

Heathfield PRIMARY SCHOOL



Curriculum booklet

Nursery

Spring 1

Maths

Keywords

one more
touch counting
2D shapes
3D shapes
first

then
next
cube
cuboid
pyramid

cone

In school we will be learning

Creatures in the Wood

Children will be exploring the new topic, 'Creatures in the Wood'. They will use this in context to develop their counting skills and begin to count woodland animals with 1-1 correspondence. To do this the children will develop their touch counting skills. The

children will explore real-world addition and subtraction within their play, such as if they have two animals and friend gives them one more, they will have three.

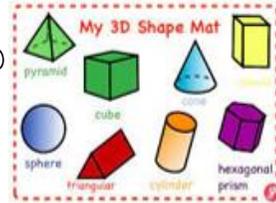
This will develop their knowledge on adding objects

Makes the group bigger and taking away objects makes the group smaller. They will begin to understand one more than a given number up to 5 practically (using objects).



Children in nursery will also explore and name 3D shapes, such as cube, cuboid, pyramid and cone.

They will learn how to identify these shapes and say the 3D name correctly.



They will learn key vocabulary that relates to a fictional event, such as first, then and next. The children will learn how to use these key words in different contexts. This structure allows children to tell mathematical stories and place addition calculations into a meaningful context.

At home you can

- Count when climbing up and down the stairs.
- Go on a 3D shape hunt around the house or outdoors.
- Collect 3D shapes and children to sort them in groups.
- Listen to and sing number-nursery rhymes.

Useful websites



shape video



maths games



addition song

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H

Literacy

Keywords

beginning
middle
end
front cover
back cover

title
blurb
author
illustrator
left

right
top
bottom
story

In school we will be learning

Reading

In Literacy, the children will be reading the following books; *Gruffalo's Child*, *Owl Babies*, *Handa's Noisy Night*, *How to Catch a Star*, *Night Monkey*, *Day Monkey* and *Peace at Last*. They will roleplay key events of these stories and learn that there is beginning, middle and an end to a story. The children will begin to have a good understanding of books and how they are read. This will include learning the following skills;

- To know that in English, text reads from left to right and from top to bottom
- To name different parts of the book e.g. front cover, back cover, title and blurb
- To know the role of the author and illustrator
- To know that a story has a beginning, middle and end
- To show increasing control when drawing and colouring



The children will continue with phonics phase 1 aspect 4. They will begin to experience and appreciate rhythm and rhyme. This will also enable them to develop an awareness of rhythm and rhyme in speech. The children will learn to talk about words that rhyme and to produce rhyming words.



Mark making

The children will begin to form recognisable shapes in drawings and give meaning to the marks they make. They will continue to recognise and copy some of the letters of their name. The children will continue to develop increasing control when drawing and colouring. They will also continue to recognise familiar logos/signs in the environment.

At home you can

- Read a story of child's choice and ask them to point at the front cover, back cover, title and blurb.
- Take your child out on a walk and see if they can recognise and read shop logos. You can also go shopping together and ask your child if they recognise certain logos on food/drink items.
- Read for pleasure before bed and ask your child to recall what happened at the beginning, middle and end of the story.
- Keep markers, pencils, and crayons available at home. Children develop skills that prepare them for writing through their normal play – like drawing, painting, and tracing objects.

Useful websites



[phonics game](#)



[mark making ideas](#)

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Communication and language

Keywords

soft
hard
rough
smooth
bigger

smaller
comparing
same
different
who?

What?
Where?
How?

In school we will be learning

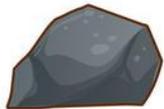
Is it soft?

Children will be encouraged to join in with repeated refrains from familiar stories and to finish off a sentence from a story. This term, nursery will be exploring the project, 'Is It Soft?' where they will be using descriptive words and vocabulary to describe the texture of an object. They will learn to make simple comparisons between objects and materials, such as bigger and smaller, and softer and harder. They will develop using the new vocabulary they have learnt when they say their sentences.

During story time, children will begin to ask questions using what, when, where, why, who and how. The children will work on talking confidently in front of familiar adults and peers. They will continue to join in with repeated refrains from familiar stories. Moreover, children will begin to engage in back-and-forth conversations with their peers during play.



Soft



Hard



SMALL



BIG



At home you can

- Look at different objects around the house and describe what the object feels like with your child. Find an object that is; soft, hard, smooth and rough.
- During story time with your child at home, stop and ask questions about the story. For example: What do you think is going to happen next? Why did the character do that? Where is the character going? How does the character feel?
- Have back and forth conversations with your child about what they are doing.

Useful websites



[Let's Compare Game](#)



[Stories to read with your child](#)

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Understanding of the world

Keywords

bath
teeth
hygiene
milk
lullaby

nocturnal

In school we will be learning

Starry Night

In the Starry Night project, your child will explore the differences between the world at nighttime compared with daytime, through a range of exciting and creative activities. They will find out about nocturnal animals and how they find food when it is dark. They will find out about people who work at night and the different jobs that people do when we are asleep. They will discuss bedtime routines and the importance of a good night's sleep. They will explore the night sky and find out about the moon and stars.

