



Kingsley CP Curriculum Overview

...Nursery...

Spring 1 - January 2023

Personal, Social and Emotional Development

Within our PSE lessons this term, we will be looking at 'Keeping Safe'. We will be focusing on people who will keep us safe and how to we can stay safe indoors and out

Key knowledge:

- I can explain what to do if I feel unsafe
- I can recognise potential dangers and how to stay safe, inside and outside
- I can learn the importance of keeping safe around medicines and unknown products



Key vocabulary:

- Care/caring
- Safe/unsafe
- Staying safe
- Getting help
- Dangers
- Family

In Physical Education this half term, the children will be continuing to develop their large motor skills. Developing these are essential for children's refinement in their fine motor skills as well as their wellbeing. We will be focusing on balance and co-ordinating when climbing and walking on our outdoor resources.

In developing children's core strength we would like parents to complete the questionnaire on teaching your child to ride a bike. We would much appreciate your feedback.

Key knowledge:

- I can use my large-muscle movements to stop and start when moving.
- I can walk at speed along a plank unaided.
- I can jump off resources and land with two feet together.
- I can travel with control and stop/start on request.
- I can make repeating patterns with the marks I make.

Key Vocabulary:

Red - stop, amber - get ready green - go, fast, slow, walk, run, crawl, slither, up, down, safe/safety.

Physical Development

The Stages of Emergent Writing

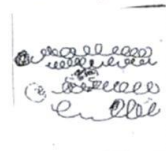
Drawing :
children draw/scribble pictures



Random scribbling :
children scribble and can say what their marks mean.



Controlled scribbling:
Children scribble in rows across the page left to right and top to bottom and give meaning to lines of their writing.



Letter like forms :
Children use unconventional letter forms and familiar symbols such as circles but still give meaning to their writing.

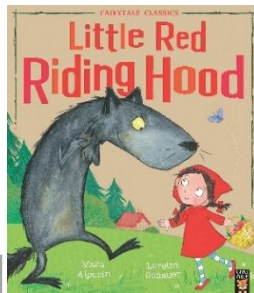


Literacy

Key Knowledge:

- I can sequence a familiar story.
- I can use language direct from a familiar story.
- I can give my marks meaning.
- I can make repeated patterns when mark making.

In Literacy, we will be focusing on traditional tales. We will be looking at the story book 'Little Red Riding Hood' by Mara Alpherin. The children will be retelling the story using props and images, as well as learning to recite the story using the class story map. The children will draw parts of the story and give their marks meaning to support their retelling of the story,



Developing Vocabulary

Wolf, Grandma, Red Riding Hood, danger, unsafe, sick, basket, cape, skipped, woods, alone, big, hungry, tasty, alone, thud, cried, breakfast, howled, whispered.

In Mathematical Development, the children are focusing on fast recognition of up to 3 objects without counting. In number the children will be recognising numerical patterns. We will be using the comparison language of 'more than' and 'fewer than'. We will be linking numerals and amounts for sets of up to 5. In Shape, Space and Measure, the children will be using positional language.



Mathematics

Developing Vocabulary

Number names, More than/fewer than, patterns - next/before/after, count, under, over, on top, in front of, behind, objects

Key Knowledge:

- I can recognise up to 3 objects, without having to count them individually ('subitising').
- I can count in order past 5.
- I can continue a numerical pattern.
- I can link numerals and amounts representing the correct numeral up to 5.
- I know that the last number reached when counting a small set of objects tells you how many there are in total.
- I can compare quantities using language: 'more than', 'fewer than'.
- I can understand positional language through words alone (under, in front of, behind.)

Understanding the World:



Key Vocabulary

Chinese New Year, Shrove Tuesday, New Life, love, past, Christmas, celebration, growing, care, plant

In *Understanding the World*, we will be learning about events that are important to us and our families. In Religious Education we will be learning about how families in our class have celebrated Christmas. We will be looking at festivals throughout this half term including Chinese New Year and Shrove Tuesday. We will be talking about who we love and why they are important to us, linking this to Valentine's Day. When starting to think about new life (Easter celebration), the children will be planting and watching cress grow, helping them to understand that we need to care for a growing plant. We will also talk about the differences between materials and the changes the children notice in their environment around them.

Key Knowledge:

- I can talk about events in my life that are special to me and my family.
- I can identify who I love and give reasons why I love them.
- I can talk about the difference between materials.
- I can plant a seed and care for a growing plant.
- I can talk about why it is important to care for a growing plant.

Expressive Art and Design



In *Expressive Art and Design*, we will be focusing on 'Patterns and Colour'. The children will be introduced to the artist Wassily Kandinsky, when exploring shape, colour and pattern. The children will also be exploring patterns and colour in nature.

Key Vocabulary:

Lines, straight, curved, enclosed, primary colours - red, yellow and blue. Secondary colours - green,

Key knowledge:

- I can draw various patterns using pencils, paints, felts.
- I make a secondary colour by exploring two primary colours.
- I can draw an enclosed 2D shapes.



In *Music*, we will also be introducing and exploring instruments. We will be focusing on the instruments of bells and we will be playing these instruments to express our feelings and ideas.

Key vocabulary

Instruments, play, control, feelings

Key knowledge

- I can play instruments with increasing control to express feelings and ideas.
- I can respond to what I have heard and begin to express my thoughts and feelings.
- I can listen to others play an instrument.



