

Little Bears Nursery Curriculum Plan (Cycle 2)



	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Transdisciplinary theme	Who we are		Where we are in place and time		How the world works	How we express ourselves
Central Idea	<i>Our characteristics, interests and experiences make us who we are.</i>		<i>Different forms of transport can take us on many different journeys and keep us connected to others.</i>		<i>The Earth's natural cycles affect how people live.</i>	<i>Sharing feelings helps us better understand ourselves and others.</i>
Lines of Inquiry	An inquiry into... <ol style="list-style-type: none"> 1. What interests and experiences are. 2. How we can have different interests and experiences as we grow. 3. The choices we can make to respond to experiences in our lives. 		An inquiry into... <ol style="list-style-type: none"> 1. Different forms of transport 2. The places people travel to 3. How journeys are different 		An inquiry into... <ol style="list-style-type: none"> 1. What the natural cycles of the seasons are. 2. How things grow differently throughout the year. 3. How people respond to the different seasons. 	An inquiry into... <ol style="list-style-type: none"> 1. Different feelings and emotions . 2. Why feelings can change 3. How we respond to our feelings
Key concepts	<i>Form, Connection & Change</i>		<i>Form & Function</i>		<i>Function & Change</i>	<i>Causation, Perspective & Responsibility</i>
EYFS Curriculum Links:						
C&L	• Develop their communication	• Develop their communication	• Enjoy listening to longer stories and can remember	Use a wider range of vocabulary.	Understand 'why' questions, like: "Why do	• Sing a large repertoire of songs.

	<ul style="list-style-type: none"> • Develop their pronunciation 	<ul style="list-style-type: none"> • Develop their pronunciation • Use longer sentences of four to six words. 	<p>much of what happens.</p> <ul style="list-style-type: none"> • Pay attention to more than one thing at a time, which can be difficult 	<ul style="list-style-type: none"> • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Start a conversation with an adult or a friend and continue it for many turns. 	<p>you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
PSED	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. 	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Increasingly follow rules, understanding why they are important. 	<ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas • Remember rules without needing an adult to remind them. 	<ul style="list-style-type: none"> • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. 	<ul style="list-style-type: none"> • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. 	<ul style="list-style-type: none"> • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Make healthy choices about food, drink, activity and toothbrushing.
PD	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. 	<ul style="list-style-type: none"> • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 	<ul style="list-style-type: none"> • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 	<ul style="list-style-type: none"> • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.
Literacy	<ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom 	<ul style="list-style-type: none"> - Recognise words with the same initial sound - the names of the different parts of a book - page sequencing 	<ul style="list-style-type: none"> • Write some or all of their name. • Engage in extended conversations about stories, learning new vocabulary - Recognise words with the same initial sound 	<ul style="list-style-type: none"> • Write some or all of their name. - count or clap syllables in a word 	<ul style="list-style-type: none"> • Write some or all of their name. • Use some of their print and letter knowledge in their early writing. - spot and suggest rhymes 	<ul style="list-style-type: none"> • Write some or all of their name. • Use some of their print and letter knowledge in their early writing. • Write some letters accurately.
Mathematics	<ul style="list-style-type: none"> • Talk about and identifies the patterns around them. 	<ul style="list-style-type: none"> • Begin to describe a sequence of events, real or 	<ul style="list-style-type: none"> • Describe a familiar route. • Discuss routes and 	<ul style="list-style-type: none"> • Understand position through words alone – for 	<ul style="list-style-type: none"> • Link numerals and amounts: for example, 	<ul style="list-style-type: none"> • Talk about and explore 2D and 3D shapes (for

	<p>For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <ul style="list-style-type: none"> • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. 	<p>fictional, using words such as 'first', 'then...'</p> <ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. 	<p>locations, using words like 'in front of' and 'behind'.</p> <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. 	<p>example, "The bag is under the table," – with no pointing.</p> <ul style="list-style-type: none"> • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Compare quantities using language: 'more than', 'fewer than'. 	<p>showing the right number of objects to match the numeral, up to 5.</p> <ul style="list-style-type: none"> • Experiment with their own symbols and marks as well as numerals. 	<p>example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <ul style="list-style-type: none"> • Solve real world mathematical problems with numbers up to 5.
UW	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. 	<ul style="list-style-type: none"> • Show interest in different occupations • Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Explore how things work. • Explore and talk about different forces they can feel • Talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Plant seeds and care for growing plants. • 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. 	<ul style="list-style-type: none"> • Continue developing positive attitudes about the differences between people.
EAD	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures • Explore colour and colour-mixing. 	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. 	<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Use drawing to represent ideas like movement or loud noises. <p>Listen with increased attention to sounds.</p> <ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. 	<ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). 	<ul style="list-style-type: none"> • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. 	<ul style="list-style-type: none"> • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Play instruments with increasing control to express their feelings and ideas.
Knowledge Pathways & EYFS to National Curriculum						

Key Texts	The Colour Monster Mixed	My Mum		Emma Jane's Aeroplane Lost & Found The Way Back Home		The Colour Monster
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