Clean teeth

Children in nursery will be exploring the project 'Clean Teeth' where they will talk about and make marks of clean and dirty teeth. Children will begin to understand the importance of good hygiene. They will learn brushing teeth twice a day helps keep them clean and healthy.



At home you can

- Include a tooth-brushing song when brushing teeth. You can either play or sing to them an upbeat song that lasts around two minutes, which is the recommended time for brushing.
- Create a brushing chart with your child. Let them place a sticker on the chart each time they brush their teeth. This visual aid can serve as a positive reinforcement tool and make the routine more interactive.
- Go on a short walk somewhere familiar during the day and then go on the same walk after dark. Take a torch on your night walk so you can shine it at different features.

Useful websites



[brushing teeth game](#)



[tooth brushing song](#)

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Expressive art and design

Keywords

color mixing	movement	quiet
primary colors	feelings	fast
red	music	slow
yellow	sounds	
blue	loud	

In school we will be learning

Music

In nursery, the children will be encouraged to use movement to express feelings in response to music. They will explore how sounds can be changed from loud to quiet as well as fast to slow. Through engaging activities, the children will be encouraged to use their feelings through the enchanting language of movement, all in response to the magic of music. By integrating movement and music, we create a multisensory experience that not only enhances their physical coordination but also provides enjoyable outlet for emotional expression.



Art

In art, the children will embark on a colorful journey as they experiment with the magic of color mixing. We'll explore the world of primary colors – red, blue, and yellow – and discover the transformations that happen when we mix them together. Through hands-on experiences, the children will witness the magic of creating new colors. This exploration not only sparks creativity but also introduces fundamental concepts in art, laying the foundation for a vibrant and in



At home you can

- Colour spotting - Begin by scattering colored objects or cards (red, blue, and yellow) around the house. Ask the children to find and sort the objects or cards into three separate piles according to their colors.
- Colour hunt - Hide colored objects or cards around the room. Give each child a small container and encourage them to go on a color hunt, collecting objects of a specific color.
- Play a color version of Simon Says where you call out commands related to primary colors. For example, "Simon says touch something blue!" or "Jump to something red!"
- Play a game of musical freeze. When the music plays, encourage your child to dance around. When the music stops, they must freeze in place until the music resumes.

Useful websites



[What are primary colours?](#)



[Freeze Dance](#)

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H

PSED

Keywords

nighttime routine
sleep
day and night
sunlight
darkness

sky
nocturnal animals
emotions
surprised
shocked

upset

In school we will be learning

What happens when I fall asleep?

This term children will be learning the importance about what makes a good nighttime routine through exploring the project, 'What happens when I fall asleep?'. In this project they will learn how important their own sleep is and what they need for a healthy sleep. They will learn that during the day there is sunlight and at night there is no sunlight, so the sky is dark.

The children will develop their understanding of animals that sleep in the day and at night. They will look at nocturnal animals that are awake during the nighttime and sleep during the day. Then, they will look at animals that are awake during the day and sleep at nighttime.



Emotions

Children will be learning to recognise emotions, such as surprised, shocked and upset. They will be working on comforting their friends if their friends are upset/distressed. They will also be working on focusing for a short period of time in a 1:1 conversation with their peers or teachers. They will be working on becoming more expressive in their play ideas with their friends during free flow.



Children will also be learning how to do their zip, buttons and buckles on their clothes.



At home you can

- Talk about bedtime routines and the importance of a good night's sleep. Draw bedtime pictures, make a list of bedtime activities or create a routine chart.
- Create a "calm down" sensory jar with glitter and water. Shake it gently, and as the glitter settles, use it as a calming visual while discussing the importance of a peaceful bedtime routine.
- Create a bedtime area using large cushions, pillows, duvets and night lights. Add pajamas, onesies and bedtime stories for the children to explore in their play.

Useful websites



[healthy sleep advice](#)



[emotion cards and game](#)

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Physical development

Keywords

balance	toes	safely
shapes	copy	actions
head	repeat	
shoulders	share	
knees	practise	

In school we will be learning

Dance - Everyday Life

This half term nursery will develop their expressive movement through the topic of 'Everyday Life'. The children will explore space and how to use space safely. They will learn different travelling movements such as shapes and balances. They will be given the opportunity to choose their own actions in response to a stimulus.

The children will be given the opportunity to copy, repeat and remember actions. They will use counting to help them keep in time with the music. At the end of the unit, they perform what they've practised to their peers. They will be looking at themes such as; head, shoulders, knees and toes, transport, morning routine and my journey to school.

The skills the children will cover over this unit are;

- Physical: actions, dynamics, space
- Social: work safely, respect, collaboration
- Emotional: independence, confidence
- Thinking: select and apply actions, creativity, exploration, recall, provide feedback



At home you can

- Learn the names of different body parts
- Engage in a dance activity based on the theme of "Head, Shoulders, Knees, and Toes." Encourage children to move different parts of their bodies in response to the song.
- Combine counting with movement. Create a simple counting song or chant that involves specific movements for each count. For example, clap twice, stomp three times, etc.
- Practise balancing in a space safely at home.

Useful websites



[Head, Shoulders, Knees and Toes](#)



[different balances](#)

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