

Respect for all. Learners for life



Nursery Curriculum

September 2016- July 2017



Respect for all. Learners for life

Our motto is the motivation behind our school and what makes our school unique. It is our core belief that entwines and leads the curriculum at our school.

A child at Lister Infant School.....

is respectful of others

enjoys a challenge

is respectful to the environment
and property

has a love of learning

has good manners

knows how learning fits in to
the real world.

follow rules

is motivated and confident

is tolerant and challenges stereotypes.

is determined

has secure values and
beliefs

is responsible

is ambitious

shows respect for themselves





Respect for all. Learners for life

A well- educated young person at Lister Infant School

is an independent learner
and decision maker

is adaptable

has a sense of responsibility
and discipline

has a strong sense of self

is morally and spiritually
aware

has good relationships
with adults and peers

is able to operate as part
of a team.

is literate and a good communicator

is prepared for the challenge
of society

uses numbers and ICT
effectively

is tolerant and challenges stereotypes.

is adventurous and willing
to try new things

is respectful and resilient

co-operates as part of a
team.

has a sense of well-being and
can lead a safe, fulfilling and
healthy life.

has a love of learning



Yearly Overview

	Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
Topic	My Nursery	Nursery Rhymes	Jack Frost	Down in the Garden	Food glorious food	Pets
Trip/Visitors	Autumn walk with Richie Ranger	Local walk to post Christmas letters	Winter Walk with Richie Ranger	Spring Walk with Ritchie the Ranger Eggs/Chicks	Croxteth Farm	Summer Walk with Richie Ranger

At Lister Infant School, our curriculum is thematic and cross curricular in approach. This develops children's knowledge, skills and understanding and gives them the ability to apply them to all areas of life.

Trips out and visitors are planned, to enhance topics, gain insight from others and build children's interest in a topic.

Throughout the year, special events and extra topics may be incorporated in to the plans to take account of local, national and international agendas and events. Parents will be informed of any changes.

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	Term 1:1 My Nursery	Term 1:2 Nursery Rhymes	Term 2:1 Jack Frost	Term 2:2 Down in the Garden	Term 3:1 Food glorious food	Term 3:2 Pets
English	Phase 1 phonics/Mark Making/ Reading Areas	Phase 1 phonics /Story time- listening to favourite/familiar stories	Phase 1 phonics/mark making for different purposes/listening to and joining in with stories	Phase 1 phonics/ mark making for different purposes/listening to and joining in with stories	Phase 1 phonics/ mark making for different purposes/listening to and joining in with stories/acting out stories	Phase 1 phonics/ mark making for different purposes/listening to and joining in with stories/acting out stories
Mathematics	Number Rhymes	Numbers and Counting/shapes	Counting songs/comparing quantities/ using shapes	Counting and number songs/ representing numbers/using shapes	Recognising and representing number s/number problems/using, describing and naming shapes	Recognising and representing number s/number problems/using, describing and naming shapes
Science	Seasonal Change	Christmas materials investigation station	Seasonal change/freezing and melting/	Growth and change-Chicks	Living things and the environment/ Classifying	Creating Sounds
Computing	ICT equipment Mouse Control Smartboard	Class computer programmes: 2simple, Education City	Technological equipment -cd player, lights and switches	Technological equipment-cd player/programmable toys	iPads/iPods/class computers Taking photographs and video clips	iPads/iPods/class computers Purple Mash—design and draw their pets
History	Summer Holiday News	Christmas Story News and events in their own lives and families. Diwali.	News and events in their own lives and families, Chinese New Year	News and events in their own lives and families/Passing of time	News and events in their own lives and families/Passing of time	News and events in their own lives and families/Reflecting on how we have grown/changed over the year.
Geography	Signs of Autumn	Local environment	Signs of Winter	Local environment/signs of Spring	Caring for plants.	Show care and concern for living things
Art	Colour/Drawing	Painting and Printing	Pattern/ printing	Texture	Collage	Sculpture
D.T	Construction- small blocks	Construction-block play	Creating for a purpose—Create a home for Arctic animals	Designing—Design and make a healthy pic nic	Cookery—make potato wedges from our potatoes we have grown	Cookery—Smoothies and Fruit salad
RE	Harvest/Diwali	Christmas	Myself and Chinese New Year	Spring/Festivals/Easter	Relationships/caring for animals and plants	Time to reflect/listen to stories
PSHE	New Beginnings	Getting on Falling out	Going for Goals	Good to be Me	Relationships	Changes
PE	Ring Games/ Outdoor games, parachute, vehicles outside Dance	Dance, responding to music, large and small equipment	Dance, winter songs/music, moving to music, dragon dance for Chinese New Year	Dance, Down in the garden song. Doing the animal bop	Outdoor games /Gymnastics- Balancing Dance	Relay/sports day activities Dance
French	Colours	Numbers and Christmas songs	Winter (French)	Garden creatures	Food	Animals
Music	Familiar Rhymes and Songs	Nursery Rhymes and Christmas songs	Exploring instruments	Rhythm and song	Rhythm and Songs	Making Instruments

