



Marsh Green Primary School – Nursery Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FESTIVALS TO CELEBRATE		Halloween - 31 <sup>st</sup> Oct Diwali – 31 <sup>st</sup> Oct Bonfire - 5 <sup>th</sup> Nov Children in Need – 15 <sup>th</sup> Nov Christmas – 25 <sup>th</sup> Dec	Chinese NY- 29 <sup>th</sup> Jan Valentines – 14 <sup>th</sup> Feb Pancake Day– 4 <sup>th</sup> March	World Book Day – 6 <sup>th</sup> March Red Nose Day – 21 <sup>st</sup> March Mother’s Day – 30 <sup>th</sup> March Easter – 20 <sup>th</sup> April	Eid – 30 <sup>th</sup> March  Mental Health Awareness	Father’s Day – 15 <sup>th</sup> June
Theme for the Half term	<b>‘Marvellous Me!’</b>	<b>‘Winter Wonderland’</b>	<b>‘If we go down to the woods.’</b>	<b>‘Taka a look back’</b>	<b>‘People who help us’</b>	<b>‘Our World’</b>
Immersive Area indoors						
Immersive area Outdoors						
Key Concepts	Explore the seasonal changes of summer	Explore lights and their significance in our own and other	Explore the changes of winter to spring and how to care for	Explore animals, their differences, similarities and how we all may be	Significant people, history of family, grandparents.	Reflect on and know our growing circle of people from autumn to now,



Marsh Green Primary School – Nursery Curriculum Plan

	<p>to autumn using all our senses.</p> <p>Explore our new world, our new Nursery family and the differences within.</p> <p>Explore and talk about our feelings, how they sound and look.</p> <p>Exploring ourselves and our families. New routines, rules and expectations.</p>	<p>cultures through celebrating autumn and winter festivals.</p> <p>Use our senses when exploring and use talk to describe what we sense.</p> <p>Use talk to describe how we feel and what we need when we have those feelings</p>	<p>new life, showing kindness.</p> <p>Talk about the resilience of new life and how we have grown in managing our feelings and change.</p> <p>In our growing friendships, work together to explore materials and how things work.</p> <p>Look at our earth, cultures, food, clothes</p>	<p>different but need love and a sense of belonging.</p> <p>Know about the responsibility of looking after a school pet and show how I know how to look after myself.</p> <p>Who cares for us? Look at family and extended family and what they do to care and support us.</p>	<p>Places special to us – memories and now</p> <p>Local area Wigan – parks, shops, etc</p> <p>Look at local maps and identify key features – roads, trees, water, houses, shops, schools, parks etc</p> <p>People who help us in the local area – police, doctors, nurses, teachers, dentist, post workers, firemen etc</p>	<p>including the friends we have made.</p> <p>Appreciate the differences and celebrate those.</p> <p>Explore nature around us including mini beats and their habitat.</p> <p>Changes in ourselves over the year.</p> <p>What we are proud of this year and why!</p>
<b>Vocabulary linked to Key Concepts</b>	<p>Seasons, autumn, leaves, brown, orange, fall, changes, happy, sad, calm, angry, me, myself, I, mummy, daddy, brother, sister</p>	<p>Winter, cold, snow, ice, changes, Diwali, celebration, festival, bonfire, lights, bright, sparkle, hear, see, taste, touch, smell,</p>	<p>Changes, winter, spring, grow, new, life, kindness, care, feelings, friendship, world, earth, sea, land, culture, food, taste,</p>	<p>Animals, care, shelter, warmth, love, family, mum, dad, brother, sister, grandmother, grandfather, uncle, auntie,</p>	<p>Family, extended family, history, changes, special, memories, local area, places, town, street, field, road, building, map, help,</p>	<p>Summer, changes, friends, special, differences, celebrate, achievements, proud, nature, habitat, mini beasts, classifying, ourselves,</p>
<b>Little Wandle Literacy 'The How'</b>	<p>1,2,3,4,5 once I caught a fish alive</p> <p>A sailor went to sea</p> <p>Baa baa black sheep</p>	<p>What's in the box?</p> <p>Bertha the bus</p> <p>Voice sounds</p>	<p>Where's Lenny? By Ken Wilson-Max</p> <p>Kindness Makes Us Strong by Sophie Beer</p>	<p>Would You Rather ... by John Burningham</p> <p>Lulu Loves the Library by Anna McQuinn</p>	<p>Amazing written by Steve Antony</p> <p>All through the night by Polly Faber and Harriet Hobday</p>	<p>Errol's Garden written by Gillian Hibbs</p> <p>Hello, friend! by Rebecca Cobb</p>



