

Rockwood Curriculum Spring Term 1 and 2

Spring Term 1

**Thrive within my setting and develop my love for learning
Explore the signs of Winter and what is happening around us at this time**

Cultural Capital celebrations e.g. Pancake Day, Valentine's Day, Chinese New Year, Eid,

Knowledge and skills:-

- Continue to explore the continuous provision areas and use the equipment and resources safely and appropriately.
- Play co-operatively with my friends - sharing, taking turns, kind hands, kind feet and what our teeth are for, etc.
- Work with adults during WellComm, carpet sessions and small group work and embed my learning through the continuous provision.
- Build on my relationships with adults and peers through the nursery daily routines. Participate fully in groups - e.g. WellComm, Red Rose Phonics, Storytime, Forest School, Yoga, snack time, and continuous provision.

- Learn about Winter and what changes happen in the environment at this time of year - snow, frost, ice, hat, scarf, gloves. School Leavers to compare their Towneley walk to last term's.
- Explore different ways of moving to music and creating sounds with instruments.
- Explore and use the items found in the environment in Winter - e.g. ice blocks, holly, ivy, sticks, pine cones.
- Compare winter objects e.g. warm scarf, cold ice
- Continue rhyming through activities such as Silly Soup
- Introduce comparative size vocabulary: "biggest, smallest, longest, shortest, heaviest, fastest" when making pancakes or holding pancake races
- Explore each area of Forest School more independently and develop fine motor skills using tools safely; such as a potato peeler.

For new starters: -

- Home visit and visit to nursery with my parents / carers.
- Discuss who I am and what's special to me (my family, my interests, my experiences, my friends,) - Look at my All about Me
- Learn about the key people in my room, the continuous provision indoors and out, staying safe in nursery and what is expected of me to help me learn.
- Develop a sense of belonging - learn who will teach me and where all my belongings live in nursery.
- Begin to build relationships with adults and peers around me.

For further breakdown of curriculum steps for 'step down' see previous term or 'step up' see next term

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<p>Vocabulary: Colour monster colours and emotions. Cold hot coat scarf gloves boots. On off heart</p> <p>Seasons - Autumn (finished) Winter Spring Snow, frost, ice, slide, skate, sledge, hat, scarf, gloves, holly, ivy, sticks, pine cones, warm, cold, cosy, misty, dark night, whittle, coat, boots</p> <p>Routine- snack time, dressing for outdoor play, toileting, group time, tidy up time, story, WellComm, language group time, etc</p> <p>Technology - device button battery camera etc.</p> <p>Family - mummy daddy brother sister cousin friend auntie uncle grandma grandad. Materials - glass wood plastic metal stone fabric.</p>	<p>Room Books: Colour Monster Owl Babies (Owls) Squirrel's Busy Day (Squirrels) Hedgehog Hearts (Hedgehogs)</p> <p>Core Books Owls and Squirrels Let's Go Home Little Bear. Hedgehogs Squirrel's Snowman</p> <p>Interest Books Can't You Sleep Little Bear You and Me Little Bear Teddy Goes to Playgroup Hedgehog's Heart Jack Frost Mr Wolf's Pancake The Giant Pancake Little Snowflake Little Bear's Spring Gruffalo's Child Moon's Ramadan</p>	<p>Core Rhymes: Traditional Nursery Rhyme book and puppets and cards Twinkle Twinkle Baa Baa Blacksheep Incey Wincey Spider Miss Polly Tommy Thumb Wheels on the Bus 5 Little Ducks Hickory, Dickory, Dock I am Listening Open, Shut them</p> <p>Forest School Forest School is Lots of Fun Hello Moon and Hello Night</p> <p>Interest Rhymes Five little Snowmen Here we go around the Mulberry Bush Footsteps in the Snow I'm a little snowman Mix a pancake</p>
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Spring Term 2

