

St Oswald's Early Years Curriculum
General Overview – Nursery

Themes & Topics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A: All about Me/ Fam-ily/Celebrate Community Cycle B : All about Me / Fam-ily/Celebrate Community	Cycle A: Festivals and Celebrations Cycle B: Festivals and Celebrations	Cycle A: Winter and Food Cycle B: Winter and Transport	Cycle A Let it grow Cycle B: All creatures great and small	Cycle A: If you go down to the woods today. Cycle B: Minibeasts	Cycle A: Oh I do like to be beside the seaside Cycle B: Communities

Religious Education

Themes & Topics	Autumn 2	Themes & Topics	Spring 2	Themes & Topics	Summer 2
Domestic church family	Myself God knows and loves each one	Local church community	Celebrating People celebrate in Church	Pentecost serving	Good News Passing on the Good news of Jesus
Baptism/ confirmation belonging	Welcome Baptism; a welcome to God's family	Eucharist relating	Gathering The parish family gathers to celebrate Eucharist	Reconciliation Inter-relating	Friends Friends of Jesus
Advent/ Christmas loving	Birthday Looking forward to Jesus' birthday	Lent/Easter giving	Growing Looking forward to Easter	Universal Church world	Our world God's wonderful world
Other Faiths	Judaism				Islam

Visitors, Visits and Enrichment

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Outdoor Classroom – Signs of Autumn European Day of Languages Harvest Festival Little Movers Cafod Family Fast	Remembrance Day Church visit Advent fundraising Christmas celebrations Trip to West Boldon Lodge Road Safety Music Workshop – live music	Chinese New Year celebrations World Book Day Local area walk/transport Shop visit Outdoor Classroom – Signs of Winter RSPB Birdwatch	Hatching chicks from eggs Hatching tadpoles Outdoor classroom – Signs of Spring Mother’s Day Easter celebrations Trip to Gibside Music Workshop – live music	Growing plants from seed Hatching butterflies from caterpillars Father’s Day Farm visit Zoo lab Outdoor classroom – Signs of Summer Teddy Bears Picnic	South Shields Beach/Police and Fire service visit Sports Day Show and Tell Other classes showcase Y6 production Music Workshop – live music

Parental Involvement

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Induction visits Staggered Start Settling in appointments Curriculum Evening Harvest Festival Mass	Nativity Play Stay and Play Stay and Pray Remembrance Day Parents Evening Gold Book Assembly	Stay and Play Stay and Pray Chinese New Year celebration Class Assembly Staggered Start (N)	Stay and Play Stay and Pray Mother's Day Celebrations Parents Evening	Stay and Play Stay and Pray Family members to talk about Eid celebrations Father’s Day celebration Pets day	Stay and Pray Sports Day End of Year Mass in Church End of Year Assembly Nursery Graduation Reception Information Mornings

<p>We understand that children develop at different rates - we are aware of children who need greater support than others and ensure that their needs are met</p>	<p>Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, life-long learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>	
	<p><u>Our Early Years Mission Statement</u> <i>We want to give our children first hand, exciting experiences in everyday activities.</i> <i>We want them to feel safe, having their voice heard, listened to, valued and have high self- esteem. We prioritise the development of authentic relationships with children and families giving them a strong sense of belonging, self-belief and confidence to develop their independence.</i> <i>We work hard with the children to explore boundaries in order for them to understand and make safe choices. All of this builds a strong foundation for our Catholic faith, which can be seen in our daily routine.</i> <i>Books are crucial to the development of language. Our carefully selected texts and songs support those ever important first hand experiences and the development of a rich vocabulary. This will serve our children as they move into the wider world.</i></p>	
<p>Playing and exploring</p>	<p>Active learning</p>	<p>Creating and thinking critically</p>
<ul style="list-style-type: none"> - I can recognise that my actions have an effect on the world, so I like to repeat them. - I can make choices and explore different resources and materials. - I can plan and think ahead about how I will explore or play with objects. - I can guide my own thinking and actions by talking to myself as I play. - I can make independent choices. - I can bring my own interests and fascinations into early years settings. - I can respond to new experiences when they are brought to my attention. 	<ul style="list-style-type: none"> - I can begin to predict sequences because I know routines. - I can participate in routines. - I can show goal-directed behaviour. - I can keep on trying when things are difficult. - I can begin to correct my mistakes. 	<ul style="list-style-type: none"> - I can take part in simple pretend play. - I can sort materials. - I can review my progress to achieve a goal. - I can solve real problems. - I can use pretend play to understand another perspective. - I feel confident coming up with my own ideas. - I can make more links between my ideas. - I can concentrate on achieving something that is important to me. - I can give my attention to tasks and ignore distractions with increasing control.

St Oswald's Nursery Curriculum

Communication and Language

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Listening Listening to key adults modelling new words. Listen to Songs, stories, sounds and rhymes for enjoyment and use repetition language. Plan-Do-Review, share and list ideas. Understand that we listen for enjoyment (stories), so we know what we are doing (instructions). We listen to learn new things. (facts)</p> <p>We listen so that we can respond appropriately (conversation). Promote and model active listening - good sitting, good looking. Teach looking at each other when we talk so we can concentrate on what is being said.</p> <p>Speaking To talk about themselves and their families using simple sentences. Know vocabulary of classroom. Speaking with others about their needs and wants. Join in with social phrases- responding to adults saying 'Hello'. Responds to register. Answering simple 'how are you?' questions.</p> <p>Begin to join in with familiar one-to-one and small group conversations. Children can talk about themselves, their likes and dislikes, their families (familiar topics) in a one-to-one</p>	<p>Listening Continue with listening rules. Listen for new words. Listen to, and engage, in story time. Maintain eye contact and track the teacher to show listening. Listen carefully to a story as part of a small group and as part of the whole class. Show you have been listening by joining in with repeated refrains, answering simple questions about character.</p> <p>Speaking To talk about celebrations at home. To listen to stories on celebrations such as birthdays, Christmas, etc. To talk about them and why they are celebrated. Begin to talk about what they can see. Use some vocabulary from stories heard when retelling. Begin to talk about their favourite part in one-to-one and small group situations. · Use simple sentences (with he or she) to share thoughts about what is happening in the illustration. · Pro-nouns to refer to others as he and she replacing nouns</p> <p>Understanding Understand simple instructions Plan-Do-review – linking ideas. Understand simple who, what and</p>	<p>Listening Increase confidence in Key worker activities, listening to others for a longer period. Listening to familiar stories with increasing attention and recall, joining in with repeated refrains. Recognise their own listening behaviours.</p> <p>Speaking · Orally use action words within a sentence. Retelling simple past events and experiences · Use language to share feeling and thoughts about a text · Use the pronoun 'I' to talk about their own thoughts and opinions . Plan-Do-Review. Speaking with more detail in 1:1 situations and small groups</p> <p>Understanding. We listen to learn new things. Show understanding of newly acquired vocabulary in play. To learn and talk about modes of transportation. To be able to identify the different types of vehicles they see on the road. Understanding simple concepts. Developing understanding of prepositions. Following simple instructions. Understanding of who, what, when, where question</p>	<p>Listening To listen to traditional stories (3 pigs, 3 bears, goats) and retain key vocabulary.</p> <p>Speaking · Orally use the correct regular verb form 'dance' include the present continuous verb form 'dancing' · Sequence pictures to help order a story or an experience e.g. Once upon a time and then. · Listen to an adult modelling grammatical accuracy · Give a simple sentence for each of the pictures maintaining grammatical accuracy To have acquired the ability to use longer sentences, I.e daddy putting shirt on. Use function words, i.e. I, a, the, and we. To use word endings and beginnings. Begin to use sequencing words to give more detail to answers. First, then, the end, Questions based on knowledge from topic (see general themes)</p> <p>Understanding we need to listen so that we can respond. Answer 'why' questions within a small group or whole class situation. <i>What did X do? What happened after that?</i> Understand how we have changed since we were babies.</p>	<p>Listening Continue to explore and use new vocabulary. Show listening behaviours in assembly, Listen to others to keep play going with responses.</p> <p>Speaking Orally use pronouns and verbs correctly within a sentence. Use question words in a sentence · Listen to and copy an adult intonation when asking a question. Speaking and listening in 1;1 situations and small groups. Circle time and Plan-Do-review situations. Begin to use a range of tenses. Use newly introduced vocabulary both in small groups and whole class. Express feelings more maturely and points of view. Perform a variety of songs and rhyme.</p> <p>Understanding Using language to share feelings, experiences and thoughts.</p> <p>Vocabulary of Pentecost, minibeasts, Bears, China, change, growth, lifecycles (See UTW)</p> <p>Role Play – Bear Cave, Pet shop</p> <p>Nursery Rhymes and Songs Down in the Jungle, There's a</p>	<p>Listening Know we can listen attentively. Shows attentive listening in a range of situations for a sustained period – good sitting, good looking. Anticipates key events, phrases in rhymes and stories.</p> <p>Speaking · Extend sentence beyond subject and verb maintaining grammatical accuracy. · Use picture prompts or the text to help retell a story · Maintain grammatical accuracy. Begin to give detail in answers to questions. Begin to use complex sentences. Hold conversations with both adults and peers on a range of topics.</p> <p>Understanding Shows understanding of tense – uses past, present and future. Shows understanding of newly introduced vocabulary by using to explain ideas. Understand the relationship between speaking and listening.</p> <p>Vocabulary of communities, people who help us. Summer, natural world, Beach, features of beach and town.</p>

