

Nursery class curriculum web: Term 1  
Our Christian value this term is **Responsibility**

**Prime areas of the foundation stage curriculum**

Personal, Social & Emotional Development

- Show more confidence in social situations.
- Talk about their feelings using words like 'happy' and 'sad', 'angry' or 'worried'.
- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested for them.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Begin to build new friendships.

Communication & Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Develop their communication but may continue to have problems with irregular tenses and plurals such as 'runned' for ran.
- Start a conversation with an adult or friend and continue it for many turns.



Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large muscle-movements to wave flags and streamers, paint and make marks.
- Use one handed tools and equipment, for example, making snips in paper with scissors.
- Start eating independently and learning how to use a knife and fork.
- Developing manipulation and control when mark making.
- Manage buttons, zips and pour drinks.
- Explore different materials and tools safely.



**Specific areas of the foundation stage curriculum**

Literacy

- Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures or actions.
- Sing songs and say rhymes independently, for example singing whilst playing.
- Enjoy sharing books with an adult.
- Pay attention when listening to stories and respond to the pictures or words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look alone.
- Add some marks to their drawings which they give meaning to, for example 'That says Mummy'.
- Make marks on their picture to stand for their name.

Maths

- Recite numbers past five.
- Say one number for each item in order: 1, 2,3,4,5.
- Show 'finger numbers' up to 5.
- Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.
- Experiments with their own symbols and marks as well as numerals.
- Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
- Describe a familiar route and order of things seen on the way.
- Understand position through words alone – for example 'the bag is under the table' – with no pointing.
- Selects shapes appropriately: flat surfaces for building, a triangular prism for a roof.

Understanding The World

- Sequence family members by size and name (baby, child, adult).
- Shares likes and dislikes.
- Able to say who they are and who they live with.
- Use all their senses in hands on exploration of natural materials.
- Explore collection of materials with similar/and or different properties. Talk about what they see using a wide vocabulary.
- Explore how things work.

Expressive Arts & Design

- Explore different materials freely, in order 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.
- Join different materials and explore different textures.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets and dolls.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

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