**Know about life cycles and new growth in Spring time particularly lifecycles of frogs, caterpillars, chicks and / or ducks.
Cultural capital celebrations e.g. Easter, Mother's Day, World Book Day, Red Nose Day**

Knowledge and skills: -

- Learn about festivals celebrated in the community at this time of year.
- Explore the emotion - love around Valentine's Day and Mother's Day
- Learn to respect books and enjoy listening to stories
- Learn about the lives of children in other countries and support them through Charity work- also learn red
- What happens to the animals at this time of year e.g. laying eggs and having babies
- Weather changes - warmer, sunnier, brighter, rainy, different clothes required
- Dress up as characters - take on a role, introduce narratives in our play, re-enact familiar stories.
- Retell familiar stories in sequence through handling the book independently, using a story board.
- Easter traditions - making cards, eating chocolate
- Learn about pattern - decorating eggs, zig zag, straight line, curvy, spot, pointy, roll, throw, catch, pattern
- Extend my knowledge of simple rhymes and songs
- Develop a sense of rhythm when moving to music
- Home school links - Mother's Day (inclusion - 'someone special') card and gift, planting flowering seeds e.g. sunflowers, exploring frog spawn

Vocabulary:

Easter - egg, lamb, chick, buds, spring flowers ducklings pond
field frog tadpole feed minibeast insect names

Pattern names - spots, stripe, zig zag, repeated pattern, checked, wavy. Again, repeat, before and after.

Planting, allotment, garden, park, seed, pot, soil, water, sunshine, trowel, dig, grow, leaf, stem, flower, natural, manmade, measuring - tall, short, longer, smallest,

Core Books:

Owls and Squirrels

Dora's Eggs

Hedgehogs

Interest books:

Monkey Puzzle

Titch

I love my Mummy

We are going on an egg hunt

Forest School

The Tiny Seed

Albee and the Big Seed

Interest Rhymes:

5 eggs and 5 eggs

I dig my garden

5 little ducks

Paddle, paddle, paddle

Easter Bunnies

5 little speckled frogs

Forest School

Spring is Here

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	<u>2-3 YEARS</u>	<u>3-4 YEARS</u>
CL (I know...)	<p>Listening & Attention</p> <ul style="list-style-type: none"> • How to stop and look at the teacher when they say my name and show interest in all the sounds around me • That I prefer my own activities to ones suggested by someone else. • How to identify some of the sounds that I can hear e.g. a dog barking. • How to respond to adult who is giving commentary to my play. • How to respond to simple instructions sometimes. • How to respond to my name <p>Understanding</p> <ul style="list-style-type: none"> • How to develop pretend play e.g. banana for a phone • The function of simple vocabulary, including verbs • Some simple verbs • Some simple instructions in context e.g. get your coat <p>Speaking</p> <ul style="list-style-type: none"> • How to communicate using one and sometimes two or more words together. • How to communicate my wants and needs with adults in a way that is assessable to me (gesture and words) • How to use some doing words when communicating. • How to use spoken vocabulary to interact with others at single- or two-word level. • How to join in with actions of songs/rhymes. 	<p>AS FOR TWO'S WITH LESS ADULT SUPPORT +</p> <p>Listening & Attention</p> <ul style="list-style-type: none"> • How to listen attentively when interested • How to listen without being distracted by others sometimes. • How to enjoy a range of songs and rhymes • How to show interest in stories when they are read to me <p>Step up :-</p> <ul style="list-style-type: none"> • How to take turns in conversations and respond to what I hear. • How to show interest in what others have to say • How to listen attentively to stories • How to retell familiar stories • How to listen and respond appropriately to others in conversation • How to focus my attention • How to join in with an activity suggested by another child • I am beginning to join in with stories and repeated refrains <p>Understanding</p> <ul style="list-style-type: none"> • The term Why? • Some emotions • How to identify happy, sad and angry faces <p>Step up :-</p> <ul style="list-style-type: none"> • I am beginning to respond to complex instructions • The terms what/where/why • That things that go together are not always the same e.g. foods - fruit and veg. • How to start to understand a range of emotions and communicate why they or someone else feels like that

