

St Mary and St Thomas Aquinas Nursery Curriculum

General Overview

Themes & Topics

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me	It's a celebration	Traditional tales	<p><i>Cycle A</i> Are Eggs alive?</p> <p><i>Cycle B</i> How does a butterfly get its wings?</p>	<p><i>Cycle A</i> How does it work?</p> <p><i>Cycle B</i> What could that be?</p>	<p><i>Cycle A</i> A kaleidoscope of colour</p> <p><i>Cycle B</i> How many colours in the rainbow?</p>

Religious Education

Themes & Topics	Autumn	Themes & Topics	Spring	Themes & Topics	Summer
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

Nursery Reading Spine

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General Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me	It's a celebration	Traditional tales	Cycle A Are Eggs alive? Cycle B How does a butterfly get its wings?	Cycle A How does it work? Cycle B What could that be?	Cycle A A kaleidoscope of colour Cycle B How many colours in the rainbow?
Core class texts Owl babies Peace at last A quiet night in	Core class texts Elmer's birthday The Scarecrows Wedding A Christmas Promise	Core class texts Cycle A <ul style="list-style-type: none"> There was an old lady who swallowed a fly The Three Billy Goats Gruff Chicken Licken Cycle B <ul style="list-style-type: none"> Jack and the beanstalk Little Red Riding Hood The Gingerbread man 	Core class texts Cycle A <ul style="list-style-type: none"> Farmer Duck Sheep in a jeep The little red hen Cycle B <ul style="list-style-type: none"> The Bad-tempered ladybird The very hungry Caterpillar The very busy spider 	Core class texts Cycle A <ul style="list-style-type: none"> Whatever Next Mr Gumpy's outing Sam plants a sunflower Cycle B <ul style="list-style-type: none"> Jasper's beanstalk How to catch a star Dig, dig, digging 	Core class texts Cycle A <ul style="list-style-type: none"> Sharing a shell Brown Bear, Brown Bear Only one you Cycle B <ul style="list-style-type: none"> Tiddler Mixed up chameleon How to catch a rainbow
Additional texts <ul style="list-style-type: none"> Guess how much I love you Corduroy My Grandpa We've all got Belly-buttons! No, David! Monkey and me Olivia 	Additional texts <ul style="list-style-type: none"> The runaway wok Zen Shorts The Best Diwali ever Remember, remember the fifth of November Kipper's Birthday The Nativity story 	Additional texts <ul style="list-style-type: none"> The Ugly Duckling The 3 little pigs Goldilocks and the 3 Bears The tortoise and the Hare 	Additional texts <ul style="list-style-type: none"> Spinderlla Walter's wonderful web Mad about minibeasts Superworm 	Additional texts <ul style="list-style-type: none"> Flotsam Red Knit Cap Girl The Something The story of the little mole Peek-a-who? Whatever next! Balance the birds If I built a house Song of the Dinosaurs Charlie's boat 	Additional texts <ul style="list-style-type: none"> The world made a rainbow Elmer and butterfly Goodnight Gorilla Simon sock

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General Overview

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General Overview

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St Mary and St Thomas Aquinas Nursery Curriculum

Communication and Language

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening Awareness of good looking, good listening. Listens for sounds in the environment. Listen to and remember a short story. Enjoy listening to longer stories They can follow simple, one-step instructions. Speaking Learn and act out a familiar story. Learn and join in with simple rhymes and poems. Identify colours Explain something in simple words e.g I'm hurt.	Listening Knows skills for conversation e.g looks at other person. Enjoy listening to longer stories and can remember much of what happens Begins to hear and suggest rhymes. Suggest changes to known rhymes. Learns how to play memory games. Follows instructions without visual clue. Speaking Know many rhymes and sings a repertoire of songs Introduced to thinking e.g. I wonder, What if, I have an idea.	Listening <i>Continue with Autumn intentions plus</i> Enjoy listening to longer stories and can remember much of what happens Listens to stories and may ask questions about the characters or plot. Developing awareness of story-structure. Is able to remember a sequence of objects. Speaking Talks about familiar books, and be able to tell a long story Makes up alliterative jingles in play. Starting to ask questions.	Listening <i>Continue with Autumn and Spring intentions plus</i> Understand 'why' questions, like: "Why do you think the will happen?" Actively participate in stories, asking questions, making predictions, and expressing opinions about the content. Speaking Is able to tell a long story using longer sentences Makes plans and describes them to others. Knows and can use some introduced vocabulary.	Listening <i>Continue with Autumn and Spring intentions plus</i> Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Can listen to other ideas and work with others toward a common goal. Speaking Can start a conversation with an adult or a friend and continue it for many turns. Blends simple words Orally segments simple words by copying an adult. Suggests a word to rhyme with a given word.	Listening <i>Continue with Autumn and Spring intentions plus</i> Answer simple why questions Enjoy and actively participate in group activities. Speaking Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Uses taught vocabulary in play and in group times.