Respect for all. Learners for life

Term 1:1

Music	Familiar Rhymes and Songs
French	Colours
PE	Ring games Parachute
PSHE	New Beginnings
RE	Harvest/Diwali
DT	Construction- small blocks
Art	Colour/Drawing
Geography	Signs of Autumn
History	Summer holiday news
Computing	ICT Equipment
Science	Autumn Table
Mathematics	Number Rhymes
English	Phase 1 phonics/ Mark Making/ Reading Areas
	Term 1:1

Term 1:2

Music	Nursery Rhymes
French	Numbers and Christmas Songs
PE	Dance
PSHE	Getting on and falling out
RE	Christmas
DT	Construction Block Play
Art	Painting and Printing
Geography	Local Environment
History	Christmas story News and events in their own lives and families
Computing	Class computer programmes
Science	Christmas materials investigation station
Mathematics	Numbers and Counting/shapes
English	Phase 1 phonics / Story time- listening to favourite/familiar stories
	Term 1:2

Termly Overview

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Term 2:1

Music	Exploring instruments
French	Winter (French)
PE	Dance
PSHE	Going for Goals
RE	Myself and Chinese New Year
DT	Creating for a purpose
Art	Pattern/ printing
Geography	Signs of winter
History	News and events in their own lives and families
Computing	Technological equipment -cd player, lights and switches
Science	Seasonal change/ freezing and melting
Mathematics	Counting songs/ comparing quantities/ using shapes
English	Phase 1 phonics/ mark making for different purposes/listening to and joining in with stories
Term 2:1	

Term 2:2

Music	Rhythm and song
French	Garden creatures
PE	Dance
PSHE	Good to be Me
RE	Spring/Festivals/ Easter
DT	Designing
Art	Texture
Geography	Local environment/signs of Spring
History	News and events in their own lives and families/
Computing	Technological equipment-cd player/ programmable toys
Science	Growth and change-Chicks
Mathematics	Counting and number songs/ representing numbers/using shapes
English	Phase 1 phonics/ mark making for different purposes/listening to and joining in with stories
Term 2:2	

Respect for all. Learners for life

Term 3:1

Music	Rhythm and songs	Term 3:1
French	Food	
PE	Outdoor games / Gymnastics- balancing	
PSHE	Relationships	
RE	Relationships/ caring for animals and plants	
DT	Cookery	
Art	Collage	
Geography	Caring for animals and plants	
History	News and events in their own lives and families	
Computing	iPads/iPods/class computers	
Science	Living things and the environment	
Mathematics	Recognising and representing number s./number problems/using, describing and naming shapes	
English	Phase 1 phonics/ mark making for different purposes/listening to and joining in with stories/ acting out stories	

Term 3:2

Music	Making Instruments	Term 3:2
French	Animals	
PE	Outdoor games / Sports day	
PSHE	Changes	
RE	Time to reflect/ listen to stories	
DT	Cookery	
Art	Sculpture	
Geography	Map making	
History	News and events in their own lives and families	
Computing	iPads/iPods/class computers	
Science	Creating sounds	
Mathematics	Recognising and representing number s./number problems/using, describing and naming shapes	
English	Phase 1 phonics/ mark making for different purposes/listening to and joining in with stories/ acting out stories	

Respect for all. Learners for life

Term 1:1 & Term 1:2

Reading (16-26 & 22-36 months)

Interested in books and rhymes and may have favourites

Has some favourite stories, rhymes, songs, poems or jingles.

