

Success is celebrated in all areas of the curriculum

PSHE

To come into nursery classroom without their familiar adult.
 To answer the register correctly.
 To learn the names of adults and peers.
 To show an interest when other children are playing with the toys.
 To play alongside others and share experiences.
 To choose to play with toys they are interested in.
 To learn to the rules and routines in nursery.
 To find different ways of distracting themselves when upset. To learn how to sit appropriately on the carpet.
 To explore the different areas in nursery.
 Get to know the adults and children's names in nursery.

Key Knowledge (3-4 years)

- *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. **(Resilience)**
- *Become more outgoing with unfamiliar people, in the safe context of their setting. **(Community Spirit)**
- *Show more confidence in new social situations **(Open to New Experiences)**
- *Play with one or more other children, extending and elaborating play ideas. **(Community Spirit & Kindness)**
- *Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. **(Kindness & Resilience)**
- *Increasingly follow rules, understanding why they are important **(Resilience)**.
- *Remember rules without needing an adult to remind them .
- *Talk with others to solve conflicts. **(Kindness)**
- *Understand gradually how others might be feeling.

Communication and Language

To listen to a story during each nursery session.
 To become familiar with sounds and noises in the classroom e.g. the door opening and closing, children in the reception toilets, the school bell.
 To join in singing nursery rhymes , classroom routine songs and action songs.
 To understand simple instructions.
 Colour of the week
 To have the confidence to ask who, what, where questions.
 To use simple sentences and gestures to communicate.

Key Knowledge covered (3-4years)

- *Enjoy listening to longer stories and can remember much of what happens. **(Success)**
- *Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- *Sing a large repertoire of songs. **(Success)**
- *Know many rhymes, be able to talk about familiar books **(Success)**.
- *Start a conversation with an adult or a friend and continue it for many turns. **(Community Spirit)**
- *Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Physical

To run confidently and safely around the outdoor area.
 To use the outdoor area play equipment to climb, build and balance.
 To experiment with balls, rolling, kicking, stopping and passing a ball.
 Develop fine motor skills—pegging, moulding dough, squeezing sponges
 Putting on coats and shoes.

Key Knowledge covered (3-4years)

- *Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. **(Resilience & Open to New Experiences)**
- *Use large-muscle movements to wave flags and streamers, paint and make marks.
- *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 **(Open to New Experiences)**.
- *Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks **(Community Spirit)**.
- *Use one-handed tools and equipment, for example, making snips in paper with scissors. **(Resilience & Success)**
- *Use a comfortable grip with good control when holding pens and pencils.
- *Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. **(Success & Resilience)**

Literacy

To make marks independently.
 To paint own pictures
 Use certain colours for paintings (colour of the week)
 Paint in picture templates
 To attempt to write their names.
 To sing nursery rhymes and fill in the missing words.
 Class texts– First Nursery Rhymes, Elmer's Friends, We're
 Going on a Bear Hunt, The Very Hungry Caterpillar, Walking
 Through the Jungle,, Brown Bear, Brown Bear, Little Red
 Hen, Dear Zoo.
 Children to bring in stories from home.

Key Knowledge covered (3-4years)

- *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
- *Engage in extended conversations about stories, learning new vocabulary.

(Open to new experiences)

Mathematics

To count to 10 each day as a group.
 To count the number of children in the group/
 class.
 To select a particular number of objects.
 To recognise numbers 1-10.
 To name 2D shapes.
 To learn the nursery routine—time based events.
 Introduce Ten Town Scheme
 Non negotiables
 Shape bag game
 Make shape pictures
 Jigsaws

Key Knowledge covered (3-4years)

- *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.
- *Show 'finger numbers' up to 5.
- *Compare quantities using language: 'more than', 'fewer than'.
- *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'.
- *Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Understanding the World

To explore the home corner role play area.
 To explore the small world toys and characters.
 Talk about their likes and dislikes
 Saying something nice about a friend
 Discuss kindness
 Learning to use the interactive board
 Scientific investigation focusing on colour

Key Knowledge covered (3-4years)

- *Use all their senses in hands on exploration of natural materials. **(Open to new experiences)**
- *Explore collections of materials with similar and/or different properties.
- *Talk about what they see, using a wide vocabulary
- *Show interest in different occupations.
(Open to new experiences)
- *Explore how things work **(Success).**
- Continue developing positive attitudes about the differences between people. **(Kindness)**

Expressive Arts

To join in with nursery rhymes and action songs.

To choose a favourite song to sing.

To explore colour when painting and drawing.

To talk about the marks they make.

To join in with role play.

To explore instruments, banging, shaking etc.

Key Knowledge covered (3-4years)

*Take part in simple pretend play, using an object to represent something else even though they are not similar.

(Community Spirit)

*Explore different materials freely, in order to develop their ideas about how to use them and what to make. **(Open to New Experiences)**

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

*Join different materials and explore different textures.

*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.

*Listen with increased attention to sounds.

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

Vision—Learn, Enjoy, Succeed, Together

A community that works hard and supports each other to be the best we can be.

Core Values

Dinnington R.O.C.K.S.

Resilient—*independent learner, problem solver*

Open to new experiences—*enthusiastic learner*

Community Spirit—*teamwork*

Kindness—*respect for others (No Outsiders)*

Success—*success in all areas, be proud.*

These values will be integrated into the different areas of learning.