

Gordon Nursery - Progression of Skills and Curriculum Overview 2023-24

Area of Learning	Autumn term – Settling in and baseline/Learn about class name (Manaus) – rainforest/Me and My Family/Autumn celebrations/Christmas	Spring term – Winter and Spring celebrations/Shape and Pattern/Keeping Healthy	Summer term – Growing and Changing/Traditional stories
Other Possible Themes	Traditional Stories and Rhymes/Autumn	Winter Wonderland/Stories about Bears/Michael Rosen/Growing and Changing	Transition/Transport and Travel/Hats/Keeping Healthy/The Sea
Suggested Enrichment Activities	Autumn walk around school grounds, Black History (African dancing/drumming), Anti-bullying week, parent visit for Diwali, Christmas performance, Christmas party/panto	National Storytelling Day (parents in to read stories), World Book Day (library outing), Theatre visit, Science week, Chinese New Year celebrations, Easter egg hunt	Farm visit, PE week – Dance workshop /performance, gymnastics workshop, Sports Day, Art/DT exhibition
Suggested whole class focus texts	The Animal Boogie, Walking through the Jungle, The Christmas Story, Light the Lamps (Diwali), After the Storm, So Much (POR), All Kinds of Families, We are Family, Owl Babies, The Colour Monster	The Dot, Triangle, Perfect Square, Tanka Tanka Skunk (POR), Supertato stories, Handa’s Surprise, Oliver’s Fruit Salad, Oliver’s Vegetables, Smile Crocodile Smile	The Very Hungry Caterpillar, Caterpillar Butterfly, Oi, Frog! Tadpole’s Promise, Jack and the Beanstalk, 3 Little Pigs, The Little Sunflower, Camille and the Sunflowers, Jasper’s Beanstalk

Gordon Nursery - Progression of Skills and Curriculum Overview 2023-24

<p>Communication and Language</p> <p>Communication and Language is developed throughout the year through high quality interactions, group/circle times, stories, singing, speech and language interventions</p>	<p>Children can:</p> <ul style="list-style-type: none"> • join in with rhymes and songs and begin to move/do actions to music • respond to their name by looking at the person speaking • identify familiar objects /properties when described by an adult e.g. blue car • concentrate for 5 minutes on carpet or at an activity • understand simple questions and instructions e.g. where is your coat? • respond to questions using simple sentences • start a conversation with an adult or friend 	<p>Children can:</p> <ul style="list-style-type: none"> • concentrate for slightly longer period (up to 8 mins on carpet or at an activity) • focus on adults when they read or sing, responding with sounds and movement • respond appropriately to key vocabulary e.g. get your coat • begin to ask/respond to 'why' and 'how' questions • identify characters in familiar books • follow a familiar story with props/pictures • begin to use • start a conversation and take my turn to speak 	<p>Children can:</p> <ul style="list-style-type: none"> • listen to longer stories and recall much of what happens • remember, join in and retell familiar rhymes and stories • understand 'why' questions e.g. why do you think the caterpillar got so fat? • use longer sentences (at least 6 words) joined with words such as 'because', 'and' • speak with clarity, attempting multisyllabic words and using future and past tenses (mostly correctly) • start and continue conversations with an adult or friend and continue for many turns • follow a 2-part question or instruction
--	--	--	--

Gordon Nursery - Progression of Skills and Curriculum Overview 2023-24

<p>Personal, Social and Emotional Development</p> <p>Children develop their personal, social and emotional skills throughout the year in everyday situations and through stories, circle times, Zones of Regulation, SEAL activities, yoga and mindfulness activities. They begin to understand about the importance of making healthy choices around eating (including TastEd activities), activity and dental care.</p>	<p>Children:</p> <ul style="list-style-type: none"> • name the adults and some children in the setting • play cooperatively with a familiar adult e.g. rolling ball back and forth • begin to initiate play, offering cues to peers to join in • begin to form special friendships with another child • have own ideas and take notice of other’s responses • join in a range of activities that interest them • follow the rules with reminders from others • begin to be independent in self-care e.g. put on apron, attempt putting on coat, join in tidying • usually manage to wash and dry hands • begin to understand that some things belong to them, some to others or have to be shared • respond to the feelings and wishes of others • with support, are aware that some actions can hurt/harm others • are beginning to express own feelings e.g. happy, sad, angry, worried 	<p>Children:</p> <ul style="list-style-type: none"> • seek out others to share experiences • show affection and concern for adults in setting/peers • are confident to talk to other children in play situations • keep play going by responding to what others are doing/saying • follow classroom rules independently • are increasingly independent with self-care e.g. using toilet independently, put on coat, know when an apron is needed • can tell adults when hungry or tired • beginning to learn how to use equipment safely • make healthy choices about food, drink, activity and dental care • can demonstrate a sense of self e.g. want to do things independently, say ‘no’ to an adult • have a growing ability to distract themselves when upset • can inhibit own actions /behaviours e.g. stop themselves doing something they shouldn’t 	<p>Children:</p> <ul style="list-style-type: none"> • become more outgoing with unfamiliar people in familiar environment and show more confidence in new social settings e.g. outings • can play with one or more other children, extending and elaborating play e.g. a role-play activity • select and use activities and resources independently, or minimal support • remember and follow rules and understand why they are important • have a sense of responsibility and community • understand that equipment and tools have to be used safely • begin to accept needs of others and can take turns and share resources, sometimes with support • develop appropriate ways of being assertive • begin to understand the importance of a healthy lifestyle • talk about feelings and understand how others may be feeling
--	--	---	---

