



Summerseat Methodist Primary School
Steps in Learning, Skills for Life

Expectations for Nursery
(Cycle A, Nursery)

What knowledge and skills will you gain on your learning journey this year?

Summerseat Methodist Primary School's Steps in Learning

This booklet provides an overview of the topics taught in Nursery for all the areas of learning and also outlines the end of year exceptions for children in our Nursery class. We plan themes on an annual basis but these are not 'set in stone' and are fluid to address the ever growing and changing needs of all our children. We see them as more of a 'working document'.

This is a 'snapshot' of our curriculum and more information on skills progression for each curriculum area can be found in our subject 'Steps in Learning' which are our key progression documents.

At the back of the booklet are our characteristics of effective learning skills which are taught progressively and explicitly in Nursery to ensure our pupils leave the school as 'well rounded' individuals.

Please find below an overview of the topics that your child will cover this year in Nursery:

Nursery Topics—Cycle A	
Autumn 1	Families On the Farm
Autumn 2	On Safari Antarctica
Spring 1	Dinosaurs Rock!
Spring 2	Dig and sow, how do plants grow?
Summer 1	London's calling
Summer 2	The Naughty Bus Over Land and Sea

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's class teacher.



The school vision, motto and values have directed our curriculum intent and design and are interwoven within in.

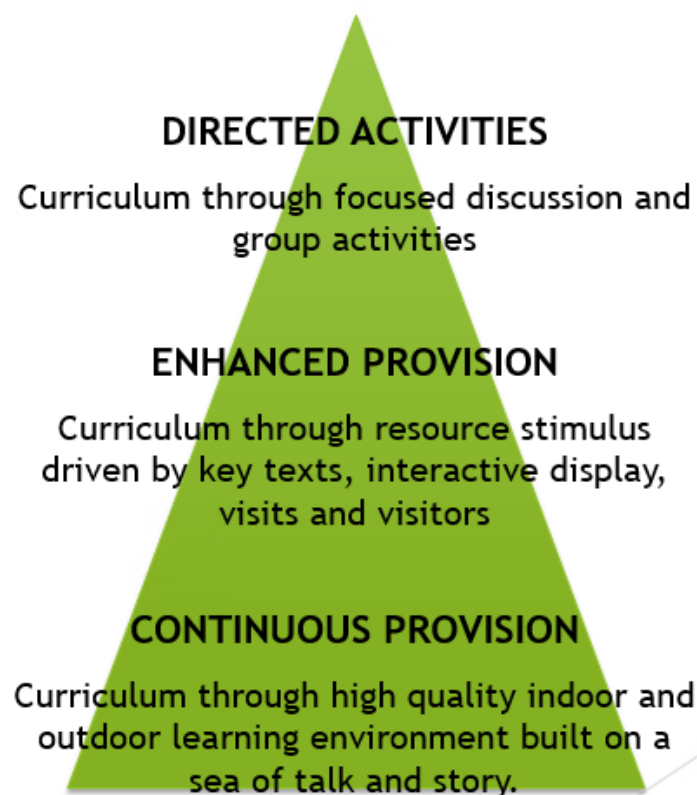
"I have come so that they may have life and have it to the full." John

10:10

Believe. Achieve. Shine.

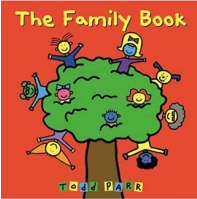
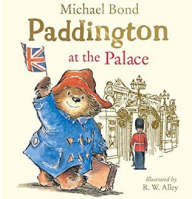


We believe children benefit from engaging in first hand experiences and activities, through high quality continuous and enhanced provision both indoor and outdoor. These activities are well matched to all children's needs and are carefully supported by adult playful learning interactions, modelling and questioning through directed activities (as necessary). Continuous provision is at the heart of our Nursery curriculum, providing the children with high quality indoor and outdoor learning opportunities built on a sea of talk and story. We provide rich learning opportunities which enable children to build on what they know and can do through resource stimulus, driven by key texts, interactive display, visits and visitors.



