

Shalom Noam Nursery Curriculum

Nursery						
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Communication and Language					
Listening, Attention, and Understanding Speaking	<p>To be able to talk about themselves, their families and others.</p> <p>To be able to Listen and respond to simple instructions.</p> <p>To know and begin to understand and talk about the rules and routines at school.</p> <p>To know about and talk about celebrations at home.</p>	<p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</p> <p>To be able to talk about how to stay safe and know the people in our communities that help us.</p> <p>To be able to talk about the different ways people celebrate.</p> <p>Start a conversation with an adult or a friend</p> <p>To know new vocabulary introduced in relation to families and people who help us.</p>	<p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.</p> <p>To be able to answer questions to show understanding and recall of specific vocabulary</p>	<p>Pay attention to more than one thing at a time.</p> <p>Continue a conversation with an adult or a friend for many turns.</p> <p>To know and remember different songs and rhymes.</p> <p>To be able to talk about settings, characters and story structure such as the ‘beginning’ ‘middle’ and ‘end’.</p>	<p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Sing a large repertoire of songs.</p> <p>Use a wider range of vocabulary.</p> <p>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.</p> <p>To be able to continue to talk about stories, story settings, characters and story structures.</p>	<p>Enjoy listening to longer stories and can remember much of what happens from both Jewish texts from other cultures.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story using a good range of vocabulary.</p> <p>Use longer sentences of four to six words in both whole class and small group discussions.</p> <p>To know and use language from stories in role, play activities and performances with increasing levels of confidence.</p>

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	Physical Development					
Gross Motor and Fine Motor Skills	<p>To be able to move their bodies in different ways. Big movements (Rolling, crawling, walking, jumping, hopping, skipping)</p> <p>To know how and be able to move around safely with some awareness of others.</p> <p>Balancing, riding and ball skills.</p>	<p>To know how to use high apparatus safely such as the climbing structures in P.E and in the playground.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors and funky fingers To independently put on coats with some support.</p> <p>To be able to take care of toileting needs and wash hands afterwards</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes- 2-wheeler with stabilizers) and ball skills.</p> <p>Show a preference for a dominant hand.</p> <p>To know and be able to discuss some of the changes that occur during exercise</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</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>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</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 in PE depending on its length and width.</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm from Jewish and other cultures. E.g, different ways of clapping.</p> <p>Collaborate with others to manage large items, such as our large outdoor bricks and planks and staking crates.</p> <p>Use a comfortable grip with good control when holding pens and pencils when drawing and writing their first name.</p>
	Personal, Social and Emotional Development					
Self-Regulation Managing Self Building Relationships	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Select and use activities and resources, with help when needed.</p>	<p>Develop their sense of responsibility and membership of a community.</p>	<p>Show more confidence in new social situations.</p> <p>Remember rules without needing an</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p>	<p>Talk with others to solve conflicts by sharing their own emotions.</p>

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<p>(These have been split for extra focus but will be ongoing.)</p>	<p>Establish routines and boundaries with the nursery environment.</p> <p>Independently explore the nursery environment.</p> <p>Give children appropriate tasks to carry out to develop a sense of responsibility and membership of the community:</p> <ul style="list-style-type: none"> - Learn self-care routines such as hanging own coat and bag up 	<p>Increasingly follow rules.</p> <p>Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.</p> <p>Give children appropriate tasks to carry out to develop a sense of responsibility and membership of the community:</p> <ul style="list-style-type: none"> - Self-registration on arrival to nursery. - Pouring own drinks at snack. 	<p>Voting and choosing what books or toys for assembly.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Understand gradually how others might be feeling.</p>	<p>adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>To be aware of the classroom setting and know how to confidently and safely access different areas.</p>	<p>Find solutions to conflicts and rivalries.</p> <p>To be able to begin to regulate their behaviour consistently.</p>	<p>To know what it means to feel proud and talk about the things they have done that make them feel proud. This includes in small group peer discussions and assemblies and sharing with reception children.</p> <p>To be able to continue to build resilience to keep trying and not give up including knowing where can be found.</p> <p>To know what democracy means and begin to vote to make choices in class and assemblies with their interests and books read out loud.</p>
	<h3>Mathematics</h3>					
<p>Number Numerical Patterns</p> <p>(These have been split for extra focus but will be revisiting throughout the year in a maths rich</p>	<p>Baseline: counting, sorting, basic shapes.</p> <p>To be able to take part with rhyme sessions and learn new mathematical language</p>	<p>Recite numbers past 5.</p> <p>To be able to count with one-to-one correspondence 0-5</p> <p>Talk about and explore 2D shapes</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>Compare quantities using language: 'more than', 'fewer than' in their play and teacher-initiated activities.</p>

