

CURRICULUM SUMMARY – September to October 2010

SUBJECT: Knowledge and Understanding of the World

YEAR GROUP: Nursery

TEACHER: Dominika Musielok

Week	Learning objectives	Activities (in brief)
1	To identify simple features, and significant personal events. To begin to differentiate between past and present.	Settle in the school environment and become familiar with the space, facilities, activities and daily routines. Understand the new challenges and opportunities the school environment gives them.
2	To show an awareness of change. To show an interest in the world in which they live. (trip)	Talk about their age and the way they develop with time. Look at personal history - "How do we change?" (photos). Talk about important events in their life and in the lives of other people.
3	To show curiosity and interest by facial expression/movement/sound. To notice patterns.	Look at pictures, posters and photos to encourage communication through gesture, movement and facial expression. Compare and contrast their reactions and different means of expression.
4	To express feelings about significant events of family or friends. To gain an awareness of the cultures and beliefs of others.	Talk about their families and the emotional bonds between family members. Make family trees. Consider the differences between their backgrounds, cultures and beliefs.
5	To find out about, and identify some features of living things, objects and events they observe. To show an interest in the world in which they live.	Learn about the human body. Observe, compare and contrast different living things, e.g. plants, animals and people. Begin to ask questions by pointing to pictures and objects, using gestures, exploring and investigating things, etc.
6	To explore objects, and show an interest in why things happen, and how things work. To look closely at similarities, differences, pattern and change.	Understand how a human body works. Talk about different body parts and organs and their purposes. Understand how to look after our bodies and stay healthy. Find out about the way our bodies change in time. Begin to spot some features, similarities and differences.
7	To observe, select and manipulate objects. To investigate materials and textures.	Bring in their favourite toys and talk about them. Look at the range of different toys and divide them into categories, e.g. construction, cuddly, electronic toys, etc. Play with a wide range of toys and consider how they help them develop.

SUBJECT: Language, Communication and Literacy

YEAR GROUP: Nursery

TEACHER: Dominika Musielok

Week	Learning objectives	Activities (in brief)
1	<p>To communicate using words &/or gestures including body language and facial expression.</p> <p>To respond to simple instructions.</p>	<p>Introduce them to the Nursery environment by pointing to classroom equipment, facilities and various objects.</p> <p>Make picture labels for toys, furniture, their cubbies, place mats, etc.</p> <p>Give clear and simple instructions how to use different objects, materials, facilities, etc.</p>
2	<p>To begin to recognise their own name.</p> <p>To participate in activities involving hand/eye co-ordination.</p>	<p>Talk about their names, their origins and meanings.</p> <p>Begin to recognise their own names on labels.</p> <p>Introduce the idea of writing/tracing.</p> <p>Engage in tracing activities.</p>
3	<p>To use one handed tools and equipment.</p> <p>To use action and limited talk to communicate.</p>	<p>Understand how to hold and use pencils/markers/crayons correctly.</p> <p>Begin to answer simple questions, such as "What's your name?" using words or gestures.</p> <p>Be able to point to different objects in response to a question.</p>
4	<p>To listen to nursery rhymes and stories, demonstrating increasing attention and recall.</p> <p>To show interest in illustrations in books and the environment.</p>	<p>Begin to join in with nursery rhymes and songs.</p> <p>Be able to repeat or use isolated words spontaneously.</p> <p>Read a range of books and stories, such as "Peace at last". "Whatever next", "Guess How Much I Love You", etc., and talk about the pictures.</p> <p>Begin to ask questions about pictures, posters, photos using limited talk and/or gesture.</p>
5	<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p>	<p>Look at a range of children's dictionaries, encyclopedias, etc. and consider the differences between fiction and non-fiction books.</p> <p>Use non-fiction books, posters and the Internet to find out about the human body.</p>
6	<p>To extend vocabulary exploring the meanings and sounds of new words.</p> <p>To use isolated words and phrases to communicate with familiar people.</p>	<p>Be able to name basic body parts.</p> <p>Be able to match various body parts and their labels.</p> <p>Talk about body language and it's importance in communicating with others.</p> <p>Begin to use simple greetings and conventions without encouragement.</p>
7	<p>To listen and join in with stories and rhymes.</p> <p>To begin to understand the concept of</p>	<p>Show increasing concentration and involvement in story-time.</p> <p>Use toys and story-kits to introduce role-play and drama through books.</p> <p>Create captions, labels and name tags for various toys.</p> <p>Write their names and other "words" forming some recognisable letters.</p>

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SUBJECT: Mathematical Development