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Communication and Language

	<p>Use words to express themselves.</p> <p>Knows and can use some introduced vocabulary.</p>	<p>Starting to use creative thinking skills and can articulate what they are thinking.</p> <p>Blends simple words by copying an adult.</p> <p>Tells an oral story using setting-character-problem-solution.</p> <p>Knows and can use some introduced vocabulary.</p>		<p>Beginning to use 'because' when comparing and explaining.</p>	
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St Mary and St Thomas Aquinas Nursery Curriculum

Personal, Social & Emotional Development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Building and Maintaining Relationships Become more outgoing with unfamiliar people, in the safe context of their setting. Beginning to play alongside others without adult support.	Building and Maintaining Relationships Play with one or more other children, extending and elaborating play ideas. Thinking of ways to make new friends and be friendly	Building and Maintaining Relationships Play with one or more other children, extending and elaborating play ideas. Takes part in pretend role play Begin to understand how others might be feeling.	Building and Maintaining Relationships Begin to understand how others might be feeling. Begins to understand caring for people	Building and Maintaining Relationships Understand how others might be feeling to help solve conflicts Knows what a compliment is and tries to give them	Building and Maintaining Relationships understands others feelings and negotiates conflicts Compares feelings with peers
Developing Confidence and Resilience Show more confidence in new social situations.	Developing Confidence and Resilience Show more confidence in new social situations.	Talk about different ways to show kindness Developing Confidence and Resilience	Developing Confidence and Resilience <i>Shows confidence when tackling new tasks and challenges</i>	Talking about how some words hurt and although sorry can be said it can't be undone Developing Confidence and Resilience	Developing Confidence and Resilience <i>begins to show resilience in the face of new challenges</i>
Managing Emotions 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. Model ways to 'Stop & Think' – take 5 deep breaths	Managing Emotions Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. Beginning to learn about negotiation	<i>Shows confidence when tackling new tasks and challenges</i> Learning about setting goals and celebrating own and friends achievements Managing Emotions	Complete challenges and begin to talk about how it feels. Talk about how we are individual and express ourselves differently Managing Emotions Talk about their own feelings using words like	<i>Children begin to demonstrate independence when tackling new tasks and challenges</i> Managing Emotions Help to find solutions to conflicts and rivalries. For example, accepting that	Reflects on all the ways we can self-regulate Is more able to control their feeling when things don't go their way Talking about transition to Reception and the associated feelings Celebrates theirs and other achievements or failures (Winning and losing)

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Personal, Social & Emotional Development

