

## Nursery Curriculum Overview Spring Term 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
<b>HALF TERM</b>							<b>HALF TERM</b>	<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 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 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 be able to engage in new vocabulary and extend conversations about stories they have read</li> <li>Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>Understand the five key concepts about print: <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> <li>we read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book</li> <li>page sequencing</li> </ul> </li> </ul>							
								<ul style="list-style-type: none"> <li>To recite number past 5</li> <li>To have fast recognition of up to 3 objects, without having to count them individually (Subitising)</li> <li>To say one number for each item in order to 5 -1,2,3,4,5</li> <li>To know that the last number reached when counting a small set of objects tells you how many there are in a total</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> <li>To experiment with their own symbols and marks as well as numerals</li> <li>To solve real world mathematical problems with numbers up to 5.</li> </ul>							
<b>PSED</b>									<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>									<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>									<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>									<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>Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>Understand the five key concepts about print: <ul style="list-style-type: none"> <li>print has meaning</li> <li>print can have different purposes</li> <li>we read English text from left to right and from top to bottom</li> <li>the names of the different parts of a book page sequencing</li> </ul> </li> </ul>						
<b>MATHEMATIC</b>									<ul style="list-style-type: none"> <li>To compare quantities using language 'more than', 'fewer than'</li> <li>To talk about and explore 2D and 3D shapes using informal and mathematical language – sides, corners, straight, flat and round</li> <li>To understand position through words alone</li> <li>To describe a familiar route</li> <li>To use positional language</li> <li>To make comparisons between objects relating to size, length, weight and capacity</li> <li>To select shapes for purpose</li> <li>To talk about and identify the patterns around them</li> <li>To use informal language like 'pointy, spotty' and 'blobs'</li> <li>To extend and create ABAB patterns</li> <li>To notice and correct an error in a repeating pattern</li> <li>To begin to describe a sequence of events, real or fictional using words such as 'first', 'then.'</li> </ul>						

## Nursery Curriculum Overview Spring Term 2025

<b>UND WORLD</b>	<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>UND WORLD</b>	<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 &amp; D</b>	<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>	<b>EXP ARTS &amp; D</b>	<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>
<b>JS</b>	<p><b>Parasha</b></p> <ul style="list-style-type: none"> <li>Veyechi – Showing love</li> <li>Shemot- Kindness</li> <li>Vaera- Emunah, Hashem is everywhere</li> <li>Bo – following instructions</li> <li>Beshalach – Hashem looks after 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 revise the bracha we say for fruit which grow on a tree</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>	<b>JS</b>	<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 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 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>