



Whittaker Moss Curriculum Coverage Autumn 2022 - Nursery



English (Literacy)

Developing ability to recognise letters in their name and form first initial to begin with.

Mark-make and draw themselves, their family & their house.

Communication & Language

Wellcomm Assessments - identifying areas of need for C&L.

Rhyme and story time - Developing ability to listen carefully, share ideas, recognise rhyme and recall familiar stories.

Developing our phonological awareness - clapping syllables in words.

Key texts: 'The Lion & The Mouse', 'The Baby's Catalogue', 'Rainbow Fish' & 'Families, Families, Families!'

Mathematics

Routines, matching and making connections - Key times of day/routines. Exploring continuous provision and developing ability to remember where things belong and match items by colour, type etc...

Number: Place Value - Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.

Recognising numerals to 5 and be able to match with correct quantity.

Using a variety of objects to compare amounts and modelling vocabulary such as: 'lots', 'more', 'same'...

Measure & Shape: Making comparisons between objects relating to size, length, weight and capacity.

Science (UW)

Discuss what babies need/how we look after them.

Making connections between the features of their family and other families.

Recognising own features and differences between themselves and others (I have green eyes and my friend has brown eyes).

Identifying differences between people generally (we are all special).

History (UW)

Look at different people who help us and how they help us. Encouraging the children to name their occupation and what they do. (Showing interest in different occupations).

Develop understanding of who their immediate family is and who their extended family is (cousins, auntie's etc...) Looking at history of their family - grandma is mummy's mummy / daddy's mummy... (Begin to make sense of their own life-story and family's history).

Geography (UW)

Looking at pictures of our school and local community - children to identify what the pictures show and talk about if they have been there before and where it is.

Seasonal changes - Providing opportunities to explore a variety of natural resources/materials. What do you see? How does it feel? Can you see anything that has changed? (Using their senses in hands-on exploration of natural materials & talk about what they see, using a wide vocabulary).

Physical Development

Dough Disco - Developing fine and gross motor dexterity, hand-eye coordination and self-esteem.

Balanceability bikes - Using them safely, managing risk and working on developing balancing ability.

Music games - Moving in different ways - skipping, hopping, standing on one leg and 'freezing' (holding a pose).

Using a variety of tools to paint and make marks.

Art & Design (EA&D)

Creating art pieces of ourselves, our family and where we live - children to choose materials they would like to use.

Initial mark making assessments - Paper plate faces & black and white portraits, using mirrors to identify different features and picture prompt of themselves.

Playdough - Using tools to manipulate the playdough and create simple models.

Design & Technology (EA&D)

Modelling design process initially - Design templates available in provision to model process of designing an object before making it.

Creative materials & tools - Variety of resources available for children to explore different ways of using them including cutting and joining.

(Explore different materials freely, to develop their ideas about how to use them and what to make)

(Develop their own ideas and then decide which materials to use to express them).

Music (EA&D)

Rhyme time - Singing and remembering a variety of familiar songs.

Musical instruments - Exploring different instruments and how we play them.

Environmental & instrumental sounds - Listening to a variety of environmental sounds including the sound of different instruments. (Listen with increased attention to sounds).

Computing / Technology

Providing electronic toys for the children to explore.

IPad time - Using different programs on the iPads to paint pictures and play games.

Interactive Whiteboard - Children to learn how to use interactive whiteboard to select / paint.

Religious Education

Key Question - Which people are special and why?

Discussing who is special to us. How are we special? Who is special in our family?

Why is God special?

PSHE - Dimensions Curriculum

Making Relationships & Self-Confidence and Self-Awareness

Key Stories:

Lets Play Shops. (MR)

Who's Playing? (MR)

It's your turn. (MR)

Good Friends. (MR)

Make your choice (SC&SA)

Odd Jobs (SC&SA)

Chatterbox! (SC&SA)

Where I live. (SC&SA)

HRE - Healthy Relationships Education

Children will learn about themselves as valuable individuals and explore how they can work together as a collective with their peers. They will find out about special people within the school and their family. Children will be taught about what our British Values are and why they are important. Children will learn about how we are all special - protected characteristics including race, gender, disability and religion.