<p>Knows relaxing music and breathing exercises can be used</p> <p>Becomes aware of feelings – happy, sad, angry, worried</p> <p>Class rules and routines</p> <p><u>RSE</u></p> <p>Self Regulation – My feelings</p> <ul style="list-style-type: none"> • Identify feelings • Identify and express feelings • Explore strategies to help regulate emotions • To describe feelings 	<p>Becomes aware of feelings - proud and what this means</p> <p><u>RSE</u></p> <p>Building Relationships- Special relationships</p> <ul style="list-style-type: none"> • Know that all families are special • Know that some people are special to us • Explore strategies to help you share • Understand that it is ok to be different • Share interests with a peers. 	<p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p><u>RSE</u></p> <p>Managing self – Taking on challenges</p> <ul style="list-style-type: none"> • Know why we have rules • Know that things aren't always easy. • Understand that it is important to try again 	<p>'happy', 'sad', 'angry' or 'worried'.</p> <p>Identifying our favourite way to relax</p> <p><u>RSE</u></p> <p>Self-regulation – Listen and follow instructions</p> <ul style="list-style-type: none"> • Understand why it is important to listen. • Know why it is important to tell the truth. • Follow instructions 	<p>not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p><u>RSE</u></p> <p>Building relationships – my family and friends.</p> <ul style="list-style-type: none"> • Understand why sharing is important. • Know what makes a good friend • Know how to support our friends 	<p>Managing Emotions</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Has a growing independence of self-help skills</p> <p><u>RSE</u></p> <p>Managing self – My well being</p> <ul style="list-style-type: none"> • Learn about why exercise is important • Explore what it means to be healthy • Understand the importance of healthy food choices.
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Physical Development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor
Run at different speeds	Gallop with a leading foot	Start taking part in some group activities which they make up for themselves, or in teams.	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
Climb up onto higher equipment	Twist the upper body to look backwards	Move and freeze on Command	Can use ladders to climb up	Move with a partner	Leap over objects
Jump from a higher level to a lower level with support	Balance on tip-toe	Move bodies in a variety of ways	Self-help – Shows awareness of toileting and hand washing independently without reminders	Imitating a partners	Jump from two feet
Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	Begin to balance along a balance beam	Hand-eye co-ordination – smaller objects		Attempts to bounce a large ball and catch it again	Bounce a ball to a friend
Go up steps and stairs, or climb up apparatus, using alternate feet.	Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Self-help – Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.			
Use large-muscle movements to wave flags and streamers, paint and make marks.	Make large movements crossing the mid-line				
Kick a large ball, chase and collect	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.				
Move across an obstacle course	Hand-eye co-ordination – larger objects				

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Physical Development

Stand up from sitting without moving onto front					
Self-help – Learning how and why to wash hands and blow noses correctly	Self-help - Learning how and why to wash hands and blow noses correctly				
Can find their own coat and remove shoes.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and removing shoes.				
	Begins to put on hat, scarf with a little support.				

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine Motor	Fine Motor	Fine Motor	Fine Motor	Fine Motor	Fine Motor

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Physical Development

<p>Begin to show an interest in holding mark making tools.</p> <p>Can use pressure to squash playdough flat</p> <p>Make snips in paper with scissors</p>	<p>Use a comfortable grip (for them) when holding pens and pencils.</p> <p>Cut playdough with scissors or knife Use pressure to cut playdough with cutters</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>Use pressure to roll playdough into a ball</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.</p> <p>Use pincer movements to pick up small items or nip malleable materials</p> <p>Use pincer movement to rip masking tape</p>	<p><i>Children will begin to gain more control when using one handed tools such as scissors</i></p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p><i>Children will begin to use a more elaborate pencil grip with increasing control drawing more detail</i></p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>
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Literacy

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Talk about pictures in familiar books and make relevant comments</p> <p>Answer who and what questions about familiar story</p> <p>Learn and act out a familiar story</p> <p>Enjoy listening to longer stories and talk about these stories.</p> <p>Children independently looks at books, holding them correctly and turning the pages</p> <p>Recognises their name card</p> <p>Fill in missing words from well-known rhymes</p> <p>Show a preference for a book or a song or a rhyme.</p> <p>Mark Making</p>	<p>Engage in extended conversations about stories talking about the main events or characters.</p> <p>children begin to understand page sequencing and where we start to read a book from</p> <p>Follow the pattern of a familiar story and suggest changes to the words</p> <p>Children to suggest changes to known rhymes e.g Twinkle twinkle chocolate bar</p> <p>Use imagination to follow a simple oral story</p> <p>Recognises some symbols and environmental print</p> <p>Hold a book, turn the pages and indicate an understanding of pictures and print.</p> <p>Mark Making</p>	<p>Engage in extended conversations about stories and learn new vocabulary</p> <p>Introduced to the setting / character / problem / solution symbols</p> <p>Can order and sequence some events that happen in a story.</p> <p>children begin to understand print has meaning</p> <p>Know how to handle books and read from L-R</p> <p>Understand and name the different parts of a book</p> <p>Show interest in illustrations and print in books and print in the environment.</p> <p>Mark Making</p> <p>Ascribe meaning to my marks</p>	<p>Uses new vocabulary from stories in their play</p> <p>Retell the story in their own words</p> <p>Can order and sequence some events that happen in a story.</p> <p>children begin to understand that print has different purposes</p> <p>Talk about and describe characters in stories</p> <p>Recognises the 'bad' character in a fiction book</p> <p>Recognize the difference between a fiction and non-fiction book</p> <p>Use small world props to act out a familiar story</p> <p>Asks their own simple question about a familiar story</p>	<p>Retell the story in their own words, using key vocab and detail</p> <p>Children can confidently name different parts of a book</p> <p>Orally tell a made-up story</p> <p>Give a simple opinion on a character or familiar story</p> <p>Sequence a familiar story using props</p> <p>Make story predictions</p> <p>Suggest how a story might end</p> <p>Act out familiar stories with props</p> <p>Recognises familiar logos from local environment e.g Co-Op</p> <p>Find some familiar letters on a keyboard e.g letters in their name</p>	<p>confidently talks about stories, main events and characters</p> <p>Children understand that we read English text from left to right and from top to bottom</p> <p>Recognises some familiar words on sight e.g. Nursery, Mummy, Daddy, their name</p> <p>Mark Making</p> <p>Write some or all of their name using accurate letters</p> <p>Use some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Phonics</p>

