Askam Village School Curriculum Plan – 2025-2026

Nursery 1

Communication and Language	Literacy	Mathematics
• Understand a question or instruction that has two parts such as "Get your coat and wait at the door". • Pay attention to more than one thing • Sing an increasing repertoire of songs	• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Have favourite books and seek them out to share with an adult, with another child, or to look at alone. • Develop play around favourite stories using props. • Notice some print, number or familiar logo. • Add some marks to their drawings which they give meaning to. • Make marks on their picture to stand for their name.	• Fast recognition of 3 objects, without having to count them individually (subitising). • Compare quantities using language: 'more than', 'fewer than' • Understand position words through words alone – for example, "The bag is under the table" – without pointing • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

Personal, Social and Emotional Development	Understanding the World
• Select and use activities and resources, with help when needed. This will help children to achieve a goal they have chosen, or one which is suggested to them. • Become more outgoing with familiar people in the safe context of the Nursery setting. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	• Use all of their senses in hands on exploration of natural materials. • Being to make sense of their own life-story and family's history. • Explore and talk about different forces they can feel. • Continue to develop a positive attitude about the differences between peoples.
Expressive arts and design	**Physical Education**
• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Drawing to represent ideas like movement or loud noises. • Play instruments with increasing control to express their feelings and ideas. •	• Continue to develop movements, balance, riding (scooters, trikes and bikes) and ball skills. • Use large muscle movements to wave flags and streamers, paint and make marks. • Collaborate with others to manage large items such as moving a long plank safely, carrying large hollow blocks. • 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.