Repeats words or phrases from familiar stories.

Fills in the missing word or phrase in a known rhyme, story or game,

Writing (16-26 & 22-36 months)

Early mark-making

Makes connections between their movement and the marks they make

Distinguishes between the different marks they make.

Respect for all. Learners for life

Term 2:1 & Term 2:2

Throughout term 2:1 and 2:2 we will be working on the following objectives.

Reading 22-36 months

Has some favourite stories, rhymes, songs, poems or jingles.
Repeats words or phrases from familiar stories.
Fills in the missing word or phrase in a known rhyme, story or game,

Writing 22-36 months

Distinguishes between the different marks they make.

Reading (30-50 months)

Enjoys rhyming and rhythmic activities.
Shows awareness of rhyme and alliteration.
Recognises rhythm in spoken words.
Listens to and joins in with stories and poems, one-to-one and also in small groups.
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
Beginning to be aware of the way stories are structured.
Suggests how the story might end.
Listens to stories with increasing attention and recall.
Describes main story settings, events and principal characters.
Shows interest in illustrations and print in books and print in the environment.
Recognises familiar words and signs such as own name and advertising logos.
Looks at books independently.
Handles books carefully.
Knows information can be relayed in the form of print.
Holds books the correct way up and turns pages.
Knows that print carries meaning and, in English, is read from left to right and top to bottom.

Writing (30-50 months)

Sometimes gives meaning to marks as they draw and paint.
Ascribes meanings to marks that they see in different places

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Term 3:1 & Term 3:2

Reading (30-50 months)

Enjoys rhyming and rhythmic activities.
Shows awareness of rhyme and alliteration.
Recognises rhythm in spoken words.
Listens to and joins in with stories and poems, one-to-one and also in small groups.
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
Beginning to be aware of the way stories are structured.
Suggests how the story might end.
Listens to stories with increasing attention and recall.
Describes main story settings, events and principal characters.
Shows interest in illustrations and print in books and print in the environment.
Recognises familiar words and signs such as own name and advertising logos.
Looks at books independently.
Handles books carefully.
Knows information can be relayed in the form of print.
Holds books the correct way up and turns pages.
Knows that print carries meaning and, in English, is read from left to right and top to bottom.

Reading (40-60 months)

Continues a rhyming string.
Hears and says the initial sound in words.
Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
Links sounds to letters, naming and sounding the letters of the alphabet.
Begins to read words and simple sentences.
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
Enjoys an increasing range of books.
Knows that information can be retrieved from books and computers.

Writing (30-50 months)

Sometimes gives meaning to marks as they draw and paint.
Ascribes meanings to marks that they see in different places

Writing (40-60 months)

Gives meaning to marks they make as they draw, write and paint.
Begins to break the flow of speech into words.
Continues a rhyming string.
Hears and says the initial sound in words.
Can segment the sounds in simple words and blend them together.
Links sounds to letters, naming and sounding the letters of the alphabet.
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
Writes own name and other things such as labels, captions.
Attempts to write short sentences in meaningful contexts.

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Term 1:1 & Term 1:2

Number (16-26 & 22-36 months)

Knows that things exist, even when out of sight.
Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.
Says some counting words randomly.

Selects a small number of objects from a group when asked,
Recites some number names in sequence.
Creates and experiments with symbols and marks representing ideas of number.
Begins to make comparisons between quantities.
Uses some language of quantities, such as 'more' and 'a lot'.
Knows that a group of things changes in quantity when something is added or taken away

Shape Space & Measures (16-26 & 22-36 months)

Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles.
Uses blocks to create their own simple structures and arrangements.
Enjoys filling and emptying containers.
Associates a sequence of actions with daily routines.
Beginning to understand that things might happen 'now'.

Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size.
Begins to use the language of size. Understands some talk about immediate past and future, e.g. *before*, *later* or *soon*. Anticipates specific time-based events such as mealtimes or home time.