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		<ul style="list-style-type: none">• A range of emotions• Quantities such as many/few/most• What long & short are• Why, cause and effect• The terms his/her• The terms first and last• The pronouns they/their• What the same and different are <p>Speaking</p> <ul style="list-style-type: none">• How to use longer sentences which reflect my experience.• How to use longer sentences which reflect my experience.• I am beginning to show maturity in the way I talk to others (taking turns in conversations and extending or questioning what others have said).• How to use my extending vocabulary to share ideas with others, ask and respond to meaningful questions in context purposefully.• How to develop and extend language and learn to use descriptive language to explain, clarify and reason.• How to demonstrate an understanding of grammatical rules, such as, plurals, pronouns (I, you, he, she) and tense (past, present and future).• Begin to develop narratives/storylines in their play.• I am beginning to play with language, enjoying rhythm and rhyme activities and making up my own songs. <p>Step up :-</p> <ul style="list-style-type: none">• The term 'When.'• How to share my thoughts and ideas with others, showing understanding of grammatical rules.
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		<ul style="list-style-type: none"> • How to use talk to clarify my thinking and predict what may happen next. • I am beginning to use language creatively when playing, using different volumes and sometimes accents for the different characters. • The terms either/or have an awareness of humour and have the ability to retell an incident with understanding of why it was funny.
<p><u>PSED</u> (I know...)</p>	<p>Self Regulation</p> <ul style="list-style-type: none"> • How to explore the environment, making choices for my own learning. • I am beginning to use the resources more appropriately. • How to explore the environment energetically and with increasing understanding - making more choices for my own learning. • How to show an interest in familiar objects e.g. books, brushes, feeding dolls, washing clothes. • How to enjoy putting objects in and out of containers. • I grasp what I want. • How to concentrate on a self-activity for just over 2 minutes. • I am beginning to understand the emotions 'happy' and 'sad'. <p>Managing Self</p> <ul style="list-style-type: none"> • I am building my confidence in new places and independence to do things myself. • I am beginning to co-operate with others. Try to share and turn take with resources with adult support • How to do things more independently. • How to follow some simple routines e.g. nappy changing, group / story time/ snack time, home time. 	<p>AS FOR TWO'S WITH LESS ADULT SUPPORT +</p> <p>Self Regulation</p> <ul style="list-style-type: none"> • How to show some effortful control e.g. toileting, waiting for a turn and resisting the strong impulse to grab what I want and push my way to the front. • How to show pride in my own work. • How to develop my own self- esteem. • How to show affection to others. • Begin to show empathy towards others. • I am more outgoing in less familiar situations. • How to remember and follow rules and routines and understand why we have them. <p>Step up:-</p> <ul style="list-style-type: none"> • How to remember and follow rules and routines and understand why we have them. • I have sense of humour. • How to show empathy for others. • How to select and use resources with little help. • How to talk about my feelings in more detail e.g. "I feel sad because.....". • How to use more detailed words to label emotions e.g. furious, anxious, upset

