



ST CHARLES' CATHOLIC PRIMARY SCHOOL



NURSERY CURRICULUM

	AUTUMN	SPRING	SUMMER
COMMUNICATION AND LANGUAGE NATIONAL CURRICULUM LINK: ENGLISH	LISTENING AND ATTENTION		
	To listen to short stories and can remember much of what happens. To pay attention to one thing at one time. To listen and attend to a dialogue on a 1:1 basis.	To listen to longer stories and can remember much of what happens. To shift from one task to another if an adult fully gets my attention e.g. uses my name. To listen and attend to a dialogue in a small group of 3 children.	To listen to longer stories and can remember key events and rhyme phrases To pay attention to more than one thing at one time, which can be difficult. To listen and attend to a dialogue in a larger group and begin to respond appropriately.
	UNDERSTANDING		
	To understand a simple question or instruction that has one part. To understand 'what' and 'who' questions, like: "What is the dog doing?" "Who is this?" when sharing picture books. To understand prepositions in, on and under To talk about my interests and play. To wait when another child or adult is speaking before engaging in conversation when in a small group in provision.	To understand a two-part question or instruction in a familiar context with gestures. To understand 'who' and 'where' questions, like: "Where is the monkey?" To understand prepositions in front and behind. To answer simple questions about myself. I am beginning to take part in two-way conversations.	I can understand a two-part question or instruction given by an adult or peer without gestures. I can understand 'why' questions, like: "Why do you think the caterpillar got so fat?" To understand and use some prepositions in simple conversation. To begin to ask simple questions related to stories. I can start a conversation with an adult or a friend.
	SPEAKING		
	To begin to use some key vocabulary relating to taught topics. To join in with nursery rhymes and songs; copying actions and filling in some missing words. To talk about a familiar book with an adult, and tell a short story or anecdote with support. To explore using a variety of tenses in conversation. To use sentences of 4-6 words. To commentate on my play. To verbally express my immediate wants and needs. To approach an adult when I need help or to play. To pronounce the sounds p, b, t, d, m, w clearly.	To use a wider range of key vocabulary relating to taught topics. To begin to sing a range of songs familiar to me. To be able to talk about a familiar book, and be able to tell a short story or personal anecdote. To use future and past tenses though they may not always be correct. To join sentences with 'and'. To use talk to organise myself and my play. To express a point of view using words as well as actions. To initiate conversation with an adult or friend, attempting to continue the dialogue. To pronounce the sounds n, k, g, d, h, f, y clearly	To use a wider range of key vocabulary in a range of contexts. To sing a large repertoire of songs. To talk about familiar books, and be able to tell a long story or longer anecdote. To use the future and past tense with correct use for most tenses. To join sentences with other conjunctions such as 'because' and 'or'. To use talk to organise myself and begin to direct play with others. To express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions. To initiate conversation with an adult or friend and continue it for many turns.

