

Nursery Curriculum Overview

Our curriculum is based on children’s interests and next steps in learning so our long term planning is flexible

\a\	Autumn Term		Spring Term		Summer Term	
Topic	Starting Nursery	Let’s Celebrate	Whatever the Weather...	When I grow up...	Things that move	A Life on the Ocean Wave!
Personal, Social & Emotional Development	<p>Being Me in My World</p> <p>I understand how it feels to belong and that we are similar and different I understand how feeling happy and sad can be expressed I can work together and consider and people’s feelings I can use gentle hands and understand that is good to be kind to people I am starting to understand children’s rights and this means we should all be allowed to learn and play I am learning what being responsible means Introduction to a new setting</p>	<p>Celebrating difference</p> <p>I know how it feels to be proud of something I am good at. I can tell you one way I am special and unique. I know that all families are different I know there are lots of different homes. I can tell you how I could make new friends I can use my words to stand up for myself.</p>	<p>Dreams & Goals</p> <p>I understand what a challenge means I can keep trying until I can do something I can set a goal and work towards it I know some kind words which can encourage people I can start to think about the jobs I might like to do when I’m older I can feel proud when I achieve a goal</p>	<p>Healthy Me</p> <p>I know the names for some parts of my body and am starting to understand that I need to be active to be healthy I can tell you some of the things I need to do to be healthy I know what the word ‘healthy’ means and that some foods are healthier than others I know how to help myself go to sleep and that sleep is good for me I can wash my hands and know it is important to do this before I eat and after I go to the toilet I know who my safe adults are and how to stay safe if they are not close by me</p>	<p>Relationships</p> <p>I can tell you about my family I understand how to make friends if I feel lonely I can tell you some of the things I like about my friends I know what to say and do if somebody is mean to me I can use Calm Me tie to manage my feelings I can work together and enjoy being with my friends</p>	<p>Changing Me</p> <p>I can name parts of my body and show respect for myself I can tell you some things I can do and some food I can eat to be healthy I understand that we all start as babies and grow into children and the3n adults</p>
Physical Development	<p>Healthy Movers: Agilty/ Locomotion <i>Fundamental Skills – crawling, rolling, stepping, walking, jogging, running, jumping, hopping, galloping, leaping, skipping, marching, tiptoeing, stomping, sliding, scampering, gliding</i></p>	<p>Healthy Movers Co-ordination/ object control <i>Fundamental Skills – Reaching, grasping, gripping, receiving, lifting, carrying, placing, passing from hand to hand, sending, receiving, rolling, dribbling, kicking, striking, stopping retrieving, scrunching, picking up, steering.</i></p> <p>Oral Health: Smiley Brush Brush</p>	<p>Healthy Movers Balance/Stability <i>Fundamental Skills – standing, lying, sitting, stopping, landing, balancing, pivoting, twisting, lunging, bending, stretching, turning, crouching</i></p>	<p>Healthy Movers: Agility/ Locomotion <i>Fundamental Skills – crawling, rolling, stepping, walking, jogging, running, jumping, hopping, galloping, leaping, skipping, marching, tiptoeing, stomping, sliding, scampering, gliding</i></p> <p>Healthy Eating: Munch, Crunch 5 a day Yum, Yum</p>	<p>Healthy Movers Co-ordination/ object control <i>Fundamental Skills – Reaching, grasping, gripping, receiving, lifting, carrying, placing, passing from hand to hand, sending, receiving, rolling, dribbling, kicking, striking, stopping retrieving, scrunching, picking up, steering.</i></p>	<p>Healthy Movers Balance / Stability <i>Fundamental Skills – standing, lying, sitting, stopping, landing, balancing, pivoting, twisting, lunging, bending, stretching, turning, crouching</i></p> <p>Body Image and Body Confidence: We are Brilliant</p>

