

Curriculum overview Autumn 2018

Nursery

Objectives to be covered

Literacy	Mathematics	Understanding the World	Physical
<p>Enjoys rhyming and rhythmic activities</p> <p>Sometimes gives meaning to marks as they draw and paint</p> <p>Handles books carefully/holds books the correct way up and turns pages.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Recognises rhythm in spoken words.</p>	<p>Recites numbers in order to 10</p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>Counts objects to 10 and beginning to count beyond 10.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Begins to make comparisons between quantity</p>	<p>Recognises and describes special times or events for family or friends</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>Shows interest in different occupations and ways of life.</p> <p>Remembers and talks about significant events in their own experience</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sounds movements or new images.</p>	<p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>Can tell adults when hungry or tired or when they want to rest or play</p> <p>Can usually manage washing and drying hands.</p> <p>Can catch a large ball.</p> <p>Observes the effects of activity on their bodies.</p> <p>Dresses with help, eg. Puts arms into open – fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper when fastened at the bottom.</p> <p>Uses one – handed tools and equipment eg. makes snips in paper with scissors</p>

Expressive Arts and design	Communication and language	Personal, Social and Emotional Development	
<p>Sings a few familiar songs</p> <p>Developing preferences for forms of expression</p> <p>Creates movement in response to music</p> <p>Uses various construction materials.</p> <p>Beginning to move rhythmically</p> <p>Taps out simple repeated rhythms.</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials.</p>	<p>Listens to others one to one or in small groups, when conversation interests them</p> <p>Understands the use of objects, e.g. "What do we use to cut things?"</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Uses vocabulary focussed on objects and people that are of particular importance to them.</p>	<p>Initiates play, offering cues to peers to join them</p> <p>Can select and use resources with help.</p> <p>Confident to talk to other children when playing and will communicate freely about own home and community</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Aware of own feelings & knows that some actions and words can hurt others' feelings.</p>	