YEAR GROUP: Nursery

TEACHER: Dominika Musielok

Week	Learning objectives	Activities (in brief)
1	<p>To show an interest in numbers and counting.</p> <p>To begin to recognise groups with 1, 2 or 3 objects.</p>	<p>Talk about their birthdays to introduce numbers.</p> <p>Use beads, blocks, sorting sets, etc., to engage in basic counting, matching and sorting.</p> <p>Work with sets of up to 3 or 4 everyday objects.</p> <p>Begin to recognise numbers from 1 to 3 on labels.</p>
2	<p>To recognise some numerals of personal significance.</p> <p>To begin to represent numbers, using fingers, marks on paper, or pictures.</p>	<p>Use number labels, plastic and wooden number stencils, etc. to recognise and name numbers from 1 to 3 or 4.</p> <p>Make simple patterns with fingerprints and begin to say number names in order up to 5.</p> <p>Use up to 5 everyday objects to make simple patterns on paper.</p>
3	<p>To join in with number rhymes/songs.</p> <p>To begin to understand the concept of 'more' and 'less'.</p>	<p>Learn to sing "Five brown teddies", "Five Little Ducks" and other number rhymes.</p> <p>Look at images of big and small families to introduce the idea of "more" and "less".</p>
4	<p>To begin to say number names in order in familiar context.</p> <p>To attempt to compare two groups of objects.</p>	<p>Use photos of their families to count their family members.</p> <p>Make 3-D family trees and use them to find out how big their families are, who's got more/less siblings, etc.</p> <p>Compare and contrast sets of up to 5 everyday objects.</p>
5	<p>To show awareness of similarities in shapes in the environment.</p> <p>To understand the idea of symmetry.</p>	<p>Introduce the idea of flat shapes and begin to describe basic flat shapes in simple terms.</p> <p>Spot similarities between shapes and some parts of human body.</p> <p>Understand the symmetry of human body and the concept of right and left.</p>
6	<p>To begin to use size language (e.g, big, little).</p> <p>To use shapes appropriately for tasks.</p>	<p>Introduce the idea of size.</p> <p>Compare and contrast different sized objects, people of different age, etc.</p> <p>Use cut out shapes to make collages of faces, bodies, etc.</p>
7	<p>To show increased confidence with numbers, by requesting number activities.</p> <p>To count up to 3 or 4 objects using 1-1 correspondence.</p>	<p>Engage in grouping, matching and sorting objects.</p> <p>Match number labels with relevant groups of objects.</p> <p>Begin to recognise number labels in their surroundings.</p> <p>Be able to choose up to 3 or 4 everyday objects of the same colour, shape or size from a larger group of objects.</p>

SUBJECT: Creative Development

YEAR GROUP: Nursery

TEACHER: Dominika Musielok

Week	Learning objectives	Activities (in brief)
1	<p>To explore and use a range of materials, tools and techniques.</p> <p>To understand that different media can be combined.</p>	<p>Introduce a range of art and crafts activities.</p> <p>Get familiar with a variety of materials, tools and techniques to colour, draw, paint, cut and stick.</p> <p>Make simple collages to understand how materials and techniques can be combined.</p>
2	<p>To create simple representations of people and objects.</p> <p>To begin to use materials and tools imaginatively.</p>	<p>Colour in simple representations of people and objects.</p> <p>Begin to use a range of tools e.g. paintbrushes, pencils, scissors and techniques with increasing control.</p> <p>Begin to choose materials for their creations independently.</p>
3	<p>To attempt to draw a representational picture.</p> <p>To respond to comments and questions, and begin to talk about their creations.</p>	<p>Use mirrors/see-through plastic sheets, etc. to “copy” faces.</p> <p>Draw/paint “self-portraits”.</p> <p>Be able to name some elements of their creations.</p> <p>Begin to combine some materials, tools, and techniques when making simple patterns, cutting and sticking, building and constructing, etc.</p>
4	<p>To develop imagination in role-play and stories.</p> <p>To begin to make constructions, collages and paintings.</p>	<p>Make finger puppets and attempt to act out simple stories, e.g. “Goldilocks and the Three Bears”.</p> <p>Use cuddly toys, everyday objects, etc. to join in with action rhymes and songs.</p> <p>Make 3-D family trees using a range of resources.</p>
5	<p>To experiment with colours and textures.</p> <p>To begin to match movements to music.</p>	<p>Learn about primary and secondary colours and begin to mix colours.</p> <p>Compare and contrast objects of various textures.</p> <p>Join in with action rhymes and songs, sometimes inventing their own gestures/movements to match the music.</p>
6	<p>To explore objects and experiences using a range of senses.</p> <p>To respond in a variety of ways, to what they see, hear, smell, touch and feel.</p>	<p>Explore their surroundings using their senses.</p> <p>Choose relevant materials to imitate colours, textures, shapes, etc. of everyday objects.</p> <p>Begin to imitate sounds using simple musical instruments and everyday objects.</p>
7	<p>To explore the sounds of different musical instruments.</p> <p>To explore colour, texture, shape, form and space in 2 or 3 dimensions.</p>	<p>Read and act out simple stories using musical instruments to match some actions.</p> <p>Make their own toys, such as dolls, puppets, cars, etc.</p> <p>Compare different types of toys and the materials they are made of.</p>

