



Stockport Grammar Junior School – Curriculum Information for Parents 2023-2024

Nursery

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LITERACY	<p>Phonics Our focus this term will be on Phase 1 phonics which develops children’s speaking and listening skills.</p> <p>Reading Every day, we will sing songs, Nursery Rhymes and read books with the children to encourage a love of stories and talk about them. We will also provide the time to re-read favourite stories to develop your child’s confidence to re-tell and learn a story by heart. Story shelves with small world toys to re-enact a story will help with this and will also provide the opportunity for talk and imaginative play. Big books will enable us to think about book handling skills: how to turn pages, know the book is the right way up, know that there are pictures and text etc. Our focus stories this term include ‘Goldilocks and the Three Bears’, ‘Baby Goes to Market’, ‘Percy and the Lost Acorns’ and ‘Hedgehugs’.</p> <p>Writing We will work on lots of gross and fine motor skills to develop dexterity and to encourage your child to establish a dominant hand if</p>		<p>Phonics Phase 1 phonics will continue throughout the term to develop the children’s phonological awareness. There will be a focus on talking about sounds, rhyme, syllables, initial sounds of words, alliteration and developing the children’s vocabulary.</p> <p>Reading Children will have daily story and rhyme times enabling them to experience new stories and to build up a repertoire of favourite stories which they can ‘read’ / re-tell independently. We will spend time looking at how to handle a book, turn pages and find out what a book is, and look at different types of books. Children will be encouraged to talk about the picture story, join in with repeated refrains, predict what might happen next and talk about what they enjoyed / did not enjoy about the book. Our focus stories this term will include Robin’s Winter Song, One Snowy Night, The Gingerbread Man, and Grandad’s Balloon.</p> <p>We will work on activities to encourage your child to recognise, sound out and write their name. Children will learn that their name starts with a capital letter.</p>		<p>Phonics We will introduce the children to Phase 2 single letter sounds. Our focus is for the children to learn the pure sound for each taught letter and to begin to hear, and say, the initial sound of words. Hear the pure sounds at: https://www.youtube.com/watch?v=UCI2mu7URBc</p> <p>We will link the sounds of letters to reading and writing, and there will be a focus on oral segmenting and blending skills (using single sounds to build simple words).</p> <p>Reading Daily story and rhyme times will continue throughout the term. Children will be encouraged to handle books and re-tell stories using the pictures as a prompt. We will re-tell the story ‘Rosie’s Walk’ by making story maps and then adding our own music, to make the story really come alive! The children will learn about non-fiction books and make their very own about an aspect of farm life. We will continue to use the terms ‘author’ and ‘illustrator’ and use focus pages from books to look at print and simple punctuation. High frequency words such as ‘I’, ‘and’ ‘is’ & ‘it’ will be introduced.</p>	