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Literacy

<p>Up, down, side to side movements from the shoulder</p> <p><i>explores their own marks</i></p> <p>Make connections between actions and the marks being made.</p> <p>Begin to balance when sitting.</p> <p>Phonics</p> <p>Environmental Sounds To develop children's listening skills and awareness of sounds in the environment</p> <p>Join in with rhymes and stories.</p>	<p>Control the marks on the page.</p> <p>Use a range of tools to make marks and show an interest in my own marks and others marks.</p> <p>Use mark-making as a way of communicating through symbol</p> <p>Explores their own marks talking about what they have drawn</p> <p>Phonics</p> <p>Instrumental sounds To experience and develop awareness of sounds made with instruments and noise makers</p> <p>Body percussion To develop awareness of sounds and rhythms</p> <ul style="list-style-type: none"> • Notice and repeat sounds • Hold a book the right way up and turn pages by myself 	<p>Use some of their print and letter knowledge in their early writing.</p> <p>'Write' (mark-make) a message to send home.</p> <p>Phonics</p> <p>Rhythm and Rhyme To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech.</p> <ul style="list-style-type: none"> • Understand that print has meaning • Identify rhymes. • Join in with the rhythm of well-known rhymes and songs. 	<p>Recognises letters from their own name in other places</p> <p>Mark Making</p> <p>Copy shapes, letter and pictures</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Phonics</p> <p>Alliteration To develop understanding of alliteration</p> <ul style="list-style-type: none"> • Know that print can have different purposes <p>Know the names of the different parts of a book</p>	<p>Mark Making</p> <p>Attempts to write some letters from their name</p> <p>Attempts to write familiar letters</p> <p>Phonics</p> <p>Read Write Inc Set 1 Speed Sounds</p> <ul style="list-style-type: none"> • Know that we read English text from left to right and from top to bottom • Recognise words with the same initial sound, such as money and mother • Find and suggest rhymes 	<p>Read Write Inc Set 1 speed sounds</p> <ul style="list-style-type: none"> • Count or clap syllables in a word • Recognise words with the same initial sound, such as money and mother • Begin to identify the initial sounds in some words.
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Literacy

