

Curriculum Overview Nursery

Personal, social and emotional development

| Autumn 1 | Autumn 2 | Spring 1 Spring 2 | Summer 1 Summer 2 |
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| <ul style="list-style-type: none"> • Showing Interest in others play and starting to join in • Shows affection and concern for people who are special to the • Separates from main carer with support • Seeks comfort from familiar adults when needed • Can express their own feelings such as sad, happy, cross, scared, worried • Aware that some actions can hurt or harm others and shows awareness of boundaries | <ul style="list-style-type: none"> • Aware that some actions can hurt or harm others. • Tries to help or give comfort when others are distressed. • Shows understanding and cooperates with some boundaries and routines. • Shows awareness of boundaries and stops themselves from doing things they shouldn't. • Expresses own preferences and interests. • Can select and use activities and resources with help. | <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings • Shows understanding and cooperates with some boundaries and routines • Keeps play going by responding to what others are saying or doing • Is more outgoing towards unfamiliar people and more confident in new social situations • Will communicate freely about own home and community • Responds to the feelings and wishes of others • Tries to help or give comfort when others are distressed • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children | <ul style="list-style-type: none"> • Aware of the boundaries set, and of behavioural expectations in the setting. • Keeps play going by responding to what others are saying or doing • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others • Can usually adapt behaviour to different events, social situations and changes in routine • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. • Beginning to be able to negotiate and solve problems |

Communication & Language

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds • Shows interest in play with sounds, songs and rhymes • Developing understanding of simple concepts (e.g big/small) • Uses gestures to communicate their wants and needs. • T4W story- Where's spot | <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds • Shows interest in play with sounds, songs and rhymes • Developing understanding of simple concepts (e.g big/small) • Uses gestures to communicate their wants and needs. • T4W story • Taking part in Christmas Nativity. | <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Understands 'who', 'what', 'where' in simple questions • Shows understanding of prepositions such as 'under', 'on top', 'behind' • Beginning to understand 'why' and 'how' questions. • Uses a variety of questions (e.g. what, where, who). • Beginning to use more complex sentences to link thoughts • T4W We're Going on a Bear Hunt | <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Understands 'who', 'what', 'where' in simple questions • Shows understanding of prepositions such as 'under', 'on top', 'behind' • Beginning to understand 'why' and 'how' questions. • Uses a variety of questions (e.g. what, where, who). • Beginning to use more complex sentences to link thoughts • T4W The Gingerbread Man | <ul style="list-style-type: none"> • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences • Beginning to use more complex sentences • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Extends vocabulary, especially by grouping and naming • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative in play • T4W- The Three Billy Goats Gruff | <ul style="list-style-type: none"> • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences • Beginning to use more complex sentences • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Extends vocabulary, especially by grouping • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative in play • T4W- Peace at Last |

Physical Development

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <ul style="list-style-type: none"> • Runs safely on whole foot • Walks upstairs or downstairs holding onto the rail • Shows control in holding and using jugs to pour, mark making tools and hammers • Helps with clothing e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt • Turns pages in a book, sometimes several at once • Clearly communicates their need for toilet • Dough disco | <ul style="list-style-type: none"> • Clearly communicates their need for potty or toilet. • Beginning to understand a variety in food. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools • Begins to draw circle and line marks. • Dough disco and squiggle | <ul style="list-style-type: none"> • To begin to show preference for dominant hand. • Showing control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) • Drawing lines and circles using gross motor movements. • Beginning to move in a variety of ways • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Helping put on clothing e.g. using a zipper. • Understanding how to use equipment safely. • Squiggle | <ul style="list-style-type: none"> • To begin to show preference for dominant hand. • Showing control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) • Drawing lines and circles using gross motor movements. • Beginning to move in a variety of ways • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Helping put on clothing e.g. using a zipper. • Understanding how to use equipment safely. • Squiggle | <ul style="list-style-type: none"> • Using one-handed tools and equipment, e.g. makes snips in paper with child scissors • Using a tripod grasp to copy letter shapes • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can stand momentarily on one foot when shown • Can copy some letters e.g. letters from their name • Experiments with different ways of moving. • Squiggle/handwriting | <ul style="list-style-type: none"> • Using one-handed tools and equipment, e.g. makes snips in paper with child scissors • Using a tripod grasp to copy letter shapes • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can stand momentarily on one foot when shown • Can copy some letters e.g. letters from their name • Experiments with different ways of moving. • Squiggle/handwriting |

Mathematics

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <ul style="list-style-type: none"> • Selects a small number of objects from a group when asked. • Recites some number names in sequence • Uses some language of quantities, such as 'more' and 'a lot' • Beginning to categorise objects according to their properties such as shape or size • Anticipate specific time-based events such as mealtimes or home time | <ul style="list-style-type: none"> • Recites some number names in sequence • Creates and experiments with symbols and marks representing ideas of number • Beginning to categorise objects according to properties such as shape or size • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures | <ul style="list-style-type: none"> • Recites some number names in sequence. • Uses some language of quantities, such as 'more' and 'a lot'. • Knows that a group of things changes in quantity when something is added or taken away. • Matching numeral and quantity correctly. • Notices simple shapes and patterns in pictures. • Shows an interest in shape and space • Shows awareness of similarities of shapes in the environment. Uses shapes appropriately for tasks. | <ul style="list-style-type: none"> • Recites numbers in order to 10 and beyond • Uses positional language • Beginning to represent numbers using fingers • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same • Knows that numbers identify how many objects are in a set • Matching numeral to quantity • Naming 2D shapes and beginning to use describing words to talk about them | <ul style="list-style-type: none"> • Recites numbers in order to 10 and beyond • Matches numeral to quantity • Using positional language. • Beginning to represent numbers using fingers • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same • Shows awareness of similarities of shapes in the environment • Naming and describing 2D shapes. • Knows that numbers identify how many objects are in a set • Orders two or three items by length or height | <ul style="list-style-type: none"> • Recites numbers in order to 10 and beyond • Matches numeral to quantity • Using positional language. • Beginning to represent numbers using fingers • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same • Shows awareness of similarities of shapes in the environment • Naming and describing 2D shapes. • Knows that numbers identify how many objects are in a set • Orders two or three items by length or height |