St Oswald's Nursery Curriculum

Communication and Language

<p>and small group situation. Discuss family routines and experiences. Use pronoun 'I' to refer to themselves</p> <p>Understanding Following simple instructions. Join in with small group adult input</p> <p>Vocabulary of ourselves, school, family, home, my body, feelings, Sharing feelings, experiences and thoughts (See UTW) Give children Opportunities for children to use newly learned words (See Lists)</p> <p>Role play – house, babies, doctors, church,</p> <p>Nursery Rhymes and Songs Hello song, Down at St. Oswald's, teddy bear touch your nose,. I've Got a Body. Head, shoulders Knees and Toes. If you're happy and you know it. Dingle Dangle scarecrow, Autumn leaves are falling down,</p> <p>Humpty dumpty</p> <ul style="list-style-type: none"> · Baa, baa black sheep · Twinkle, twinkle, little star · Row, row, row your boat · Rain, rain go away · Pat a cake · Little Miss Muffet 	<p>where questions when looking at the illustration</p> <p>Vocabulary of Autumn, celebrations Advent, Christmas</p> <p>Role Play – home, Nativity Stable, Santas workshop (See UTW)</p> <p>Role play – Church, Santa's workshop, Nativity</p> <p>Nursery Rhymes and Songs Incy Wincy Spider, When Santa Got Stuck, Jingle Bells, Rudolph the Reindeer.</p> <p>Twinkle, twinkle, little star</p> <ul style="list-style-type: none"> · Row, row, row your boat · Rain, rain go away · Pat a cake · Little Miss Muffet · Star light star bright · Jack and Jill · Polly put the kettle on 	<p>Vocabulary of Winter, Food, Transport, Chinese New Year (See UTW)</p> <p>Role Play Café, Shop, Garage</p> <p>Nursery Rhymes and Songs The Wheels on the Bus, Five Little Men in flying saucer One Finger, One Thumb (Keeping Moving), I'm a Little Teapot, Pat-a-Cake, 5 currant buns, Humpty Dumpty, Wind the Bobbin Up, Three Blind Mice, The Queen of Hearts, Sing a Song of sixpence. Brush your teeth. · Head, shoulders, knees and toes. If you're happy and you know it · Sleeping bunnies</p> <ul style="list-style-type: none"> · Dingle, dangle scarecrow · Wind the bobbin up · The farmer's in his den 	<p>Vocabulary of vets, animals, life-cycles,, growing, Lent, Easter, Spring, baby, toddler, child, adult, older, age</p> <p>Role Play – vets, baby clinic</p> <p>Nursery Rhymes and Songs Hey Diddle Diddle Mary, Mary Quite Contrary, Mary had a little lamb, Old McDonald Had a farm, Little Bo Peep, This Little Piggy, The Farmer's in his Den, Alice the Camel, Little Peter Rabbit, Doen in the Jungle, Walking through the Jungle, Miss Polly Had a Doll</p> <p>Brush your teeth. · Head, shoulders, knees and toes</p> <ul style="list-style-type: none"> · If you're happy and you know it. Sleeping bunnies · Dingle, dangle scarecrow · Wind the bobbin up · The farmer's in his den 	<p>Tiny Caterpillar on a Leaf, Mmm Mmm Went the Little Green Frog, Here we Go Round the Mulberry bush, Round and round the garden, Teddy bear, teddy bear turn around,</p> <p>The grand old Duke of York</p> <ul style="list-style-type: none"> · This little piggy went to market · The bear went over the mountain <ul style="list-style-type: none"> · Down in the jungle · Incy wincy spider · I'm a little teapot · The wheels on the bus · Old McDonald had a farm · Miss Polly had a dolly · Mary had a little lamb 	<p>Role Play – Ice-Cream shop, beach, rock pool</p> <p>Nursery Rhymes and Songs Oh, I do like to beside the seaside, The Day I Went to Sea – Pirate Song, Row row row your boat, 1,2,3,4,5 once I 5 little ducks</p> <p>Listening Continue to explore and use new vocabulary. Show listening behaviours in assembly, Listen to others to keep play going with responses.</p> <p>Speaking Orally use pronouns and verbs correctly within a sentence. Use question words in a sentence · Listen to and copy an adult intonation when asking a question. Speaking and listening in 1:1 situations and small groups. Circle time and Plan-Do-review situations. Begin to us a range of tenses. Use newly introduced vocabulary both in small groups and whole class. Express feelings more maturely and points of view. Perform a variety of songs and rhyme.</p> <p>Understanding Using language to share feelings, experiences and thoughts.</p> <p>Vocabulary of Pentecost, minibeasts, Bears, China,</p>
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St Oswald's Nursery Curriculum

Communication and Language

<ul style="list-style-type: none"> · Star light star bright · Jack and Jill · Polly put the kettle on 					<p>change, growth, lifecycles (See UTW)</p> <p>Role Play – Bear Cave, Pet shop</p> <p>Nursery Rhymes and Songs Down in the Jungle, There's a Tiny Caterpillar on a Leaf, Mmm Mmm Went the Little Green Frog, Here we Go Round the Mulberry bush, Round and round the garden, Teddy bear, teddy bear turn around,</p> <p>The grand old Duke of York</p> <ul style="list-style-type: none"> · This little piggy went to market · The bear went over the mountain · Down in the jungle · Incy wincy spider · I'm a little teapot · The wheels on the bus · Old McDonald had a farm · Miss Polly had a dolly · Mary had a little lamb
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St Oswald's Nursery Curriculum