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	<ul style="list-style-type: none"> • I am beginning to assist with dressing and undressing. • How to feed myself using a spoon. • How to lift a cup and drink from it without spilling. • How to help with tidying up after play has finished. • How to sit on the carpet when asked. <p>Building Relationships</p> <ul style="list-style-type: none"> • I am aware of others and begin to respond to adults and peers. • How to engage with familiar adults e.g. plays pat a cake, waves goodbye or offers them a toy on request. • How to partake in parallel play when engaging with people. • I like to be in sight/hearing of familiar people. • I check in regularly. 	<p>Managing Self</p> <ul style="list-style-type: none"> • How to manage my own needs with little help from others. • How to dress and undress myself appropriately for inside and out. • How to use the toilet with little or no help. • How to draw on my own experiences in my play. <p>Step up:-</p> <ul style="list-style-type: none"> • How to manage my own needs independently - coat on / off, shoes on / off, feed myself appropriately using the correct utensils when required toileting. • How to share resources, ideas and my interests with others. <p>Building Relationships</p> <ul style="list-style-type: none"> • How to help others. • How to lead others in play. • How to respond appropriately to other people's ideas in play. • How to participate in snack preparation. • How to assist my friend to complete something. <p>Step up:-</p> <ul style="list-style-type: none"> • How to play co-operatively with other children, developing friendships, some of which may be special friendships. • How to assist adults with familiar chores. • How to join in make believe play with one child or more. Play well with others sharing and turn taking with them. • How to choose my own friends. • How to comfort others who are distressed.
<p><u>PD</u> (I know...)</p>	<p>Gross Motor</p> <ul style="list-style-type: none"> • How to explore movement and sensory experiences with primary caregiver. • I am beginning to use large equipment with control 	<p>AS FOR TWO'S WITH LESS ADULT SUPPORT +</p> <p>Gross Motor</p> <ul style="list-style-type: none"> • I am enjoying more challenging play outside.

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- How to negotiate space well and move my body with increased co-ordination, moving in different ways. - stretch, roll, crawl, sit, stand, walk, jump, run, try to pedal, scoot, push, pull.
- How to balance and move on uneven surfaces e.g. cobbles, tarmac, grass, rocks.
- How to climb confidently onto low level objects and jump off safely e.g. balance beam, small climbing pyramid.
- How to move my body in different ways - jump my body out wide into a star shape, curl my body into a little ball / stretch it out wide, put my arms up / down when told, give thumbs up / thumbs down.
- If I am wet or soiled.
- I am beginning to:-
 - make marks using large movements.
 - Climb up and over the climbing wall pyramid
 - Balance on the beam while holding an adult's hand.
 - Balance on the swing while being pushed by an adult / child.
 - assist with dressing and undressing. - e.g. put on / take off my wellies for outdoors, help the adult when putting my coat on, co-operate when I have my nappy or clothes changed.
 - Pour my own drinks with help from an adult.
 - Select the clothing I need (apron or wellies etc) for myself and dress with adult support.

Fine Motor

- **Begin to show signs of using a pincer grip.**

- **I persevere to keep practising and improving skills, reflecting on my activities and refining them.**
- I am continuing to negotiate the space around me and explore how my body moves in different ways. - run, jump, climb, balance on 1 leg, hop, skip, hold a pose, negotiate my way around the rockery, twirl ribbons.
- I am aware of how to get a healthy body through exercise and healthy eating.
- How to carry out a range of self-help skills with independence - dressing / undressing to go outside according to the weather, toileting, washing my hands.
- How to climb stairs using alternate feet while carrying an object.
- How to climb up and down the ladders safely using alternate feet.
- How to balance on the beam without holding an adult's hand.
- How to balance on a 2-wheeler balance bike
- How to use a toilet requiring little or no adult support.
- How to manage risks and do simple problem solving within the environment.
- How to move large equipment / resources safely and with control e.g. large blocks, mats, logs, stones, twigs, branches, planks, crates.
- How to pedal a trike and steer in safely.
- How to catch a medium sized ball or bean bag.
- How to throw a medium sized ball / bean bag into a target.
- I am beginning to move in time to music.
- How to carry out more complex actions - skip, hop.

Fine Motor

- **How to refine the skills to create representation in pictures, letters and models.**
- Begin to cut paper continuously with scissors.
- How to cut fruit with accuracy and growing independence.