Marsh Green Primary School – Nursery Curriculum Plan

	Down at the station  Hey Diddle Diddle	Play with the sounds  Name play  Blend from a box	Monster Clothes by Daisy Hirst		Car, Car, Truck, Jeep by Katrina Charman and Nick Sharratt	
<b>Little Wandle – Literacy</b>	<p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p>Read the story and link to nouns.</p> <p>Make a sentence: Invite a child to create a sentence using one of the nouns then ask the class to repeat the child’s sentence. Repeat, asking different children to suggest a sentence.</p> <p>Bring the language alive!</p> <p>Read Together -</p> <p>Use high-quality books that provide children with a range of new vocabulary and develop a love of books and reading.</p> <p>Build anticipation – provide children with snippets of information about the book before you read.</p> <p>Share your passion and enthusiasm when reading – discuss your favourite books so that children can develop their own passions and enthusiasms.</p> <p>Read the book yourself, before reading it to the children, to ensure you can develop interest and draw out new and interesting vocabulary.</p> <p>Encourage the children to join in with repeated refrains (such as ‘Run, run, as fast as you can, you can’t catch me, I’m the gingerbread man’).</p> <p>Use different voices for different characters, to spark interest and imagination.</p> <p>Trigger the children’s curiosity and invite their participation by ‘wondering aloud’ (for example, say: I wonder why that happened? I think that means...)</p> <p>Read stories repeatedly. Hearing words repeated is crucial to children learning new language.</p> <p>Select books that reflect the children you are sharing stories with.</p>					
<b>Literacy - Vocabulary</b>	Five, dive, fish, bite, three, one, sea, blue, ship, shell, sheep, wool, black, boy, train, driver, spoon, moon, cat, cow, dish, fish, mouse, clock	What, first, sound, begin, sounds, voice, objects, name, blend phonemes,	creep, wag, bubbling, rush, sliding, riding, watering, cheering, running, eating, gets up, find, wears / is wearing, puts on, tries on	tickle, dance, skate, sleep, walk, singing, give, choose	snack, snooze, snail, dance, tidy, knocked over, brushed my teeth, beep, drive, stop, zoom	grow, water, dream, plant, pop, jump, shake, push, build




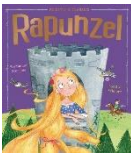

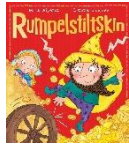
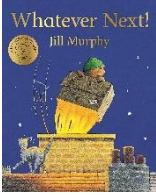
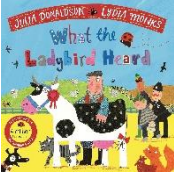
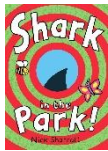
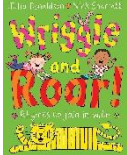

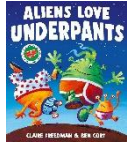
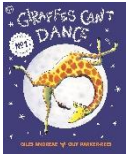


Marsh Green Primary School – Nursery Curriculum Plan

<b>Phonics - Rhyme time</b>	Clapping children’s syllables in their name.	Focus sounds - s a t p i n m	Focus sounds - d g o c k e	Focus sounds - u r h b f l	Focus sounds - j v w y z qu ch	Focus sounds - ck x sh th ng nk
<b>Nursey Rhymes</b>	1,2,3,4,5 once I caught a fish alive  A sailor went to sea  Baa baa black sheep  Down at the station  Hey Diddle Diddle	Hickory, Dickory Dock  Humpty Dumpty  Incy Wincy Spider  Jack and Jill  Mary, Mary Quite Contrary  Miss Polly had a dolly  One, two buckle my shoe	Round and round the garden  Five little ducks  Here we go round the mulberry bush  Pat a cake  Ring a ring a roses  Row row row your boat	The Animal Fair  Twinkle twinkle little star  If your happy and you know it  The grand old duke of York  The wheels on bus	Five Little Dragons  Pat – a – cake  Baa baa black sheep  Wheels on the bus  Wind the bobbin up  Old Macdonald  Incy wincy spider	Lavender Blue  Dingle dangle scarecrow  Tommy thumb  Heads, shoulders, knees and toes  I hear thunder  5 little men in a flying saucer
<b>Rhyme Time -</b>	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.					
<b>Literacy – Little Wandle Poem Focus</b>			‘Hide and Seek’ by Matt Goodfellow  ‘Crayon Poem’ by James Carter  ‘Monster March’ by Jane Newberry	‘Big Green Crocodile’ by Jane Newberry  ‘Hey, Let’s go!’ by James Carter	Hide and Seek’ by Matt Goodfellow  ‘Music’ by Michael Rosen  ‘Look at the train!’ by Kathy Henderson	Uplifting’ by Joseph Coelho  ‘Give a Friend a Hug’ by Joseph Coelho