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continuous provision) and progression will be determined by assessment)	To be able to build and construct with a range of resources	<p>sorting by size and capacity (vehicles and trucks)</p> <p>To begin to be able to say the days of the week with adult support.</p>	<p>Show 'finger numbers' up to 5.</p> <p>Understand position through words alone</p> <p>Talk about and identifies the patterns around them. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Describe a familiar route.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	<p>Talk about and explore 2D and 3D shapes and identifying them in their own environment.</p> <p>Notice and correct an error in a repeating pattern with minimal support.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' without teacher stimuli.</p>
Literacy						
<p>Comprehension</p> <p>Reading</p> <p>Writing</p>	<p>To be able to make marks independently.</p> <p>Understand print has meaning</p> <p>To know a range of Nursery Rhymes.</p> <p>To be able to enjoy stories with adults.</p> <p>To be able to begin to develop play around</p>	<p>Understand print can have different purposes.</p> <p>we read English text from left to right and from top to bottom.</p> <p>Develop their phonological awareness, so that they can spot and suggest rhymes</p>	<p>To be able to join in with weekly phonic lessons introducing 1 sound per week.</p> <p>To be able to talk about different parts of a story. (Beginning, middle, end)</p> <p>Count or clap syllables in a word</p> <p>To be able to access a wide range of mark</p>	<p>Know some graphemes from phase 2- s,a,t,p,i,m,n,d,g,o,c, k</p> <p>To be able to identify pictures and rhymes linked to Little Wandle sound's</p> <p>Understand page sequencing</p>	<p>To be able to talk about characters and settings.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>To be able to make predictions about stories</p>	<p>To be able to write name.</p> <p>To be able to engage in extended conversations about stories.</p> <p>To be able to Write some letters accurately.</p>

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	<p>favourite stories using props.</p> <p>To begin to be able to draw pictures.</p> <p>To be able to talk about pictures in books.</p> <p>To be able to access mark making tools independently</p>	<p>To be able to discriminate between different sounds. (Environmental and instrumental sounds)</p> <p>To be able to learn new vocabulary from texts and topics</p> <p>To be able to begin Imitate writing in play shopping lists, parking tickets</p>	<p>making materials in class and in the outdoor provision</p> <p>To know that each letter makes a sound</p> <p>To be able to say some letter formation rhymes (Little Wandle)</p>	<p>Recognise words with the same initial sound, such as money and mother</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>To be able to say words that rhyme and recognise rhyming words in stories and poems.</p> <p>To begin to attempt to write familiar letters using a range of materials. (Paint, sand and glitter, chubby markers)</p> <p>To be able to talk about and retell familiar stories</p>	<p>To be able to act out some stories using props and small world toys using vocabulary learnt from focus texts.</p> <p>To be able to join in with repeated refrains in stories and rhymes</p>	<p>Learn new vocabulary from texts and topics.</p> <p>Know some graphemes from phase 2- ck,e,u,r,ss,h,b,ff,ll</p>
	Understanding the World					
<p>People, culture, and Communities</p> <p>The Natural World</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>To change materials by mixing and combining when cooking treats for different celebrations.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>To be able to compare characters from</p>	<p>Explore how things work.</p> <p>To be able to explore the natural world around them at school and</p>	<p>To know about some lifecycles with a focus on Caterpillars.</p> <p>To continue to show respect and</p>	<p>To be able to explore the natural world around them.</p> <p>To be able to describe what they</p>

