

# Parkview Nursery School

## Curriculum Skills and Knowledge Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>PSED</b>	<p style="text-align: center;"><u>Skills</u></p> <p>Start to build relationships with staff Begin to separate from caregivers with ease Learn the routine of the session Make new friends Begin to behave appropriately in Nursery Begin to share and turn take Talks about own preferences Demonstrates simple emotions</p>	<p style="text-align: center;"><u>Skills</u></p> <p>Recap and consolidate Autumn 1 Gain in confidence in new situations such as woodland visits and Christmas celebrations Begin to share and turn take Begin to take pride in accomplishments Attempts to dress self Begins to independently access the environment with some adult support. Knows where things 'live' in Nursery.</p>	<p style="text-align: center;"><u>Skills</u></p> <p>Resolve conflicts that arise appropriately Consolidate sharing and turn taking Take pride in accomplishments Feel secure enough to express our own opinions Begins to initiate conversation Will willingly approach others to play Demonstrates a range of emotions and starts to manage these with adult support. Begins to manage own basic hygiene.</p>	<p style="text-align: center;"><u>Skills</u></p> <p>Consolidate sharing and turn taking Has a good relationship with other children and adults Begins to play in a group Manages to dress self with little adult support Can express needs and wants Can access the learning environment and carry out an independent activity with purpose.</p>	<p style="text-align: center;"><u>Skills</u></p> <p>Can take turns Talks about what they need and want with confidence Can change behaviour in new situations accordingly Begins to play in a group and suggest ideas of how to move play on. Begins to try new things with confidence Begins to choose resources with a planned activity in mind Talks about how to keep safe</p>	<p style="text-align: center;"><u>Skills</u></p> <p>Can take turns Can work towards simple goals in mind Can express their own needs and wants in an appropriate manner Is confident to interact with others Starts to manage own emotions appropriately. Independently sets own challenges in play. Can choose own resources to carry out an activity and changes them accordingly.</p>
	<p style="text-align: center;"><u>Knowledge</u></p> <p>Learn staff names Know that my caregiver comes to collect me after the session Know what to do at different times of the day ie tidy up/wash hands/sit for singing Know some children's names Now our golden rules Understands some simple emotions Has an awareness of body and body parts</p>	<p style="text-align: center;"><u>Knowledge</u></p> <p>Recap and consolidate Autumn 1 Understand that other children may want to use resources in Nursery Allow other children to use resources after I have finished Begin to wait my turn to have a turn with resources Understands the importance of food to keep healthy.</p>	<p style="text-align: center;"><u>Knowledge</u></p> <p>Begin to understand that my actions have consequences Know that I must wait my turn to have a turn with resources Tell other children and adults my opinion Begins to talk about an activity they want to do Understands the importance of keeping clean to keep healthy Uses the toilet and sinks when necessary in the Nursery routine</p>	<p style="text-align: center;"><u>Knowledge</u></p> <p>Begins to have a purpose in mind of what they want to do Understands the importance of exercise to keep healthy Understands why they feel a certain emotion Knows when and how to use the toilet/sinks and tissues independently.</p>	<p style="text-align: center;"><u>Knowledge</u></p> <p>Understands how it feels when others share with them and why this is a good feeling. Knows that turn taking is necessary Knows that when they talk about what they want it and need others around them can help/support Begins to have a purpose and plan of what they want to do Understands how to keep healthy</p>	<p style="text-align: center;"><u>Knowledge</u></p> <p>Knows what they want to do and plans how to do it Understands how to keep healthy Knows how to appropriately converse with adults and children Knows when an activity is going to plan or when to change tactic.</p>

