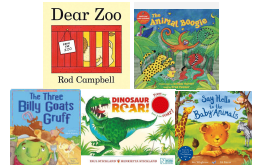


Nursery Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I am special -Being Me In My World	Let's Celebrate	Adventures at sea!	Let's Grow	We are going on a journey	Animal Kingdom
	My family, my school, my environment, the people around me,	My community, my beliefs, respecting others, traditions, cultures, food, celebrations.	Life at sea, pirates, maps, ocean creatures, caring for our environment	Spring, new life, life cycles, plants, seeds, bulbs, plants we can eat, how people grow	Places we visit, ways to travel including walking, cars, buses, trains, aeroplanes, faraway places including the coldest places on earth	Animals and their offspring, farm animals, woodland animals, wild animals, animals who live in the coldest/hottest places on earth.
Literacy and suggested text Taught alongside systematic phonics						
Communication & Language	Enjoy listening to longer stories. Pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books,	Listening to others in small groups. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a growing repertoire of songs. Know an increasing number of rhymes.	Develop their communication skills and begin to use more complex sentences to link thoughts. Use a wider range of vocabulary linked to our topic. Develop their pronunciation of words.	Use longer sentences of four to six words. Talk about familiar books, and be able to tell a long story. Follow simple directions on how to plant a seed. Apply new vocabulary to explain changes noticed in plants. E.g. This plant did not grow well because the soil was too dry.	Use vocabulary from recently read stories in conversations e.g. different ways of travel Ask questions using what, where, when and why to find out more about journeys.	Recognise and use the following vocabulary: Farm Animals: cow/calf, pig/piglet, sheep/lamb, Build up vocabulary that reflects knowledge and experience e.g. talking about dinosaurs, that they lived along time ago, their names and features etc. Ask relevant questions Share opinions, explaining preferences e.g. My favourite dinosaur is... because...
Physical Gross	Spatial awareness and multi step instruction games Running, jumping, using tricycles outside. Go up steps, or climb up apparatus using alternate feet. Dance to music	Spatial awareness and coordination games Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Gymnastics activities Using large muscle movements to wave flags and streamers, paint and make marks. Increasinging be able to use and remember sequences and patterns of movements which are related to music and rhyme. Balance- standing on one leg, walking along a bench, climbing	Hula hoops, skipping games and ball games.	Team games and ball skills Running, jumping, hopping from foot to foot Invasion games and basic movement skills	Athletic activities links to Sports day Start taking part in some group activities which they make up for themselves, or in teams. Continue to develop their movement, balancing, riding and ball skills. 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.
Physical Fine	Small tools; cutlery, tweezers, pipettes Drawing my family Pencil grip Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Small tools; cutlery, tweezers, pipettes, scissors Pencil grip Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Small tools; cutlery, tweezers, pipettes, scissors Pencil grip Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Small tools; cutlery, tweezers, pipettes, scissors Pencil grip Show a preference for a dominant hand Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Small tools; cutlery, tweezers, pipettes, scissors Pencil grip Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Small tools; cutlery, tweezers, pipettes, scissors Pencil grip Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

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Personal, social and Emotional Development	Being Me - How can I manage my feelings? Explain the classroom and school rules. Form friendships within my class. Understanding the routines and boundaries of the nursery setting. Consider routines and patterns of a typical day Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	Celebrating Difference How are we different? Identifying talents Being special Making friends	Digital Me Why do we have to be careful? Seeking help from adults and peers Achieving goals	Healthy me What is being healthy? Growing and Changing Understand some areas in which the children can look after themselves e.g. dressing	Changing me When do my feelings change? Challenges: moving to Reception Dreams and Goals Jobs	The World and Me What is my place in the world? How do we care for animals? How can animals help us? What are our favourite animals? Showing confidence in asking adults for help. Understanding feelings and how our actions can hurt others or make them feel good. Challenges: moving to Reception
Literacy	Understand that print has meaning. Develop their phonological awareness, so that they can: - spot and suggest rhymes. Begin to engage in conversation about stories.	Understand that we read English text from left to right and from top to bottom. Sensory mark marking Recognise their own name	Understand that print can have different purposes, e.g. a shopping list, story, recipe, etc. Develop their phonological awareness so they can clap the syllables in words. Begin to write some of their name.	Identify and name the different parts of a book, e.g. front cover, pages, etc. Develop their phonological awareness to recognise words with the same initial sound, such as money and mother. Write some or all of their name.	Understand page sequencing. Recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name.	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. Write some letters accurately.