			To develop my pronunciation but may have problems saying some sounds: r, j, th, ch, and sh multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT NATIONAL CURRICULUM LINK: PSHE	SELF REGULATION		
	To begin to identify feelings and emotions I am feeling with scaffolding from an adult. To begin to show awareness of the emotions of others. To recognise that some actions can hurt the feelings of others.	To begin to identify some different feelings and emotions. To begin to suggest how others might be feeling. To begin to help find solutions to conflicts with adult support.	To talk about their own feelings and emotions using a variety of vocabulary. To gradually understand how others might be feeling and suggest reasons why. To suggest some solutions to conflicts and rivalries with peers. To develop appropriate ways of being assertive.
	MANAGING SELF		
	To select activities and use resources appropriately with support. To begin to follow classroom rules and routines with support. To attempt to be independent in self-care. E.g. will ask for support with toileting needs, can wash own hands, will attempt to take off own coat. To enjoy being active.	To begin to select activities and use resources to achieve a goal with support. To follow classroom rules and routines with limited guidance. To become more independent at dressing/undressing e.g. take coats on/off will limited support, can attend to own toileting needs with more independence. To identify healthy/unhealthy foods and drinks.	To select activities and use resources to achieve a goal I have chosen or that has been suggested to me, with help when needed. To follow classroom rules and routines consistently with little support and begin to understand why these are important. To be increasingly independent in meeting their own care needs e.g. will attempt to change own shoes/wellies, jumpers/cardigans and can attend to own toileting needs. To understand why we need to brush our teeth twice a day.
	BUILDING RELATIONSHIPS		
	To identify some members of their own class. To play alongside other children who are engaged in the same activity. To begin to approach different children and adults during play.	To understand there are different classes within our school and that I will progress through them. To engage in play with one or more other children, taking turns with support. To seek out familiar adults and peers to share play experiences with.	To develop a sense of responsibility and community within the familiar context of our school. To play with one or more other children, extending and elaborating play ideas and beginning to take turns. To show more confidence in new social situations and with unfamiliar adults in the setting.
PHYSICAL DEVELOPMENT NATIONAL CURRICULUM LINK: PE	GROSS MOTOR SKILLS		
	Introduction to PE, Ball Skills To begin to demonstrate balance. To begin to negotiate space safely. To begin to take turns with others. To explore movement skills. To make guided choices. To follow instructions with support. To begin to explore a range of ball skills.	Dance, Fundamentals To begin to negotiate space safely with more success. To begin to use and remember sequences and patterns of movements which are related to music and rhythm. To build my confidence to try new challenges and perform in front of others.	Games, Gymnastics To begin to explore a range of ball skills. To negotiate space safely. To take turns with others with less support. To begin to understand how I feel in different situations. To explore movement skills. To follow instructions with less support.

	<p>To persevere with support when trying new challenges.</p> <p>To play ball games guided by the rules with support.</p>	<p>To follow instructions with support.</p> <p>To show respect towards others.</p> <p>To begin to take turns with others.</p> <p>To explore movement skills, beginning to demonstrate balance and co-ordination when playing games.</p> <p>To play games honestly guided by rules with support.</p>	<p>To play games honestly guided by the rules with support.</p> <p>To build my confidence to try new challenges.</p> <p>To match skills to tasks and apparatus.</p> <p>To use a range of large and small apparatus with an awareness of safety.</p>
LITERACY NATIONAL CURRICULUM LINK: ENGLISH/PHONICS	WORD READING		
	<p>To listen to and discriminate between the sounds I hear in the environment. (aspect 1)</p> <p>To listen to and discriminate between different instrumental sounds. (aspect 2)</p> <p>To explore the sounds I can create with my own body. (aspect 3)</p> <p>To develop my awareness of rhyming words. (aspect 4)</p> <p>To develop my awareness of alliteration and initial sounds. (aspect 5)</p> <p>To copy different voice sounds. (aspect 6)</p> <p>To look at books independently, handling them correctly and carefully.</p> <p>To turn pages in a book, one at a time.</p> <p>To recognise some familiar logos.</p> <p>To read own name with visual support.</p>	<p>To talk about and describe the sounds I hear in the environment. (aspect 1)</p> <p>To talk about and describe different instrumental sounds. (aspect 2)</p> <p>To describe the sounds I can make with my body and make connections between those and other sounds I am familiar with. (aspect 3)</p> <p>To identify words that rhyme. (aspect 4)</p> <p>To identify words that begin with the same initial sound. (aspect 5)</p> <p>To recreate a variety of different voice sounds, including some letter sounds.</p> <p>To develop my awareness of oral blending and segmenting VC and CVC words. (aspect 7)</p> <p>To understand that print carries meaning.</p> <p>To identify the front and back cover of a book.</p> <p>To recognise some print in the environment.</p> <p>To read own name without visual support.</p>	<p>To practise and consolidate aspects 1-6.</p> <p>To consolidate aspect 7: oral blending and segmenting, using Fred talk.</p> <p>To begin to read and write set 1 letters sounds on the RWI programme.</p> <p>To clap syllables in words.</p> <p>To understand print is read from top to bottom and left to right and has different purposes.</p> <p>To identify the spine, title and blurb on a book, showing some awareness of page number.</p> <p>To say and recognise some letter sounds from my own name.</p> <p>To read own name in different contexts and begin to recognise some letters from their own name in other text.</p>