# Parkview Nursery School

## Curriculum Skills and Knowledge Plan

	Knows where the toilet and sinks are.	Uses the toilets and sinks independently when reminded.				
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<b>Communication &amp; Language</b>  <b>Baseline word level</b>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>
	Listens to and joins in some songs during singing Links actions to words in songs Listens to the daily story Uses short, simple sentences Listens to short, simple instructions	Listens to and joins in most songs during singing Listens to the daily story Uses language to find out what/why. Links actions and words to communicate needs and wants.	Can ask for their favourite song/story/rhyme Listens to and remembers simple stories Listens to conversations in small groups Begins to understand longer instructions. Begins to tell short anecdotes/stories	Listens to conversations in small groups Asks simple questions about what they have heard Answers simple questions about themselves Can describe how they have carried out a task Begins to describe something that has happened	Knows what comes next in a story/song/rhyme or can talk about what might happen Understands how and why questions and can respond accordingly Begins to ask questions Begin to make plans and describe them to others	Listens to other children's opinions and can add their own thoughts to the conversation Begins to respond to instructions with more than two parts Can make plans and describe them to others with confidence Asks questions about the past or future.
	<u>Knowledge</u>	<u>Knowledge</u>	<u>Knowledge</u>	<u>Knowledge</u>	<u>Knowledge</u>	<u>Knowledge</u>
	Understands that words carry meaning Understand that when I talk others listen to me Know the names of people in my group	Understand that the way we sit/look helps us to listen Understand that to gain knowledge about something, we can ask questions Understand that to get what we want and need we can talk/gesture Use the names of children/staff	An awareness of a wide range of books An awareness of a wide range of songs Understand that we can have favourite songs that we enjoy singing Understand how to listen to others and show them that we are listening	Understand how to listen to others and show them that we are listening Understand that when someone asks me a question I can reply to take part in a conversation and ask them a question to keep the conversation going	Have an awareness of a variety of books and songs and what happens next Understands that there is a difference in our language when we talk about the past, present and future/singular and plural	Understand that other children and adults can have a different opinion to me and know that is OK Understand that talk can be used to think through ideas and help others by suggesting ideas of

# Parkview Nursery School

## Curriculum Skills and Knowledge Plan

						how we might go about a task
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Physical Development</b>	<u>Skills</u> Runs safely on whole foot Climbs using hands and feet Begins to walk, run and climb on different levels and surfaces Holds mark-making tools with fist or palmer grip Starts to catch a large ball by using two hands and their chest to trap it Begins to manipulate small world toys, puzzles and pages in a book. Begins to hold scissors correctly.	<u>Skills</u> Jumps up into the air with both feet leaving the floor and can jump forward a small distance Climbs up and down stairs by placing both feet on each step Sits comfortably on a chair with both feet on the ground Holds mark-making tools with fist or palmer grip	<u>Skills</u> Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy Uses wheeled toys with increasing skill Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools Holds mark-making tools with palmer or pincer grip As able to hold scissors correctly and cut with some skill.	<u>Skills</u> Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise Can balance on one foot or in a squat momentarily, shifting body weight to improve stability Creates lines and circles pivoting from the shoulder and elbow Holds mark-making tools with palmer or pincer grip	<u>Skills</u> Walks down steps or slopes whilst carrying a small object, maintaining balance and stability Begins to show preference of hand/foot Can grasp and release with two hands to throw and catch a large ball, beanbag or an object Holds mark-making tools with pincer grip	<u>Skills</u> Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons Holds mark-making tools with pincer grip Can use scissors to cut
	<u>Knowledge</u> How to use climbing apparatus appropriately ie not running up the	<u>Knowledge</u> Understand how to use my body feet and	<u>Knowledge</u> How to keep myself and others safe when moving around	<u>Knowledge</u> How to keep myself and others safe when	<u>Knowledge</u> Understand what pincer grip is	<u>Knowledge</u> Understand how to use my body in response to

