

Curriculum Overview Nursery

Personal, Social & Emotional Development

Autumn	Spring	Summer
<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 • 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. <p>Jigsaw - Being me in my world and celebrating differences</p>	<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 <p>Jigsaw - Dreams and goals and healthy me</p>	<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 <p>Jigsaw - relationships and changing me</p>

Communication & Language

Autumn	Spring	Summer
<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, We're Going on a Leaf Hunt • Taking part in the Christmas nativity • Experience a variety of songs, stories and nursery rhymes- responding verbally and non-verbally. 	<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 and the Gingerbread Man • Experience a variety of songs, stories and nursery rhymes- verbalising significant parts, sequencing events, retelling stories and talking about key characters. 	<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 and Peace at Last • Experience a variety of songs, stories and nursery rhymes- verbalising significant parts, sequencing events, retelling stories, talking about key characters and identifying and joining in with the repeated refrains in the text.

Physical Development

Autumn	Spring	Summer
<ul style="list-style-type: none"> • Runs safely on whole foot • Walks upstairs or downstairs holding onto the rail • To use rhythm and movement in response to story activities e.g. taking on a characters role and completing various body movements such as skipping and slithering. • To experiment with a variety of rolls e.g. tuck and log. • To jump and land safely. • Shows control in holding and using jugs to pour, mark making tools and hammers • Beginning to use three fingers (tripod grip) to hold writing tools • Begins to draw circle and line marks. • 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 • To hold tools comfortably e.g. rolling pin, glue stick, large paint brush or musical instrument. • To show awareness of their own needs throughout the day. • To begin to understand a range of food choices e.g. how we need different food as a baby to what we need now. 	<ul style="list-style-type: none"> • Beginning to move in a variety of ways • To continue to explore various ways of moving e.g. walking, hopping and running. • To listen to and respond to sound e.g. heavy sounds and light sounds. • To continue to explore rolling- tuck, log and across the mat moving in different directions. • Beginning to balance on different body parts. • Beginning to adjust their speed, when moving around as required. • Beginning to follow go and stop commands. • To travel around, under, over and through balancing and climbing equipment. • To use scooters, hoops and climbing apparatus. • 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. • 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 • To steer a variety of wheeled equipment e.g. tricycles and wheelbarrows • To show co-ordination when using beanbags and small balls • Continue to develop hand and arm movements through- finger and action songs • Continue to develop understanding of their own needs e.g. sleep, keeping warm, keeping clean and safe. 	<ul style="list-style-type: none"> • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can stand momentarily on one foot when shown • To move in a variety of ways e.g. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping, adjusting speed and avoiding obstacles. • To explore a range of foot-eye co-ordination e.g. kicking and using stepping stones. • To begin to show co-ordination when balancing. • To move in a variety of directions e.g. forwards, backwards, sideward • Using one-handed tools and equipment, e.g. makes snips in paper with child scissors • Using a tripod grasp to copy letter shapes • Can copy some letters e.g. letters from their name • Experiments with different ways of moving. • Squiggle/handwriting • To develop hand eye co-ordination in a range of activities e.g. using fork, spoon, building, threading and using sequins. • To demonstrate increasing control when using construction materials.

Mathematics

Autumn	Spring	Summer
<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 • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures • Anticipate specific time-based events such as mealtimes or home time • Begins to recognise some number symbols • Model writing numbers in a range of situations • Begins to talk about heavy and light objects. 	<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 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 s Matching numeral to quantity • Naming 2D shapes and beginning to use describing words to talk about them pace • Shows awareness of similarities of shapes in the environment. • Uses shapes appropriately for tasks. • Uses the language of size- large and small. • Compares objects size 	<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 • Begins to recognise different times of the day e.g. what we do in the morning, afternoon and night time.