	<ul style="list-style-type: none">Join in with the rhythm of well-known rhymes and songs.				
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Mathematical Development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Recognising, naming and matching colours <i>recognise and name colours in a variety of contexts</i> <i>say when objects are and are not the same colour</i> Sorting by various attributes <i>reasoning within sorting i.e how have you sorted the animals/button etc?</i> <i>sort the objects by their own rules and should be taught how to communicate that rule</i> <i>explored in many different contexts such as shapes, different coloured and size objects, different animals</i> <i>verbalise what is the same and what is different between sets of objects</i> Continuing patterns	Using the language of size <i>A focus on large/big and small/little</i> <i>real life examples of objects that are large and small in relation to each other.</i> <i>Begin with objects that are vastly larger/smaller than each other and move onto objects with a smaller difference in size</i> <i>reasoning e.g. 'do you think this large tree would fit into my small box?'</i> Number <i>The one-one principle</i> <i>The stable-order principle</i> <i>The cardinal principle</i> <i>The abstraction principle</i> <i>The order-irrelevance principle</i>	Number and place value consider the counting principles at all times Exploring and understanding number 1 <ul style="list-style-type: none"> Counting to 1 Finding 1 object 1 being the first number, its position on a number line, ordinal numbers Numicon 1 Dice 1 Subitising 1 Representing 1 on a 5 frame A circle – 1 sides shape (including in the environment) 1 action e.g. 1 hop, 1 jump, 1 clap The numeral and formation of 1 Number 1 in the environment Representing 1 using marks, pictures and finger 	Number and place value consider the counting principles at all times Exploring and understanding number 4 <ul style="list-style-type: none"> Counting to 4 Finding 4 objects its position on a number line, ordinal numbers Numicon 4 Dice 4 Subitising 4 Representing 4 on a 5 frame Squares and rectangles, including in the environment 4 actions e.g. 4 hops, 4 jumps, 4 claps The numeral and formation of 4 Number 4 in the environment Representing 4 using marks, pictures and finger Matching numeral to quantity 	Properties of shapes <i>notice and describe shapes in the environment</i> <i>talk about the properties using words such as 'straight/flat/round/curved'</i> <i>Use real shapes in the environment</i> <i>Flat surfaces are called faces</i> <i>Sort natural shapes e.g sets that have straight edges, sets that have curved edges</i> Ordering events of the day <i>Explore and order the events of their day such as waking up, coming to school, dinner, bed time</i> <i>Encourage the vocabulary of first, next, then and possibly last</i>	Weight- light/heavy and comparison <i>Identifying objects the children think may be heavy</i> <i>Move on to comparing weights</i> <i>Explore and Identify that a heavier object creates a greater downwards pull</i> <i>Explore the link to the balance scales to show that the heavier side goes down</i> <i>Ensure that children are presented with large but light objects and small but heavy objects to prevent the generalisation that big means heavy and small means light</i> Capacity- full/empty and comparison <i>Opportunity for sand and water play to provide lots of opportunities to explore capacity</i>

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Mathematical Development

<p><i>taught to continue an AB pattern</i></p> <p><i>opportunity to see a pattern, talk about what they can see and to continue a pattern</i></p> <p><i>say what they would add next to continue it</i></p> <p>Vocabulary - sort, notice, groups, sets, same, different, pattern, continue, notice, next</p>	<p>Comparing amounts</p> <p><i>progressive experiences where they can compare collections</i></p> <p><i>begin to talk about which group has more things</i></p> <p><i>use the language of more and fewer</i></p> <p><i>Initially the groups need to be very obviously different (e.g 2 objects and 7 objects).</i></p> <p><i>Move on to collection of small numbers of objects that are similar (e.g 1 and 3 objects)</i></p> <p><i>move onto different items but same quantity (using language of same or equal).</i></p> <p>Vocabulary - notice, big, large, small, little The _____ is smaller/larger than the _____. count, how</p>	<ul style="list-style-type: none"> <i>Matching numeral to quantity</i> <p>Exploring and understanding number 2</p> <p><i>As above but also focus on what 2 is made of (1 is a part, 1 is a part of and the whole is 2.</i></p> <p>Exploring and understanding number 3</p> <p><i>As above but also focus on what 3 is made of (2 is a part, 1 is a part of and the whole is 3.</i></p> <p>Vocabulary - number, numeral, subitise, represent, how many, count, cardinal, first/second/third</p>	<ul style="list-style-type: none"> <i>Composition of 4 (2 is a part,, 2 is a part and the whole is 4; 3 is a part, 1 is a part and the whole is 4)</i> <p>Exploring and understanding number 5</p> <p><i>As above (3 is a part, 2 is a part; 4 is a part, 1 is a part)</i></p> <p>Exploring and understanding number 5</p> <p><i>As above (3 is a part, 3 is a part; 4 is a part 2, 2 is a part, 5 is a part 1 is a part).</i></p> <p><i>Explain 6 as being 5 and 1 more.</i></p> <p>Vocabulary - number, numeral, subitise, represent, how many, count, cardinal, first/second/third etc</p>	<p>Length and height</p> <p><i>Apply the attribute of long, short, tall etc to various examples</i></p> <p><i>Find objects that are longer/shorter than a given item</i></p> <p><i>Use strategies such as direct comparison</i></p> <p><i>Use language such as 'taller than/longer than/shorter than' when comparing length and height.</i></p> <p><i>When comparing lengths directly children need to ensure that they align the starting points and compare like-for-like</i></p> <p>Vocabulary - edge, curve, straight, round, flat, sides, face, corner, smooth, first, next, then, last</p>	<p><i>Identify when a container is empty and full, and extend to half full.</i></p> <p><i>Talk about different size containers (e.g. I wonder whose pot will hold the most water?</i></p> <p>Using language related to position and direction</p> <p><i>Know and use the language of position and direction; Position: 'in', 'on', 'under'. Direction: 'up', 'down', 'across'</i></p> <p><i>To know and use terms which are relative: 'in front of, 'behind', 'on top of'</i></p> <p>Vocabulary - Heavy, heavier than, light, lighter than, balanced The _____ is heavier than/lighter than the _____. full, half full, empty, most, least. The container is full/half full/empty. The _____ holds the most/least water. in, on, under, up,</p>
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Mathematical Development