# Parkview Nursery School

## Curriculum Skills and Knowledge Plan

	slide/not walking across the bars Begin to know how to use tools ie paintbrush/pens/crayons for Begin to understand how to keep myself safe when climbing	legs to jump up and forward Begins to understand and choose different ways of moving Understand how to keep myself safe when sitting on my chair	Know about different games that I can play with a ball Understand the difference between palmer grip and pincer grip.	using climbing equipment Understand what we can do with our bodies to help us balance Understand the importance of strong shoulder and elbow movements (dough gym)	Understand that I can use my body to manipulate lots of different tools Understand that different tools need to be used in different ways ie twisting, turning, rotating etc	different obstacles and instructions Know how to use a range of different tools in the environment effectively Know how to use scissors using one hand
	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Literacy</b> <b>Word reading</b> <b>Comprehension</b> <b>Writing</b>	<p style="text-align: center;"><u>Skills</u></p> <p>Has some favourite rhymes, songs or jingles Enjoys rhythmic and musical activity with actions Uses props to retell a story or sing a familiar song</p> <p>Makes marks in different media using hands or tools Uses pincer grip to hold small objects</p>	<p style="text-align: center;"><u>Skills</u></p> <p>Has some favourite stories/poems Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a Enjoys rhythmic and musical activity with rhymes and songs joining in with words of familiar songs and nursery rhymes Begins to recognise own name Uses props to retell a story</p> <p>Shows variation in shapes and forms of marks Engages in mark making during play</p>	<p style="text-align: center;"><u>Skills</u></p> <p>Repeats and uses actions, words or phrases from familiar stories Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps Enjoys rhythmic and musical activity with percussion instruments, clapping along with the beat Begins to blend given sounds to make words</p> <p>Recognises and writes some letters from their own name Engages in making messages for others in their pictures/painting/play</p>	<p style="text-align: center;"><u>Skills</u></p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups Shows interest in illustrations and words in print and digital books and words in the environment Tracks from left to right Hears and says some letter sounds</p> <p>Uses groups of letters or letter-like shapes when writing. Ascribes meaning to other marks they make.</p>	<p style="text-align: center;"><u>Skills</u></p> <p>Begins to be aware of the way stories are structured, and to tell own stories Begins to hear and say initial sounds in words Begins to discriminate between different letter shapes. Plays with rhyming words and alliteration</p> <p>Some familiar letters are beginning to be formed correctly.</p>	<p style="text-align: center;"><u>Skills</u></p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Talks about events and principal characters in stories and suggests how the story might end Recognises familiar words and signs such as own name, advertising logos and screen icons Looks at and enjoys print and digital books independently</p> <p>Some familiar letters are beginning to be formed correctly and independently. Letters of their name are clearly formed.</p>

