or in small groups, when conversation interests them.  •Listens to stories with increasing attention and recall. |
| Communication and Language – Understanding | •Understands ‘who’, ‘what’, ‘where’ in simple questions  (e.g. Who’s that/can? What’s that? Where is.?).  •Understands use of objects (e.g. “What do we use to cut things?’) |
| Communication and Language – Speaking | •Uses a variety of questions (e.g. what, where, who).  •Beginning to use word endings (e.g. going, cats).  •Beginning to use more complex sentences to link thoughts  (e.g. using and, because).  •Can retell a simple past event in correct order (e.g. went down  slide, hurt finger).  •Uses a range of tenses (e.g. play, playing, will play, played). |
| Literacy – Phonics (Read, Write Inc scheme) | Nursery – Read Write Inc - 2 story times a day and 15 minutes  Letter song.  Key Worker Groups – Set one Letter Sounds. |
| Literacy - Reading | • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  •Beginning to be aware of the way stories are structured.  •Suggests how the story might end.  • Listens to stories with increasing attention and recall.  •Describes main story settings, events and principal characters.  •Shows interest in illustrations and print in books and print in  the environment.  •Recognises familiar words and signs such as own name and  advertising logos.  • Looks at books independently.  • Handles books carefully |
| Literacy - Writing | •Sometimes gives meaning to marks as they draw and paint.  ***Also see Physical Development and Language & Communication*** |
| Physical Development – Moving and Handling | •Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  •Mounts stairs, steps or climbing equipment using alternate feet.  •Walks downstairs, two feet to each step while carrying a small object.  •Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  •Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.  •Holds pencil between thumb and two fingers, no longer using whole-hand grasp. |
| Physical Development – Health and Self Care | •Understands that equipment and tools have to be used safely.  •Gains more bowel and bladder control and can attend to  toileting needs most of the time themselves.  •Can usually manage washing and drying hands. |
| Personal, Social and Emotional – Self Confidence and Self Awareness | •Can select and use activities and resources with help.  •Shows confidence in asking adults for help. |
| Personal, Social and Emotional – Managing Feelings and Behaviour | •Demonstrates friendly behaviour, initiating conversations and  forming good relationships with peers and familiar adults. |
| Personal, Social and Emotional – Making Relationships | •Aware of own feelings, and knows that some actions and  words can hurt others’ feelings.  •Begins to accept the needs of others and can take turns and  share resources, sometimes with support from others. |
| Understanding the World - Technology | •Knows how to operate simple equipment, e.g. turns on CD  player and uses remote control.  •Shows an interest in technological toys with knobs or pulleys,  or real objects such as cameras or mobile phones. |
| Understanding the world – People and Communities | •Remembers and talks about significant events in their own experience.  •Shows interest in different occupations and ways of life. |
| Understanding the world - World | •Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. |
| Expressive art and Design – Exploring media and materials | •Beginning to move rhythmically.  •Uses various construction materials. |
| Expressive art and Design – Being Imaginative | •Makes up rhythms.  •Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.  •Uses available resources to create props to support role-play.  •Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. |
| Music | **Charanga scheme**  ***R 1 Autumn 2 Unit – My Stories***.   * To listen and respond. * Learn about the interrelated dimensions of music through singing, improvising, and playing classroom instruments. * To perform and share with peers. |
| M.F.L | N/A |