Playful Learning - Summerseat Primary School	
Our Role / Interaction	When might we do this?
I commented	Extending language / thinking out loud
I modelled I demonstrated	Using a new resource, technique or language e.g. language to describe thinking to support children to think about their learning. Applying knowledge e.g. knowledge of counting or letter sounds
I asked I wondered	Posing a problem to encourage deeper thinking or involvement. It could be part of modelling thinking out loud as you and a child explore a problem together.
I helped	Helping a child to do something so that they can see an idea through and continue to engage in the activity.
I explained	Providing information linked to the child's activity / interest that increases their knowledge / understanding.
I encouraged	Supporting children to negotiate conflicts, agree rules or find a way to take turns. Offering emotional support so that the child feels ok at have a go at something new.
I introduced I suggested	Perhaps giving information to extend an activity e.g. suggesting that there is a fire in the woods when the children are playing firefighters.
I provided	Perhaps providing additional resources or suggesting the right resource for the task the child is trying to complete. It could be getting a book or a laptop to find out information a child is looking for, e.g. videos of cows being milked

Summerseat Methodist Primary School – Steps in Learning
Nursery– Cycle A

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Families On the Farm	On Safari Antarctica	Dinosaurs Rock! Aspirations	Dig and sow, how do plants grow?	London's Calling	The Naughty Bus Over Land and Sea
Hook	Bring in photographs of their family. Watch a clip of Down on the Farm.	Receive a letter from the Penguin to tell them he is going on adventure to the North Pole	Dinosaur eggs left in the classroom—the children are asked to look after them.	Seeds left in a tray—what should we do with them—experiment?	Letter from Paddington to invite them to explore London. Paddington clips.	Different location pictures with the naughty bus
Visits and Visitors	Parents & Grandparents Smithills Farm	Blackpool Zoo		Summerseat Garden Centre		Visit to the seaside
Key Texts	 The Family Book - Parr	 One Day On Our Blue Planet Savannah - Bailey	 Dinosaurs in my school - Knapman	 Errol's Garden - Hibbs	 Paddington at the Palace – Bond	 The Naughty Bus - Oke
Supporting Texts	Dave – Hendra What the Ladybird Heard – Donaldson Look and say what you see on the farm – Braun	Blue Penguin – Horacek One Day On Our Blue Planet – Antarctic – Bailey Penguins – Usborne The Jolly Christmas Postman - Ahlberg	Stomp, Roar, Here Come the Dinosaurs – Umansky First Fact Dinosaurs First Dinosaur Encyclopedia	Plants – DK Jack & the Beanstalk – Sharratt Jasper's Beanstalk - Butterworth	Paddington's Guide to London - Bond <i>Books about Queen Elizabeth</i> George & the Dragon – Wormell Imagine you're a knight – Megavere	The Sea Saw – Percival Look & Say What you See at the Seaside – National trust
Nursery Rhymes/ Songs	Baa baa black sheep Old MacDonald had a farm Little Bo Peep Tommy Thumb 5 little ducks	Heads, shoulders, knees and toes Down in Jungle 5 little monkeys <i>The Crocodile - Carroll</i>	The prehistoric animal brigade Pat-a-cake	Jack & Jill Sing a song of sixpence 1 potato, 2 potato, 3 potato... <i>There was an old lady who swallowed a fly...</i>	Humpty dumpty Ring a ring a roses London Bridge is falling down 10 green bottles	Row, row, row your boat The wheels on the bus 1,2,3,4,5 once I caught a fish alive <i>From a Railways Carriage – Robert Louis Stevenson (Laureate)</i>

