



## The Past and The Present

Nursery | Spring 1

CURRICULUM SPOTLIGHT: UNDERSTANDING THE WORLD | COMMUNICATION AND LANGUAGE | PSED

### ENQUIRY

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What life changes have I experienced within my life time?

How does time impact my routine and day?

### OUTCOMES

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Together, we will learn to think about now, the past and the future. We will support children in developing their vocabulary and begin to notice differences in our speech based on tense.

### VOCABULARY

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Now, before, after

Earlier, later

Morning, afternoon

Day, night

### KEY TEXTS

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### BACKGROUND KNOWLEDGE

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### RESOURCES

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Stories, artefacts, images

PRIME AREAS

Communication and Language	Listening, Attention and Understanding		Speaking		
	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Use a wider range of vocabulary</li> <li>• Understand 'why' questions, like: Why do you think the caterpillar got so far?'</li> </ul>	<ul style="list-style-type: none"> <li>• Use longer sentences of four to six words</li> <li>• Can start or join in with a conversation with an adult or friend and continue it for many turns</li> </ul>			
Personal, Social and Emotions	Building Relationships		Managing Self		Self-Regulation
	<ul style="list-style-type: none"> <li>• Talk with others to solve conflicts</li> <li>• Play with one or more other children, extending and elaborating play ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing follow rules, understanding why they are important</li> <li>• Select and use resources to help them to achieve a goal they have chosen or one which is suggested to them</li> </ul>		<ul style="list-style-type: none"> <li>• Talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried'</li> </ul> <p>Show more confidence in new social situations</p>	
Physical	Gross Motor Skills		Fine Motor Skills		
	<ul style="list-style-type: none"> <li>• Choose the right resources to carry out their own plan</li> <li>• Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</li> <li>• Start taking part in some group activities which they make up themselves or in teams</li> </ul>		<ul style="list-style-type: none"> <li>• Start to eat independently and are learning how to use a knife and fork</li> </ul> <p>Use a comfortable grip with good control when holding pens and pencils</p>		

SPECIFIC AREAS

Mathematics	Number	Numerical Patterns	Spatial Awareness
	<ul style="list-style-type: none"> <li>Compare quantities using language: 'more than', 'fewer than'</li> <li>Fast recognition of up to 3 objects without having to count them (subitising)</li> </ul>	<ul style="list-style-type: none"> <li>Recite numbers past 5</li> <li>Talks about and identifies the patterns around them</li> </ul>	<ul style="list-style-type: none"> <li>Understand position through words alone e.g. 'The bag is under the table'</li> <li>Describe a familiar route</li> <li>Make comparisons between objects relating to size, length, weight and capacity</li> <li>Combines shapes to make new ones</li> </ul>
Literacy	Comprehension	Word Reading	Writing
	<ul style="list-style-type: none"> <li>Understands that we read English text from left to right and from top to bottom</li> <li>Can demonstrate understanding of page sequencing and book orientation</li> </ul>	<ul style="list-style-type: none"> <li>Looks at and discusses words within a book e.g. spots that some words are longer than others or word that are similar to their own names</li> </ul>	<ul style="list-style-type: none"> <li>Uses some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list that starts at the top of the page and features shapes that resemble letters</li> </ul>
Expressive Art and Design	Creating with Materials	Being Imagintive and Expressive	
	<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar</li> <li>Join materials and explore different textures</li> <li>Create closed shapes with continuous lines and begin to use these shapes to represent objects</li> </ul>	<ul style="list-style-type: none"> <li>Show different emotions in their drawing and paintings, like happiness, sadness, fear etc</li> <li>Sing the melodic shape of familiar songs</li> <li>Create their own songs or improvise a song around one they know</li> <li>Remember and sing entire songs</li> </ul>	
Understanding the World	Past and Present	People, Culture and Communities	The Natural World
	<ul style="list-style-type: none"> <li>Begins to make sense of their own life story and their family's history</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between features of their families and other families</li> </ul>	<ul style="list-style-type: none"> <li>Explore collections of materials with similar and/or different properties</li> <li>Explore natural materials using all of their senses                             <ul style="list-style-type: none"> <li>Understand the key features of the life cycle of plants and an animal</li> </ul> </li> </ul>

