

Curriculum Overview for Nursery

Communication and Language

Listening and Attention

- Listen to others one to one or in small groups, when conversation interests them.
- Listen to stories with increasing attention and recall.
- Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focus attention – still listen or do, but can shift own attention.
- Able to follow directions (if not intently focused on own choice of activity).
- Maintain attention, concentrates and sits quietly during appropriate activity.
- Listen and do for a short span.

Understanding

- Understand use of objects (e.g. "what do we use to cut things?")
- Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Respond to simple instructions, e.g. to get or put away an object.
- Begin to understand 'why' and 'how' questions.
- Respond to instructions involving a two-part sequence.
- Understand humour, e.g. jokes.

Speaking

- Begin to use more complex sentences to link thoughts
- Retell a simple past event in correct order.
- Use talk to connect ideas.
- Question why things happen and gives explanations.
- Use a range of tenses.
- Use intonation, rhythm, and phrasing to make meaning clear to others.
- Use vocabulary based on objects and people that are important to them.
- Build up vocabulary that reflects the breadth of their experiences.
- Use talk in pretending that objects stand for something else in play.

Being Imaginative

- Develop preference for forms of expression.
- Use movement to express feelings.
- Create movement in response to music.
- Sing to self and make up simple songs and make up rhythms.
- Notice what adults do, imitating what is observed and doing it spontaneously when adult not there.
- Capture experiences and responses with a range of media.
- Create simple representations of events, people and objects.
- Build stores around toys.
- Use resources to create props.
- Engage in imaginative role-play.

Media and Materials

- Enjoy joining in with dancing and ring games.
- Sing a few familiar songs.
- Begin to move rhythmically.
- Imitate movement in response to music.
- Tap out simple repeated rhythms.
- Explore and learn how sounds can be changed.
- Explore colour and how colours can be changed.
- Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Begin to be interested in and describe the texture of things
- Use various construction materials.
- Join construction pieces together to build and balance.
- Realise tools can be used for a purpose.
- Begin to explore a repertoire of songs and dances.

Moving and Handling

- Move freely and with pleasure and confidence in a range of ways.
- Walk downstairs, two feet to each step while carrying a small object.
- Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
- Stand momentarily on one foot.
- Catch a large ball.
- Draw lines and circles.
- Use one-handed tools and equipment.
- Hold pencil between thumb and two fingers and use it with good control.
- Copy some letters, e.g. letters in name.

Health and

- Can tell adults when hungry or tired or when they want to rest or play.
- Observe the effects of activity on their bodies.
- Understand that equipment and tools should be used safely.
- Gain more bowel and bladder control and attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.
- Dress with help, e.g. put arms into open-fronted coat or shirt when held up.
- Eat a healthy range of foodstuffs and understand need for variety in food.
- Stay dry and clean during the day most of the time.
- Show some understanding that good practices (exercise, eating, sleeping, hygiene) are good for your health.

Self Care

Personal, Social and Emotional Development

Making Relationships

- Play in a group, extending and elaborating play ideas.
- Initiate play, offering cues to peers to join them.
- Keep play going by responding to what others are saying or doing.
- Demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Initiate conversations, attend to and take account of what others say.
- Explain own knowledge and understanding, and ask appropriate

Self Confidence and Awareness

- Can select and use activities and resources with help.
- Welcome and value praise for what they have done.
- Enjoy responsibility of carrying out small tasks.
- Be more outgoing towards unfamiliar people and more confident in new social situations.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Show confidence asking adults for help.
- Confident to speak to others about own needs.

Managing feelings and Behaviour

- Aware of own feelings, and know that some actions and words can hurt others' feelings.
- Begin to accept the needs of others and take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met
- Adapt behaviour to different Events, social situations and changes in routine.

Religious

- To know the class prayers
- To know what the Rosary is and its significance in the Catholic faith
- To have some understanding about different festivals from the Catholic faith and other faiths.
- To find out more about our school and church community.
- To know what a saint is.
- To understand heaven is a special place.
- To understand what Baptism means.
- To know about the bible

Education

People and

- Show interest in the lives of people who are familiar to them.
- Remember and talk about significant events in their own experience.
- Recognise and describe special times or events for family or friends.
- Show interest in different occupations and ways of life.
- Know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family.
- Enjoy joining in with family customs and routines.

Communities

Reading Literacy

- Enjoy rhyming activities
- Show awareness of rhyme
- Recognise rhythm in spoken words
- Listen to and join in with stories and rhymes
- Begin to be aware of the way stories are structured
- Suggest how story might end
- Listen to stories with increasing control
- Describe main story settings, characters
- Show interest in pictures and print in the environment.
- Recognise familiar words and signs, such as own name.
- Look at books independently.
- Handle books carefully.
- Know information can be relayed in the form of print.
- Hold books the right way up.
- Know print carries meaning.

Writing

- Sometimes give meaning to marks as they draw and paint.
- Ascribe meanings to marks that they see in different places.
- Begins to break the flow of speech into words.
- Continue a rhyming string.
- Hear and say the initial sound in words.
- Segment the sounds in simple words and blend them together.
- Link sounds to letters
- Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Write own name.

Number Mathematics

- Use some number names and number language.
- Recite number names in order.
- Know numbers identify how many are in a set.
- Represent numbers using fingers, marks etc.
- Sometimes match numeral to quantity
- Show an interest in number problems.
- Separate a group of three or four objects in different ways and begin to recognise the total is the same.
- Show an interest in representing numbers.
- Realise anything can be counted.
- Recognise numerals 1 to 5.
- Count up to 10 objects.

Shape, Space and Measure

- Show an interest in shape and space by making arrangements
- Show awareness of similarities in shape
- Use positional language
- Talk about shapes and arrangements
- Show interest in shapes around us
- Use shapes for tasks
- Begin to talk about shapes of everyday objects, g. 'round'
- Select a named shape
- Order items by length, weight, height.
- Order and sequence familiar events.
- Describe their relative position

Technology

- Know how to operate simple equipment, e.g. turn on CD player and use remote control.
- Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Know that information can be retrieved from computers.
- Complete a simple program on a computer.

Understanding

- Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.
- Talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talk about why things happen and how things work.
- Develop an understanding of growth, decay and changes over time.
- Show care and concern for living things and the environment.
- Look closely at similarities, differences, patterns and change.

the World