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Communication & Language	<p>Daily activities that help children to:</p> <p><i>Enjoy listening to longer stories and can remember much of what happens – Daily story time in addition to sharing books throughout the session.</i></p> <p><i>Pay attention to more than one thing at a time – Stop and show 5</i></p> <p><i>Use a wider range of vocabulary, understand a question or instruction that has 2 parts</i></p> <p><i>Understand why questions.</i></p> <p><i>Sing a large repertoire of songs – daily singing session</i></p> <p><i>Know many rhymes- daily rhyme sessions (Core rhymes)</i></p> <p><i>To talk about familiar books and tell a long story (Core books)</i></p> <p><i>Develop their communication, use longer sentences (4–6 words) WellComm screening and activities</i></p> <p><i>Be able to express a point of view and debate using words as well as actions</i></p> <p><i>Start and continue conversations</i></p> <p><i>Use talk to organise themselves and their play</i></p>					
Literacy	<p><i>Focus Texts –You Choose. Brown Bear, Brown Bear, Little Red Hen,</i></p> <p>Name the different parts of a book</p> <p>Print has meaning</p> <p>Print can have different purposes</p> <p>Rhyme Time: Listening, syllables, rhyming, alliteration, sound knowledge.</p>	<p><i>Focus Text – The Very Busy Spider, Little Robin Red Vest, The Christmas Story</i></p> <p>We read English text from left to right and from top to bottom</p> <p>Page sequencing</p> <p>Rhyme Time: Listening, syllables, rhyming, alliteration, sound knowledge.</p> <p>Phonics: Learn the sound. Tuning into sound games. Blend with the sound.</p>	<p><i>Focus Text –Rosie’s Hat, 3 Little Pigs. My Friend the Weather Monster</i></p> <p>Engage in extended conversations about stories (learning new vocabulary)</p> <p>Rhyme Time: Listening, syllables, rhyming, alliteration, sound knowledge.</p> <p>Phonics: Learn the sound. Tuning into sound games. Blend with the sound.</p>	<p><i>Focus Text – Sam plants a sunflower, We’re going on an egg hunt, Titch</i></p> <p>Write some or all of their name</p> <p>Rhyme Time: Listening, syllables, rhyming, alliteration, sound knowledge.</p> <p>Phonics: Learn the sound. Tuning into sound games. Blend with the sound.</p>	<p><i>Focus Text – Rosie’s Walk, The Train Ride, The gingerbread man</i></p> <p>Phonics: Read Write Inc Set 1 Sounds</p>	<p><i>Focus Text – Sharing a Shell. 10 Little Pirates, Tiddler</i></p> <p>Write some letters accurately</p> <p>Phonics: Read Write Inc Set 1 Sounds</p>
Mathematics		<ul style="list-style-type: none"> • More than fewer than, same • Explore and build with shapes and objects 	<ul style="list-style-type: none"> • Join in with repeats • Explore position and space 	<ul style="list-style-type: none"> • Take and give 1,2,3 • Match, talk, push and pull • Talk about dots 	<ul style="list-style-type: none"> • Lead on own repeats • Start to puzzle 	<ul style="list-style-type: none"> • My own patterns • Stop at 1,2,3,4,5

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		<ul style="list-style-type: none"> • Pattern – explore repeats • Hear and say number names • Begin to order number names • I see 1,2,3 	<ul style="list-style-type: none"> • Show me 1,2,3 • Move and label 1,2,3 • Explore position and routes • Explore own first patterns 	<ul style="list-style-type: none"> • Compare and sort collections 	<ul style="list-style-type: none"> • Making patterns together • Make games and actions • Counting show me 5 	<ul style="list-style-type: none"> • Match sort and compare
Understanding of the World	<p>Use all their senses in hands on exploration of natural materials: Apples from Nursery tree, bark and leaves.</p> <p>Explore collections of materials with similar properties: leaves, bark, pinecones.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore the setting, becoming familiar with rules, routines, environment and adults</p>	<p>Explore Senses</p> <p>Take part in Christmas celebrations</p> <p>Explore how things work.</p>	<p>Observe and name different weather</p> <p>Look at appropriate clothing for different weather</p> <p>Explore and talk about different forces they can feel.</p>	<p>Planting seeds and care for growing plants.</p> <p>Understanding the key features of the life cycle of a plant and an animal.</p> <p>Explore the roles of People who help us in the community</p>	<p>Find out about different forms of transport and how they move</p> <p>Explore and talk about different forces they can see</p>	<p>Explore floating & sinking</p> <p>Find out about and name creatures that live in the sea</p>
Expressive Arts & Design	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Explore different materials freely, in order to develop their ideas about how o use them and what to make</p> <p>Explore colour and colour mixing</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects</p> <p>Listen with increased attention to sounds</p> <p>Remember and sing entire songs</p> <p>Sing the pitch of a tone sung by another person</p>		<p>Begin to develop complex stories using small world equipment</p> <p>Join different materials and explore different textures</p> <p>Draw with increasing complexity and detail</p> <p>Using drawing to represent ideas like movement or loud noises</p> <p>Sing the melodic shape</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p>	<p>Activities based on topic work, seasonal changes and</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Show different emotions in their drawings and paintings – happiness, sadness, fear etc</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>		