Literacy

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <ul style="list-style-type: none"> • RWI set 1 sounds • Has some favourite stories, rhymes and songs • Distinguishes between the different marks they make • Fills in the missing word or phrase in a known rhyme, story or games • Enjoys rhyming and rhythmic activities • T4W story- Where's spot | <ul style="list-style-type: none"> • RWI set 1 sounds • Distinguishes between the different marks they make • Listens to and joins in with stories and poems, one-to-one and also in small groups • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages • Beginning to listen to stories with increasing attention and recall • Beginning to describe story settings and characters • Beginning to give meaning to the marks they draw and paint. • T4W story | <ul style="list-style-type: none"> • Repeats words or phrases from familiar stories. • Fills in the missing word or phrase in a known rhyme, story • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Listens to stories with increasing attention • Distinguishing between the marks they make. • Giving meaning to the marks they make. • T4W- We're Going on a Bear Hunt | <ul style="list-style-type: none"> • Has some favourite stories, rhymes and songs • Distinguishes between the different marks they make • Enjoys rhyming and rhythmic activities • Gives meaning to marks as they draw and paint • Ascribes meanings to marks that they see in different places • Shows awareness of rhyme and alliteration • Hears and says the initial sound in words • T4W 'The Gingerbread Man' | <ul style="list-style-type: none"> • Gives meaning to the marks they see in different places. • Gives meaning to the marks they draw and paint. • Shows awareness of rhyme and alliteration • Hears and says the initial sound in words • Recognises familiar words and signs such as own name and advertising logos • Knows that print carries meaning and, in English, is read from left to right and top to bottom • T4W- The Three Billy Goats Gruff | <ul style="list-style-type: none"> • Gives meaning to the marks they see in different places. • Gives meaning to the marks they draw and paint. • Hears and says the initial sound in words • Recognises familiar words and signs such as own name and advertising logos • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Continues a rhyming string • Segments the sounds in CVC words. • T4W- Peace at Last |

Understanding of the World

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|---|--|---|
| <ul style="list-style-type: none"> • All about me • Who is in my family? • What is Autumn? <p>Using age appropriate computer software</p> | <p>What is Diwali? How to we celebrate Christmas? Using age appropriate computer software</p> | <p>What is winter? What materials keep us warm? What materials keep us dry?</p> <p>Using age appropriate computer software</p> | <p>Celebrations- Easter, Mother's day, World book day and Chinese new Year.</p> <ul style="list-style-type: none"> • How do we change? • What happens when we plant a seed? • How do animals grow and change? <p>Using age appropriate computer software</p> | <p>Who helps us in school? Who helps us in the community?</p> <p>Using age appropriate computer software</p> | <p>What animals live in the zoo? What foods are good for us? What drinks are healthy for us?</p> <p>Using age appropriate computer software</p> |

Expressive Arts & Design

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|--|---|--|
| <ul style="list-style-type: none"> Autumn 1 rhyme time songs Joins in singing favourite songs Beginning to make believe by pretending Creates sounds by banging, shaking, tapping, blowing Explores and learns how sounds can be changed Shows an interest in the way musical instruments sound Enjoys joining in with dancing and ring games Experiments with blocks, colours and marks | <ul style="list-style-type: none"> Autumn 2 rhyme time songs Creating a Christmas card Singing Christmas play songs Joins in singing favourite songs Shows an interest in the way musical instruments sound. Experiments with blocks, colours and marks Beginning to make-believe by pretending Enjoys joining in with dancing and ring games Creates movement to music. | <ul style="list-style-type: none"> Spring 1 rhyme time songs Beginning to be interested in and describe the texture of things. Uses various construction materials. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Beginning to be interested in and describe the texture of things. Uses available resources to create props to support role-play. Creates movement in response to music. | <ul style="list-style-type: none"> Spring 2 rhyme time songs Beginning to be interested in and describe the texture of things. Uses various construction materials. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Beginning to be interested in and describe the texture of things. Uses available resources to create props to support role-play. Creates movement in response to music. | <ul style="list-style-type: none"> Summer 1 rhyme time songs Uses various construction materials Captures experiences and responses with a range of media, such as music, dance and paint and other Uses movement to express feelings Beginning to construct, stacking blocks vertically and horizontally Beginning to move rhythmically Beginning to be interested in and describe the texture of things Acts out a narrative with others. | <ul style="list-style-type: none"> Summer 2 rhyme time songs Summer 1 rhyme time songs Uses various construction materials Captures experiences and responses with a range of media, such as music, dance and paint and other Uses movement to express feelings Beginning to construct, stacking blocks vertically and horizontally Beginning to move rhythmically Beginning to be interested in and describe the texture of things Acts out a narrative with others. |