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Phonics <i>Whilst there is a focus aspect for phonics to ensure coverage and depth, there will be varied opportunities across all aspects of Basics 1 planned within each half term.</i>	Basics 1—General Sound Discrimination <ul style="list-style-type: none"> Environmental Sounds Instrumental Sounds 	Basics 1—General Sound Discrimination <ul style="list-style-type: none"> Instrumental Sounds Body Percussion 	Basics 1—Phonological Awareness <ul style="list-style-type: none"> Rhythm & Rhyme 	Basics 1—Phonological Awareness <ul style="list-style-type: none"> Alliteration Voice Sounds 	Basics 1—Phonological Awareness <ul style="list-style-type: none"> Oral Blending and Segmenting 	Basics 1—Phonological Awareness <ul style="list-style-type: none"> Mixed phonological awareness skills
Mathematics	Getting to know you Match, sort and compare Talk about measure and patterns	It's me, 1,2 Pattern Spotting Shapes	Let's meet 3,4,5 Spot the pattern	6 is in the mix Measurement	Sequencing Position Shapes 2D Shapes 3D Making 3 and 4	Numbers to 5 What comes before/after? Consolidation
Understanding the World	<u>Significant People / Personal Events</u> My family & Personal Celebrations	<u>Significant Events</u> Remembrance Day & WWI	<u>Significant People</u> Mary Anning (D)	<u>Changes over time</u> Changes in Copse Corner over time / Sequencing & ordering	<u>Significant People</u> Queen Elizabeth (D)	<u>Changes over time / significant People</u> Transport overtime Incl. Wright Brothers (D)
	<u>Biology:</u> Healthy, happy, me. <i>Animals—Human lifecycle, senses & Health</i>	<u>Biology:</u> Are all animals the same? <i>Animals—Naming, sorting and Classifying</i>	<u>Biology:</u> What could it be? <i>Animals—Classifying & lifecycles</i>	<u>Biology: / Physics</u> How does your garden grow? <i>Plants—Naming & growing / Seasonal Change</i>	<u>Chemistry:</u> What is it made of? <i>Materials: Explore things Paddington see in London. What are they made of and why? How do they change?</i>	<u>Forces</u> Do you have the force? <i>Explore forces in moving vehicles / water & revisit healthy humans</i>
	Local Geography: Our School & Locality (Including Farms)	Our Blue Planet: The Savannah & Antarctica	Local Geography: Our school – routes and maps.	Journey to the Garden Centre: maps and plans	A tour of London	Postcards from around the world: What countries have we visited?

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Expressive arts and design	Painting Kandinsky Colour mixing <u>Textiles</u> Dreamcatchers	Steven Brown Drawing Collage Food: Prepare fruits and vegeta- bles Christmas Feast- fruit kebabs / wreaths & biscuits	Wangechi Mutu Digital Collage Mechanisms moving parts Split pin dinosaurs	Printing / Collage Guiseppe Archimbol- do Fruit & Vegetable Printing / collage Structures: Beehives and bees (Recycled Models)	3D Art Guiseppe Archimbol- do Mechanisms: hidden hinges Castles	Henri Matisse Painting Collage – rockpools <u>Textiles</u> Weaving
Computing	Computer Science: Introduction to use of the mouse/track pad & ex- perimenting with drawing		Digital Literacy: Introduction to Online Safety & looking after Hard- ware		Information Technology: Introduction to Programmable Toys	
	Online Reputation/Self- image & identity	Managing Online Infor- mation	Privacy & Security/ Copyright & Ownership	Online Relationships & Bullying	Health, Wellbeing & Lifestyle	Review
Music (Expressive Arts & De- sign)	My Stories Nursery Rhymes and Ac- tion Songs (Listen & Appraise vari- ous)	Songs for Christmas per- formances	Everyone Nursery Rhymes and Ac- tion Songs (Listen & Appraise vari- ous)	Big Bear Funk (Funk & percussion) & Boomwack- ers	Three Singing Pigs Little Red Hen – Steady Pulse Billy Goats / Jack & the Beanstalk – High, medium and low volume and pitch	
RE (Understanding the World)	How do Christians cele- brate harvest?	How do people cele- brate? Diwali / Hanukah Holy Incarnation: Why is Christmas special for Christians?	Which places are spe- cial to Christians?	Salvation: Why is Easter special for Christians?	Creation/God: Which stories are special to Chris- tians? Story of creation	
PSHE	Knowing Me, Knowing You	Relationships and the wider world	Keeping Healthy	Keeping Safe	Friends, Family & SRE	Friends, Family & SRE

Communication and 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.