	<p>they have not already done so. Activities will include 'squiggle whilst you wiggle', threading, funky finger games and lots of opportunities to mark-make with different media.</p>	<p>Writing We will continue to work on pencil grip and pencil control activities. Writing and mark-making opportunities are provided and encouraged in all areas of the classroom both indoors and outside. Children will be encouraged to write shopping lists, letters, recipes and make their own story books. Activities such as funky fingers, dough gym, wake and shake, squiggle whilst you wiggle will all continue this term to develop the children's fine and gross motor skills.</p>	<p>Our focus stories this term will include The Very Hungry Caterpillar, Rosie's Walk, Old McDonald Had a Farm and Kipper at the Seaside. Writing We will continue to work on pencil grip and pencil control activities, with more focus on letter formation. The children will also be introduced to our pre-cursive scheme from Red Rose. Fine and gross motor activities will continue daily, and mark-making encouraged in all areas of our provision. Writing for purpose will be encouraged and modelled by adults (eg labelling a model, writing a shopping list to buy ingredients from our 'farm shop', writing down a question asked by a child so that we can research the answer later in the day, writing down a good recipe made in the mud kitchen etc). We will talk with the children about starting at the left side of the page and writing from left to right. Finger spaces will also be modelled.</p>
<p>MATHEMATICS</p>	<p>The children will work on a maths activity every day, with lots of counting and sorting encouraged as part of their play. We will sing counting songs at carpet time which often involve lots of movement! Planned activities will provide the opportunity to count to 5 and then 10, recognise digits to 10, play games such as 'bears on a board', make patterns, sort and measure. We will collect leaves in Autumn for pattern making and sorting, compare and measure twigs collected on welly walks, go on number and shape hunts around school and use money when we play shop. Our indoor and outdoor areas are set up to enable the children to use their mathematical skills as part of their play.</p>	<p>Number Our focus will be on numbers to 10. We will look at numbers 5-10 in more detail and focus on the order of numbers 1-10, introducing the term 'more'. EG 6 is 1 more than 5. We will compare quantities and children will be asked to talk about a quantity as being more, smaller than or the same as and to talk about how they know there is more / less etc. There will be daily, practical counting activities to secure counting skills and to encourage children to subitise to 3. In play, children will be encouraged to sort, match and classify. We will work on digit recognition activities and learn how to write the digits 0-10</p>	<p>Number We will sing songs about numbers to 10 /20/100 and above! Our focus will remain on numbers to 10. The children will play lots of number games such as musical numbers and hunt the number to consolidate their counting skills to 10. Games such as 'count back' and ladder games will encourage children to predict and problem-solve. We will count daily and talk about next door neighbours, number order, missing numbers, and numbers more or less than. Children will continue to work on digit recognition activities and number formation. Stories such as '10 Little Ducks' and 'Jolly Olly Octopus' will encourage counting in a different context.</p>

	<p>without realising. For example, when accessing resources, they will sort pencils into their coloured pot or tidy away the Duplo bricks by sorting them into boxes for four or eight spots. Staff play alongside the children to ask a range of questions to extend and promote their mathematical thinking.</p>	<p>We will have fun with number with some challenges and activity songs (when we count to a very large number!)</p> <p>Shape, Space and Measure We will compare and order items by their height and length. Children will be asked to describe the different sizes using comparative language such as short, shorter, shortest, etc. Children will make and continue patterns. We will work on activities to secure the recognition of 2D shapes: circle, triangle, square and rectangle. 3D shapes will be introduced, and we will begin to look at shape attributes (sides, corners, straight, curvy etc) and which shapes roll or slide. A hot chocolate café will provide the opportunity for children to use play money and to role play a 'shop'. The indoor and outdoor sand and water areas will provide lots of opportunities in play, to work on the vocabulary and understanding of capacity.</p>	<p>Shape, Space and Measure In play, children will sort, count, match, classify, compare, measure, and be encouraged to use mathematical vocabulary to describe their activity. EG I know that is the biggest because...I need more.....this one is full...I've put all the ones that are the same... We will look at the attributes of 2D and 3D shapes and encourage the children to describe the shapes using the terms straight, curved, corner, edge and face. Our daily timetable will introduce the children to time and sequence: that events happen in order. We will consider day/ night, morning/ afternoon and use 'o'clock as a starting point to learn about time. We will teach the children about money as they play in our farm shop and ice-cream parlour.</p>
<p>PSED</p>	<p>Our focus this term will be to settle the children into Nursery and to establish a daily routine, building each child's confidence and skills to enable them to make good progress over the year. Stories shared from our 1Decision programme will provide the opportunity for us to talk about feelings and ways in which we can manage different ones. We will also:</p> <ul style="list-style-type: none"> • Establish a hand washing routine. • Focus on building each child's confidence and independence 	<p>Our focus this term will be to continue to build the children's confidence, friendships, and interactions. We will continue to build on our daily routines to encourage the children to be more independent in their learning. We will also welcome our new starters and maintain our daily routines. Handwashing routines will continue, and children will be shown how to 'catch' coughs and sneezes. Life skills, such as using a knife and fork, hanging up a coat, putting on shoes and socks, and getting dressed will also be practised.</p>	<p>We will continue to encourage your child to be more independent in the classroom, in readiness for Reception. This will involve your child putting on their own coat, doing up their zip, using a knife and fork and getting themselves dressed and undressed. We will continue to encourage the children to always flush the toilet after use and to follow a good hand-washing routine. We will visit the Reception classrooms and outdoor space to become familiar with them. Circle times will allow the children to talk about their move up to Reception class and how they are feeling.</p>

