

Curriculum Overview Nursery



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Where do I belong?	Let's go on an adventure!	How do we travel?	How do mini-beasts grow and change?	How do plants grow and change?	Where do animals live?
	Colours Traditional nursery rhymes	Colours Traditional nursery rhymes	Numbers Shapes	Numbers Shapes	Phase 2 (LW Letters & Sounds)	Phase 2 (LW Letters & Sounds)
Special Events	Harvest Autumn Feeling Good Week Road Safety Day	Remembrance Sunday Diwali Guy Fawkes St Andrews Day Christmas Anti-bullying Week	Safer Internet Day Chinese New Year Valentine's Day	St David's Day St Patrick's Day Mother's Day Easter World Book Day Global Recycling Day Arts Week	St Georges Day Healthy Living Week Earth day	Nursery Graduation Diversity Week World Ocean Day
Books	Brown Bear (T4W)	Owl Babies (T4W)	The Train Ride (T4W)	The Hungry Caterpillar (T4W)	Jasper's Beanstalk (T4W)	Handa's Surprise (T4W)
Enrichment	Autumn Walk Dragon Field Plant bulbs ICT Visit from the Lollipop Man	Visit from DC Hanlan Road Safety Dark tent Santa's Grotto role play Plant bulbs Cooking Forest School ICT	Eating Chinese food/Chinese dancing Dinosaur bones Cooking Forest School ICT	Hungry Caterpillar - food tasting Visit local church Butterfly house Minibeast hunt Spring walk Cooking Forest School ICT	Plant beans Farm visit Seeds that we eat Garden centre role play outside Cooking Forest School ICT	Vets role play School role play Cooking Forest School ICT
Cooking	<i>NA as chn settling in</i>	<i>Cupcakes</i>	<i>Paw print cookies</i>	<i>Fruit smoothie</i>	<i>Flapjacks</i>	<i>Cheese straws</i>

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NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the nursery year.

Communication and Language	Nursery Rhyme of the Week	Nursery Rhyme of the Week	Nursery Rhyme of the Week	Nursery Rhyme of the Week	Nursery Rhyme of the Week	Nursery Rhyme of the Week
	<p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Know many rhymes</p>	<p>Pay attention to more than one thing at a time, which can be difficult</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Use longer sentences of four to six words.</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Sing a large repertoire of songs.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>

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<p>Physical Development</p>	<p>Multisensory mark-making Jump start Johnny</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. (all year)</p> <p>Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Multisensory mark-making Jump start Johnny</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Multisensory mark-making Jump start Johnny</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Multisensory mark-making Jump start Johnny</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>	<p>Multisensory mark-making Jump start Johnny</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Multisensory mark-making Jump start Johnny</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p>
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<p>Personal, Social and Emotional Development</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop appropriate ways of being assertive.</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>.Show more confidence in new social situations</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Begin to understand how others might be feeling.</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Do not always need an adult to remind them of a rule.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Does the child take part in other pretend play with different roles – being the Gruffalo, for example?</p> <p>Can the child generally negotiate solutions to conflicts in their play?</p> <p>Talk with others to solve conflicts.</p>
<p>Literacy</p>	<p>Little Wandle L&S revised Phase 1</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing 	<p>Little Wandle L&S revised Phase 1</p>	<p>Little Wandle L&S revised Phase 1</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother 	<p>Little Wandle L&S revised Phase 1</p>	<p>Little Wandle L&S revised Phase 1&2</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>	<p>Little Wandle L&S revised Phase 1&2</p>

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					Write some or all of their name Write some letters accurately.	
Mathematics	Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	Say one number for each item in order: 1,2,3,4,5. Experiment with their own symbols and marks as well as numerals. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.	<u>Number and Shape of the Week</u> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, "The bag	<u>Number and Shape of the Week</u> Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Combine shapes to make new ones - an arch, a bigger triangle etc. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	

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			<p>is under the table," – with no pointing.</p> <p>Notice and correct an error in a repeating pattern.</p>			
<p>Understanding the World</p> <p><i>Explored through planned activities, continuous provision and forest school</i></p>	<p>Continue developing positive attitudes about the differences between people. (all year) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (all year)</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Use all their senses in hands on exploration of natural materials.</p> <p>Show interest in different occupations.</p>	<p>Explore how things work.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Explore and talk about different forces they can feel.</p>	<p>Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary</p>

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<p>Expressive Arts and Design</p>	<p>Develop their own ideas and then decide which materials to use to express them. (all year)</p> <p>Join different materials and explore different textures. (all year)</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. (all year)</p> <p>Explore colour and colour mixing.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p>
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