SUBJECT: Physical Development

YEAR GROUP: Nursery

TEACHER: Dominika Musielok

Week	Learning objectives	Activities (in brief)
1	<p>To show awareness of space, of themselves, and of others.</p> <p>To show respect for other children's personal space.</p>	<p>Get used to their assigned places in the changing room, lunch room, etc.</p> <p>Sit on their cushions when appropriate.</p> <p>Be able to walk up and down the stairs.</p> <p>Learn to walk in pairs.</p>
2	<p>To be able to dress and undress independently.</p> <p>To be able to manage their personal hygiene.</p>	<p>Show willingness to dress and undress or change independently.</p> <p>Be able to put coats, shoes on and off independently.</p> <p>Show some control over zips and fastenings.</p> <p>Be able to use the toilet, wash/dry their hands independently.</p>
3	<p>To handle tools, objects and materials safely, and with basic control.</p> <p>To begin to show a clear preference for the left or right hand.</p>	<p>Develop correct pencil grip.</p> <p>Engage in activities involving one-handed tools, such as pencils, paintbrushes, scissors, etc.</p> <p>Learn to use plastic cutlery, cookie cutters, etc. while playing with play-dough or in the home-corner.</p>
4	<p>To negotiate space successfully when working and playing with others.</p> <p>To move with confidence, imagination, and in safety.</p>	<p>Begin to work and play in groups of two or three.</p> <p>Play a range of ring games to develop their awareness of personal space.</p> <p>Join in a range of action rhymes and songs.</p> <p>Begin to understand basic health and safety rules, e.g. that they can run in the garden, but must not run in school.</p>
5	<p>To recognise the importance of keeping healthy, and those things which contribute to this.</p> <p>To balance on various body parts.</p>	<p>Talk about the importance of healthy eating and exercising to grow and develop.</p> <p>Understand how their bodies change with time.</p> <p>Be able to repeat simple movements, gestures and actions.</p>
6	<p>To recognise the changes that happen to their bodies when they are active.</p> <p>To move with control and co-ordination.</p>	<p>Observe that they get hot and thirsty after playing outside, being at the gym, etc.</p> <p>Talk about the importance of drinking water to keep healthy.</p> <p>Be able to line up, climb over and under or go round obstacles, such as classroom furniture safely.</p>
7	<p>To begin to use a range of small and large equipment.</p> <p>To demonstrate developing control and co-ordination, by manipulating materials and objects.</p>	<p>Play with a range of small and large scale objects, such as beads, buttons, bricks, blocks, balls, etc.</p> <p>Engage in activities involving threading, overlapping, throwing, picking, pulling, pushing, etc.</p> <p>Play with sand, water and sand and water toys.</p>

SUBJECT: Personal, Social and Emotional Development

YEAR GROUP: Nursery

TEACHER: Dominika Musielok

Week	Learning objectives	Activities (in brief)
1	<p>To show an interest in classroom activities, through observation &/or participation.</p> <p>To understand the need for agreed values for groups of people.</p>	<p>Show interest in the classroom environment and begin to explore different resources independently.</p> <p>Be able to play on their own or within a small group.</p> <p>Choose some toys/resources/activities independently.</p> <p>Introduce the Golden Rules and the Golden Time.</p>
2	<p>To show some confidence to try new activities.</p> <p>To begin to build relationships through gesture and talk.</p>	<p>Join in with ring games and Circle Time, showing increasing concentration span.</p> <p>Maintain attention during a short Story Time.</p> <p>Begin to play within a bigger group.</p>
3	<p>To take turns and share with adult support.</p> <p>To show confidence to communicate about home and community.</p>	<p>Play a range of ring games to encourage turn-taking and sharing.</p> <p>Read books, such as "I can share", "I can cooperate", etc.</p> <p>Look at pictures of their families and follow it up by discussion.</p> <p>Use their family trees to count and name their family members.</p>
4	<p>To understand that people have different needs, views, cultures and beliefs, that need to be treated with respect.</p> <p>To begin to understand what is right, what is wrong, and why.</p>	<p>Talk about their nationalities and countries of origin.</p> <p>Learn about the cultural and religious backgrounds they represent.</p> <p>Learn to understand and respect differences between people.</p> <p>Re-visit the Nursery Rules and the Golden Rules.</p> <p>Look at pictures illustrating good and bad behaviour and begin to be able to distinguish between right and wrong.</p>
5	<p>To maintain attention and concentrate for extended periods of time.</p> <p>To continue to be interested, excited and motivated to learn.</p>	<p>Engage in group projects showing increasing commitment.</p> <p>Listen to and look at a range of fiction and non-fiction books.</p> <p>Join in with new activities, such as on-line games, with increasing confidence.</p> <p>Begin to join in with Circle Time discussions.</p>
6	<p>To show developing independence and self-care.</p> <p>To express needs and feelings in appropriate ways.</p>	<p>Dress and undress independently.</p> <p>Show increasing control over zips, velcros, buttons, etc.</p> <p>Begin to use "please", "thank you", and other conventions when expressing their needs, feelings, etc.</p>
7	<p>To display involvement in self-chosen</p>	<p>Choose from a range of Rest Time activities without support.</p>

	<p>activities. To <i>select and use activities and resources independently.</i></p>	<p>Select their Golden Time activities independently. Be able to focus on a chosen task, e.g. doing puzzles, building and constructing, for an extended period of time.</p>
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