	<p>within Nursery, so that they become familiar with the different areas of learning and can access resources by themselves.</p> <ul style="list-style-type: none"> • Provide a wide variety of activities and resources for the children to explore, to encourage them to have a go at new things and to build their resilience 	<p>Children are encouraged to take part in a daily check in and think about how they are feeling. Circle times will include time to talk activities from our 1 Decision programme which encourages talk around feelings and how to manage different situations eg if a friend won't share a toy with us. Our Think Equal programme will introduce the children to stories which also encourages talk around our emotional well-being as well as acceptance of others.</p>	<p>Our daily check-ins and circle times will continue.</p>
COMMUNICATION AND LANGUAGE	<p>We will screen all the children on the Wellcomm programme to assess their speech, sentence construction, understanding and vocabulary level. Small group and / or individual activities will enable us to target areas that may need to be strengthened.</p> <p>We will support all children to become confident talkers by providing lots of time to talk with children individually throughout the day, supporting play and interactions with friends and by having daily carpet time sessions either in small groups or as a whole class.</p> <p>Children will be encouraged to say their name for the register, express their needs and wants, take turns to talk, listen to others and to follow instructions.</p>	<p>Children will be supported to extend their vocabulary and understanding as they play and take part in activities such as circle time. We will engage with the children as they play, encourage them to answer questions, model asking a question and encourage children to take turns to talk and listen to others. We will encourage children to express their own thoughts, ideas and needs, and to recall past events. We will continue to listen to, and join in with, Nursery Rhymes, poems, and stories that lend themselves to whole class participation such as 'The Gingerbread Man'.</p>	<p>We will continue to listen to, and join in with, Nursery Rhymes, poems, and stories each day, to enrich the children's language and vocabulary. We will have a go at making up our own stories as well as using well-known stories to change the ending or to add in a new event. Children will be encouraged to use extended sentences, give reasons and explanations, negotiate their turn, ask and answer questions, and put their hand up to have a turn to talk at circle time.</p>
EXPRESSIVE ARTS AND DESIGN	<p>Activities this term will include hand & finger painting, potato printing, self-portraits, cut and stick, 'sew a bear', and Christmas crafts.</p> <p>We will show the children how to access the creative areas and outdoor easels.</p> <p>The home corner will provide the opportunity for 'family' play with dolls and</p>	<p>We will be looking at the colours of winter and spring, making collages and pictures to depict the seasons. Play opportunities will be provided by a hot chocolate café in the home corner, a bakery, arctic animals, and a 'Frozen' small world area. Children will have a go at using a variety of tools and paintbrushes for mark making, painting and printing, and we will do some big art outside –</p>	<p>In our outdoor classroom, we will paint with mud, have a go at Japanese 'Hapa Zome', make cosy dens, go bug hunting and experience a barefoot safari!</p> <p>Indoors, we will develop the children's skills to print, stamp, draw, paint, mix colours, explore textures and mark-make.</p>