	<p>many, total, altogether, cardinal number The cardinal number is _____. compare, more, fewer, same, equal There are more _____ than _____/ there are fewer _____ than _____.</p>			<p>long, short, tall, longer than, shorter than, taller than The _____ is longer/shorter/taller than the _____.</p>	<p>down, across, in front of, behind, on top of. The _____ is (<i>position</i>) the _____.</p>
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St Mary and St Thomas Aquinas Nursery Curriculum

Understanding the World

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Past and Present Begin to make sense of their own life story and can talk about themselves To know how we change over time (baby visits) People, culture and communities Children show an interest in new things and how they work. Noticing & talking about differences in families and cultures The Natural World Children use their senses in hands-on exploration of natural materials Autumn treasures – explore and notice seasonal changes.	Past and Present Begin to make sense of their own life story and how they have changed. People, culture and communities Children show an interest in the ways that people celebrate. Identify what is in our locality in school The Natural World Children will begin to understand the need to respect and care for the natural environment and all living things. Vocabulary <i>Celebration, celebrate, birthday, party, invitation, wedding, bride, groom, family, feelings, Christmas, nativity, advent, community</i>	Past and Present Children talk about family members and begin to make sense of their family history, naming and describing people who are familiar to them. People, culture and communities Children continue to develop positive attitudes about differences between people. To know that ethnic minorities haven't always been treated equal To recognise and follow arrows and a simple map of school setting. The Natural World Children will explore collections of natural materials with similar/different properties.	Past and Present Children talk about members of their immediate family and our community. Recalling events/own life Then and now Young/old Growth changes, how we grow, babies to adults. People, culture and communities Children know how and why people celebrate Easter The Natural World Learn about animal life-cycles Understand the key features of a life cycle How to care for different animals Technology	Past and Present Children link experiences and talk about present and past events with family members People, culture and communities Children know that there are different countries in the world and share experiences of this The Natural World Children talk about different materials and what they have noticed Know plants need sunshine & water to grow Plant seeds, observe and care for growing plants Technology Explores how things work and offers their own explanations	Past and Present Children begin to talk about past and present events that have been read to them. People, culture and communities Know about further local area Children will know some simple symbols on a map and that they are used to identify features on a map. The Natural World To notice and have awe and wonder of local area and nature To know simply about plastic pollution and its effects Technology

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<p>Harvest apples from apple tree (tree life-cycle and observe decay of apples)</p> <p>Vocabulary <i>brother, sister, mum, dad, grandma, grandad, auntie, uncle, cousin, same, different, hard, soft, rough, smooth, change, autumn, harvest,</i></p>		<p>Technology</p> <p>Use IWB to create a picture on 2Paint</p> <p>Vocabulary <i>grandma, grandad, auntie, uncle, cousin, amp, forward, backwards, behind, infront, under, natural, hard, soft, round, smooth, spikey</i></p>	<p>Begin to use an iPad to use simple app.</p> <p>Vocabulary <i>Family, community, then, now, before, young, old, growth, change, baby, adult, life cycle, egg, hatch, chick, hen, incubator, caterpillar, chrysalis, butterfly</i></p>	<p>Explore buttons on floor robots and toys.</p> <p>Explore and talk about cause and effect toys.</p> <p>Vocabulary <i>Then, now, same, different, wood, plastic, glass, sponge, seed, soil, water, grow, flower, effect, button, push move</i></p>	<p>Independently open an iPad and find a given app to use.</p> <p>Vocabulary <i>Past, then, now, local, map, community, symbol, church, nature, pollution, beach, effect</i></p>
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Expressive Art and Design