Personal, Social & Emotional Development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Building and Maintaining Relationships Beginning to learn each other's name. Recognising differences between ourselves. Knowing what makes me special. We are all different. We are all unique. It is great to be different. Settling into routines; Leaving familiar adult happily at the beginning of school day. And knowing we will see my adult again at the end of the day. Learn to ask for help when they need support. Learn importance of hand washing before food and after toilet.</p> <p>Developing Confidence and Resilience Explore new environments. Settling to the routines and expectations of the classroom – Registration snack time, lunch Rules of our areas, tidying up and sitting on the carpet. Spending time playing alongside others in the areas, developing confidence with resources and class environment. Adults modelling positive play. Developing confidence in choosing own experiences and learning. Selecting resources independently.</p>	<p>Building and Maintaining Relationships Seek out and play alongside with other children and know their names. Begin to talk about immediate family and experiences</p> <p>Road safety Online Safety</p> <p>Developing Confidence and Resilience Become more familiar with class rules. Begin to understand why these rules are important. Rules are important in class so that we can all enjoy learning and playing together. Many of the rules we have keep us all safe. Encourage independence children to dress appropriately for the wet/winter weather. Can they put on their own hat, scarf, gloves? Can they zip up their coats to keep warm? Develop sense of responsibility looking after classroom. To understand that they may need to attempt a task several times before they can achieve / complete it. With support put on waterproof suits.</p> <p>Managing Emotions Begin to manage emotions in different situations</p>	<p>Building and Maintaining Relationships Can take turns as part of a group. Enjoys being involved in daily tasks. Show more confidence in new social situations. Begin to spend longer periods of time at an activity of their choice. Is able to ask for help. Mostly co-operating with rules and boundaries. Talk about their feelings in more elaborated ways 'I'm sad because.....'</p> <p>Developing Confidence and Resilience Begin to develop their sense of responsibility and membership of their class community. To listen to and follow simple instructions. Developing an understanding of school rules. Understanding of the need for rules to keep everyone safe – consequences of actions. Look at how we can continue to look after ourselves by making healthy food choices. Identify Fruit and vegetables – understand how they help to keep us healthy. Learn about importance of teeth brushing for good oral health. Learn about foods that are good or not so good for teeth.</p> <p>Managing Emotions</p>	<p>Building and Maintaining Relationships Recognising differences between ourselves over time. What to do when we fall out with our friends? Knowing how to tell our friends when what they are doing is upsetting us. Knowing signs of when someone may not be happy. Knowing how to ask our friends if they need any help. Knowing how to support our friends. NSPCC PANTS ONLINE Safety</p> <p>Developing Confidence and Resilience Learn to persevere when tasks become difficult. Encourage children to challenge themselves and to keep trying. Sometimes, my first attempt is not my best. Identify what they can do themselves to improve. If I keep trying, I will always get better. Resolving conflicts independently following adult modelling. Solving problems without aggression. Try new things and take risks join in with new experiences Learn to bounce back after upset with some independence.</p>	<p>Building and Maintaining Relationships Seek out others to share experiences and keeping play going for an extended time. Have confidence when using people's names. Knowing that the feelings and views of others are important. With support, begin to negotiate and solve problems without aggression. Reflect on own actions and choices. NSPCC PANTS Online Safety</p> <p>Developing Confidence and Resilience Continue to build confidence to speak to others about interests, opinions, needs and ideas Children develop favourite areas. Are there any areas you don't use so much? Why? Continue to build confidence to speak with others about interests, opinions, ideas and reads. Circle time, review time and planning time. Learn to think of other ways of doing something if something hasn't worked.</p> <p>Managing Emotions Know that people show their emotions in different ways eg crying with happiness. Increasing self-regulation behaviour – learn to stop themselves from</p>	<p>Building and Maintaining Relationships Name people in class Showing increasing confidence when asking to join play. Welcoming others into your play. Developing the ability to take turns. Highlight importance of everyone given a fair chance. (Use of timers as a visual representation of each person's allowance). Be able to stop themselves from doing something they shouldn't Respecting our world</p> <p>NSPCC PANTS Online Safety</p> <p>Developing Confidence and Resilience Developing perseverance Showing increasing confidence and self-esteem. Say what they are good at. Discuss abilities – what I can do and what I need help with</p> <p>Managing Emotions Consideration of other's needs. Talk about any worries we have and what we can do to help each other feel better about things. Copying adult behaviours. Expressing a wide range of emotions</p>

St Oswald's Nursery Curriculum

Personal, Social & Emotional Development

<p>Managing Emotions Beginning to identify our different feelings and emotions. We all have feelings. It is alright to feel sad/angry/scared. I know to talk to a grown up when I have these feelings and they can help. Learn to distract themselves if upset. There are people we can ask for help when we need it. Introduce and encourage talking about how we are feeling and what we can do to help ourselves and each other. Learn to tolerate delay. Develop use of calm areas to regulate. Knowing we respect our resources and tidy up. Develop strategies for staying calm when frustrated. If I have hurt myself, it is important that I tell an adult so they can check I'm alright.</p> <p>Ten Ten RHE Prog I am me Heads shoulders knees and toes My Body, My Rules</p> <p>Texts A bag of worries Colour Monster How do Dinosaurs go to school, How do Dinosaurs eat their lunch, The Great Big Book of Feelings</p>	<p>Know to ask adult for help Enjoy the responsibility of carrying out small tasks. Be proud of their achievements. Express their likes and dislikes Begin to wait for their turn independently with one other child. Learn to recognise that behaviour may affect others especially when we are angry. Showing patience and waiting. Advent – Waiting /Time to prepare, get ready. It is important to be patient. We don't always get what we want immediately. Link to Reverse Advent Calendar – some children aren't as lucky as us</p> <p>Ten Ten RHE prog All the Feelings!</p> <p>Texts Ravi's Roar Ruby's Worry Sometimes I Feel Sunny</p>	<p>Learning actions have consequences. It is important to be patient. We don't always get what we want immediately Beginning to co-operate</p> <p>Ten Ten RSE Prog Growing Up module 1 Me, My Body, My Health</p> <p>Texts Smartest Giant in Town What Friends Do Best</p>	<p>Managing Emotions Make choices and decisions Express feelings of embarrassment and pride. Talk about own emotions and how others might be feeling</p> <p>Ten Ten PSRE Prog Forever Friends Safe Inside and Out</p> <p>Texts The Duck That Had No Luck All my Friends Errol's Garden Oliver's Vegetables</p>	<p>doing something they shouldn't. Learn about importance of teeth brushing for good oral health. Safety around the room, streets at home and school. Show awareness of how we can help others to behave well.</p> <p>Ten Ten PSRE</p> <p>People Who Help Us God is Love</p> <p>Texts The Elephant and the Bad Baby My Home Homes Around the World What Friends Do Best</p> <p>This is Our House Don't Worry Little Crab Giraffe is Left Out Can I slurp my Spaghetti?</p>	<p>Adapting behaviours to a range of settings.and knowing that actions and words may hurt others. Respect and care for our world. Why is it important to look after our world?</p> <p>Ten Ten PSRE Prog</p> <p>Loving God, Loving others You've Got A Friend in Me Feeling Poorly</p> <p>Texts The Rainbow Fish From My window Going to the Doctor Police Officer Going to the Doctor Vets Dear Earth Someone Swallowed Stanley</p>
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St Oswald's Nursery Curriculum