	<p>dress up. Later in the term, the children will be able to re-enact the story 'Goldilocks and the Three Bears' and set up their own Christmas dinner.</p>	<p>painting pictures of the winter and evergreen trees in the garden. Story shelves, puppets and dressing up will encourage children to re-enact well-known stories and to make up their own stories. In the paint area, powder paint will be introduced, and children will be shown how to mix up their own paint, by adding just the right amount of water!</p>	<p>Play opportunities will be provided through farm themed play areas including a farm shop, farm kitchen, mud kitchen animal feed centre and, later in the term, our ice-cream parlour. Small world play areas, including our 'Where the Wild Things Are' outdoor shed will encourage pretend play. Musical boxes, ribbons and a 'be whatever you want to be' basket will provide opportunities for singing, dancing and imaginative play.</p>
<p>UNDERSTANDING THE WORLD</p>	<p>We will spend time getting to know our indoor and outdoor classroom, begin to explore school on some welly walks and hopefully visit the Davenport area on some extended walks. Weekly 'Wild Garden' activities will begin: Forest Bathing, Making Mud, leaf Crowns, Bug Hunting, 'Ready Teddy Go' and 'Teddy Tipi'. We will plant in the garden and look for signs of Autumn. Harvest will be celebrated, and we will go to visit the school tractor and gardening team.</p>	<p>This term we will look at both the Winter and Spring seasons and the changes that each bring. We will look at the polar caps and the animals that live at each one, and we will make our own bird feeders for the garden. Our story 'Grandad's Balloon' will take us on a journey around the world, a super introduction to the countries of the world and how they may differ. We will celebrate Chinese New Year, Shrove Tuesday and Easter. We will focus on our outdoor environment – getting to know the features of the garden area and talk about the changes seen over the term. The children will take part in a weekly 'Wild Garden' session. The children will make bird feeders, plant and dig, do some bug-hunting, go on a sensory walk and do some living art. There will be lots of opportunities to play, explore and get muddy!</p>	<p>A visit from Little Barn Mobile Farm will provide lots of opportunity for the children to find out about farm life, caring for animals, plant growth and where our food comes from In class, we will take time to look at farming around the world and where some of our everyday foods, such as bananas, are grown. Exploration of the outside classroom will provide lots of opportunities for the children to try new things, experiment and problem-solve. EG what happens if I stop the flow of water at this point? What might a sheep like to eat if I made them something in the mud kitchen? We will think about the season of summer and the changes and colours that the season brings.</p>
	<p>My Online Life: Throughout the year, the children will be thinking about all aspects of their online life and considering how to be safe and responsible while using the internet and technology.</p>		

<p>P.E</p>	<p>In PE the focus will be on developing pupil's spatial awareness, movement skills and hand/feet to eye coordination. Pupils will use a range of equipment to enhance their progression.</p> <p>In class: Welly walks, daily playtimes, daily walks and outside play Yoga, yummy time, wake up and shake up Dough gym, funky fingers, squiggle whilst you wiggle Using scissors, pencil activities, paint</p> <p>At Home: Encourage your child to dress themselves Use a knife and fork at mealtimes Outside play to climb, crawl, cycle etc Encourage your child to paint, draw, use Play-doh, sew, colour in Play outside as much as possible / accessing the local park Dance with your child Swim regularly with your child as a fun activity. Encourage your child to blow bubbles in the bath and allow water over their head to build water confidence.</p>	<p>We will focus on getting dressed and undressed for PE and swimming. We will be working on developing our water confidence and exploring different ways of moving through the water</p> <p>Fundamental movement skills - Foot skills Hand eye coordination and target throwing Gymnastics Speed and agility Striking and catching</p>	<p>Children will be working to improve and develop their running, throwing and jumping skills through various athletic activities. These skills will be used in the variety of races and events on Sports Day.</p>
<p>SWIMMING</p>	<p>In swimming, we will be increasing water confidence and making sure we have fun in water! We will all wear aids to help us feel more comfortable and confident. We will perform a safe seated entry into the pool and be able to exit the pool with minimal adult assistance.</p>	<p>We will be working on developing our water confidence and exploring different ways of moving through the water.</p>	<p>In swimming, we will be working towards increasing our confidence. We will look to improve body position and how we move through the water safely. We will then progress to reduce swimming aids.</p>

FRENCH	French greetings, feelings, classroom instructions and numbers 1-10.	Classroom instructions, pets and numbers 1-10.	Parts of the body , greetings, numbers and colours.
MUSIC	<p>Children will be encouraged to develop their listening skills through an introduction to simple instruments, by grouping them according to sound, playing them quietly and loudly and using symbols and signs to know when to play.</p> <p>Group singing sessions will develop vocal skills and build a small repertoire. We will include singing of songs for the nativity.</p>	<p>Children will continue to improve their listening and response skills. They will explore a range of percussion instruments and be encouraged to create different qualities of sound (timbre) and vary volume and tempo.</p> <p>They will play games that help develop a sense of a steady beat/pulse.</p> <p>Group singing sessions continue to develop vocal skills, range and confidence.</p>	<p>Children will continue to explore percussion instruments and will create musical stories using a range of qualities of sound, volume, tempo and pulse. Children will experience instrumental music through live performances and recordings.</p> <p>They will continue to gain confidence to sing as they develop individual and collective performance skills.</p>