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	<p>To be able to notice differences between people and be able to celebrate these.</p> <p>To know some songs and rhymes</p> <p>To know and name different body parts.</p> <p>To be able to describe what they and their friends look like.</p> <p>To make connections between the features of their family and other families.</p> <p>To be able to talk about the past and begin to make sense of their life story and how they have grown up.</p>	<p>To know that people have different beliefs and celebrate special times in different ways.</p> <p>Show interest in different occupations.</p> <p>To know about different celebrations that arise in Autumn.</p> <p>To be able to play creatively in the outdoors.</p>	<p>stories, including figures from the past.</p> <p>To be able to make Comments on images of familiar situations in the past e.g. during Parsha time.</p> <p>To be able to discuss the changes observed in regard to the weather.</p> <p>To know that ice melts in the sun and to be able to talk about changes to the weather in the winter and how it feels.</p> <p>To know about healthy foods that grow naturally.</p>	<p>locally by planting seeds and care for growing plants.</p> <p>To know what a plant needs to grow.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel (magnetic, water, and other materials outside and in the classroom such as wood, metal, plastic and elastic).</p> <p>Talk about the differences between materials and changes they notice.</p> <p>To explore light and shadows in the outside world</p>	<p>tolerance for those with different faiths and beliefs or those without beliefs</p> <p>To be able to recognise some similarities and differences between life in this country and life in other countries.</p> <p>To be able to use their senses to explore the outside world and be able to talk about what they see, hear and feel using a wide range of vocabulary.</p>	<p>see, hear, and feel whilst outside.</p> <p>To be able explore sinking and floating with different materials</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore and talk about different forces they can feel.</p>
	Expressive Arts and Design					

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<p>Music</p> <p>Creating with Materials and Being Imaginative</p> <p>ICT</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>To know and be able to Join in with simple songs</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Listen with increased attention to sounds.</p> <p>To know and join in with dancing and ring games.</p> <p>To be able to respond to sound with body movement.</p> <p>Explore colour and colour-mixing.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Sing the pitch of a tone sung by another person ('pitch match')</p> <p>To begin to know, name and use percussion instruments e.g., drums, woodblocks, triangles, bells.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Join different materials and explore different textures.</p> <p>Remember and sing entire songs.</p> <p>To be able to learn about rhythm through dance.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</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>
<p>Possible Themes/Interests/</p> <p>Lines of Enquiry</p>						
	<p>All about me</p> <p>Family/Community</p> <p>Black history</p> <p>Rosh Hashanah, Yom Kippur and Succos</p>	<p>People Who help us</p> <p>Guy Fawkes/ Safety</p> <p>Superheroes</p> <p>Autumn</p> <p>Chanukah</p> <p>Colours- mixing</p>	<p>Traditional tales</p> <p>Pirates</p> <p>Winter</p> <p>Kings and queens</p> <p>Healthy eating</p> <p>Purim</p> <p>Chinese New Year</p>	<p>Space</p> <p>Houses and homes</p> <p>Local Area</p> <p>Planting</p> <p>Pesach</p> <p>Spring</p>	<p>Mini Beasts</p> <p>The World</p> <p>Life cycles</p> <p>Shavuot</p> <p>Patterns</p>	<p>Going on Holiday</p> <p>Transport</p> <p>Summer</p> <p>Moving to Reception</p>

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Recommended books						
	My family All about me My Body Handa's Surprise Amazing Grace All Kinds of Belief Sammy Spider- My First Rosh Hashanah	Topsy and Tim - meet police - Meet firefighters Let's stay safe Going to the Dentist I'm a little Firework Supertato Owl Babies Sammy Spider- My First Hanukah The Colour Monster Rainbow fish The magic paintbrush	The Three Little Pigs Goldilocks and the Three Bears Jack and the Beanstalk The Little Red Hen The Night Pirates Pirates in Pyjamas The Pirates Next door Pirate Pete and his Smelly feet Snow bears The Gruffalo child Stick man Katie in London Muddle London Oliver's vegetables I will never not ever eat a tomato The magic paintbrush	Aliens love Underpants Astronaut The Darkest Daark Let's Build a House Home (around the world) The Three Little pigs The Tiny Seed Jack and the Bean stalk Titch When will it be Spring	The Hungry caterpillar The Munchining crunchy caterpillar What the ladybird Heard The Very Lazy Ladybird Superworm Beep Beep, Vroom Vroom	Maisy goes on Holiday Mr Bears holiday Mr Gumpy's Motor Car Lost and Found Ducks Day Out Summer is Here Guess How Much I Love you in theSummer