Nursery

**Secondary Curriculum Driver: MD (Mathematical Development)**

**Intended outcome:**

Knows that numbers identify how many objects are in a set.

• Beginning to represent numbers using fingers, marks on paper or pictures.

• Sometimes matches numeral and quantity correctly.

• Shows curiosity about numbers by offering comments or asking questions.

Separates a group of three or four objects in different ways,
beginning to recognise that the total is still the same.

Uses positional language.

• Shows interest in shape by sustained construction activity or by talking about shapes or

arrangements.

**Proposed learning opportunities:**

Children position Superheroes and their own Supertato’s in various places, both when following instructions and when giving instructions.

 Children buy items using the correct number of 1p coins, e.g. snack, milk, fruit and vegetables.

Weighing different fruits and vegetables on the scales.

Children solve number and shape problems to free the vegetables from the Evil Pea.

Gathering, interpreting and using data, e.g. daily Survey of the Day.

Begin to understand estimation through the introduction of the Estimation Jar (changing daily, various amounts of differentitems will be added.)

**Primary Curriculum Driver: L (Literacy)**

**Intended outcome:**

Uses talk to connect ideas,

explain what is happening and
anticipate what might happen next, recall and relive past experiences.

• Questions why things happen and gives explanations. Asks e.g. who,

what, when, how.

• Uses a range of tenses (e.g. play, playing, will play, played).

Shows awareness of rhyme

and alliteration.

• Recognises rhythm in spoken words.

Beginning to be aware of the way stories are structured.

• Suggests how the story might end.

• Listens to stories with

increasing attention and recall.

• Describes main story settings, events and principal

characters.

Sometimes gives meaning to marks as they draw and paint.

**Proposed learning opportunities:**

Children use their growing phonic knowledge to begin to write labels etc. showing an awareness of initial sounds, e.g. b for broccoli.

Children can create their own veggie superheroes, e.g. Courageous Carrot, Speedy Spinach etc.

Children think of their own alternative endings for Supertato.

Superhero Wanted posters, character descriptions (some adult scribing of ideas).

Curriculum Information

Spring 1
Help!- Supertato!



**(Expressive Arts and Design)**

**Proposed learning opportunities:**

Painting their own Supertato picture, using powder paints to mix own colours.

Create their own traps using various resources to capture the Evil Pea.

Use various vegetables to create their own vegetable superhero.

Create Superhero Soup in the water tray, selecting and mixing own choice vegetables.

Designing own superheroes and costumes.

**Physical Development:**

**Proposed opportunities:**

Join in dough disco and other fine motor activities.

Manoeuvre safely through obstacles and travel safely across, under and between various equipment.

Using water guns to improve aim and accuracy when squirting superhero themed numbers/ phonemes.

**Personal, Social, Emotional:**

**Proposed opportunities:**

Children are confident to talk about their own ideas with others.

Be independent when selecting and using a range of resources, e.g. modelling or role play equipment.

**Communication and Language:**

**Proposed opportunities:**

Create and discuss their own superheroes and the powers they will have.

Respond to ideas which have been shared during discussion times.

Children can answer ‘how’ and ‘why’ questions in response to stories and events.

**Understanding the World:**

**Proposed learning opportunities:**

Children learn about where fruit and vegetables come from and how they grow.

Children grow vegetables in the garden and allotment planters.

Children discover the journey from the Farm to Fork.

Children use ICT equipment to photograph their own work, e.g. own Supertato models or junk Evil Pea traps.

Children can talk about foods that they do and do not like.