Mathematics	Numbers zero to three Representing on fingers and other concrete counting Show an interest in numbers and counting by engaging in daily chanting, counting objects and singing number songs and rhymes. Name and recognise colours	Recognising numbers 0-3 Representing on fingers and other concrete counting (show me) Link numerals to amounts. Counting 0-5 Number formation (gross motor) with paint, with fingers in sand, with marbles running around number templates. Notice patterns in the environment. Continue a repeating pattern link to computing.	Recognising numbers 0-6 Introduce tens frame Begin to represent numbers using fingers, marks on paper or pictures. Identifying 2D shapes in the environment Shapes for different tasks (block building) Combine Make comparisons between objects relating to capacity. .	Consolidate numbers to 6 and expose numbers to 10. Explore properties of 2D shapes and use appropriate terms to describe them. Continue to solve problems using a range of strategies. Make comparisons between objects relating to length.	Increasingly confident to put numbers in order 10. To solve number problems using real objects. Identifying 3D shapes in the environment and use mathematical language, sides, corners, straight, flat, round. Select shapes appropriately flat surfaces for a building, a triangular prism for a roof. Combine shapes to make new ones, an arch, a bigger triangle. Describe a familiar route Discuss routes and locations using words like in front of and behind - Positional language	Begin to compare two groups of objects, saying when they have the same number, more and fewer. Subitise numbers to 5. Make comparisons between objects relating to weight. Begin to describe a sequence of events, real or fictional using words such as first, then, next.
Past and Present (History)	To be able to talk about his/her own life/personal history, i.e. what were they like as a baby/toddler To have an understanding of their position in their own family and to be able to name and talk about older family members. Family Trees (grand parents, great-grandparents) When I was a baby Developing a sense of chronology; before I was born, before I came to nursery, when I go to school.	Mary and Joseph's journey to Bethlehem			Building on basic understanding of chronology, look at old photos of the local area and think about how it has changed. Transport in the past: Motor cars, steam trains, tall ships. Look at images of 'old fashioned' cars and aeroplanes and discuss how they look different today. Locally significant areas it e.g. a local historical building We live on the Earth. People want to explore space to find out more about it. (Neil Armstrong) Show interest in different occupations.	Who is Mary Anning? What did Mary Anning do? Compare two historical figures, Mary Anning and Neil Armstrong. Dinosaurs lived on our planet but they are now extinct. Dinosaurs lived for a long time, some of them lived and died without ever meeting each other (Stegosaurus and T-Rex lived around 80 million years apart) Show interest in different occupations. Compare and contrast characters from stories, including figures from the past.

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People, Culture and Communities (Geography)	Where I live Where I was born Where my family live People who help us in our school and wider community (teachers, nurses, doctors, firefighters, police)	Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. What do you celebrate? Can you find the country on the map?	Locate oceans and seas on the map Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see using a wide vocabulary. Maps help us to find out where we need to go. We can plan routes on a map Draw information from a simple map.	Farming; what do farmers do? What do they grow? What crops grow near to where we live? What grows in our country that we can eat? What kinds of plants grow in other countries? Where do bananas grow? Where do oranges grow?	Types of transport; walk, bus, car, bicycle, scooter, taxi, train, plane, helicopter. People; bus driver, car driver, taxi driver, train driver, pilot, astronaut. How do we travel to: school, the shops, the beach, another countries, the moon? Maps help us to find out where we need to go. We can plan routes on a map Where do we live? - The Union Jack flag.	Dinosaur bones have been found all around the world, particularly in North America, China and Argentina. (Locate on map of world) In England, many fossils have been found in Dorset along the Jurassic Coastline. (Locate on map of England) Understand that fossils are left over parts of animals or plants that lived a very long time ago. People who learn about and search for dinosaurs and fossils are called palaeontologists. Wild animals that live in other countries around Learn that different animals live in different habitats, compare and contrast.