Use a wider range of vocabulary.

Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.

Use longer sentences of four to six words

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.

Start a conversation with an adult or a friend and continue it for many turns.

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."



A Nursery Child Prime Areas

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.

Start taking part in some group activities which they make up for themselves, or in teams.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

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, depending on its length and width.

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.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

Show a preference for a dominant hand.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Personal, Social and Emotional Development

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 to them.

Develop their sense of responsibility and membership of a community.

Become more outgoing with unfamiliar people, in the safe context of their setting.

Show more confidence in new social situations.

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Increasingly follow rules, understanding why they are important.

Remember rules without needing an adult to remind them.

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Understand gradually how others might be feeling.

Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.

Make healthy choices about food, drink, activity and tooth-brushing.



Aspect 1—Environmental Sounds

Notice sounds around them.

Recognise that different objects make different sounds.

Start to identify and name sounds.

Talk about environmental sounds, describing and

Aspect 2—Instrumental Sounds

Explore instrumental sounds.

Build awareness of how to use instruments to make sounds.

Start to identify the sounds of familiar instruments, naming them.

Build awareness of how you act upon an instrument affects the sound it makes.

Talk about instrumental sounds, describing and comparing them.

Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly.

Aspect 3—Body Percussion

Explore the sounds their bodies can make.

Join in and copy actions of familiar songs.

Join in and copy body percussion patterns and sequences.

Build awareness of how they can change body percussion sounds. Create their own sequences of body percussions.

Join in with longer sequences of body percussion.

Describe body percussion.

Follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly.

Aspect 4—Rhythm & Rhyme

Join in with songs and rhymes.

Recognise familiar rhythms and rhymes. Recognise that words rhyme.

Copy and keep a simple beat.



A Nursery Child SPECIFIC AREA—LITERACY

Literacy

Engage in extended conversations about stories, learning new vocabulary.

Understand the five key concepts about print:

- Print has meaning
- Print can have different purposes
- We read English text from left to right and from top to bottom
- The names of the different parts of a book
- Page sequencing

Develop their phonological awareness, so that they can:

- Spot and suggest rhymes
- Count or clap syllables in a word
- Recognise words with the same initial sound, such as money and mother

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy..

Write some or all of their name.

Write some letters accurately.

At Summerseat, we use Supersonic Phonic Friends as our phonic approach. The detailed content for Basics 1, which we work on throughout nursery, is shared in the boxes outlining Aspect 1—7 on this page.

SUPERSONIC Phonic Friends



Aspect 4—Rhythm & Rhyme (cont.)

Join in and copy breaking words into syllables with a beat.

Play with rhyme. Make up their own rhyming words. Complete sentences with their own rhymes orally.

Break words down into syllables with a beat.

Create their own beat.

Aspect 5—Alliteration

Explore initial sounds of words.

Select objects with a given initial sound from a choice of two. Identify initial sounds of words.

Match to objects with the same initial sound.

Play with alliteration.

Aspect 6—Voice Sounds

Explore different mouth movements and sounds.

Copy different voice sounds and mouth movements.

Recognise different voice sounds.

Make a variety of different voice sounds, including animal sounds.

Say speech sounds clearly.

Talk about voice sounds.

Describe and compare voice sounds.

Create their own ideas for voices of characters/ imitating voices.

Aspect 7—Oral Blending & Segmenting

Identify the initial sounds of words.

Build awareness that words can be broken up into sounds.

Choose the correct object when hearing the word broken into single sounds.

Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds.

Segment CVC and VC words into their individual sounds.

Number

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5.

Say one number for each item in order: 1,2,3,4,5.

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Show 'finger numbers' up to 5.

