

## Nursery Curriculum Overview Understanding the World 2021

By the end of Nursery, children should be able to:

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| <ul style="list-style-type: none"> <li>● Sort collections of materials with similar and/or different properties.</li> <li>● Talk about what they see, using a wide vocabulary.</li> <li>● Explore how things work</li> <li>● Explore and talk about different forces they can feel.</li> <li>● Talk about the differences between materials and changes they notice.</li> <li>● Plant seeds and care for growing plants.</li> <li>● Understand the key features of the life cycle of a plant and an animal.</li> <li>● Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul> | <ul style="list-style-type: none"> <li>● Begin to make sense of their own life-story and family's history.</li> <li>● Show interest in different occupations.</li> <li>● Develop positive attitudes about the differences between people.</li> <li>● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>● Show an interest in, and operate, technological toys with knobs or pulleys, real objects such as cameras and touchscreen devices such as mobile phones and tablets.</li> <li>● Know that information can be retrieved from digital devices.</li> </ul> |
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### Key language throughout the year.

| Level 1 words   | Level 2 words   | Level 3 words   | Level 4 words  |
|---|---|---|--|
| Like, colour, blue, green, red, hard, soft, noisy, quietly, dot, spot, round, heavy, little, small, fast, slow, | Same as, black, white, yellow, cold, dry, loud, soft, circle, flat, square, empty, fat, full, long, small, moving, quick, still | Different, new, very, orange, pink, purple, grey, brown, silver, grey, furry, rough, smooth, warm, cross, triangle, large, light, short, tall, thin, bigger, fattest, heaviest, longest, smallest, always, before, later, yesterday | Deep, narrow, shallow, thick, wide, fatter, heavier, longer, smaller, largest, lightest, shortest, tallest, thinnest, almost, old, corner, curved, diamond, oval, rectangle, slant, slope, straight, high, low, darker, lighter, jerky, smooth, early, late, never, once, sometimes, tomorrow, twice |

| Autumn 1       | Autumn 2                | Spring 1         | Spring 2                                    | Summer 1                         | Summer 2            |
|----------------|-------------------------|------------------|---|----------------------------------|---------------------|
| Icing biscuits | chocolate apples, Barfi | Making cup cakes | Easter nests, toast                         | Making porridge                  | Making fruit kebabs |
| Planting bulbs | Planting bulbs          | Chit potatoes    | April- plant onions, potatoes, strawberries | Plant beetroot, carrots, tomato, | Harvest fruit/veg   |

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### Understanding the World

The purpose of Science in the early years is to Identify opportunities for children to develop a broad range of skills including exploration, investigation, observation and curiosity. The process is just as important as the outcome and investigation does not always lead to a definitive conclusion.

A range of resources are available in continuous provision for children to explore and investigate, both indoors and outside. These include: mirrors, ice, magnifying glasses, magnets, collections of natural objects, collections of interesting and textured materials, blocks, crates, tubes and funnels, plants, raw vegetables and fruits, herbs, feathers, coins, buttons, ribbons, kites, windmills.

A range of small world resources and play maps available for children to design their own environments.  
Each half term there will be a visit to the local community, or a visit from a member of the community.

### Technology

Children have access to a range of technologies, both digital and non-digital. Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes. Investigations, scientific enquiry and exploration are essential components of learning about and with technology both digitally and in the natural world. Through technology children have additional opportunities to learn across all areas in both formal and informal ways. Technologies are tools to learn both from and with.

| <u>Autumn 1</u>   | <u>Autumn 2</u>  | <u>Spring 1</u>   | <u>Spring 2</u>  | <u>Summer 1</u>   | <u>Summer 2</u>   |
|---|--|---|--|---|---|
| Learning the areas in the classroom.<br><br>Exploring the Nursery garden.<br><br>Routine of the day.<br><br>Colour. Yellow, red, blue, green, grey, pink<br><br>Sorting materials and resources.<br><br>Matching to silhouettes | Naming Body Parts.<br>Families. ( <i>The Family Book, It's Good to be Different</i> )<br><br>Listening games<br><br>Materials - autumn objects<br><br>Colour - orange, purple, brown, gold, silver | Seasonal changes.<br><br>Exploring ice. Naming Polar animals<br><br>Floating and Sinking.<br><br>Colour - black/white<br><br>Comparing and naming features of different environments: the Arctic, the <i>Gruffalo</i> . | Seasonal changes<br><br>Changes to materials: Baking, cooking, Jelly bear experiment. Using descriptive language.<br><br>Describing and recreating journeys in <i>We're Going on a Bear Hunt, We're Going on an Egg Hunt</i> and <i>Rosie's Walk</i> | Seasonal changes<br><br>Plants: Naming the parts, caring for plants indoors and outdoors.<br><br>Sequencing the growth of plants using pictures and jigsaws.<br><br>Materials - describing and testing. | Seasonal changes.<br><br>Minibeasts.<br><br>Exploring life cycles.<br><br>Healthy eating. Fruit tasting and naming.<br><br>Transition - looking back to how children have changed and grown since starting nursery. |

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|  | <p>Special events: how do families celebrate?<br/>                 Halloween Bonfire<br/>                 Night, Diwali<br/>                 Christmas</p> <p>Light and dark. Night and Day</p> | <p>Special events:<br/>                 Chinese New Year</p> | <p>Special events:<br/>                 children's own experiences<br/>                 Easter<br/>                 Mothers' day.</p> | <p>Special events:<br/>                 Eid</p> | <p>Special events:<br/>                 Fathers Day</p> |
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