



Primary Curriculum 2015-16

Year Group Long Term Plan

'Going for Gold' 'Achieving Excellence'

Scheme of Work for: Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title						
Maths	<p>*Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</p> <p>*Recites some number names in sequence.</p> <p>*Creates and experiments with symbols and marks representing ideas of number.</p> <p>*Uses some number names and number language spontaneously.</p> <p>*Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p> <p>*Anticipates specific time-based events such as mealtimes or home time.</p>	<p>*Begins to make comparisons between quantities.</p> <p>*Uses some language of quantities, such as 'more' and 'a lot'.</p> <p>*Knows that a group of things changes in quantity when something is added or taken away.</p> <p>*Beginning to categorise objects according to properties such as shape or size.</p> <p>*Begins to use the language of size.</p> <p>Notifies simple shapes and patterns in pictures.</p>	<p>*Recites numbers in order to 10 in play</p> <p>*Uses some number names accurately</p> <p>*Knows that numbers identify how many objects are in a set.</p> <p>*Compares two groups of objects, saying when they have the same number.</p> <p>*Uses positional language.</p> <p>Orders two or three items by length</p>	<p>*Shows an interest in numerals in the environment.</p> <p>*Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>*Shows an interest in number problems.</p> <p>*Shows interest in shape by sustained construction activity or by talking about shapes or arrangements</p> <p>*Orders two or three items by height.</p>	<p>Sometimes matches numeral and quantity correctly.</p> <p>*Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>*Shows interest in shapes in the environment.</p> <p>*Uses shapes appropriately for tasks.</p> <p>Orders two items by weight</p>	<p>*Shows curiosity about numbers by offering comments or asking questions.</p> <p>*Shows an interest in representing numbers.</p> <p>*Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>Beginning to talk about the shapes of everyday objects, e.g. <i>round</i> and <i>tall</i>.</p>
Understanding the World	<p>*Shows interest in the lives of people who are familiar to them</p> <p>*Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>*Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p>	<p>*Shows interest in the lives of people who are familiar to them</p> <p>Can talk about some of the things they have observed such as natural and found objects.</p> <p>*Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>	<p>*Remembers and talks about significant events in their own experience</p> <p>Can talk about some of the things they have observed such as animals.</p> <p>Developing an understanding of growth of animals over time.</p> <p>*Shows care and concern for living things and the environment.</p> <p>*Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>*Recognises and describes special times or events for family or friends.</p> <p>Can talk about some of the things they have observed such as plants,</p> <p>Developing an understanding of growth decay and changes over time.</p> <p>*Shows care and concern for living things and the environment.</p> <p>*Knows how to operate simple equipment, e.g. Bee Bop</p>	<p>*Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>*Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>*Knows that information can be retrieved from computers</p>	<p>*Shows interest in different occupations and ways of life.</p> <p>*Talks about why things happen and how things work.</p> <p>*Completes a simple program on a computer.</p>
Expressive Arts and Design	<p>*Enjoys joining in with dancing and ring games.</p> <p>*Explores and learns how sounds can be changed.</p> <p>*Uses various construction materials.</p> <p>*Uses movement to express feelings.</p> <p>*Notifies what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>	<p>*Sings a few familiar songs.</p> <p>*Beginning to be interested in and describe the texture of things.</p> <p>*Uses various construction materials.</p> <p>*Uses movement to express feelings.</p> <p>*Notifies what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>	<p>*Beginning to move rhythmically.</p> <p>*Explores colour and how colours can be changed.</p> <p>*Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>*Sings to self and makes up simple songs.</p> <p>*Engages in imaginative role-play based on own first-hand experiences.</p>	<p>Taps out simple repeated rhythms.</p> <p>*Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>*Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>*Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p>	<p>*Imitates movement in response to music.</p> <p>*Creates movement in response to music.</p> <p>*Joins construction pieces together to build and balance.</p> <p>*Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>*Uses available resources to create props to support role-play.</p>	<p>*Makes up rhythms.</p> <p>*Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>*Realises tools can be used for a purpose.</p>