Gordon Nursery - Progression of Skills and Curriculum Overview 2023-24

<p>Physical Development</p> <p>Children improve their gross motor skills daily in physical activities in the outdoor space and specific skills taught in weekly PE sessions using GetSet4PE, ball skills and gymnastics coaching. They improve their fine motor skills by engaging in Funky Fingers activities, mark making, construction, art, Dough disco and Squiggle While you Wiggle.</p>	<p>Children:</p> <ul style="list-style-type: none"> • can sit safely on a chair • can sit on the carpet for 5 minutes unaided • can attempt to kick a ball • can control whole body and negotiate space and objects • can pour water and sand using different sized containers • use large muscle movements to wave flags/ribbons, paint and make marks • can run safely on whole foot • ride a trike or balance bike with good control <ul style="list-style-type: none"> • use palmar grasp or four finger grip to hold mark-making tools • make anti-clockwise circles and lines in a variety of media • begin to use fine motor equipment such as threading beads, tweezers • beginning to hold scissors using correct grip to snip paper, for example 	<p>Children:</p> <ul style="list-style-type: none"> • can kick a large ball • climb stairs/apparatus using alternate feet • respond and move to rhythm and music, moving safely in a smaller space • begin to copy movements such as jumping, hopping, skipping • are beginning to balance on one foot • can wave arms or ribbons to make vertical lines and circles in the air <ul style="list-style-type: none"> • begin to develop a quadropod or static tripod grasp when using writing media • can copy basic pre-writing patterns • use one-handed tools with more purpose and control • hold scissors correctly and begin to cut along a line 	<p>Children:</p> <ul style="list-style-type: none"> • can catch a large ball • can jump, hop, skip, stand on one leg and hold a pose for a game like musical statues • are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm • can move freely and with pleasure in a range of ways, including running skilfully and negotiate space successfully • match their developing physical skills to tasks and activities in the setting and begin to extend it into other areas such as forest school • can use a range of one-handed tools including hole punch, tweezers • are beginning to cut along a continuous line using one hand • can hold a pencil near the point in a pincer grip, no longer using whole-hand grasp, sometimes with a reminder • show preference for a dominant hand
---	---	---	--

Gordon Nursery - Progression of Skills and Curriculum Overview 2023-24

<p>Understanding the World</p> <p>People, culture and communities</p> <p>The natural world</p> <p>Past and present</p>	<p>Children:</p> <ul style="list-style-type: none"> • Imitate everyday actions and events from own family and cultural background • Show interest in the lives of people familiar to them <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials • Explore how things work <ul style="list-style-type: none"> • Begin to remember and talk about significant events in their own experience 	<p>Children:</p> <ul style="list-style-type: none"> • Begin to role-play familiar people and different jobs • See there are similarities and differences that connect them to, and distinguish them from others e.g. hair colour/type, eye colour, young/old <ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties • Talk about the differences between materials and changes they notice • Plant seeds and care for growing plants <ul style="list-style-type: none"> • Remember and talk about significant events in their own experience 	<p>Children:</p> <ul style="list-style-type: none"> • Show interest in different occupations • Develop positive attitudes about the differences between people • Know there are different countries in the world and can talk about the differences they have experienced or seen in photos • Talk about natural materials using a wide vocabulary • Explore and talk about different forces they feel • Understand the key features of the life cycle of a plant and an animal • Begin to understand the need to respect and care for the natural environment and all living things • Begin to make sense of their own life-story and family's history
---	--	--	---

Gordon Nursery - Progression of Skills and Curriculum Overview 2023-24

<p>Creative Development Creating with materials</p> <p>Being imaginative and expressive</p>	<p>Children:</p> <ul style="list-style-type: none"> • Show an interest in the way musical instruments sound • Join different materials and explore different textures • Create closed shapes and continuous lines, and begin to use these shapes to represent objects • Take part in simple pretend play using an object to represent something else even though they are not similar • Listen with increased attention to sounds • Remember and sing entire songs 	<p>Children:</p> <ul style="list-style-type: none"> • Draw with increasing complexity and detail e.g. make a circle for face and add detail • Explore colour and colour mixing • Explore different materials freely, in order to develop their ideas about how to use them and what to make • Begin to develop complex stories using small-world equipment • Create their own songs or improvise a song around one they know • Play instruments with increasing control to express feelings and ideas 	<p>Children:</p> <ul style="list-style-type: none"> • Use drawing to represent ideas like movement or loud noises • Show different emotions in drawings and paintings e.g. happiness, sadness • Develop their own ideas and then decide which materials to use to express them • Make imaginative and complex 'small worlds' with blocks and construction kits • Respond to what they have heard, expressing their thoughts and feelings • Sing the pitch of a tone sung by another person ('pitch match') • Sing the melodic shape (moving melody, such as up and down) of familiar songs
--	--	---	---