Marsh Green Primary School – Nursery Curriculum Plan

Poems	Nursery Class Poem	Diwali Poem Bonfire Poem Christmas Poem	Valentine’s Day Poem	Mother’s Day Poem	Father’s Day Poem	Graduation from Nursery Poem
<p><b>‘OUR FAVOURITE 5’ BOOKS OF THE HALF TERM</b></p>	<p>PSHE Focus The Lion Inside by Rachel Bright</p>  <p>The Colour Monster by Anna Llenas</p>  <p>The Giant of Jum by Elli Woollard</p>  <p>Kind by Alison Green</p>	<p>Seasons Focus Owl Babies by Martin Waddell</p>  <p>Lost and Found by Oliver Jeffers</p>  <p>Percy the post penguin by Genevieve Aspinall</p>  <p>Stick Man by Julia Donaldson</p>	<p>Fairy tale focus - Cinderella</p>  <p>Rapunzel</p>  <p>Hansel and Gretel</p>  <p>Rumpelstiltskin</p> 	<p>Family focus – Gruffalo’s Child by by Julia Donaldson</p>  <p>Whatever Next by Jill Murphy</p>  <p>What the ladybird heard? By Julia Donaldson</p> 	<p>Repeated - Refrains focus - Shark in the park</p>  <p>Superworm by Julia Donaldson</p>  <p>Wiggle and Roar! By Julia Donaldson</p>  <p>Each Peach Pear Plum Author: Allan Ahlberg</p>	<p>Rhyme focus - Poo in the zoo by Steve Smallman</p>  <p>Aliens love Underpants by Claire Freedman &amp; Ben Cort</p>  <p>Giraffes can’t dance by Giles Andreae</p>  <p>Sugarlump and the Unicorn by Julia Donaldson</p> 



Marsh Green Primary School – Nursery Curriculum Plan

	 <p>The Stompysaurus by Rachel Bright</p> 	 <p>The Gruffalo by Julia Donaldson</p>  <p><u>Other Books</u> -Non-fiction on Diwali / Rama and Sita Room on the Broom by Julia Donaldson Nativity Story</p>	<p>Snow White and the seven dwarfs</p> 	<p>The Bog Baby by Jeanne Willis</p>  <p>The Squirrels Who Squabbled: by Rachel Bright</p> 	 <p>Walking Through the Jungle by Julie Lacome</p> 	<p>Tiddler by Julia Donaldson</p>  <p><u>Other Books</u> -Non-fiction on summer Non – fiction books on mini easts</p>
<p><b>Maths</b></p>	<p>Number Songs Subitising 1 – 5 Counting forwards and backwards to 10</p>	<p>Comparison – more than, fewer than, same Shape, Space and Measure – explore and build with shapes and objects Pattern - explore repeats</p>	<p>Counting – begin to order number names Subitising – I see 1,2,3 Patter – joining with repeats Shape, space and measure – explore position and space</p>	<p>Shape, space and measure – explore position and routes Pattern – explore patterns Counting – take and give 1,2,3</p>	<p>Comparison – compare and sort collections Pattern – lead on own repeats Shape, space and measure – start to puzzle</p>	<p>Counting – show me 5 Pattern – my own pattern Counting – stop at 1,2,3,4,5 Comparison – match, sort, compare Consolidation</p>