Physical Development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Gross Motor</p> <p>Exploration of outdoor equipment. Learns uses feet to move a bike.</p> <p>Dance - Exploration of body movements. Respond to music. Copy moves. Begin to piece a simple routine together.</p> <p>Sqwiggle 1&2 Moving in response to music Pre-writing muscle strengthening activities – streamers, large scale painting.</p> <p>Action songs Ive got a Body HSKT If you are Happy and You know it The Hokey Cokey</p> <p>Self-help Wash and dry hands. With help put on and take off coat/shoes/wellies. Begin to hold knife and fork. Use toilet</p>	<p>Gross Motor</p> <p>Using outdoor equipment with increasing skill– bikes. climbing wall. Running safely. Exploration of small equipment – large and small balls, bean bags, quoites, hoops Choose which way to move, Stopping on a signal. Beginning to throw, catch and kick balls.</p> <p>Fundamentals Exploration of body movements – walking, jogging, sprinting, jumping, hopping, skipping, crawling. Stopping on a signal</p> <p>Sqwiggle 3&4 Moving in response to music Pre-writing muscle strengthening activities – streamers, large scale painting. Continue to work on core muscle strength</p> <p>Action songs Incy Wincy Twinkle Twinkle Grand Old Duke of York Dingle Dangle</p> <p>Self-help –develop more independence when putting on and taking off shoes. Be confident when washing and drying hands, use fork to eat</p>	<p>Gross Motor</p> <p>Stops bike effectively. Leaves sensible distance behind other riders. Introduce variety of balls in different sizes. Throwing balls underhand Catching large ball between extended arms rolling and kicking large ball with one foot while swinging opposite arm. Travelling backwards and sideways. Walking and up and down slopes with increasing balance. Then with objects, retaining balance and stability.</p> <p>Sqwiggle 5&6 Moving in response to music Pre-writing muscle strengthening activities – streamers, large scale painting. Continue to work on core muscle strength</p> <p>Action songs I'm, a Little Tea Pot, The wheels on the bus</p> <p>Self-help – put on and take off shoes. Use fork to eat and hold knife. Help to fasten buttons and zips</p>	<p>Gross Motor</p> <p>Momentarily balance on 1 foot, begin to skip and hop. In dance, join in a range of different movements changing speed and style. Movement in dance to cultural music. Travelling confidently around, under, over and through when balancing and climbing</p> <p>Sqwiggle 7&8 Moving in response to music Pre-writing muscle strengthening activities – streamers, large scale painting. Continue to work on core muscle strength.</p> <p>Action songs Farmer is in his den</p> <p>Self-help –with some support, put on jumpers, wellies, and overalls independently. Take of own clothes if wet. Use fork to eat and steady food with knife</p>	<p>Gross Motor</p> <p>Introduce games with rules and teams. – Tag rugby. Partner work - rolling, bouncing, throwing, kicking. Continue to develop movement, balancing, climbing and ball skills. Running with spatial awareness, negotiating space, adjusting speed or direction to avoid obstacles.</p> <p>Sqwiggle 9&10 Moving in response to music Pre-writing muscle strengthening activities – streamers, large scale painting. Continue to work on core muscle strength</p> <p>Action songs Teddy Bear, Teddy Bear Wind the Bobbin up Round and Round the Garden</p> <p>Self – help - put on jumpers, ' wellies and overalls independently. begin to change self if wet. wear on sun hat. Begin to cut own food. Take tray to the bin when finished. Begin to use zipper and buttons</p>	<p>Gross Motor</p> <p>Introducing the element of competing in Sports Day activities including races. Creating own obstacle courses ensuring a range of surfaces and heights, heavy lifting. Throwing and kicking at a target. Aiming at targets of different shapes and sizes. Standing with one foot forward to throw opposite leg to throwing hand. Throwing under-arm.</p> <p>Action songs Down at the Bottom of the Sea,</p> <p>Self-help –understand water is important in warmer weather. Queue at hatch for lunch, choose own lunch and carry tray,</p>

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Physical Development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Fine Motor</p> <p>Develop muscles and pincer grip using tweezers, pegs, pipettes, sprinkling between thumb and 2 fingers, threading, lacing, placing.</p> <p>Mark making – lines, circles, zig zags, left to right directionality. Drawing and painting inside and out – pencils, markers, felt pens, chalk, crayons, paint brushes, finger paint. Introduction to Dough Disco manipulatives book 1 and 2</p> <p>Scissor snips using squeeze (adapted) scissors.</p>	<p>Fine Motor</p> <p>Shows a preference for a dominant hand. Uses tools with both hands, such as rolling pins. Use a comfortable grip with good control when holding chunky chinks, pencils and paint-brushes. Dough Disco manipulatives book 2 and 3. Turn pages in books with more accuracy.</p> <p>Continue to practice Scissor snips using squeeze scissors. Begin to use 2person scissors. (adapted)</p>	<p>Fine Motor</p> <p>Daily tracing of name Showing preference for dominant hand, develop a comfortable pencil grip and increasing pencil control. Using a variety of tools – press, tweezers, scissors, knife and fork Using anti-clockwise movements and re-tracing vertical lines Holding a knife to spread and with support cut soft food correctly using one hand. Talking about healthy food and drink and activity choices</p> <p>Cut straight lines with adapted scissors (aprox 10cm)</p> <p>Learn about importance of road safety. Holding adult hand or buggy near road, staying away from the kerb, not running ahead.</p>	<p>Fine Motor</p> <p>Continue to Daily trace name and begin to form some recognisable shapes. Use dominant hand, develop a comfortable pencil grip and increasing pencil control. Continue to use a variety of tools – Using anti-clockwise movements and re-tracing vertical lines. Holding a knife to spread and with support cut soft food correctly using one hand. Talking about and naming healthy food and drink and activity choices.</p> <p>Cut with more control straight lines with scissors.</p>	<p>Fine Motor</p> <p>Begin to form some letters in name, using dominant hand with accurate pencil grip. Continuing to develop hand-eye coordination. Handling tools and equipment safely. Using adapted scissors with one hand to cut out a simple shape (circle).</p> <p>Talking about a range of healthy food and drink (linking to what we are growing in our garden). Revisit good oral hygiene and importance of teeth brushing.</p>	<p>Fine Motor</p> <p>To form numbers and name. To look at books independently whilst turning pages one at a time. Using scissors with one hand to cut out shapes.</p> <p>Discuss staying safe online. Importance of good sleep routine and sensible amounts of screen time</p> <p>Recap safety in and around the home and on the road (holidays)</p>