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<ul style="list-style-type: none">• How to thread beads onto an upright pole that does not need holding.• How to manipulate resources using hands. - hold, prod, squeeze, wipe, brush.• How to experiment with scissors holding them in 2 hands then trying with 1.	<ul style="list-style-type: none">• I show control with mark-making tools moving towards a tripod grip, drawing recognisable pictures and models.• How to write some recognisable letters correctly to label my work e.g. my name.• I show a preference of dominant hand when using equipment.• How to use hammers, nails, screws, screw drivers, saws, loppers, whittling tools (potato peelers) correctly and safely.• How to fasten clothing - e.g. zip on coat, buttons on clothes, Velcro on shoes• How to build a tower of 9 or 10 bricks
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<p><u>LIT</u> (I know...)</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • How to join in with action rhymes and sometimes complete the words in a familiar rhyme e.g. "Humpty Dumpty sat on a" • I enjoy sharing a lift the flap book with a familiar adult • I can seek out an adult to read to me. • How to sit and listen to a familiar, short story <p>Word Reading</p> <ul style="list-style-type: none"> • How to point to things in a book and show interest in the pictures and print. • How to handle a book, holding it the right way and put it back in the right place. • How to distinguish between different sounds in the environment and identify familiar sounds. • How to use my voice to make different sounds. <p>Writing</p> <ul style="list-style-type: none"> • How to use a movement from my shoulder or elbow to make marks in various ways, on paper but also in playdough, sand and other forms of tactile play. • How to gain control and coordination in my gross motor skills. Many smaller movements come from my shoulders. • How to develop fine motor skills demonstrating more control over my thumb and finger movements • I am beginning to understand marks can be made using different media. • How to make marks using scribbles, round and round movements. Movements are often from my shoulder or elbow. • And enjoy, the multi-sensory experience of making marks. 	<p>AS FOR TWO'S WITH LESS ADULT SUPPORT +</p> <p>Comprehension</p> <ul style="list-style-type: none"> • How to use books independently and have favourite stories and rhymes • How to recognise features of a book. • How to answer questions which show an understanding of the main events and characters in a book. <p>Step up :-</p> <ul style="list-style-type: none"> • I am beginning to understand story structure and sequencing when I tell my own stories. • How to seek out information from books or digital sources. <p>Word Reading</p> <ul style="list-style-type: none"> • How to retell familiar stories using a book and their own words and intonation. • How to clap out syllables in their name. • How to recognise the rhythm in spoken words, songs, poems and rhymes. • Some graphemes that are the same - point to a letter that is in their name. <p>Step up :-</p> <ul style="list-style-type: none"> • Enjoy playing with words and I am beginning to understand concepts such as rhyming, alliteration and letter sounds. • How to say the phonemes in a CVC word and I am beginning to blend them together; c-a-t <p>Writing</p> <ul style="list-style-type: none"> • How to draw lines and circles and sometimes tell you about my drawing. • I am beginning to use three fingers (tripod) grip to hold writing tools in my dominant hand. • How to write my name using a name card and/or from memory • I am beginning to label my own pictures
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		<ul style="list-style-type: none"> • How to tell you what I think marks/writing means when I see it in the environment • How to copy other letters of the alphabet especially ones familiar to me like M for mummy, D daddy. • How to make marks to represent an object or action <p>Step up :-</p> <ul style="list-style-type: none"> • How to tell you what my mark making is all about and demonstrate a difference between my drawing and writing. • How to demonstrate a left to right direction when I write • How to write for a purpose in play - doing a register; making an appointment • I am beginning to make anti-clockwise movements.
<p><u>MATHS</u> (I know...)</p>	<p>NUMBER</p> <p>Cardinality and Counting</p> <ul style="list-style-type: none"> • How to say some number names • I enjoy number rhymes and am beginning to represent numbers with fingers • I listen intently to adults as they count. • How to respond to an adult when they say "please can I have another one?" or "some more" within play. • That you start to count from number 1. • How to solve simple number problems. <p>Comparison/ Composition/ Sorting</p> <ul style="list-style-type: none"> • How to use the word 'more' in play. • Explores different quantities and amounts • that items in the home corner contain different amounts. • How to join in with number songs and rhymes. • How to arrange and sort toys into different locations, for examples the small world animals in a toy zoo. 	<p>AS FOR TWO'S WITH LESS ADULT SUPPORT +</p> <p>NUMBER</p> <p>Cardinality and Counting</p> <ul style="list-style-type: none"> • How to recognise quantities of objects from 1-3 • I am beginning to show some correlation with counting • How to show finger numbers up to 3 • Several counting rhymes and songs. • How to discuss familiar routes • How to recognise numerals 1-3 • That when counting, the final number is the total to 3 • How to say number names in order to 5 • How to recognise some personal and significant numbers such as 3, if I am three years old. • How to respond when asked "How many?" • I am beginning to correctly count 1 or 2 objects from a larger group. • How to use my own marks to represent an amount. • How to use my fingers when counting. <p>Step up :-</p>