Marsh Green Primary School – Nursery Curriculum Plan

		Counting – hear and say number names	Subitising – show me 1,2,3 Counting – move and label 1,2,3	Shape, space and measure – match, talk, push and pull Subitising – talk about dots	Pattern – making patterns together Subitising – make games and actions	
<b>Mathematics Objectives</b>	<p><b><u>Subitising</u></b></p> <ul style="list-style-type: none"> <li>• Can put out a matching group nonverbally but cannot necessarily give the number name telling how many. For example, when four objects are shown for only two seconds, then hidden, child makes a set of four objects to “match.”</li> <li>• Can nonverbally make a small collection (no more than five, usually one to three) with the same number as another collection. For example, when shown a collection of three, makes another collection of three             <ul style="list-style-type: none"> <li>• Subitise to 3 – Instantly see how many</li> <li>• Count how many - Begin to count objects using 1-1 correspondence.</li> </ul> </li> <li>• Make numbers to 5 - Start by showing 1, 2 and 3 using fingers.</li> <li>• Add 1 more (through songs and rhymes)</li> </ul> <p><b><u>Counting</u></b></p> <ul style="list-style-type: none"> <li>• Verbally count to 10 with some correspondence with objects. They may point to objects to count a few items but then lose track.</li> <li>• Can keep one to-one correspondence between counting words and objects—at least for small groups of objects laid in a line.</li> </ul>		<p><b><u>Subitising</u></b></p> <ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).             <ul style="list-style-type: none"> <li>• Recite numbers past 5.</li> </ul> </li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).             <ul style="list-style-type: none"> <li>• Show ‘finger numbers’ up to 5.</li> </ul> </li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> </ul> <p><b><u>Counting</u></b></p> <ul style="list-style-type: none"> <li>• Make actions when saying counting words</li> <li>• Count out up to 3 objects from rhymes</li> <li>• Look for collections of large and small amounts</li> <li>• Label amounts as 1 and not</li> <li>• Move fingers when saying counting words             <ul style="list-style-type: none"> <li>• Notice number symbols as labels</li> </ul> </li> </ul> <p><b><u>Comparison</u></b></p> <ul style="list-style-type: none"> <li>• Names attributes of objects and places objects together with a given attribute, but cannot then</li> </ul>		<p><b><u>Subitising</u></b></p> <ul style="list-style-type: none"> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Display numerals in order alongside dot quantities or tens frame arrangements.             <ul style="list-style-type: none"> <li>• Play card games such as snap or matching pairs with cards where some have numerals, and some have dot arrangements.</li> </ul> </li> <li>• Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards.</li> </ul> <p><b><u>Counting</u></b></p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> </ul> <p>• Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item.</p> <ul style="list-style-type: none"> <li>• Say how many there are after counting – for example, “...6, 7, 8. There are 8 balls” – to help children appreciate that the last number of the count indicates the total number of the group. This is the cardinal counting principle.</li> <li>• Say how many there might be before you count to give a purpose to counting: “I think there are about 8. Shall we count to see?”</li> <li>• Count out a smaller number from a larger group: “Give me seven...”</li> </ul>	



Marsh Green Primary School – Nursery Curriculum Plan

	<p>A responder may answer “how many” by recounting the objects starting over with one each time</p> <ul style="list-style-type: none"> <li>• Hear some number names</li> </ul> <p>Model saying number names in order</p> <ul style="list-style-type: none"> <li>• Look for collections of large and small amounts</li> <li>• Join in stable order counting forwards <ul style="list-style-type: none"> <li>• Join in saying some number names</li> </ul> </li> <li>• Practise saying number names in order <ul style="list-style-type: none"> <li>• Model saying 1, 2 and 3 in play</li> <li>• Copy fingers to represent 1, 2 and 3</li> </ul> </li> <li>• Look for collections of large and small amounts <ul style="list-style-type: none"> <li>• Say number names in order</li> <li>• Copy the sequence of 1, 2 and 3 <ul style="list-style-type: none"> <li>• Begin to count actions</li> </ul> </li> </ul> </li> </ul> <p style="text-align: center;"><b><u>Comparison</u></b></p> <ul style="list-style-type: none"> <li>• Can identify that different organizations of the same number of small groups are equal and different from other sets. (1–4 items). <ul style="list-style-type: none"> <li>• Can match small, equal collections of dissimilar items, such as shells and dots, and show that they are the same number.</li> <li>• Collect objects to compare amounts</li> </ul> </li> <li>• Look for collections of large and small amounts <ul style="list-style-type: none"> <li>• Make large and small collections</li> </ul> </li> <li>• Make simple comparisons of amounts</li> <li>• Compare and talk about large and small amounts</li> </ul>	<p>move to sorting by a new rule. For example, the child may say, “These are both red.”</p> <p style="text-align: center;"><b><u>Pattern</u></b></p> <ul style="list-style-type: none"> <li>• Explain simple pattern arrangements</li> <li>• Choose blocks to copy simple creations</li> <li>• Look for collections of large and small amounts <ul style="list-style-type: none"> <li>• Make simple pattern arrangements</li> <li>• Make roads and bridges with intent</li> </ul> </li> <li>• Make simple line patterns with objects S</li> </ul> <p style="text-align: center;"><b><u>Shape and Space</u></b></p> <ul style="list-style-type: none"> <li>• Respond to simple language of position <ul style="list-style-type: none"> <li>• Select shapes for a space</li> </ul> </li> <li>• Look for collections of large and small amounts <ul style="list-style-type: none"> <li>• Explore and describe shapes and objects <ul style="list-style-type: none"> <li>• Arrange blocks in a chosen position</li> </ul> </li> </ul> </li> <li>• Recognise when 2 objects are the same shape</li> <li>• Can decompose shapes, but only by trial and error. For example, given only a hexagon, the child can break it apart to make this simple picture by trial and error:</li> <li>• Can compare real world objects. For example, the child says two pictures of houses are the same or different <ul style="list-style-type: none"> <li>• Explore and play with shapes</li> <li>• Put shapes and blocks into position</li> </ul> </li> <li>• Look for collections of large and small amounts</li> <li>• Begin to explore and describe natural shapes and objects</li> </ul>	<ul style="list-style-type: none"> <li>• Knowing when to stop shows that children understand the cardinal principle.</li> <li>• Build counting into everyday routines such as register time, tidying up, lining up or counting out pieces of fruit at snack time.</li> <li>• Sing counting songs and number rhymes and read stories that involve counting. <ul style="list-style-type: none"> <li>• Play games which involve counting.</li> <li>• Identify children who have had less prior experience of counting and provide additional opportunities for counting practice.</li> </ul> </li> </ul> <p style="text-align: center;"><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>• Focus on composition of 2, 3, 4 and 5 before moving onto larger numbers</li> <li>• Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images. <ul style="list-style-type: none"> <li>• Model conceptual subitising: “Well, there are three here and three here, so there must be six.”</li> <li>• Emphasise the parts within the whole: “There were 8 eggs in the incubator. Two have hatched and 6 have not yet hatched.”</li> <li>• Plan games which involve partitioning and recombining sets. For example, throw 5 beanbags, aiming for a hoop. How many go in and how many don’t?</li> </ul> </li> </ul> <p style="text-align: center;"><b><u>Comparison</u></b></p> <ul style="list-style-type: none"> <li>• Experiment with their own symbols and marks as well as numerals.</li> </ul>
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Marsh Green Primary School – Nursery Curriculum Plan