Literacy

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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 • 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-Where's spot and We're Going on a Leaf Hunt. • Uses props and finger puppets to retell a story. • Explores a range of non-fiction books to find out information. • Recognises their own name in print. • Begins to make marks with growing confidence e.g. cards, letters and posters. 	<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 and The Gingerbread Man • Uses puppets, finger puppets and masks to retell a story. • Identifies and joins in with the repeated refrains in a story. • Begins to identify other objects that start with the same sound as their own. • Develops an understanding of how we write- from left to right. • Mark makes with more confidence e.g. invitations, menus and advertisements. 	<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 • Continues a rhyming string • Segments the sounds in CVC words. • T4W- The Three Billy Goats Gruff and Peace at Last • Uses puppets, finger puppets and masks to retell a story. • Identifies and joins in with the repeated refrains in a story. • Begins to identify other objects that start with the same sound as their own. • Can say which is their favourite book and why. • Writes their own name, writing from left to right, capital letter at the start of their name and space.

Understanding of the World

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<p><u>(The world) Science-What is autumn?</u></p> <ul style="list-style-type: none"> To begin to ask questions about the world around them e.g. the place they live and the natural world. To talk about things they have observed e.g. plants, animals, natural and found objects To talk about growth and changes over time (autumn) To begin to sort objects into categories e.g. animals into their habitats. To introduce and model investigations with the children to encourage them to ask questions. To discuss how humans move, feed, grow and talk. Observe daily change and raise awareness of light and dark. <p><u>(People and communities) Geography-</u></p> <ul style="list-style-type: none"> Shows interest in people who are familiar to them. Shows interest in different occupations Identify features of the indoor and outdoor learning environment. Raise awareness of environmental print both indoors and outdoors. Make comparisons between home and nursery. Talk about a sequence e.g. how they get to school? Begin to talk about weather Raise awareness of seasons. 	<p><u>Science - What is spring?</u></p> <p><u>Where do materials come from and how do they feel?</u></p> <p><u>What materials keep us warm/dry?</u></p> <ul style="list-style-type: none"> To begin to ask questions about the world around them e.g. the place they live and the natural world. To talk about things they have observed e.g. plants, animals, natural and found objects To talk about how and why things work. To talk about growth and changes over time (spring) To show care and concern for living things. To talk about and sort a range of materials. To introduce and model investigations with the children to encourage them to ask questions. Observe and discuss how everyday materials change e.g. when cooling, heating, freezing, melting. Observe that living things grow <p><u>(People and communities) Geography- Who helps us in our community? Where do we live? What does the street look like where we live?</u></p> <ul style="list-style-type: none"> Shows interest in people who are familiar to them. Shows interest in different occupations Understand and describe features of the environment around them e.g. local shops Continue to promote awareness of print in the environment both indoors and outdoors. Model and use simple journey maps. Ask questions about where they live. Recognise and talk about changes in weather 	<p><u>Science - What is summer?</u></p> <p><u>What do plants need to grow?</u></p> <ul style="list-style-type: none"> To begin to ask questions about the world around them e.g. the place they live and the natural world. To talk about things they have observed e.g. plants, animals, natural and found objects To talk about how and why things work. To talk about growth and changes over time (summer) To show care and concern for living things. To introduce and model investigations with the children to encourage them to ask questions. To look at animals and observe characteristics and features Explore pushes and pulls <p><u>(People and communities) Geography - How do we travel to different places?</u></p> <ul style="list-style-type: none"> Shows interest in people who are familiar to them. Shows interest in different occupations. Visit places in the local environment. Recognise environmental print e.g. street signs. Develop simple mapping skills by drawing a simple journey. Identify similarities and differences between local environments. Identify seasonal change.

(People and communities RE) - All about me and my family

- Remembers and talks about significant times in their family life.
- Recognises similarities and differences between themselves and others.
- What is Diwali?
- How do we celebrate Christmas?
- Begin to look at materials, photographs, artefacts and products related to celebrations.
- Begin to be aware of how they are special e.g. name, birthday, features, family and home.
- Explore feelings in relation to special events e.g. remembrance Sunday and the other celebrations from above.