Respect for all. Learners for life

Term 2:1 & Term 2:2

Number (22-36 months)

Selects a small number of objects from a group when asked,
Recites some number names in sequence.
Creates and experiments with symbols and marks representing ideas of number.
Begins to make comparisons between quantities.
Uses some language of quantities, such as '*more*' and '*a lot*'.
Knows that a group of things changes in quantity when something is added or taken away

Number (30-50 months)

Uses some number names and number language spontaneously.
Uses some number names accurately in play.
Recites numbers in order to 10.
Knows that numbers identify how many objects are in a set.
Beginning to represent numbers using fingers, marks on paper or pictures.
Sometimes matches numeral and quantity correctly.
Shows curiosity about numbers by offering comments or asking questions.
Compares two groups of objects, saying when they have the same number.
Shows an interest in number problems.
Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
Shows an interest in numerals in the environment.
Shows an interest in representing numbers.
Realises not only objects, but anything can be counted, including steps, claps or jumps.

Shape Space & Measures (22-36 months)

Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size.
Begins to use the language of size. Understands some talk about immediate past and future, e.g. '*before*', '*later*' or '*soon*'. Anticipates specific time-based events such as mealtimes or home time.

Shape Space & Measures (30-50 months)

Shows an interest in shape and space by playing with shapes or making arrangements with objects.
Shows awareness of similarities of shapes in the environment.
Uses positional language.
Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
Shows interest in shapes in the environment.
Uses shapes appropriately for tasks.
Beginning to talk about the shapes of everyday objects, e.g. '*round*' and '*tall*'

Respect for all. Learners for life

Term 3:1 & Term 3:2

Number (30-50 months)

Uses some number names and number language spontaneously.
Uses some number names accurately in play.
Recites numbers in order to 10.
Knows that numbers identify how many objects are in a set.
Beginning to represent numbers using fingers, marks on paper or pictures.
Sometimes matches numeral and quantity correctly.
Shows curiosity about numbers by offering comments or asking questions.
Compares two groups of objects, saying when they have the same number.
Shows an interest in number problems.
Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
Shows an interest in numerals in the environment.
Shows an interest in representing numbers.
Realises not only objects, but anything can be counted, including steps, claps or jumps.

Number (40-60 months)

Recognise some numerals of personal significance.
Recognises numerals 1 to 5.
Counts up to three or four objects by saying one number name for each item.
Counts actions or objects which cannot be moved.
Counts objects to 10, and beginning to count beyond 10. Counts an irregular arrangement of up to ten objects.
Counts out up to six objects from a larger group.
Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
Estimates how many objects they can see and checks by counting them.
Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
Says the number that is one more than a given number.
Finds one more or one less from a group of up to five objects, then ten objects.
Records, using marks that they can interpret and explain.
Begins to identify own mathematical problems based on own interests and fascinations.

Shape Space & Measures (30-50 months)

Shows an interest in shape and space by playing with shapes or making arrangements with objects.
Shows awareness of similarities of shapes in the environment.
Uses positional language.
Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
Shows interest in shapes in the environment.
Uses shapes appropriately for tasks.
Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'

Shape Space & Measures (40-60 months)

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape.
Can describe their relative position such as 'behind' or 'next to'.
Orders two or three items by length or height. Orders two items by weight or capacity.
Uses familiar objects and common shapes to create and recreate patterns and build models.
Uses everyday language related to time. Beginning to use everyday language related to money.
Orders and sequences familiar events. Measures short periods of time in simple ways.

Spiritual, Moral, Social & Cultural Development

How do we promote the spiritual, moral, social and cultural development of our pupils?

At Lister Infants, teachers promote SMSC in lots of different ways. Obvious ways are in Religious Education and assemblies, but SMSC can be developed in all subjects and lots of aspects of school life.

These could include:

- English, where children will share a range of different fiction books set in different countries and cultures.
- Maths, where children might look at Diwali and create their own Rangoli patterns or weighing ingredients for making pancakes.
- Science, where values and morals are explored through learning about differences and caring for living things. In the spring term children watch and care for eggs as they hatch into chicks.
- SEAL sessions, where we promote the social and emotional aspects of learning through stories, songs and circle times.

SMSC development is also embedded into our ethos and can be sensed in our day-to-day practices and many of our policies and practices. A key part of the social development of pupils is their acceptance and engagement with British values.

Promoting British Values at Lister Infant School

The DfE have recently reinforced the need *"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."*

Citizens of the UK are encouraged to:

Respect and obey the law.