	<p style="text-align: center;"><b><u>Pattern</u></b></p> <ul style="list-style-type: none"> <li>• Can recognize a simple pattern. For example, a child at this level may say, “I’m wearing a pattern” about a shirt with black, white, black, white stripes.</li> <li>• A sign of development is when the child fills in a missing element of a pattern. For example, given objects in a row with one missing, the child can identify and fill in the missing element             <ul style="list-style-type: none"> <li>• Listen to repeats in songs and stories</li> <li>• Start to join in with repeats from stories</li> <li>• Look for collections of large and small amounts</li> </ul> </li> <li>• Make line patterns with own sequences             <ul style="list-style-type: none"> <li>• Start to join in songs with repeats                 <ul style="list-style-type: none"> <li>• Clap along to songs</li> </ul> </li> <li>• Join in with repeated actions in songs                 <ul style="list-style-type: none"> <li>• Sing some refrains independently</li> </ul> </li> <li>• Look for collections of large and small amounts                 <ul style="list-style-type: none"> <li>• Say what happens next</li> </ul> </li> <li>• Join in with repeats in songs and stories                 <ul style="list-style-type: none"> <li>• Have a sense of daily routines</li> </ul> </li> </ul> </li> </ul> <p style="text-align: center;"><b><u>Shape and Space</u></b></p> <ul style="list-style-type: none"> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</li> </ul>	<ul style="list-style-type: none"> <li>• Show interest in simple differences between shape             <ul style="list-style-type: none"> <li>• Select shapes for a reason</li> <li>• Explore shape resources</li> <li>• Talk about simple positions</li> </ul> </li> <li>• Look for collections of large and small amounts             <ul style="list-style-type: none"> <li>• Move through positions</li> <li>• Explore more complex inset jigsaws                 <ul style="list-style-type: none"> <li>• Move into simple positions</li> </ul> </li> </ul> </li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> </ul> <p style="text-align: center;"><b><u>Measures</u></b></p> <ul style="list-style-type: none"> <li>• Make comparisons between objects relating to size, length, weight and capacity.             <ul style="list-style-type: none"> <li>• Provide experiences of size changes.</li> </ul>             Suggestions: “Can you make a puddle larger?”, “When you squeeze a sponge, does it stay small?”, “What happens when you stretch dough, or elastic?”           </li> <li>• Talk with children about their everyday ways of comparing size, length, weight and capacity. Model more specific techniques, such as lining up ends of lengths and straightening ribbons, discussing accuracy: “Is it exactly...?”</li> </ul>	<ul style="list-style-type: none"> <li>• Solve real world mathematical problems with numbers up to 5.</li> <li>• Compare quantities using language: ‘more than’, ‘fewer than’             <ul style="list-style-type: none"> <li>• Provide collections to compare, starting with a very different number of things. Include more small things and fewer large things, spread them out and bunch them up, to draw attention to the number not the size of things or the space they take up. Include groups where the number of items is the same.</li> </ul> </li> <li>• Use vocabulary: ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’. Encourage children to use these words as well.             <ul style="list-style-type: none"> <li>• Distribute items evenly, for example: “Put 3 in each bag,” or give the same number of pieces of fruit to each child. Make deliberate mistakes to provoke discussion.</li> </ul> </li> <li>• Tell a story about a character distributing snacks unfairly and invite children to make sure everyone has the same.</li> <li>• Make predictions about what the outcome will be in stories, rhymes and songs if one is added, or if one is taken away.             <ul style="list-style-type: none"> <li>• Provide ‘staircase’ patterns which show that the next counting number includes the previous number plus one.</li> </ul> </li> </ul> <p style="text-align: center;"><b><u>Pattern</u></b></p> <ul style="list-style-type: none"> <li>• Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and</li> </ul>
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Marsh Green Primary School – Nursery Curriculum Plan