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Numerical Patterns

- How to explore containers of different sizes, types and shapes, filling and emptying
- I am attempting, sometimes successfully, to fit shapes into inset puzzles or jigsaws
- How to use simple shape vocabulary but not necessarily correctly identify the shape
- How to follow basic daily routines

Pattern

- How the same object can also have differences. For example, tigers both have stripes but one is larger than the other.
- How to match items with the same pattern. For example, a pair of socks

Shape and Space

- How to build with a purpose.
- How to complete a simple jigsaw.
- How to arrange objects with more of a purpose.

Measure

- How to compare two different items and observe differences between two objects, such as something very tall / small.
- How to and will be able to follow the daily routine.

- How to explore vocabulary associated with calculation e.g. able to give someone one more, one less
- That when sharing out I need another/have too many.
- How to say numbers beyond ten.
- How to say number names 10-0 in the correct order.
- How to count a group of up to five objects and know that the final number is the total number for the set.
- How to match a number symbol from 0-5 to a number of things.
- And am beginning to say, what is one more and one less than a number to 5 using objects to support me.
- How many are in a group without needing to count them all, for example reading a dice.

Comparison/ Composition/ Sorting

- What happens if more objects are added or some things are taken away, using simple terms to describe this.
- How to begin to represent quantities using their own marks or number symbols.
- How to ensure that each peer has an item when sharing out.
- I can see and discuss smaller numbers within a larger group. E.g. in my treasure tub I have 3 green pegs and two blue ones.

Step up :-

- How to compare groups of objects noticing when they have more, less or the same. Counts to check how many in a group.
- How to begin to investigate and talk about different ways to separate five objects, recognising that the number can be separated in different ways but the total remains the same.
- How to problem solve confidently - comparisons by e.g. size, weight, quantity, capacity