St Oswald's Nursery Curriculum

Literacy

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Word Reading Develop love of books and stories and poems. Learn to handle books with care. Part of a book- cover, title, author, page. Joining in with shared books, repeated refrains. Making simple predictions- next. Develop awareness of print in environment. Retelling familiar stories. Retell using puppets. Share favourite stories with an adult and talk about book choices. listen to new vocabulary. be familiar with Traditional Tale – Little Red Hen Recognise some familiar symbols and logs in the environment.</p> <p>Writing Make marks by manipulating a range of tools. Draw vertical, horizontal and circular marks, large scale crossing the middle line. Understand that text carries meaning</p> <p>Aspect 1 and 2. Collins Music: Singing Phonics: Begin to hear and name environmental sounds. General Sound Discrimination, instrumental.</p>	<p>Word Reading Continue to develop love of books, stories and poems. Differentiate fiction + non-fiction. Begin to hear words related to Parts of a book- blurb, illustrator, spine and contents. Suggest how stories might end. Join in with familiar noises, rhyming words. · Understand that when reading we turn one page at a time in books · Understand that print carries meaning · Talk about the illustrations in books · Recognise and say rhyming words at the end of rhymes · Use role-play opportunities to retell stories orally</p> <p>Writing · Draw vertical, horizontal and circular marks in small scale crossing the midline · Start to give meaning to the marks that they make · Give meaning to symbols and words in the environment · Recognise own name in print Aspect 2 and 3. Collins Music: Singing Phonics: General Sound Discrimination, instrumental and body. Play percussion instruments/body -clapping along with the beat</p> <p>Autumn 2 Key Texts ‘Autumn’ (learners connect with the changing seasons and</p>	<p>Word Reading The children will learn to: · Listen to longer stories · Anticipate key events in thymes and stories · Join in with repeated refrains in new stories · Begin to copy how an adult models intonation when reading aloud Listening to and join in with stories and poems, 1:1 and in small groups. Repeating refrains and anticipate key events and phrases in rhymes and stories Recognising familiar words and signs such as own name, advertising logos and screen icons Looking at print and digital books independently</p> <p>Writing Form initial letter of name correctly · Attempt to write name · Write symbols and shapes that look like writing · Assign meaning to the marks that they make Aspect 4 and 5 Collins Music: Singing Phonics: Rhythm and Rhyme/alliteration. Playing percussion instruments Clapping along with the beat</p> <p>“Favourite Stories”. (Fostering a love for reading and ensuring all children have shared these stories) Goodnight Moon by Margaret Wise Brown The Gruffalo by Julia Donaldson</p>	<p>Word Reading Understand that we read from left to write and top to bottom · Name the parts of a book (front cover, title, author) · Identify signs and symbols in the environment and recall what they mean · Begin to suggest new rhyming words. Listening to and join in with stories and poems, 1:1 and in small groups. Repeating refrains and anticipate key events and phrases in rhymes and stories Filling in the missing word in nursery rhymes Rhythmic and musical activity with rhymes and songs Recognising own name. Begin to recognise words with the same initial sounds or that rhyme. To find and identify familiar letters, (e.g. in their names). Beginning to recognise and hear the initial sounds in words. Looking at print and digital books independently</p> <p>Writing Form first name correctly · Write some letters but without connecting letters and sounds · Talk about their writing and give meaning Mark making and early writing in play</p>	<p>Word Reading Listen to longer stories and remember and talk about what happens · Talk through a story, turning one page at a time · Answer simple questions about a story · Begin to predict what might happen next in a story.</p> <p>Sequencing events in narratives and role play Listening to and joining in with stories and poems, repeating refrains, anticipating key events and phrases in 1:1 and small groups. Develop awareness of how stories are structured Talking about events and principal characters and how story might end Showing interest in illustrations and printed word, digital books and environment. Recognising name, advertising logos, screen icons and familiar words Looking at and enjoy print and digital books independently Handling books with care and accuracy. Enjoy rhythm in spoken words, songs, rhymes and poems.</p> <p>Writing Write name from memory · Use letter strings which move from left to write and top to bottom. · Attempts to ‘read’ their own writing</p>	<p>Word Reading Engage in extended conversations about stories · Confidently talk about the events and principal characters of a story and suggest how a story might end. · Retell a longer story · Share books and discuss vocabulary that has been learned. Develop awareness of features of a book; title, blurb etc. Telling own stories Showing interest in illustrations and printed word, digital books and environment Recognising more names, advertising logos, screen icons and familiar words Knowing that print carries meaning and, in English is read from left to right, top to bottom Knowing info can be relayed through signs and symbols in various forms Handling books with care and accuracy. Use apps and websites including drop down menu. Recognise rhythm in spoken words, songs, rhymes and poems. Develop Phonological awareness through RWI m,a,s,d,t,p,i,n</p> <p>Writing · Write letters with spaces between them to resemble the idea of words · Copy words that they</p>

St Oswald's Nursery Curriculum

Literacy

<p>Autumn 1 Key Texts: 'All about me' (celebrate individuality, emotions, and diversity - understand themselves and others, fostering a positive learning environment where everyone is accepted and valued.) My Mum and Dad make me laugh by Nick Sharratt. I like me by Nancy Carlson. Sometimes by Emma Dodd. Eyes, nose, fingers and toes by Judy Hinley. From Head to Toes by Eric Carle. I hear a Pickle by Racel Isadora. Little Red Hen</p> <p>Supplementary Texts: Harry Goes to School, Goat goes to Playgroup, Little Red Riding Hood, I've Got a Body, My Body, Super Duper Me, We are all different, Only One You 5 minutes peace, Owl Babies, Elmer, The Great Big Book of Feelings, Autumn, We're Going on a Leaf Hunt,</p> <p>Nursery rhymes:: HSKT, I've Got a Body, Miss Polly had a Dolly</p>	<p>spark their curiosity about nature and the world around them.) We're Going on a Leaf Hunt by Steve Metzger. Leaf Man by Lois Ehlert. Leave by David Ezra. Stein Hibernation Station by Michelle Meadows. Hedge Howdedo by Lynley Dodds. The Busy Little Squirrel by Nancy Tafuri</p> <p>Supplementary Texts: Good-bye Summer Hello Autumn, Spark!, Autumn NF, Spindrella, Room on a Broom, Meg and Mog, Baptism, Remember When, Islam, Kipper's Birthday, Christmas stories (Advent box) Nativity</p> <p>Nursery rhymes; <i>Little Miss Muffet, Incy Wincy</i></p>	<p>Hairy Maclary by Lynley Dodd The Tiger Who Came to Tea by Judith Kerr Elmer by David McKee Peace at Last by Jill Murphy</p> <p>Supplementary Spring 1 Texts (2 Cycles) One Snowy Night, Winter NF, CNY, Handa's Surprise, Tiger Who Came to Tea, Little Red Hen. Spring NF, Duck in a Truck, Mr Grumpy Outing, The Train Ride, Whatever Next, To the rescue.</p> <p>Nursery rhymes: <i>Polly put the kettle on, Pat a cake, I am a little tea pot, The Muffin Man, this little piggy, wheels on the bus,</i></p>	<p>Imitating adults' writing by making continuous lines, circles, curves and letter-type shapes</p> <p>Aspect 6 Collins Music: Singing Phonics: voice sounds</p> <p>"Growing Plants". (explore seed dispersal, life cycles, edible plant parts, and activities for budding gardeners) Once There Were Giants by Martin Waddell Jasper's Beanstalk by Nick Butterworth The Tiny Seed by Eric Carle Oliver's Vegetables by Vivian French Tad by Benji Davies The Very Hungry Caterpillar by Eric Carle.</p> <p>Spring 2 supplementary Texts (2cycles) Goats, 3 pigs, Squash and a Squeeze, What the Ladybird Heard, Ugly Duckling, Rumble in the Jungle, Tiger who came to tea, Dear Zoo, Mothers/babies Titch, Avocado Baby, My Mam, Monkey Puzzle, Easter, Spring NF, Goodbye Winter...Hello Spring</p> <p>Nursery Rhymes and Songs: Hey Diddle Diddle Mary, Mary Quite Contrary, Mary had a little lamb, Old McDonald Had a farm, Little Bo Peep, This Little</p>	<p>Ascribing meaning to signs, symbols, and words they see. Imitating adults writing. Attempting write other familiar words. Showing interest of letters on keyboards.</p> <p>Aspect 7 Collins Music: Singing Phonics: Oral Blending. Introduce R, W, I Phonics with Fred m,a,s</p> <p>Summer 1 Key Texts: The Natural World," (Explore weather, seasons, plants, animals, and the wonders of nature. -foster curiosity, environmental awareness, and a love for the world around us) The Very Busy Spider by Eric Carle What the Ladybird Heard by Julia Donaldson Mia Makes a Meadow by Rachel Lawston Polar bear, Polar bear, What Do you Hear? By Eric Carle Puffin Peter by Petr Horacek Jelly Boy by Nicole Goodwin "</p> <p>Supplementary Texts (2 Cycles) Goldilocks and 3 Bears, , Where's My teddy, Can't Sleep Little Bear Panda Bear, Panda Bear, What Do You See?, Safari Panda's, , Polar Bear, Polar Bear, What Do You Hear? We're Going on a Bear Hunt Huggless Douglass. Jack and Bean Stalk, Summer nf, The</p>	<p>see in the environment around them Imitating adults writing Write their own name or other familiar words. Showing interest of letters on keyboards.</p> <p>This half term is centered around the topic of "Journeys," select captivating picture books that explore various modes of transportation, destinations, and adventures. We're Going on a Bear Hunt by Michael Rosen Mr Grumpy's Outing by John Burningham The Train Ride by June Crebbin Blown Away by Rob Biddulph We All Went on Safari by Laurie Krebs Whatever Next by Jill Murphy</p> <p>Summer 2 Texts (2 Cycles) Sneakers the seaside cat Miffy at the seaside Under the sea The snail and the whale Sharing a shell Pirate Pete Ten little pirates Commotion in the ocean Tiddler The Storm Whale The Seesaw Lucy and Tom at the Seaside Clean up</p>
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St Oswald's Nursery Curriculum