	<ul style="list-style-type: none"> <li>• Encourage children to play freely with blocks, shapes, shape puzzles and shape-sorters.</li> <li>• Sensitively support and discuss questions like: “What is the same and what is different?”</li> <li>• Encourage children to talk informally about shape properties using words like ‘sharp corner’, ‘pointy’ or ‘curvy’. Talk about shapes as you play with them: “We need a piece with a straight edge.</li> </ul> <p style="text-align: center;"><b><u>Measures</u></b></p> <ul style="list-style-type: none"> <li>• Can identify length as an attribute. For example, they might say, “I’m tall, see?”</li> <li>• Can recognize and name prototypical circle, square, and, less often, a typical triangle. For example, the child names this a square. Some children may name different sizes, shapes, and orientations of rectangles, but also accept some shapes that look rectangular but are not rectangles. Children name these shapes “rectangles”</li> </ul>				<p>wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.</p> <ul style="list-style-type: none"> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>• Notice and correct an error in a repeating pattern.</li> <li>• Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</li> </ul> <p style="text-align: center;"><b><u>Shape and Space</u></b></p> <ul style="list-style-type: none"> <li>• Develop understanding of shape, they can match a wider variety of shapes with the same size and orientation.</li> <li>• Matches wider variety of shapes with different sizes and orientations.</li> <li>• Matches combinations of shapes to each other.</li> </ul>	
<b>Mathematics Vocabulary</b>	Number, subitise, count, forward, backwards	More, fewer, same, large, small, collections, shape, objects, repeats, number, order, count	Copy, count, order, one, two, three, repeat, position, subitise,	Position, routes, pattern, take, give, match, push, pull, subitise, dots	Compare, sort, collect, pattern, match, subitise, how many	Count, show me, pattern, represent, subitise, match, sort, compare
<b>Trips and Visitors</b>	Santa visit Christmas sing and sign along – Crazy Jo		Delamere Forest Mother’s Day Stay and Play		Mini beast visitor Father’s Day Stay and Play	





Marsh Green Primary School – Nursery Curriculum Plan

<p><b>PSED – Self Regulation Managing Self Building Relationships</b></p>	<p>Manage transition from leaving parent/carer by using a timeline displayed in setting. Engage with others through look, gestures and speech. Take turns by playing turn taking games.</p>	<p>Attempt to do things by themselves – such as; putting on own coat, pumps and forest suit. Follow routines and boundaries – by using a visual display of rules, use of timer for sharing and adults to model interacting calmly and sensitively.</p>	<p>Develop friendships with other children. Select other peers to join in with an adult led activity. Express their feelings through words. Talk about what makes them happy, sad, angry or worried.</p>	<p>Select and use activities and resources, seeking help when needed Work towards resolving conflicts with adult support – adults tasking the children what they should do to resolve it. Learn through different opportunities to turn take and share. Begin to follow routines and boundaries and show an understanding of these boundaries within the classroom and wider school community.</p>	<p>Wait their turn, allowing others to share. Explore emotions through stories.</p>	<p>Show an understanding of how others are feeling. Talk about and manage their emotions.</p>
	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p>					






