

## Nursery Spring Term Curriculum Overview 2022

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10	Week 11	Week12	Week13	Week14				
<b>HALF TERM</b>	<b>PSED</b> SR, MS, BR	<ul style="list-style-type: none"> <li>To be able to select and use activities when needed</li> <li>To develop their sense of responsibility and membership of a community</li> <li>To become more outgoing with unfamiliar people in the setting</li> <li>To show confidence in new social situation's</li> <li>To extend their play ideas by playing with more children</li> <li>To begin to talk about their feelings.</li> </ul>						<ul style="list-style-type: none"> <li>To be able to select and use activities when needed</li> <li>To develop their sense of responsibility and membership of a community</li> <li>To become more outgoing with unfamiliar people in the setting</li> <li>To show confidence in new social situation's</li> <li>To extend their play ideas by playing with more children</li> <li>To begin to talk about their feelings.</li> </ul>											
	<b>COM &amp; LANG</b> LAU, S	<ul style="list-style-type: none"> <li>To begin to use a wider range of vocabulary</li> <li>To begin to understand why questions</li> <li>To know many rhymes and begin to talk about familiar books</li> <li>To use longer sentences when speaking</li> <li>To confidently start a conversation with an adult or a friend.</li> </ul>						<ul style="list-style-type: none"> <li>To begin to use a wider range of vocabulary</li> <li>To begin to understand why questions</li> <li>To know many rhymes and begin to talk about familiar books</li> <li>To use longer sentences when speaking</li> <li>To confidently start a conversation with an adult or a friend.</li> </ul>											
	<b>PHYSICAL DEV</b> GM, FM	<ul style="list-style-type: none"> <li>To continue to develop their movement</li> <li>To be able to go up steps and stairs</li> <li>To use larger muscles movements</li> <li>To match their developing physical skills to tasks and activities</li> <li>To choose the right recourses to carry out their own plan</li> <li>To begin to use one handed tools and equipment</li> <li>To show a preference for a dominant hand</li> <li>To begin to be increasingly independent when zipping up coats.</li> </ul>						<ul style="list-style-type: none"> <li>To continue to develop their movement</li> <li>To be able to go up steps and stairs</li> <li>To use larger muscles movements</li> <li>To match their developing physical skills to tasks and activities</li> <li>To choose the right recourses to carry out their own plan</li> <li>To begin to use one handed tools and equipment</li> <li>To show a preference for a dominant hand</li> <li>To begin to be increasingly independent when zipping up coats.</li> </ul>											
	<b>LITERACY</b> C, WR, W	<ul style="list-style-type: none"> <li>To be able to engage in new vocabulary and extend conversations about stories they have read</li> <li>To begin to write some of their name.</li> </ul>						<ul style="list-style-type: none"> <li>To be able to engage in new vocabulary and extend conversations about stories they have read</li> <li>To begin to write some of their name.</li> </ul>											
	<b>MATHEMATIC</b> N, NP	<ul style="list-style-type: none"> <li>To recite number past 5</li> <li>To say one number for each item in order to 5</li> <li>To be able to show their finger numbers up to 5</li> <li>To link numerals and amounts up to 5</li> <li>To begin to talk about 2D shapes</li> <li>To be able to use positional language</li> <li>To be able to describe and identify patterns around them.</li> </ul>						<ul style="list-style-type: none"> <li>To recite number past 5</li> <li>To say one number for each item in order to 5</li> <li>To be able to show their finger numbers up to 5</li> <li>To link numerals and amounts up to 5</li> <li>To begin to talk about 2D shapes</li> <li>To be able to use positional language</li> <li>To be able to describe and identify patterns around them.</li> </ul>											
	<b>UNDERSTANDING WORLD</b> PP, PCC, TNW	<ul style="list-style-type: none"> <li>To be able to use their sense in hands on exploration of natural materials</li> <li>To talk about what they see using a wide vocabulary</li> <li>To show interest in different occupations</li> <li>To explore how things work</li> <li>To be able to plant seeds and care for growing plants</li> <li>To know that there are different countries in the world and talk about the countries they have seen.</li> </ul>						<ul style="list-style-type: none"> <li>To be able to use their sense in hands on exploration of natural materials</li> <li>To talk about what they see using a wide vocabulary</li> <li>To show interest in different occupations</li> <li>To explore how things work</li> <li>To be able to plant seeds and care for growing plants</li> <li>To know that there are different countries in the world and talk about the countries they have seen.</li> </ul>											
	<b>EXP ARTS</b> CM, BI	<ul style="list-style-type: none"> <li>To take part in simple pretend play</li> <li>To make imaginative and complex small worlds using blocks and construction kits</li> <li>To join different materials and explore different texture</li> <li>To explore colour and colour mixing</li> <li>To listen to increased attention to sound</li> <li>To remember and sing entire songs</li> <li>To begin to play instruments with control.</li> </ul>						<ul style="list-style-type: none"> <li>To take part in simple pretend play</li> <li>To make imaginative and complex small worlds using blocks and construction kits</li> <li>To join different materials and explore different texture</li> <li>To explore colour and colour mixing</li> <li>To listen to increased attention to sound</li> <li>To remember and sing entire songs</li> <li>To begin to play instruments with control.</li> </ul>											

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JS	<p><b>Parasha</b></p> <ul style="list-style-type: none"><li>• Bo – following instructions</li><li>• Beshalach – Hashem looks after us</li><li>• Yitro – listening to your parents</li><li>• Mishpatim - milk and meat in a kosher kitchen</li><li>• Teruma - saying tefillot and doing mitzvot help us come closer to Hashem</li><li>• Tetzaveh - people who help us.</li></ul> <p><b>Chagim: Tu BiShvat</b></p> <ul style="list-style-type: none"><li>• To make a 3D tree with some fruit on</li><li>• To know it is the birthday of the trees in Israel</li><li>• To go on a trip to the greengrocers.</li></ul> <p><b>Tefillah</b></p> <ul style="list-style-type: none"><li>• Shema - to increase the Shema up to m'o'decha</li><li>• Adon Olam - to increase the up to nivra.</li></ul>	<p><b>Parasha</b></p> <ul style="list-style-type: none"><li>• Vayakel - keeping Shabbat</li></ul> <p><b>Chagim: Purim</b></p> <ul style="list-style-type: none"><li>• To learn a very basic story of Purim and make puppets to retell the story</li><li>• To know Haman is the villain in the story and we shake a raashan when we hear his name.</li><li>• To make Raashanim</li><li>• To know we enjoy Hamantaschen and make them</li><li>• To know we wear fancy dress on Purim.</li></ul> <p><b>Chagim: Pesach</b></p> <ul style="list-style-type: none"><li>• To act out the Pesach story for the parents and have a simple seder and sing song</li><li>• To know key simple facts of the Pesach story</li><li>• To recognise a few items on the seder plate</li><li>• To know we drink four cups of grape juice at our seder</li><li>• To know we need three whole matzot on our seder table</li><li>• To know the youngest child sings Ma Nishtana</li><li>• To be able to count to ten as we look at pictures of the plagues</li><li>• To know we eat Matza, not bread, and different Pesach foods for 8 days.</li></ul> <p><b>Tefillah</b></p> <ul style="list-style-type: none"><li>• Shema - to increase the Shema up to l'va'vecha</li><li>• Adon Olam - to increase 1st and 2nd lines. Up to Nikra.</li></ul>
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