

# Nursery curriculum plan Autumn – September 2017

**Topic:** How do you wake a sleepy bear?

**Development:** 30 – 50 months

<p><b>Personal, Social &amp; Emotional Development</b> <b>Making Relationships</b></p> <p><b>MRa</b> Can play in a group, extending &amp; elaborating play ideas - e.g. building up a role-play activity with other children.</p> <p><b>Self-Confidence and Self-Awareness</b> <b>SCAa</b> Can select and use activities with help.</p> <p><b>Managing Feelings and Behaviour</b> <b>MFBa</b> Aware of their own feelings and knows that some actions and words can hurt others' feelings.</p>	<p><b>Communication, Language, Listening and Attention</b></p> <p><b>LAA</b> Listens to others one to one or in small groups, when conversation interests them.</p> <p><b>Understanding</b> <b>Ua</b> Understands use of objects (e.g. "What do we use to cut things?")</p> <p><b>Speaking</b> <b>Sa</b> Beginning to use more complex sentences to link thoughts (e.g. using and, because). <b>Sb</b> Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p>	<p><b>Physical Development, Moving and Handling</b></p> <p><b>MHa</b> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping. <b>MHb</b> Mounts stairs, steps or climbing equipment using alternate feet. <b>MHc</b> Walks downstairs, two feet to each step while carrying a small object. <b>MHd</b> Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p><b>Health and Self-Care</b></p> <p><b>HSCa</b> Can tell adults when hungry or tired or when they want to rest or play. <b>HSCd</b> Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. <b>HSCe</b> Can usually manage washing and drying hands.</p>
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<p><b>Literacy Development Reading</b> <b>Ra</b> Enjoys rhyming and rhythmic activities. <b>Rd</b> Listens to and joins in with stories and poems, one-to-one and also in small groups. <b>Rj</b> Shows interest in illustrations and print in books and print in the environment. <b>Rk</b> Recognises familiar words and signs such as own names and advertising logos.</p> <p><b>Writing</b> <b>Wa</b> Sometimes gives meaning to marks as they draw and paint.</p>	<p><b>Mathematical Development Numbers</b> <b>Na</b> Uses some number names and number language spontaneously. <b>Nb</b> Uses some number names accurately in play. <b>Nc</b> Recites numbers in order to 10. <b>Nm</b> Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p><b>Shape, Space and Measure SSMA</b> Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p>	<p><b>People and Community</b> <b>PCa</b> Shows interest in the lives of people who are familiar to them.</p> <p><b>The World</b> <b>TWa</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p><b>Technology</b> <b>Ta</b> To know how to operate simple equipment, e.g. turns on CD player and uses remote control.</p>	<p><b>Expressive Arts &amp; Design</b> <b>EMa</b> Enjoys joining in with dancing and ring games. <b>EMg</b> Explores colour and how colours can be changes.</p> <p><b>Being Imaginative</b> <b>Bla</b> Developing preferences for forms and expression. <b>BIf</b> Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>
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