Marsh Green Primary School – Nursery Curriculum Plan

<b>PSED Vocabulary</b>	Happy, sad, afraid, angry, anxious, excited, kind, calm, pleased, surprised, embarrassed, worried, upset, unhappy,					
<b>Understanding the World – People, Culture and Communities (Geography)</b>	Children begin thinking about where they live, making houses out of a variety of materials.	Compare countries and their celebrations.	Look at the earth, land and sea on a globe.	Bring in and share pictures of our family and extended family, looking at a map talk about where we live and where other people were born.	Children use books to introduce them to how people travel around town.	Children think about spring, how we know it is spring, and the different plants we have around our local area.
<b>Understanding the World – People, Culture and Communities (Geography)</b>	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.					
<b>Understanding the World – People, Culture and Communities (Geography) Vocabulary</b>	Town, village, home, house, flat, bungalow, caravan, synagogue	Country, celebration, differences	Earth, land, sea, ocean	Map, world, family, country	Map, travel, road, town, field, car, bus, bike, motorcycle, train, aeroplane, land, sea, ocean	Grow, spring, area, change, different
<b>Understanding the World – The Natural World (Science)</b>	Changes in the season – create a display including the key changes. Create a rain cloud in a jar.	Nocturnal Animals Introduce children to nocturnal animals linked to light and dark. Explore colour changing.	Explore different birds and owls on the internet and in books and how they are different. Begin to understand the concept of day and night, light and dark.	 <p>Talk about our bodies and begin to label ourselves.</p>	Talk about how to keep our teeth healthy and the importance of brushing them twice a day. 	Exploring and classifying minibeasts.  Life cycle of a broad bean.



Marsh Green Primary School – Nursery Curriculum Plan

	 <p>Rain Cloud in a Jar Science Experiment</p>		<p>Use a hedgehog puppet and talk about hibernation to understand the need to respect and care for the natural environment and all living things</p>			 <p>growing beans on cotton balls</p>
<p><b>Understanding the World – The Natural World (Science)</b></p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things.</p>					
<p><b>Understanding the World – The Natural World (Science) Vocabulary</b></p>	<p>Season, autumn, winter, summer, spring, changes, weather, weather station, measure, experiment, cloud, rain, rain water, collect</p>	<p>Nocturnal, animals, sleep, food, hibernate, colour, experiment, colour change, results</p>	<p>Humans, animals, hibernate, food, water, adapt, nocturnal</p>	<p>Bodies, eyes, ears, nose, arm, leg, elbow, knee, hair, shoulder, teeth, neck, feet, ankles, toes</p>	<p>Dentist, care, ourselves, healthy, teeth,</p>	<p>Spider, fly, earwig, snail, slug, ant, woodlice, ladybird, butterfly, bee, worm, moth, insect, minibeast, Water, gardening, root, soil, stem, bud, flower, petal, leaf</p>
<p><b>Understanding the World - Past and present (History)</b></p>	<p>Create a family tree display of my family and people who are special to me.</p>	<p>Share special events that have happened in our life to date and talk about these experiences.</p>	<p>How have clothes we wear change over time? Explore clothes for children and how they have changed.</p>	<p>What do we need when we are a baby and how does it change as we grow? Who provides care for us as a baby and as we grow?</p>	<p>Police in the past - Discuss how a Police Officer has changed and how they used to dress in the past.</p>	<p>Looking back through photographs of ourselves over the school year, talking about how we have changed.</p>
<p><b>Understanding the World -</b></p>	<p>Begin to make sense of their own life-story and family's history. Show interest in different occupations. Continue developing positive attitudes about the differences between people.</p>					






Marsh Green Primary School – Nursery Curriculum Plan

<b>Past and present (History)</b>						
<b>Understanding the World - Past and present (History) Vocabulary</b>	Family, immediate family, mother, farther, brother, sister, me, I.	Past, present, now, earlier, before, after.	Clothes, changed, time, past, history, younger.	Milk, sleep, weaning, snacks, toilet training, nappies, walking, family, parents, grandparents, aunts and uncle.	Police, past, dress, clothes, uniform, difference.	Change, proud, grow, mature, develop, transition.
<b>Physical Development - Gross/Fine motor skills (PE)</b>	<p>Negotiating Spaces</p> <p>Move energetically, such as running, jumping, hopping, skipping.</p> <p>Move energetically, such as jumping and climbing. Confidently and safely.</p>		<p>Fundamental Skills</p> <p>Running, jumping, coordination, balance, agility, throwing.</p> <p>Develop personal skills – use a knife, fork and spoon to feed ourselves, drink independently from a cup.</p>		<p>Ball and Object skills</p> <p>Throw and catch a large ball, kick a moving ball, bounce and roll a ball, throw bean bags at a target.</p>	
<b>Physical Development - Gross/Fine motor skills (PE)</b>	<p>To develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>					
<b>Physical Development</b>	<p>Running, jumping, coordination, throwing, agility, walking, skipping, hopping, star jumps, big steps, short steps, leaping, tiptoeing, forward roll, pencil jump, pencil roll.</p>					