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Experiment with their own symbols and marks as well as numerals.

Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'.

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Count objects, actions and sounds.



A Nursery Child

Specific Areas—MATHEMATICS

Concepts

1. The one-to-one principle

This involves children assigning one number name to each object that is being counted. Children need to ensure they count each object only once, ensuring they have counted every object.

2. The stable-order principle

Children understand that, when counting, the numbers have to be said in a certain order.

3. The cardinal principle

Children understand that the number name assigned to the final object in a group is the total number of objects in that group.

4. The abstraction principle

This involves children understanding that anything can be counted including things that cannot be touched such as sounds and movements, e.g. jumps.

5. The order-irrelevance principle

This involves children understanding that the order in which we count a group of objects is irrelevant. There will still be the same number

6. Subitising

This involves children having the ability to recognise the number of objects in front of them without using any mathematical process.

Shape, Space, Measures

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like 'in front of' and 'behind'.

Make comparisons between objects relating to size, length, weight and capacity.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.

Combine shapes to make new ones – an arch, a bigger triangle, etc.

Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.

Extend and create ABAB patterns – stick, leaf, stick, leaf.

Notice and correct an error in a repeating pattern.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Understanding the World

Use all their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant and an animal.

Continue developing positive attitudes about the differences between people.

Begin to understand the need to respect and care for the natural environment and all living things.

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Begin to make sense of their own life-story and family's history. Show interest in different occupations.

Know about some events that are remembered nationally.

Know we can find out about our own past and those of our family from talking to people. Know photographs help to capture the past.

To notice changes in the nursery learning environment. (Indoors and out) Show interest in people from the past.

With support, I can say some ways to be healthy. I can point to some parts of my body.

I can name some animals that live in: the garden, the farm, the jungle, cold and hot places.

I can name some animals that live in the ocean.

Know some animals lay eggs.

Continue developing positive attitudes about the differences between people.

Develop their sense of responsibility and membership of a community.



A Nursery Child

Specific Areas—UW / EAD

Understanding the World

Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Talk about what they see, using new vocabulary heard in discussions and texts (fiction and non-fiction).

Describe their immediate environment by discussing what they can see.

Expressive Arts & Design

Sing a large repertoire of songs. (Core books, songs, rhymes - choose)

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

Expressive Arts & Design

Use large-muscle movements to wave flags and streamers, paint and make marks.

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.

Join different materials and explore different textures.

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Explore colour and colour mixing.

Begin to copy and try a variety of artistic effects.

Respond to creative experiences provided by an adult and say if they like or dislike the experience.

Work independently and collaboratively on ideas using models.

Use simple painting tools to create prints.

Use an art programme on an iPad, selecting simple tools to make marks.

Use one-handed tools and equipment, for example, making snips in paper with scissors. Develop their small motor skills so that they can use a range of tools during role play.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.

Combine shapes to make new ones – an arch, a bigger triangle, etc. Explore how things work.

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.

Use equipment and tools to build, construct and make simple models and constructions.

Use small construction to investigate working mechanisms.

Make pop-up mechanisms. Use split pins.

Use handwashing techniques before preparing snack during their daily routine. Have knowledge of fruits and vegetables that need peeling and preparing.



Play and Exploring

Realise that their actions have an effect on the world, so they want to keep repeating them.

Plan and think ahead about how they will explore or play with objects.

Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."

Make independent choices.

Bring their own interests and fascinations into early years settings. This helps them to develop their learning.

Respond to new experiences that you bring to their attention.

Characteristics of Effective Learning

Nursery

The following outlines Nursery skills that we are committed to developing which will help our children to become successful life long learners. It is helpful to see these as 'Learn to Learn' skills.

Active Learning

Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.

Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.

Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.

Keep on trying when things are difficult.

Creating and thinking critically

Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.

Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.

Review their progress as they try to achieve a goal. Check how well they are doing.

Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.

Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."

Know more, so feel confident about coming up with their own ideas.

Make more links between those ideas.

Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.