



Nursery Curriculum Overview

NB. These statements have been split for extra focus, however all will apply on an ongoing basis throughout the Nursery year depending on each child's developmentally stage. .

	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2	
	All about me / Settling / Singing	Heroes People who help us		Journeys	Once upon a time	Grow, grow, grow	Splish Splosh!	
Enhancements /celebrations	Transition, Diwali, Christmas, Hanukah, Birthdays			Holi, Easter, Chinese New Year, Birthdays		Ramadan, Eid, Transition, Pancake Day		
Author focus	<u>Eric Hill</u>			<u>(Eric Carle)</u> <u>Tola Okogwa</u>		<u>Trish Cooke</u> <u>So Much</u>		
Theme	All about me	People who help us		Journeys	onces upon time	Grow, grow, grow	slpish, splash.	
	Fiction	Fiction	non-fiction	Fiction	Fiction	Fiction	non-fiction	
	<u>Possible Text:</u> whole school theme book - WILD Spot goes to Nursery Spot Loves Nursery	<u>Possible Text:</u> Information books Supertato Christmas Books	People Who Help Us Our Family	<u>Possible Text:</u> Going on a bear hunt	<u>Possible Text:</u> Goldilocks And The Three Bears The Three Little Pigs	<u>Possible Text:</u> Jack and the beanstalk The Very Hungry Caterpillar	Grow, Grow, Grow! Growth & change/ Plants Animals	<u>Possible Text:</u> Octopus Horay fish



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Literacy	<ul style="list-style-type: none"> - print has meaning - we read English text from left to right and from top to bottom - count or clap syllables in a word 		<ul style="list-style-type: none"> - print can have different purposes - page sequencing - spot and suggest rhymes - engage in extended conversations about stories, learning new vocabulary. -write some or all of their name. 		<ul style="list-style-type: none"> - the names of the different parts of a book - recognise words with the same initial sound, such as money and mother -write some letters accurately -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. 	
Maths	Set own criteria for sorting and matching (e.g. colour, size, pattern), Recognise similarities and differences in objects/ pictures, Positional language.		Recognising and describing patterns in the environment e.g. stripes, spots etc, recognising and copying simple ABAB patterns, shapes, size (length, height), timebased events.		Comparing quantities, Make comparisons (weight, capacity), representing numbers using fingers or marks on paper or pictures, recognising numbers to 5, subitising amounts to 3.	
Phonemic awareness focus	phase 1 Settling / singing/ nursery rhymes	Teach children to hear the same initial sound for words and names of objects.	Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.	Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly - including playing with voice sounds.	Teach children to identify initial sounds of words and objects.	Teach children to identify the final sounds of words and objects.
Communication and Language	<ul style="list-style-type: none"> -Pay attention to more than one thing at a time, which can be difficult -Sing a large repertoire of songs. -Know many rhymes, be able to talk about familiar books, and be able to tell a long story. -Enjoy listening to longer stories and can remember much of what happens. -Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". 		<ul style="list-style-type: none"> -Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" -Use longer sentences of four to six words. -Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." - Use a wider range of vocabulary -Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and 		<ul style="list-style-type: none"> -Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. -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. -Start a conversation with an adult or a friend and continue it for many turns. 	



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		sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	
Understanding the world	<ul style="list-style-type: none"> -Use all their senses in hands-on exploration of natural materials. -Explore collections of materials with similar and/or different properties. -Talk about what they see, using a wide vocabulary. -Talk about the differences between materials and changes they notice. . 	<p>Begin to make sense of their own life-story and family's history.</p> <ul style="list-style-type: none"> -Show interest in different occupations. - Explore how things work. -Explore and talk about different forces they can feel. -Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> -Plant seeds and care for growing plants. -Understand the key features of the life cycle of a plant and an animal. -Begin to understand the need to respect and care for the natural environment and all living things. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
PSED	<ul style="list-style-type: none"> -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. -Develop their sense of responsibility and membership of a community. -Become more outgoing with unfamiliar people, in the safe context of their setting. -Show more confidence in new social situations. -Play with one or more other children, extending and elaborating play ideas. -Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. -Increasingly follow rules, understanding why they are important. -Remember rules without needing an adult to remind them. -Develop appropriate ways of being assertive. -Talk with others to solve conflicts. -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. -Understand gradually how others might be feeling. -Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. -Make healthy choices about food, drink, activity and toothbrushing 		



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<p>Physical Development</p>	<ul style="list-style-type: none"> -Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. -Go up steps and stairs, or climb up apparatus, using alternate feet. -Skip, hop, stand on one leg and hold a pose for a game like musical statues -Use large-muscle movements to wave flags and streamers, paint and make marks. -Start taking part in some group activities which they make up for themselves, or in teams. 	<ul style="list-style-type: none"> - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. <ul style="list-style-type: none"> • 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> -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. -Use a comfortable grip with good control when holding pens and pencils. -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.
<p>Expressive art and design</p>	<ul style="list-style-type: none"> -Take part in simple pretend play, using an object to represent something else even though they are not similar. -Explore different materials freely, to develop their ideas about how to use them and what to make. -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, fear etc. -Listen with increased attention to sounds. -Respond to what they have heard, expressing their thoughts and feelings. 	<ul style="list-style-type: none"> -Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. -Develop their own ideas and then decide which materials to use to express them. -Draw with increasing complexity and detail, such as representing a face with a circle and including details. -Remember and sing entire songs. 	<ul style="list-style-type: none"> -Join different materials and explore different textures. -Explore colour and colour-mixing. -Use drawing to represent ideas like movement or loud noises. -Sing the pitch of a tone sung by another person ('pitch match'). -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs or improvise a song around one they know. -Play instruments with increasing control to express their feelings and ideas.