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Artist Focus – Jackson Pollock (drip painting)</p> <p>Children take part in domestic play that is familiar to them</p> <p>Children join in with familiar rhymes and sings</p> <p>Move and dance to music</p> <p>Join in with action songs</p> <p>Explores musical instruments</p> <p>Making sounds with different instruments.</p> <p>Explore different ways to make sound.</p> <p>Children explore different materials freely to develop their ideas about how to use them and what to make</p> <p>Learns simple attachment techniques (masking tape and glue stick)</p>	<p>Artist Focus – Herve Tullet (Experimental and improvised painting)</p> <p>Begin to develop more complex stories responding to the play ideas of others.</p> <p>Children can sing in tune along with others.</p> <p>Can hear the chorus and verse in a song</p> <p>Move to different genres of music</p> <p>Copy basic actions and learning routines.</p> <p>Making sounds and changing them e.g. fast/slow, loud/quiet</p> <p>Use loose parts as instruments</p> <p>Children explore different textures</p>	<p>Art Focus – creating digital art</p> <p>Make imaginative “small worlds” with block and constructions.</p> <p>Use own experiences to develop story line in role play and small world play.</p> <p>Begin to improvise new songs around ones that they know</p> <p>Claps and pats knees along to rhythm in popular songs</p> <p>Name well known instruments and know how to best use them.</p> <p>Learns simple attachment techniques (hole-punch & treasury tag)</p> <p>Children create closed shapes with continuous lines and begin to use these shapes to represent objects and people</p>	<p>Artist Focus – Eric Carle (Collage)</p> <p>Children begin to play instruments with more control to express their feelings and ideas</p> <p>Children develop their own ideas and decide what materials to use to express them.</p> <p>Improvise and make up own songs.</p> <p>Play instruments with more control expressing feeling and ideas.</p> <p>Can copy simple rhythms.</p> <p>Learns simple attachment techniques (split-pins)</p> <p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Create collages with mixed media</p>	<p>Artist Focus – Piet Mondrian (exploring shape)</p> <p>Make 3d models with playdough</p> <p>Taps out simple rhythms.</p> <p>Sing and perform a range of learned nursery rhymes.</p> <p>Explores how materials can be manipulated for different effects</p> <p>Create imaginative and complex small words with blocks, construction.</p> <p>Create drawings with more detail including faces showing emotion.</p> <p>Draw to represent movement e.g wind, explode</p> <p>Changing colours by mixing paint</p>	<p>Artist Focus – Pablo Picasso (using taught skills to create self portrait)</p> <p>Children create their own songs or improvise from a song they know for performance.</p> <p>Observational drawing</p> <p>Recognises there are different genres of music</p> <p>Play a given instrument to a simple beat.</p> <p>Plan and create own piece of art and give meaning to what is created.</p> <p>Building more complex structures and narratives in play.</p> <p>Confidently use a range of construction materials to join, stack, balance, enclose space.</p>

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Expressive Art and Design

<p>Makes abstract models</p> <p>Creates with construction materials</p> <p>Builds walls / vertical structures</p> <p>Drawing closed shapes and continuous lines</p> <p>Explores paint freely using fingers, brushes and other tools.</p>	<p>Learns simple attachment techniques (Sellotape and punch holes)</p> <p>Building bridges exploring how to build and balance with different construction materials.</p> <p>Children use mark making to represent their ideas.</p> <p>Explores how paint can be used</p> <p>Begins to paint to represent objects</p> <p>Use a variety of materials to paint with – both natural and man made.</p>	<p>Drawing to represent objects</p> <p>Tool skill - Learn to use simple tools e.g hammer in golf tees</p>	<p>Building enclosures and sharing what they have built with adults and peers</p> <p>Tool skills - learn to hammer in nails and use vice to hold wood</p>	<p>Tool skill learn to use screwdriver and screws</p>	<p>Tool skills – Learn how to safely handle a saw (1:1)</p>
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