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		<ul style="list-style-type: none">• How to use vocabulary to describe size to compare using 'est' e.g. biggest, smallest, tallest• How to use basic ordinal vocabulary "First, next, now" I may need to turn jigsaw pieces around to fit correctly <p>Numerical Patterns</p> <ul style="list-style-type: none">• I am beginning to create a pattern using items in the environment• I am confident at naming colours and can mix primaries to make others.• How to use vocabulary to describe positions.• How to describe environmental patterns as "Spotty" etc <p>Step up :-</p> <ul style="list-style-type: none">• How to problem solve confidently - comparisons by e.g. size, weight, quantity, capacity• How to use vocabulary to describe size to compare using 'est' e.g. biggest, smallest, tallest• How to use basic ordinal vocabulary "First, next, now"• I may need to turn jigsaw pieces around to fit correctly <p>Pattern</p> <ul style="list-style-type: none">• How to "have a go" by showing an interest in patterns and talk about what I notice.• Children listen to and copy a repeating pattern using sounds or actions.• Children will create a pattern which an adult has asked them to. For example, "Can you make a red, blue pattern"• Children make their own patterns using resources from the environment• Children will record their own pattern using pictures and/or symbols.• Children will know how to continue a repeating pattern of two which an adult has started. <p>Step up :-</p> <ul style="list-style-type: none">• The children will make more complex repeating patterns. For example, red, red, green.
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		<ul style="list-style-type: none"> • The children will use more language to describe the patterns they have made. • The children will check and fix a pattern if there is a problem. <p>Shape and Space</p> <ul style="list-style-type: none"> • How to select 2D shapes to represent objects - a circle face, a triangle roof. • How to explain features of shapes "flat" "corner" etc • How to name 2D shapes. • I am beginning to sort and name some basic shapes and colours • I may need to turn jigsaw pieces around to fit correctly. • How to name simple shapes and discuss their properties. <p>Step up :-</p> <ul style="list-style-type: none"> • How to sort shapes according to their properties. <p>Measure</p> <ul style="list-style-type: none"> • Children show awareness that a clock tells us the time. • How to use vocabulary such as bigger, smaller, longer and shorter to make comparisons in terms of length. <p>Step up :-</p> <ul style="list-style-type: none"> • And have an understanding of distance. • How to show an understanding of what money is used for. • How to use language relating to time.
<p><u>UW</u> (I know...)</p>	<p>Natural World</p> <ul style="list-style-type: none"> • I am beginning to understand how to use some equipment e.g. puts binoculars to eyes, phone to my ear. • I am showing an awareness of the need for weather appropriate clothing e.g. gloves when it's cold. • How to make animal noises when I play in small world with animals. • How to use toys and books with buttons, flaps and switches. 	<p>AS FOR TWO'S WITH LESS ADULT SUPPORT +</p> <p>Natural World</p> <ul style="list-style-type: none"> • About caring for the environment e.g. by recycling waste. • About some basic plant care e.g. watering. • I have to care for insects and animals found in the outdoor areas. • How to talk about the parts of plants e.g. stem, leaf, root. • How to use simple tools in Forest School.

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People, Culture and Communities

- How to use small world play to represent different jobs and communities e.g. fire station, dolls house.
- I am beginning to listen to stories about families.
- I am curious about people and show an interest in stories about people, animals or objects that I am familiar with or which fascinate me

Past and Present

- Some simple routines in the day
- About my Birthday, Christmas, Eid or any significant celebration.
- I enjoy looking at the Hedgehog home adventures book.

- I become absorbed in combining objects, e.g. banging two objects or placing objects into containers
- I am beginning to understand the circle of life e.g. planting seeds, watching the lifecycle of a butterfly.
- How to talk about the weather and recognise different weather conditions.
- That things are made from different materials e.g. bricks, glass, wood.
- How to comment on and ask questions about aspects of my familiar world such as the place where I live or the natural world.

Step up :-

- About why things happen and how things work
- About life cycles and planting from experience.
- About animals and their habitats.
- About farm animals and their baby's names e.g. lamb.
- How to use language to describe how materials change e.g. during a baking activity or watching ice melt.
- I am beginning to understand the effect my behaviour can have on the environment
- That information can be retrieved from digital devices and the internet

People, Culture and Communities

- That others celebrate different festivals and events e.g. birthdays, Christmas, Eid, Diwali
- About the make-up of families.
- I am becoming aware that families can be different.
- I enjoy stories about people and nature (birds, bees, snails, cats, dogs, etc) and am interested in photographs of myself with these.
- That there are people in the community who are there to help us.

For further breakdown of curriculum steps for 'step down' see previous term or 'step up' see next term

Rockwood Curriculum Spring Term 1 and 2

		<ul style="list-style-type: none"> • About jobs that members of my family may work in • About different occupations and ways of life indoors and outdoors • I am beginning to have my own friends <p>Step up :-</p> <ul style="list-style-type: none"> • That others celebrate different festivals and events e.g. birthdays, Christmas, Eid, Diwali • How to use books and the tablet to look at other communities and our local community. • How to recognise and describe special times or events for family or friends <p>Past and Present</p> <ul style="list-style-type: none"> • How to follow most Nursery routines without much adult help. • About recent significant events e.g. wedding, new baby, house move. • How to talk about family days out that I have been on. • That things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing • How to find a toy after I have watched it being hidden, watch where a spider has gone away under leaves • I know where objects belong <p>Step up :-</p> <ul style="list-style-type: none"> • About the future. I am going away on holiday or moving on to Primary School. • About what I want to do when I grow up. • About significant events in my own experience
<p>EAD (I know...)</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> • How to continue to explore a wider range of equipment and creative resources using multi-sensory approach <p>Painting</p> <ul style="list-style-type: none"> • I am becoming interested in the effect my actions have on materials 	<p>AS FOR TWO'S WITH LESS ADULT SUPPORT +</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • That different materials have a purpose e.g. glue is for sticking and paint is for painting <p>Painting</p> <ul style="list-style-type: none"> • I am beginning to experiment with tempera blocks

