

# Mortimer Primary School

## Curriculum Overview

### Nursery ~ Spring Term

Welcome back to Nursery and welcome to our new families that have joined us this year. The children have settled back into Nursery so well and we are looking forward to the exciting new term ahead.

<b>Blue Group</b>	<b>Red Group</b>	<b>Green Group</b>
<i>Mrs Allsop</i>	<i>Mrs Brennan</i>	<i>Mrs Scurfield</i>
<b>Teaching Support Staff</b>		
<i>Mrs Hawthorne      Mrs Lawrence</i>		

<b>Focus</b>	<b>Key Knowledge and Skills</b>
<b>Communication and Language</b>	<ul style="list-style-type: none"><li>• Enjoy listening to longer stories and can remember much of what happens.</li><li>• Can find it difficult to pay attention to more than one thing at a time</li><li>• Use a wider range of vocabulary.</li><li>• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</li><li>• Use longer sentences of four to six words.</li></ul>
<b>Physical Development</b>	<p><i>Access to bikes and scooters, climbing and balancing equipment outdoors</i></p> <ul style="list-style-type: none"><li>• Start taking part in some group activities which they make up for themselves, or in teams.</li><li>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li><li>• Start to eat independently and learning how to use a knife and fork.</li><li>• Show a preference for a dominant hand.</li></ul>
<b>Personal, Social, Emotional Development</b>	<ul style="list-style-type: none"><li>• Increasingly follow rules, understanding why they are important.</li><li>• Do not always need an adult to remind them of a rule.</li><li>• Develop appropriate ways of being assertive.</li><li>• Talk with others to solve conflicts.</li><li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li><li>• Can put their coat on independently.</li><li>• Begin to talk about the importance of oral health.</li></ul>

	<ul style="list-style-type: none"> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Daily rhyme time familiar and unfamiliar Nursery Rhymes,</li> <li>• Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</li> <li>• Listen to a story and comment on the events.</li> <li>• 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</li> <li>• 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.</li> <li>• Write some or all of their name.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <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').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 4.</li> <li>• Copy and continue a simple ABAB pattern – stone, leaf, stone, leaf</li> <li>• Describe a familiar route.</li> <li>• Understand position through words alone e.g. the bag is under the table (with no pointing)</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to length and weight.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> </ul>

### Events, Visits and Visitors

We will be talking about some countries that The Gingerbread Man visits such as France, Spain, Italy and China and looking at famous landmarks, celebrations and food. We will look at celebrations such as Pancake Day and Easter.  
Keep a look out on Tapestry for updates and messages.

### Year Group Key Information

30 hour session	15 hour session
8.40am-3.40pm	AM 8.40am-11.40am

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PM 12.40pm-3.40pm

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At the start of the morning session children must be in Nursery by 8.50am; if they arrive after this time they must enter school via the main entrance. The doors will open from 11.30am-11.40am for collection at the end of the morning session and from 3.30pm-3.40pm at the end of the afternoon session.

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Thank you for your continued support - it is much appreciated.

Please keep up to date via the school website and Facebook pages and ensure we have your most up-to-date mobile numbers and email addresses.

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