Literacy

			<p>Piggy, The Farmer's in his Den, Alice the Camel, Little Peter Rabbit, Doen in the Jungle, Walking through the Jungle, Chick, chick... Hot cross bun,</p>	<p>Hungry Caterpillar, Spider-Spider, The Bad-tempered Ladybird, Superworm</p> <p>Nursery Rhymes/songs <i>If You go down to the woods today, Goldilocks went to the house of the bears, Round and Round the garden, 5, here is a tiny caterpillar on a leaf,</i></p>	<p>Songs: Oh I do line to be beside the seaside...Row, Row, 1,2,3,4,5 I sailor went to sea,sea,sea, 5 little seashells/jellyfish, the waves in the sea</p>
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St Oswald's Nursery Curriculum

Mathematical Development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Colours red, blue, yellow, green, purple, multi-coloured. Colour Mixing</p> <p>What happens if we mix these two colours together? Mixing blue and yellow makes green. Mixing red and yellow makes orange. Mixing blue and red makes purple. Mixing red and white makes pink.</p> <p>Matching buttons, shoes, big and small.</p> <p>Sorting – colours, shapes, size and rules.</p> <p>Subsisting – different variety numbers 2. Number rhymes and counting songs. Reciting numbers past 5 Developing 1:1 correspondence. Talking about and exploring 2D and 3D shape using informal language. Developing positional language Developing understanding of pattern. Counting objects, actions, and sounds. Building towers and small structures. Time – develop vocabulary to talk about routine. Numeral recognition (0-3). Developing vocabulary to talk about simple concepts such as colour, size, height, weight. Counting in a variety of situations for a purpose e.g. children in line</p> <p>Vocabulary Number, sort, match, set, more, less, same, different, amount, repeating,</p>	<p>Continue to develop colour Mixing.</p> <p>How can we make the colour lighter? How can we make our colour darker? What happens if we mix these two colours together? Mixing blue and yellow makes green. Mixing red and yellow makes orange. Mixing blue and red makes purple. Mixing red and white makes pink. Subitising 2 and 3. Rote counting within 10 forwards and backwards.</p> <p>Giving 2 or 3 objects. Comparing size and quantities using more than and fewer than. Pattern – colour, outdoor and movement pattern.</p> <p>Fix patterns</p> <p>Matching and sorting Counting objects, actions and sounds</p> <p>Time – develop vocabulary to talk about routine. Numeral recognition (0-2)</p> <p>Developing vocabulary to talk about simple concepts such as colour, size, height, weight • Counting in a variety of everyday situations for a purpose e.g. children in line</p> <p>Vocabulary Circle, triangle, rectangle, square, shape, sides, How many, count</p>	<p>Number 3,4, – Variety of subitising Number rhymes and counting songs. Reciting numbers past 5 Developing 1:1 correspondence. Talking about and exploring 2D and 3D shape using informal language. Triangles, squares, pentagons. Comparing size and quantities using more than and fewer than. Time – develop vocabulary to talk about routine. Secure numeral recognition (0-5)</p> <p>Vocabulary Circle, triangle, rectangle, square, shape, sides, how many, count, On, in, under, next to, Subitise -fast eyes, one more, one less, day, night, morning, afternoon, take away, less, loose, lost,</p>	<p>Number 4 and 5, – Variety of subitising. Consolidate 1-5. Speedy subitising (0-5) Number rhymes and counting songs. Reciting numbers past 5 Developing 1:1 correspondence. Developing vocabulary to talk about simple concepts such as colour, size, height, weight • Counting in a variety of situations for a purpose e.g. children in line. Tall, short, long. Mass linked to books (3 Pigs/Goldilocks) Capacity.</p> <p>Vocabulary Zero, fewer than, more than, same, equal, bigger, smaller, heavier, lighter, longer, shorter, full, empty, half full, half empty, nearly full, nearly empty</p> <p>Now, later, next, before, after, soon</p>	<p>Sequences. Secure knowledge of positional language and pattern. More than and fewer than. Revisit 2D and 3D shapes. Secure vocabulary to talk about daily routine, days of the week, months of the year etc.</p> <p>Vocabulary</p> <p>Subitise -fast eyes, one more, one less, sequences, next, after, before, pattern, shape, forwards, backwards, In, on, around, though, under, top, next to, behind, in front, through, days of the week, months of the year, seasons, day, night, morning, afternoon</p>	<p>Revision</p> <p>1 more than, 1 less than, Reciting numbers past –10, Confident with 1:1 correspondence. Name 2D and 3D shapes. Recognise numbers (0-7). Children citing date (date, days of the week and some months) in daily routine.</p> <p>Vocabulary Repeat, pattern, colours, shapes, Cylinder, cube, cuboid, cone sphere, pyramid</p>

St Oswald's Nursery Curriculum

Mathematical Development

tall, short, wide, long, full, empty, Count, How many, Number, Birthday, Date, Days of week, Months of year, sea- sons.	On, in, under, next to, Subitise - fast eyes, one more, one less, Day, night, morning, afternoon				
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St Oswald's Nursery Curriculum