	COMPREHENSION		
	<p>To show engagement and begin to make relevant comments when sharing a book with an adult.</p> <p>To be able to answer simple questions based on a familiar text.</p> <p>To use props and resources to retell key phrases in familiar stories</p>	<p>To use story talk when playing independently and begin to use vocabulary from a familiar story.</p> <p>To be able to answer more complex questions about a familiar text.</p> <p>To use props and resources to retell familiar stories.</p>	<p>To use story talk in extended conversations when playing in a small group and correctly use new vocabulary from a familiar story.</p> <p>To be able to answer more complex questions about an unfamiliar text.</p> <p>To retell simple stories, using props and other resources.</p>
	WRITING		
	<p>To draw lines and circles.</p> <p>To talk about my drawings.</p>	<p>To use letter like shapes when mark making.</p> <p>To engage in purposeful mark making, giving meaning to the marks I make.</p>	<p>To write some letters from my own name accurately</p>

		FINE MOTOR SKILLS	
	To use simple tools safely and with increasing control and intent.	To use a range of one-handed tools competently, safely and confidently.	To engage in purposeful early writing, using my print and letter knowledge. To use a comfortable grip with good control when holding pens, pencils and other small tools. To show a preference for a dominant hand.
MATHS NATIONAL CURRICULUM LINK: MATHS	NUMBER		
	To recite numbers to 5. To explore 1:1 correspondence. To join in with number songs. To use some number names in play. To begin using some mathematical language e.g. more/less.	To develop fast recognition of 1 and 2 objects, without having to count them individually, (subitising) To say one number for each item in order. (1:1 correspondence) To know that the last number reached when counting a small set of objects tells you how many there are in total. (cardinal principle) To link numerals and amounts. To solve real world problems with numbers up to 3.	To develop fast recognition of up to 3 objects, without having to count them individually. (subitising) To show finger numbers up to 5. To experiment with their own symbols and marks as well as numerals. To recite numbers forwards to 10 and backwards from 5. To solve real world problems with numbers up to 5.
	NUMERICAL PATTERNS		
	To describe a familiar route. To discuss routes and locations. To begin to describe a sequence of events, real or fictional. To make comparisons between objects relating to size and capacity.	To talk about and explore 2D shapes using informal and mathematical language. To select shapes appropriately. To combine shapes to make new ones. To understand position through words alone. To make comparisons between objects relating to length. To compare quantities using language more than	To talk about and identify patterns around me. To extend and create ABAB patterns. To notice and correct and error in a repeating pattern. To talk about and explore 3D shapes using informal and mathematical language. To make comparisons between objects relating to weight. To compare quantities using language fewer than.

UNDERSTANDING THE WORLD NATIONAL CURRICULUM LINK: HISTORY, GEOGRAPHY, RE, SCIENCE	PAST AND PRESENT		
	To use simple language to talk about my daily routine. To talk about significant events that have happened recently. To talk about how I have changed since I was a baby.	To talk about the days of the week and understand there is an order. To talk about significant events that are relevant to me. To talk about how I change as I grow.	To use simple language to talk about significant events in relation to the passing of time. To talk about significant events in my own life and my family. To talk about my experiences in Nursery.
	PEOPLE AND COMMUNITIES		
	To talk about experiences in my local area. To explore a 3D map. To understand that different people have different roles in our school. To know there are different countries in the world.	To talk about experiences of visitors and visits I have been on. To draw information from a simple map. To show an interest in different occupations.	To discuss the different places I have visited and make comparisons. To create my own simple maps. To name and role play some different occupations.