Marsh Green Primary School – Nursery Curriculum Plan

<p><b>Gross/Fine motor skills (PE) - vocabulary</b></p>			
<p><b>Expressive Arts and Design- Art</b></p>	<p>Self portraits - drawing</p> 	<p>Wassily Kandinsky – painting</p>  <p>Diwali - Create Diya lamps using clay.</p>	<p>Henry Matisse - collage</p> <p>Daffodils inspired by the artist Henri Matisse – tearing paper and using scissors to reproduce an impression of a daffodil.</p> 
<p><b>Expressive Arts and Design- Art</b></p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.          Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.          Explore different materials freely, to develop their ideas about how to use them and what to make.          Create closed shapes with continuous lines and begin to use these shapes to represent objects.          Draw with increasing complexity and detail, such as representing a face with a circle and including details.          Use drawing to represent ideas like movement or loud noises.          Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.          Explore colour and colour-mixing.</p>		
<p><b>Expressive Arts and Design- Art Vocabulary</b></p>	<p>Clay, paint, drawing, print, sketch, watery, thick, smooth, artist, palette, sculpture, collage, easel, gallery, paint, frame.</p>		
<p><b>Expressive Arts and Design- DT</b></p>	<p>Hibernation Box - Creating with materials to join different materials and textures together to create a hedgehog habitat.</p>	<p>Design and build a home for our pet. Plan and follow the steps to create the home for our pet.</p>	<p>Beanstalk – children to create a giant beanstalk using boxes.</p>
<p><b>Expressive Arts and Design- DT</b></p>	<p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.          Develop their own ideas and then decide which materials to use to express them.          Join different materials and explore different textures.</p>		



Marsh Green Primary School – Nursery Curriculum Plan

	Desig, evaluate, plan, improve, join, make, create, material, practical, stools, structure, function, product.		
<b>Expressive Arts and Design- DT Vocabulary</b>			
<b>Expressive Arts and Design- Music</b>	<p>Exploring Sound</p> <p>Explore how we use our voice and bodies to make sounds. Identify sounds in the environment and differentiate between them.</p>	<p>Celebration Music</p> <p>Learning about music from a range of cultural religious celebrations including Diwali and Christmas.</p>	<p>Music and Movement</p> <p>Create simple actions to songs and move to a beat.</p>
<b>Expressive Arts and Design- Music</b>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>		
<b>Expressive Arts and Design- Music Vocabulary</b>	Rhythm, pulse, sound, pitch, high, low, quiet, soft, loud, fast, instruments, music, beat.		
<b>Computing (within continuous provision)</b>	Children are given the opportunities to explore mechanical toys, torches and toys with on/off buttons, voice recorders and iPad within continuous provision.		
<b>Computing (within continuous provision)</b>	Develop a knowledge and understanding of basic technology and how to use it.		
<b>Computing (within</b>	technology, computer, mouse, trackpad, keyboard, push, pull, turn, press, click.		





Marsh Green Primary School – Nursery Curriculum Plan

<p>continuous provision) Vocabulary</p>			
<p><b>Understanding the World – People, Culture and Communities RE/ Cultural Studies</b></p>	<p>Special times: How and why do we celebrate? What times are special to different people and why?</p> <p>Christmas - How do Christians celebrate Jesus' birthday?</p> <p>How do people celebrate Diwali?</p>	<p>Special stories: Why are some stories special? What special messages can we learn from stories?</p> <p>Friendship: What makes a good friend?</p> <p>How do people celebrate Chinese New Year? Easter: Why is Easter special to Christians?</p>	<p>Special places: What buildings and places are special to different people? OR What is special about our world?</p> <p>Why do we say prayers? The Christian story of creation.</p>
<p><b>Understanding the World – People, Culture and Communities RE/ Cultural Studies</b></p>	<ul style="list-style-type: none"> <li>• Continue developing positive attitudes about the differences between people.</li> </ul>		
<p><b>Understanding the World – People, Culture and Communities RE/ Cultural Studies Vocabulary</b></p>	<p>Celebrate, Jesus, special, birthday, Christmas, presents, occasion</p>	<p>Easter, gift, new life, friendship, kindness, Christians, special</p>	<p>Building, church, mosque, synagogue, prayer, special, world, unique, different</p>