Understanding the World

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>All about me Past and Present</p> <p>We want them to know that the season has changed from summer to Autumn and the trees and weather begin to change.</p> <p>People, Culture and Communities</p> <p>To identify face, eyes, nose, mouth, lips, cheeks, eyebrows, arms, legs, toes, knees, shoulders, stomach. To identify themselves and their new friends. To know they are similar to their friends but special and different too. To recognise basic emotions <i>happy, sad, angry, excited, shy, hungry, thirsty</i>. Be able to name immediate family, relations and pets</p> <p>Texts</p> <p>I've got a body, Only one you, Elmer, I am Special, Goodbye Summer – Hello Autumn, Autumn Non fiction, Owl Babies, We're going on a leaf hunt</p>	<p>Festivals and Celebrations Past and Present</p> <p>Simple discussions around familiar celebrations. Be able to name Halloween, bonfire night, Christmas. Use family photos to discuss memories / family events – weddings, christenings, birthdays. Reference events that happened a long time ago – Learn names of days and that the order repeats. Say what they did yesterday, last night, this morning.</p> <p>People, Culture and Communities</p> <p>Learn that different religions have special places linked to their beliefs – Catholic / Christian Churches, Jewish synagogues. Learn about community celebrations. begin to understand being thankful for what we have and to help others less fortunate by sharing, donating to foodbank. Hannukah – Jewish festival celebrations. Christmas and how we celebrate. Domestic role play – getting the house ready for Christmas, wrapping presents, putting tree up.</p> <p>The Natural World</p> <p>Noticing detailed features of objects in environment. Commenting on and talking about things</p>	<p>Transport</p> <p>Food Glorious Food! Past and Present</p> <p>Name common transport and talk about some of the features, wheels, windows, boot, bonnet. Remembering key events in our own lives– Christmas / Epiphany celebrations. Explore artefacts from the past -compare old and new transport – Research grandparents' childhood compare and contrast – play, homes, school, transport.</p> <p>People, Culture and Communities</p> <p>Continuing to explore cultural differences through festivals – Chinese New Year, Easter Learn about how Chinese New Year is celebrated and about Chinese culture eg food, parades. Begin to understand that China is place far away from Wrekenton</p> <p>The Natural World</p> <p>To explore winter features (snow, ice, frozen, clothes, animals) We want them to understand how animals hibernate in the winter. That ice is made by freezing water and how the warmer temperature can melt the ice to a liquid. To recognise fruit and vegetables are part of a healthy diet healthy eating</p>	<p>Let it Grow</p> <p>All Creatures Great and Small Past and Present</p> <p>To know that we change as we grow from babies and to be able to name one or two things that are different. To have a basic understanding how they have changed since they were born. Developing sense of themselves, own family, relations and pets through talking about photographs, events and celebrations. We want the children to know that not only do humans grow, but also plants and animals.</p> <p>People, Culture and Communities</p> <p>Places that are special to members of the community – church. Learn about how Christians celebrate Easter and how we celebrate in our families. Why is my Mam special?</p> <p>The Natural World</p> <p>We want the children to know that a butterfly grows from a caterpillar and over times into a butterfly. We want them to recognise a chick is hatched from</p>	<p>If you go down to the Woods Today and Mini-Beasts</p> <p>Past and Present</p> <p>Discuss Seasonal Change, weathers changes,</p> <p>People, Culture and Communities</p> <p>Introduce the globe. Locate Asia, America on the world map. Learn that earth is made up of land and sea and how to recognize this on a globe / map. a simple understanding of the school layout via a simple map.</p> <p>The Natural World</p> <p>Looking at minibeasts habitats and features Name, discuss and describe minibeasts (butterfly, worm, bee, slug) and to identify similarities and differences. Talk about minibeasts and return them to where they found them. Describe their features (numbers of legs, shell, slimy, furry, pattern, Antenen) compare habitats and discuss their needs.</p> <p>To know what a bear is and that bears don't live in our local area. To be able to identify a polar bear and a panda bear and know where in the world they live. We want the children to explore collections of natural</p>	<p>People, Culture and Communities</p> <p>Use small world play to extend understanding of occupations – Pet Shop, Vets. Learn about occupations – firefighters, Police Officers. Learn about the services these public places offer our local community.4 People who help us in school – what is their role?</p> <p>People who help us in the community – e.g. medics, police Use Small World Play to gain understanding of occupations eg Hospital.</p> <p>Why is our Dad s/Grandad special?</p> <p>Places that are special to members of the community – church, mosque, temple Welcome a visitor from the Muslim community to talk to us about Islam and show us artefacts that are special to her because of her religion.</p> <p>The Natural World</p> <p>Learning how we need to be responsible and respectful for our world – rubbish in the street and on the beach. Learn Signs of Summer – flowers, leaves on trees, berries on bushes, more sunshine more daylight butterflies and other insects. Sun</p>

St Oswald's Nursery Curriculum

Understanding the World

	<p>they have observed, such as plants, animals, natural and found objects. Keeping ourselves safe in the dark/bonfire. Combining ingredients in cooking and baking. Heating and cooling effects – Christmas baking. We want them to recognise some signs of the changing seasons</p> <p>Technology Explore a range of technological cause and effect toys. Learn how to use/turn on Interactive board including colour investigation to mark make using pen features. Operating mechanical toys</p> <p>Using pipes, funnels and tools to carry and transport Using all senses in hands-on exploration</p> <p>Vocabulary Halloween, baptism, Last night, this morning, Winter, Baking, heating, cooling, torch, candle, sun, light, dark, day, night, electricity</p> <p>Texts Spark! Judaism, The Birth of Jesus, Nativity Play, The Christmas Story,</p>	<p>(healthy v not healthy). Talking about differences and changes to materials when cooking and baking. We want children to know space exists. What it is, planets. We want children to discover why rockets are important.</p> <p>Technology Knowing how to operate simple equipment Showing interest in technological toys Showing interest in cause and effect toys</p> <p>Vocabulary <i>Winter, cold, freezing, January, ice, melt/melting, snow, huddle, warm, heat</i> celebrate, <i>China, country, money wallet, fortune cookie, dragon, animals, race, language, rice, noodles, spring rolls, prawn crackers, food, healthy, unhealthy, fruit, vegetables (named fruit and veg), steam, cab, driver, wheels, track, station, platform, doors, windows, metro, carriage, cab, engine, planets space, rockets, miles, sun</i></p> <p>Texts Whatever Next Space The Great Race</p>	<p>an egg and to recognise their basic needs (water, food, heat, bedding).</p> <p>Observing changes in materials (cooking) and nature in Spring. Learn the signs of Spring - buds on trees, lambs, chicks, ducklings, blossom on trees, nest building.</p> <p>Discuss what we see at a Farm Visit farm. Learn the names of Farm animals and produce. Learn names of baby animals and match to adult.</p> <p>Small world Play – farm, Safari – wild animals, zoo Learn the names of wild animals, zoo animals. Learning about the Lifecycle of butterfly.</p> <p>Learning the main parts of the plant and that food comes from plants – growing cress for sandwiches. Planting basil, carrots, onions, potatoes, herbs, cress and lettuce.</p> <p>Investigating changes of state – melting and hardening of chocolate to make Easter nests.</p> <p>Technology Take photos with iPad Begin to understand how to stay safe online.</p>	<p>materials in the local setting (unfamiliar school ground – Gibside forest)</p> <p>Technology – knowing that we can use the internet to research animals. Take photos/QR with iPad. Begin to understand how to stay safe online. Use Book Creator</p> <p>Vocabulary <i>Panda bear, Polar bear, brown bear, habitat, China, arctic, paws, nose, fur, picnic, woods, forests, woodland bear</i></p> <p>Texts Goldilocks and 3 Bears, Good-bye Winter...Hello Spring, Where's My teddy, Can't Sleep Little Bear Panda Bear, Panda Bear, What Do You See?, Safari Panda's, Polar Bear, Polar Bear, What Do You Hear? Book of Bears, We're Going on a Bear Hunt Huggless Douglass</p>	<p>safety Learning about animals and habitats - Sea life. Talking about different environments – parks, beach, wood. Growing sunflowers – Beginning to understand that a plant needs soil, water and sunlight to grow. Boats Floating and sinking – compare different objects that will float and sink. Recognise the difference between floating and sinking. Small world play – seaside and beach. Learn about sun safety and how we keep ourselves safe around water. Domestic Role Play – packing suitcase for holiday</p> <p>Technology Using the web more independently to retrieve information (adult supervision) Learn what personal information is and that it shouldn't be shared on the WWW.</p> <p>Vocabulary Community, rubbish, recycle Scientist, sea, sea life, <i>Father's Day, special, celebrate, beach, sea, shells, fish, rockpools, sand, waterproof, liquid, solid, float, sink, upthrust, Shadow</i></p> <p>Texts: NF series Our Community, Police Officer, Ambulance and Air Ambulance, A Super-</p>
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St Oswald's Nursery Curriculum