		To talk about the differences in weather and clothing in different countries.	To talk about the differences between where I live and a contrasting place
	PEOPLE AND COMMUNITIES: RE - COME AND SEE		
	<p>Branch 1 – Creation and Covenant God made our beautiful world and everything in it. God made me. God loves me. God loves everyone. God made the wonderful world. The words and actions of the Sign of the Cross. Give thanks for God’s Wonderful World. Look after me. Look after God’s world.</p> <p>Branch 2 – Prophecy and Promise Mary was going to have a baby. His name will be Jesus. Jesus was born in Bethlehem. Shepherds hurried to see Mary and Joseph and baby Jesus. The Annunciation. The Nativity. The Shepherds visit the manger. Advent Wreath. The tradition of the crib. Nativity celebration. Celebrate Advent, it is a time to get ready for Christmas. God sent Jesus to love us all.</p> <p>To begin to recall parts of a simple religious story. To begin to recognise that my religious celebrations may be the same or different to others. (Halloween, Christmas – Christian, Diwali – Sikh/Hindu)</p>	<p>Branch 3 – From Galilee to Jerusalem The Wise Men visit Jesus. Jesus welcomes the little children. Jesus blesses the little children. Jesus was born for everyone. The Glory Be is a special prayer. Show love to everyone like Jesus.</p> <p>Branch 4 – From Desert to Garden Lent is a time to care for others. Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love everyone (Great Commandment) Caring for other in Lent. Jesus died on a cross. Jesus rose and we celebrate. Simple signs of Lent – colour purple, seeds, growing. Simple signs of Easter – colour white, growth, Easter Garden. Care for others. Celebrate with signs and symbols – Hot Cross Buns, garden growth, Easter eggs.</p> <p>To recall parts of a simple religious story. To begin to understand that my culture and traditions may be the same or different to others. (New Year/Chinese New Year, Easter – Christian, Purim - Jewish)</p>	<p>Branch 5 – To the Ends of the Earth Jesus went back to his Father. He sent a special friend, the Holy Spirit, to look after us. The Holy Spirit is our friend. The Holy Spirit looks after us. The parish church is a special place where we meet our friends. We sing and say prayers. The parish church. We gather with friends at church, especially on Sunday.</p> <p>Branch 6 – Dialogue and Encounter To talk about different places of worship. To continue to develop positive attitudes about differences between people’s heritage, cultures and traditions. (Eid – Islam/Muslim)</p>
	NATURAL WORLD		
	<p>To use all my senses in hands-on exploration of natural materials. To explore collections of materials with similar and/or different properties. To explore how things work. To talk about what I see.</p>	<p>To talk about the differences between materials and changes I notice. To explore and talk about different forces I can feel. To talk about what I see, using more specific vocabulary.</p>	<p>To plant seeds and care for growing plants. To understand the key features of a life cycle of a plant and an animal. To begin to understand the need to respect and care for the natural environment and all living things. To talk about what I see, using specific and scientific vocabulary.</p>
	CREATING WITH MATERIALS		

EXPRESSIVE ARTS AND DESIGN NATIONAL CURRICULUM LINK: ART, D&T, MUSIC	<p>To recognise and name different colours. To explore making marks in different media. To talk about what I have drawn/painted. To explore printing. To explore a variety of tools and materials to create. To explore how to use simple construction equipment.</p>	<p>To explore colour and colour mixing. To create enclosed shapes such as circles. To show different emotions in my drawings and paintings. To use different approaches to drawing/painting, with a goal in mind. To begin to join different materials and explore different textures. To explore more complex construction equipment, with a goal in mind.</p>	<p>To select colours for a purpose. To create closed shapes with continuous lines and begin to use these shapes to represent objects. To draw with increasing complexity and detail. To use drawing/painting to represent ideas like movement or loud noises. To use different tools and materials for a purpose and to achieve a goal. To make imaginative and complex small worlds with blocks and construction kits.</p>
	BEING IMAGINATIVE AND EXPRESSIVE		
	<p>To begin to participate in pretend play linked to their home experiences using similar objects to represent another. To engage in story talk during small world play. To remember and sing some simple rhymes and songs. To listen with increased attention to sounds. To explore the different sounds instruments can create. To listen to a wide variety of music</p>	<p>To participate in pretend play linked to their home and school experiences, using an object to represent something else. To engage in story talk and build more complex 'small words'. To remember and sing much of a longer song. To sing the melodic shape of familiar songs. (moving melody such as up and down, down and up) To use an instrument to match an emotion or for a purpose in a story. To talk about how different music makes you feel.</p>	<p>To participate in pretend play linked to additional experiences from visits/visitors or in the local community, using objects to represent something else even though they may not be similar. To develop complex and imaginative stories using small world equipment. To remember and sing entire songs. To sing the pitch of a tune sung by another person. (pitch matching) Play instruments with increasing control to express their feelings and ideas. To respond to what I have heard, expressing my thoughts and feelings.</p>