Respect the rights of others, including their right to their own opinions.

Treat others with fairness.

Look after themselves and their family.

Look after their area in which they live and the environment.

At Lister Infants we believe our school values, our mission statement, our school motto, as well our enriching curriculum and extra-curricular activities, fully supports these fundamental British values. All these values are explored in a range of individual, class, year group or whole school level and are enhanced by whole school, local, national and international agenda and events.

We are committed to promoting these in the following ways:-

• Democracy:

Democracy is rife within the school. All children have a voice and are encouraged to debate topics of interest, express their views and make a meaningful contribution to the running of their class and the school on matters that directly involve pupils. Pupils also have the opportunity to have their voices heard through our School Council and Pupil questionnaires. The School Council meets regularly and takes part in decision making on a range of topics. The principle of democracy is explored in the curriculum as well as during assemblies and special days.

(eg Election Week) Our school behaviour policy involves rewards which the pupils have contributed to. The school is clear in demonstrating how pupils should contribute, co-operate and consider the needs of others.

• The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; Lifeguards etc. are regular parts of our calendar and help reinforce this message.

Promoting British Values at Lister Infant School

• Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, or how they record, or participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices. Vulnerable pupils are protected and stereotypes challenged. A strong anti-bullying culture is embedded in the school and any form of bullying is challenged and addressed.

• Mutual Respect:

Our school motto- **Respect for all. Learners for life** is the motivation behind our school and what makes our school unique. It is our core belief that entwines and leads the curriculum at our school. Pupils discuss what 'respect' means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

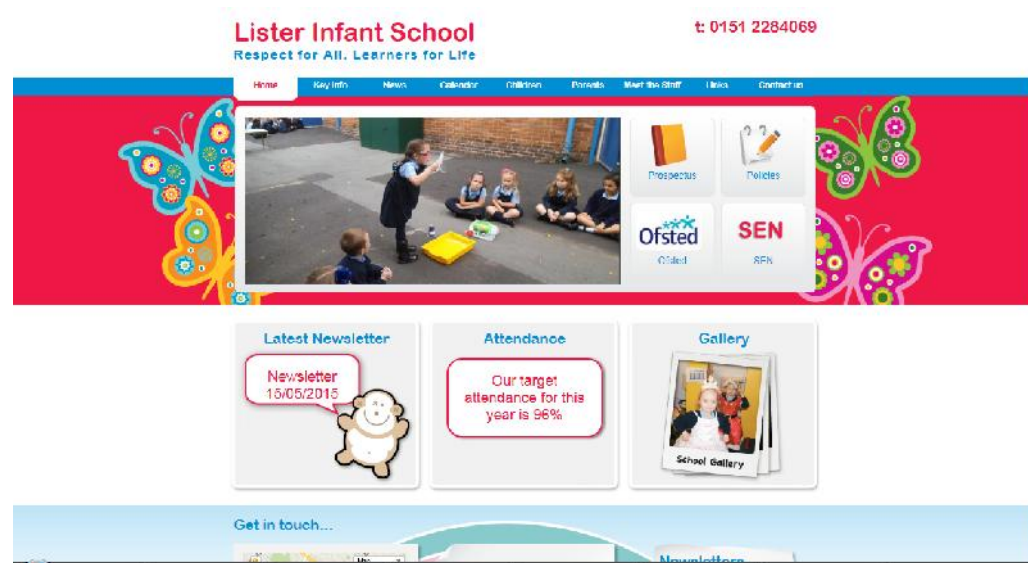
• Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. The school is a 'School of Excellence' for French and this is celebrated throughout the year. Languages spoken by our EAL pupils are celebrated within their class and at whole school level. Links and visits are promoted with local faith communities and places of worship, as well as members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Our Curriculum includes texts from a range of cultures to further raise children's awareness of different cultures, faiths and beliefs.

[See our British Values Calendar of Events on the website.](#)

All this information and more can be found on our website

www.listerinfants.org.uk



If you require any more guidance or support please do not hesitate to speak to your child's class teacher

Use the links page and homework pages on the website to support your child's learning at home.

NB At Lister Infants we strive to include children in National and International events throughout the year to complement our curriculum and enhance it. Parents will be informed of these events as they are planned.