Understanding the World

		<p>Duck in a Truck Runaway Train Mr Grumpy's Outing Faster, faster! To The Rescue Race to the finish Percy the park keeper Mr Wolf's Pancakes Winter Love Chinese New Year</p>	<p>Use more tools in PAINT – brushes, eraser, stamps, shapes.</p> <p>Vocabulary <i>Growing, Lent, Toddlers, Baby, Taller, bigger, longer, Caterpillars, cocoon, wings, butterfly, eggs, Chicks, Feathers, Beak, Feet</i></p> <p>Texts Once there were Giants Eggs and Chicks Avocado Baby, My Mum, The Tiny Seed, Egg Hunt, Titch What the lady bird heard The very hungry caterpillar Super worm The bad tempered Ladybird</p>		<p>hero, Real Superheroes Sneakers the seaside cat, Miffy at the seaside, Under the sea, The snail and the whale, haring a shell, Pirate Pete, Ten little pirates, Commotion in the ocean, Tiddle, The Storm Whale, The Seesaw, Lucy and Tom at the Seaside, Clean up Songs: Oh I do line to be beside the seaside...Row, Row, 1,2,3,4,5 I sailor went to sea,sea,sea, 5 little seashells/jellyfish, the waves in the sea</p>
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St Oswald's Nursery Curriculum

Expressive Art and Design

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Creating with materials; Art Focus Mark making with wax crayons - Investigate the marks made by different textures. Mark making with felt tips - Develop understanding of create marks with different coloured felt tips. Mark making with paint, focusing on large circles. Exploring colour mixing and using powder paint. Playing with, naming, sorting colour and shade Investigating loose parts – faces (transient art) Mark making with Chalk - Outdoor with chunky chalk. Experimenting with different ways to enclose a space, create shapes and represent objects. painting self-portraits, using mirrors to make careful observations. To create a simple observational drawing. Draw simple self-portraits – looking closely at parts of the face using a mirror.</p> <p>Being imaginative and expressive: Role play opportunities – real and imagined, using objects to represent something else. Using everyday materials to represent their world, ideas, interests and fascinations. Beginning to make believe by</p>	<p>DT Focus Exploring various construction materials including block play and junk modelling Exploring junk modelling – to explore and investigate the tools in the junk modelling area. Choosing resources to make their own model focusing on joining materials and techniques. Focus on joining - when to use glue/Sellotape. Some glue and tape is stronger than others. Sellotape will not stick to some materials. Begin to look at different ways we can join things to our box to make something else. .Make models – verbal running commentary. Step by step naming and description. Investigating loose parts. Malleable modelling – dough, clay</p> <p>Being imaginative and expressive: Role play opportunities – real and imagined. Using objects to represent something else Using everyday materials to represent their world, ideas, interests, and fascinations. Beginning to make believe by pretending – based on new experiences i.e church/baptism..</p> <p>Music focus:</p>	<p>Art Focus Developing collage creation Transient art representations(Kapow) 6 Famous Transient Art Examples (+Teaching Ideas) - Early Impact Learning</p> <p>DT Focus Kapow – Winter vegetable soup.</p> <p>Using various construction materials, joining, stacking vertically and horizontally, balancing, making enclosures and creating spaces Continuing to explore colour and how colour can be changed Developing understanding of using lines to enclose a space and begin to use drawing to represent actions and objects based on imagination, observation and experience (transport, food) Fantastic fruits and vegetables – Lesson 1(Kapow) Plan, design, evaluate Transport Junk Modelling</p> <p>Being imaginative and expressive: Travelling into space, on a train, plane, car, truck etc</p> <p>Construction Plan, design, evaluate Introduce the idea of evaluating our models – what do we like</p>	<p>DT Focus Egg decorating (seasonal tasks Kapow). Introduce threading and weaving, using different materials ribbons, wool, ten frames.</p> <p>Art focus: Developing collage creation (Spring, New Life) Spring: Transient art representations Observational drawing and painting (chicks) Reviewing their creations. Observational Drawing and Paint - daffodils and flowering bulbs. Malleable modelling – dough, Mother's Day cards</p> <p>Being imaginative and expressive: Retell episodes from a known story with dialogue using small world figures or puppets</p> <p>Music Focus Singing familiar songs Exploring how sounds can be changed. Enjoying joining in with moving, dancing and ring games Tapping out repeated rhythms. Developing understanding of how to create and use sounds intentionally.</p>	<p>Art Focus Natural materials collage and representations for animals/bears. (Developing collage creation) Transient art representations. Observational drawing and painting. Reviewing their creations.</p> <p>Symmetrical butterfly - Using paint and butterfly cutout to create a symmetrical butterfly. Caterpillar observational drawing Ladybird painting stones Painting flowers – Make observational painting of flowers. Draw outlines and then paint.</p> <p>Being imaginative and expressive Enjoying joining in with moving, dancing and ring games</p> <p>Music Focus Singing familiar songs Exploring how sounds can be changed. Tapping out repeated rhythms Singing to self and make up simple songs y stories</p> <p>Vocabulary Pattern Symmetrical Print</p>	<p>DT Focus Rainbow Salad (Kapow) Continuing to develop block play Using tools for a purpose. Malleable modelling – dough, clay.</p> <p>Boats - Use various construction materials, joining, stacking vertically and horizontally, balancing, making enclosures and creating spaces. (Kapow)</p> <p>Being imaginative and expressive Enjoying joining in with moving, dancing and ring games</p> <p>Music Focus Singing familiar songs Exploring how sounds can be changed. Tapping out repeated rhythms Developing understanding of how to create and use sounds intentionally Using music and sound to express experiences, expertise, ideas and feelings Singing to self and make up simple songs Creating sounds, movements, drawings to accompany stories</p> <p>Vocabulary Combine Floating, waterproof, improvements</p>

St Oswald's Nursery Curriculum

Expressive Art and Design

<p>pretending – based on own experiences.</p> <p>Music focus: Showing an interest in musical instruments (drum, maraca, bell, triangle, block, cymbals, rain maker) Singing familiar nursery. To enjoy moving to music by dancing, marching, being animals or Pop stars.</p> <p>Re-enact domestic routines and brief family narratives using props.</p> <p>Vocabulary Crayon, felt tip, chalk, coloured pencil Straight, curved, Observational Collage Materials, resources, Selotape, masking tape Dough tools, roll, stretch, squeeze</p>	<p>Showing an interest in musical instruments (drum, tambourine, castanet, xylophone, glockenspiel, woodblock) Singing familiar nursery. To enjoy moving to music by dancing, marching, being animals or Pop stars. Renact domestic routines and brief family narratives using props.</p> <p>Vocabulary Strum, shake, tap, hit, blow, play, strum, loud, noisy, quiet, fast, slow.</p>	<p>about our model? What would we like to do again?</p> <p>Music Focus Singing familiar songs Exploring how sounds can be changed. Enjoying joining in with moving, dancing and ring games Tapping out repeated rhythms.</p> <p>Vocabulary Clay, design, picture, artwork, Join, attach Plan, design, evaluate Layer Technique Painting Strum, shake, tap, hit, blow, play, strum, loud, noisy, quiet, fast, slow</p>	<p>Using music and sound to express experiences, expertise, ideas and feelings Singing to self and make up simple songs Creating sounds, movements, drawings to accompany stories</p> <p>Vocabulary Look, observational, draw, collage, Threading Practice Improvement dialogue</p>	<p>Fold over Like, dislike, prefer Junk modelling Design plan Attach Finish</p>	<p>Speak and act in role, demonstrating recall of the jobs of key members of the community</p>
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