

Who am I?

Nursery Curriculum

| Term 1 | |
|---|--|
| Text | Heads, shoulders, knees and toes |
| Unit Enquiry Question | - Who am I? |
| Engage/Hook | Mirrors and loose parts to create representations of ourselves. |
| Outcomes | <p>Pupils to draw a self-portrait.</p> <p>Pupils to name the members of their family.</p> <p>Pupils to describe their own others physical features- hair colour, eye colour etc.</p> <p>Pupils to know and name some of their senses.</p> <p>Pupils to know they have grown from being a baby.</p> <p>Pupils to sing 3 full nursery rhymes.</p> |
| Global / National / Local themes | To get to know the school grounds. |
| Communication | <p>Can shift from one task to another if you fully obtain their attention.</p> <p>Use up to six words - "I want to play with cars".</p> <p>Understand and often use colour, number and time related words, for example, 'red' car, 'three' fingers.</p> <p>Answer questions about a simple picture story book.</p> <p>Joins in with others and talks to other children as well as adults.</p> <p>Likes to have conversations, even if jumping from topic to topic.</p> |
| Personal, Social and Emotional Development | <p><u>Jigsaw</u>-Being me in my world</p> <p>Begin to select and use activities and resources with help.</p> |

| | |
|--------------------|--|
| | <p>Begin to have a sense of responsibility such as fetching milk cartons.</p> <p>Begin to look and adapt behaviour in new social situations.</p> <p>Will begin to understand about conflicts but will need help to manage this.</p> |
| Physical | <p><u>REAL PE:</u></p> <ul style="list-style-type: none"> - Social (dynamic and static balance) <p>Rides a trike, pushing with feet.</p> <p>Lifts one foot from floor momentarily.</p> <p>Makes smaller lines & circular marks.</p> <p>Makes snips with support scissors.</p> <p>Puts on own coat.</p> |
| Literacy | <p><u>Reading</u> -</p> <p>Pays attention and responds to the pictures or the words</p> <p>Repeat words and phrases from familiar stories</p> <p>Have favourite books and seeks them out to share.</p> <p><u>Writing</u> -</p> <p>Children are able to copy lines, circles and simple written patterns. They may begin to add more details to their illustrations and look more symbolic to their intended idea.</p> <p>Children will continue to explore using marks to communicate meaning eg adding their own meaning 'this says....'</p> |
| Mathematics | <p>Children are beginning to recite numbers up to 5.</p> <p>Children are able to pick out 1 or 2 items from a larger amount.</p> <p>Children are able to notice and comment on real life mathematical problems (Bob has got 1 apple, Sam has got 2... Sam has got more).</p> <p>Children are able to recognise shape within the environment and begin to notice how they can be combined.</p> |

| | |
|-----------------------------------|--|
| Understanding the world | Uses all of their senses in hands-on exploration of natural materials. Begins to make sense of their own life story. Continue developing positive attitudes about the differences between people. |
| Expressive arts and design | Take part in simple pretend play. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour mixing. Remember and sing entire songs. Play instruments with increasing control. |