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<p>Model Making - Malleable</p> <ul style="list-style-type: none">• I am beginning to use tools to develop pincer grip, e.g. pegs, tweezers, etc• I am beginning to explore creative activities using the resources appropriately.• How to explore the playdough and am beginning to learn to mould and use tools <p>Being Expressive and Imaginative</p> <ul style="list-style-type: none">• How to join in with some sounds and actions to familiar songs and rhymes and begin to explore role play area <p>Music and Song</p> <ul style="list-style-type: none">• How to stop and recognise when music is played.• How to copy the actions of others.• How to play with instruments; explore the sounds they make. <p>Dance and Role Play</p> <ul style="list-style-type: none">• I am beginning to participate in pretend play based on real life experiences e.g. put teddy to bed, make tea.• How to use sounds in play e.g. sound of car, train, animal.• How to move while listening to music and songs	<p>I am beginning to create a model or collage using various materials with support from others. That different materials have a purpose e.g. glue is for sticking and paint is for painting.</p> <p>Step up :-</p> <ul style="list-style-type: none">• How to create a representational picture and / or model using a range of media.• How to mix particular secondary colours to match an intended purpose. <p>Model Making - Malleable</p> <ul style="list-style-type: none">• I am beginning to cut a continuous line• I am beginning to use tools and materials and construct for a purpose, e.g. popoids, junk modelling, etc.• I am beginning to create my own models showing developing imagination.• How to use my experiences within my creative work.• How to use a range of techniques with clay and other malleable materials, e.g. rolling, balling, pulling, etc. <p>Step up :-</p> <ul style="list-style-type: none">• I am beginning to cut around a shape or wavy line.• How to talk about my creations.• That sometimes with an adult supporting, I show an awareness of adding a finish to my work such as painting a model or adding different materials to add layers to a picture. <p>Being Expressive and Imaginative</p> <ul style="list-style-type: none">• I am beginning to retell narratives and make some up when playing.• How to sing songs during play. <p>Music and Song</p> <ul style="list-style-type: none">• How to experiment with different ways of playing instruments - loud/quiet, fast/slow, stop/start.• How to tap out simple repeated patterns e.g. clap, stick tapping
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Rockwood Curriculum Spring Term 1 and 2

		<ul style="list-style-type: none">• How to play to the beat of music, stopping and beginning at appropriate times. <p>Step up :-</p> <ul style="list-style-type: none">• How to respond to different pieces of music, using my imagination to represent different elements of the music or to follow a particular theme e.g. a breeze turning to a storm.• How to respond to a variety of genres of music discussing like and dislikes.• How to copy simple rhymes and beats.• How to describe sounds that I hear• How to replicate the tone, pitch and pace of a familiar song• The names of musical instruments and know how to play them correctly.• How to choose songs to sing. <p>Dance and Role Play</p> <ul style="list-style-type: none">• How to use one item to represent another in play. E.g. wooden block as train or car, a leaf for money (Symbolic play)• How to introduce a storyline in my role play which could include copying actions or repeating words which a character from a story or the television may say. <p>Step up :-</p> <ul style="list-style-type: none">• How to act out a story.• How to create small world environments based on my interests e.g. making a farm for my animals, a train track for my trains• How to dance in a larger group and learn dances from different cultures.
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