# Parkview Nursery School

## Curriculum Skills and Knowledge Plan

	<p><u>Knowledge</u></p> <p>Knows that they prefer some songs/rhymes to others Understands that some songs have actions that link to the words Knows that props can be used to retell a story/song Understand that our opinion is really important to build confidence to talk about our 'favourite' Knows that there are lots of different tools for making marks in their environment</p>	<p><u>Knowledge</u></p> <p>Knows that they prefer some stories to others Knows an increasing range of stories/songs Knows where to find the musical instruments and how to use them appropriately  Knows that different marks can take different forms – round/straight/bumpy etc</p>	<p><u>Knowledge</u></p> <p>Knows that words are made up of different sounds Knows that pictures/logos relate to words Knows what 'the beat' is and how we can use our bodies in different ways to find it  Knowledge that you can use your name tag to help you write your name.</p>	<p><u>Knowledge</u></p> <p>Understands how our bodies need to be to show that we are listening Understand that English is read and written from left to right  Understand that marks we make carry meaning that can be passed on to others</p>	<p><u>Knowledge</u></p> <p>Knows that print carries meaning Know that stories have a beginning, a middle and an end Has an awareness of rhyming words and alliteration.  Know that different letters are different shapes and begin to practice these.</p>	<p><u>Knowledge</u></p> <p>Understand that books often have key phrases. Understand what a character is. Have an awareness of key text that they see in their own environment.  Knowledge of letter shapes in their names and other letters is sound to enable independent writing.</p>
	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Maths Number &amp; Numerical patterns</b>	<p><u>Skills</u></p> <p>Counts up to 5 objects Uses number names in play Says counting words alongside their physical actions.  Explore patterns in activities such as puzzles in their independent play. Begins to recognise the pattern of the nursery routine.</p>	<p><u>Skills</u></p> <p>Shows interest in numbers in their environment, books rhymes and songs.  Begins to notice a pattern and order familiar events. Explores pattern including lining up, placing, arranging and repositioning materials.</p>	<p><u>Skills</u></p> <p>Counts alongside actions in games, rhymes and songs. Explores mathematical resources in Nursery.  In play uses language to compare quantities In play talks about position Joins in number songs which involve one more/one less</p>	<p><u>Skills</u></p> <p>Counts up to 4 objects Can recognise numbers 0 -3 without counting. Recognise numerals of personal significance  When using small amounts of objects in play knows to change the amount if something is added or taken away.</p>	<p><u>Skills</u></p> <p>Talks about numbers in their everyday environment. Recites numbers in order to 5 Begins to recite numbers in order to 10 Counts small groups of fixed numbers  Can anticipate what number will be next in a numerical pattern in play or songs/rhyme.</p>	<p><u>Skills</u></p> <p>Recites numbers to 10 and beyond with increasing accuracy Able to recite numbers forwards and backwards Uses graphics to represent numbers Begins to count small groups of moveable objects  Is able to make groups of objects and find the total. Uses everyday language to</p>

# Parkview Nursery School

## Curriculum Skills and Knowledge Plan

						describe patterns in nature. Uses comparative language to describe and compare measures.
	<p><u>Knowledge</u> Number names 0 – 5 Know that actions they make can be counted Know that Nursery has a routine that we follow – group time visual timetable</p>	<p><u>Knowledge</u> Number names 0- 5 Know that there are numbers all around the environment. Know that familiar parts of the day eg getting up follow a routine</p>	<p><u>Knowledge</u> Number names 0- 5 Know that resources in the maths area can be used for different purposes ie counting/patterns etc Begin to know 1 more/1 less</p>	<p><u>Knowledge</u> Number names 0- 10 Know that we don't have to count each time – if we know how many are there ie 2. Knowledge of more/less</p>	<p><u>Knowledge</u> Number names 0- 10 Which number name comes next in rote counting Know that numbers have patterns and begins to recognise this.</p>	<p><u>Knowledge</u> Number names 0- 10 and beyond Know that we can count forwards and backwards Know that objects can be counted Understand that groups can be combined to make a total</p>
	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Understanding the world</b>	<p><u>Skills</u> Talks about significant people and places in their lives. Responds to photos of familiar people and places. Uses a range of familiar resources to communicate things about their lives, beliefs and culture.</p>	<p><u>Skills</u> Talks about significant people and places in their lives. Responds to photos of familiar people and places. Uses a range of familiar resources to communicate things about their lives, beliefs and culture. Explores and organises items based on similar features</p>	<p><u>Skills</u> Can remember and share events they have been part of. Uses simple drawings/models and constructions to create landmarks of personal significance. Able to share things they know about places which are familiar to them.</p>	<p><u>Skills</u> Is able to talk about past events in personal history and present lives using relevant vocabulary. Talks about and responds to events of personal significance. Shows care and concern for living things and the environment.</p>	<p><u>Skills</u> Draws on experiences from different sources to show understanding of different roles in the immediate and wider community. Based on first hand experiences, responds appropriately to discussions about their immediate environment.</p>	<p><u>Skills</u> Able to talk with an awareness of similarities and differences between themselves and others. Can talk about festivals and celebrations that are marked with their own culture. Looks closely at similarities and differences,</p>