The Natural World (Science)	My body has many different parts Our faces are all different. The season of Autumn, leaves changing colour and falling from trees.	Explore light and dark. Talk about the difference between materials and changes they notice.	Use all their senses in hands on exploration of natural materials Begin to understand the need to respect and care for the natural environment and all living things.	Grow 'beanstalks'; plant and observe plants growing e.g. sunflowers, cress etc. Talk about how the plants change. Make observations of the world around them, describe things they have seen e.g. plants, animals, natural objects and man-made objects. Life cycles: caterpillars, tadpoles	Explore collections of materials with similar/or different properties. Explore how things work. Explore and talk about different forces they can feel. Plan a journey to the local park, or around the school grounds. What would we see? What grows in our school, what grows in the park?	We know about dinosaurs because people have found fossils in the ground. Rocks can sometimes contain fossils that palaeontologists can study.
Expressive Art and Design Creating with materials Being imaginative and expressive	Drawing Portraits using choice of thick, thin black pens A3 Draw with increasing complexity and detail, such as representing a face with a circle and including detail. Children begin to explore colour and different textures. Print making Seasons: Leaf printing Listen with increased attention to sounds. Take part in simple pretend play.	Diwali pinch pot Jackson Pollock Focus on Primary colours: Mixing colours fireworks paintings Marbles Explore colour and colour mixing. Use drawing to represent ideas like movement or loud noises. Baking Christmas cakes	Sculpture Ocean in an egg box Take part in simple pretend play, using an object to represent something else even though they are not similar. Listen with increasing attention to sounds.	Painting Draw and paint sunflower link to van gogh Printing with flowers  Create closed shapes with continuous lines and begin to use these shapes to represent objects. Show different emotions in their drawings and paintings like happiness, sadness and fear. Sing the pitch of a tone sung by another person ('pitch match'). Easter baskets and nests	Design and make <u>Dance and movement showing different ways to journey across the floor</u> Design and make a boats and sails using recycled pots - yoghurts - butter - fruit packaging Develop their own ideas and then decide which materials to use to express them. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex small worlds with blocks and construction kits such as a city with different buildings and a park. Create their own songs or improvise a song around one they know.	Minibeast weaving activity Mallets and nails into wood pieces. Explore different materials freely to develop their own ideas about how to use them and what to make. Remember and sing entire songs. Play instruments with increasing control to express their feelings and ideas. Join different materials and experiment with textures. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

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Nursery rhymes:	Head, shoulders, knees and toes Funny bones song and movement Humpty Dumpty sat on the wall If you're happy and you know it clap your hands Hush little baby	Nativity songs Christmas songs	Go, Pirate Go Baby Shark Over the deep blue sea Down in the deep blue sea (Port side pirates) Once I caught a fish alive	Sing a song of flowers I love the Mountains We're Going on a Bear Hunt Five Little Speckled frogs	Row, row, row your boat The wheels on the bus Ten little men in a flying saucer Zoom, Zoom Zoom	Down in the jungle Nelly the elephant Ten little monkeys Old Mcdonald Once I caught a fish alive Itsy Bitsy Spider Mary had a little lamb
Festivals	Rosh Hashanah Harvest Festival Eid ul Adha All Saints Day Hallowe'en	Fireworks/Bonfire Night Remembrance Sunday Diwali St Andrew's Day Advent + Christmas Thanksgiving Hanukkah	Chinese New Year St Valentine's Day Shrove Tuesday	St David's Day Holi Mother's Day St Patrick's Day Easter Baisakhi	St George's Day May Day	Father's Day Ramadan Eid ul Fit