# Parkview Nursery School

## Curriculum Skills and Knowledge Plan

					Explores how things work and why things happen.	patterns and change in their own environment and that of others.
	<p><u>Knowledge</u> Know about their family Know about Millom and the people who live in Millom Know about their home routine</p>	<p><u>Knowledge</u> Know about and experience different parts of Millom ie the park, the shops, the dentist etc.</p>	<p><u>Knowledge</u> Know that what they have to say about their families and events in their lives is important to others Know that they can use different media to create representations of their own environment.</p>	<p><u>Knowledge</u> Understand that their stories of their lives are interesting to other people. Know that it is important to care for other living things and the environment.</p>	<p><u>Knowledge</u> Understand who lives in Millom and what kind of roles/jobs there are in the community. Understand how things work and why things happen that relate directly to them.</p>	<p><u>Knowledge</u> Understand that people, families and communities can be different and be sensitive to this. Understand that celebrations and festivals that they enjoy with the families and communities are important. Understand that it is important to talk about the environment and how to care for it.</p>
	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Expressive arts and design</b>	<p><u>Skills</u> Practical exploration of a range of media such as paint, playdough, gloop, rice, sand, mud, sawdust, straw, pens, pencils, with a range of different movements. Explores sounds they hear in their natural environment.</p>	<p><u>Skills</u> Uses relevant vocabulary to support different media explorations and describe different experiences with texture/movement/feel and sight.</p>	<p><u>Skills</u> Representations and responses show an understanding of the different media available Creates new worlds/songs/stories/scenarios in their play Representations and responses show that</p>	<p><u>Skills</u> Demonstrates creativity and imagination. In play, uses simple stories/songs/dances either recounted or made up starts to make own music to support self-expression.</p>	<p><u>Skills</u> Constructs with a purpose in mind using a variety of media/materials Creations are used within play. Engages cooperatively as part of a group to develop/act out a</p>	<p><u>Skills</u> Regularly uses simple tools and techniques competently and appropriately to create something new. Expresses themselves</p>

# Parkview Nursery School

## Curriculum Skills and Knowledge Plan

		Explores songs/simple rhymes and movement. Begins to pretend in play.	different music 'suits' different situations.		simple storyline and perform songs/dances	through arrange of media Introduces a simple storyline to play Engages cooperatively as part of a group to develop/act out a simple storyline and perform songs/dances
	<u>Knowledge</u> Knows that it is OK to explore different media in a range of ways using the tools in their environments as well as their bodies.	<u>Knowledge</u> Understands the vocabulary modelled to them to describe different textures/feel/sights	<u>Knowledge</u> Understand that different media and materials create different effects. Understands different music can represent different ideas and feelings	<u>Knowledge</u> Know that creativity and imagination are important to learning Knowledge of appropriate songs and stories Understand that music and convey emotion	<u>Knowledge</u> Understand that having a plan can help us to create spectacular things Know that we can make our own resources in play Understand how to play based on a storyline	<u>Knowledge</u> Knowledge of tools and media in Nursery Understand how to use media o create different effects with tools Knowledge of stories
The environment and activities provided each week are based on children's interests and discussed at planning meetings to ensure learning is relevant to individual children's needs.	<u>Baseline Assessments for new starters</u> <u>Blank Level questioning assessments</u>  <u>Seasonal Calendar: Autumn, Autumn woodland visit, Halloween activities, Bonfire Night, Children in Need, Christmas/Seasonal Jumper Day,</u>  <u>Spontaneous visits/visitors to Nursery</u>		<u>Baseline Assessments for new starters</u> <u>Blank Level questioning assessments</u>  <u>Seasonal Calendar: Spring, Spring woodland visit, Chicks and lambs visit, Tadpoles,</u>  <u>Spontaneous visits/visitors to Nursery</u>		<u>Baseline Assessments for new starters</u> <u>Blank Level questioning assessments</u>  <u>Seasonal Calendar: Summer, Summer woodland visit, Summer whole school trip,</u>  <u>Spontaneous visits/visitors to Nursery</u>	

**Parkview Nursery School**  
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