People and communities - History

- To talk about growth and changes over time (autumn)
- Introduce opportunities to share stories and talk about elements of their own lives.
- Introduce their own personal clock- nursery timetable.
- Introduce their own personal timeline through birthdays.
- Talk about daily events e.g. night, day, yesterday, today.
- Sequence events in their own lives e.g. photographs, visits, clothes.
- Talk about change over time e.g. weather.
- Begin to be aware of the sequence of days.

(People and communities RE) -

- Remembers and talks about significant times in their family life.
- Recognises similarities and differences between themselves and others.
- Celebrations- Easter, Mother's Day, World book day and Chinese new year.
- Try to encourage visitors to talk to the children.
- Begin to look at materials, photographs, artefacts and products related to celebrations.
- To develop a growing understanding of their family e.g. routines, events.
- Explore feelings in relation to special events

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- Begin to be aware of the sequence of days.
- Sequence their own personal growth

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- Talk about daily events e.g. night, day, yesterday, today.
- Sequence events in their own lives e.g. photographs, visits, clothes.
- Understand days that are special, attaching personal significance.

Technology- ICT

- Using age appropriate computer software
- Know how to operate simple ICT equipment
- Shows an interest in technological toys e.g. knobs and buttons
- Shows skills in making toys work by pressing parts
- Knows that information can be retrieved from a computer.
- Explores ICT - IWB and computers
- Uses torches, light boxes and other related ICT equipment.

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- To develop children's awareness of ICT in the environment e.g. washing machines, street lights, telephones, cash registers and alarms.

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Expressive Arts & Design

Autumn	Spring	Summer
<p><u>Music -</u></p> <ul style="list-style-type: none"> • Autumn 1 and 2 rhymes • Joins in singing favourite songs • 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 • Joins in with their favourite songs • Creates movement to music. • Singing Christmas play songs • Listen to a range of short musical extracts including live music and recorded music. • To begin to control sound e.g. stopping and starting. • Provide visual stimulus for singing. <p><u>Art -</u></p> <ul style="list-style-type: none"> • Experiments with blocks, colours and marks • Explores colours and how colours can be changed • Begins to show interest in texture and begins to give description • Creating a Christmas card • Creates drawings using fingers, pencils and computers. • Investigates marks and rubbings • Explore primary and secondary colours • Explores applying techniques for applying 	<p><u>Music -</u></p> <ul style="list-style-type: none"> • Spring 1 and 2 rhymes • Joins in singing favourite songs • 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 • Joins in with their favourite songs • Creates movement to music. • Listen to a range of short musical extracts including live music and recorded music. • Listen to and record sound inside and outside the setting. • Provide a range of circle games. • Controlling instruments and their own voice. <p><u>Art -</u></p> <ul style="list-style-type: none"> • Experiments with blocks, colours and marks • Explores colours and how colours can be changed • Begins to show interest in texture and begins to give description • Mother's day cards • Creates drawings using fingers, pencils and computers. • Investigates marks and rubbings • Explore a variety of paper and card sizes. • Explore primary and secondary colours • Explores applying techniques for applying 	<p><u>Music -</u></p> <ul style="list-style-type: none"> • Summer 1 and 2 rhymes • Joins in singing favourite songs • 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 • Joins in with their favourite songs • Creates movement to music. • Begins to move rhythmically. • Listen to a range of short musical extracts including live music and recorded music. • Developing an understanding of long and short sounds. • Developing an understanding of high and low sounds. • Beginning to reflect on and improve work. <p><u>Art -</u></p> <ul style="list-style-type: none"> • Experiments with blocks, colours and marks • Explores colours and how colours can be changed • Begins to show interest in texture and begins to give description • Creates drawings using fingers, pencils and computers. • Investigates marks and rubbings • Explore a variety of paper and card sizes. • Explore primary and secondary colours • Explores applying techniques for applying paint-

<p>paint-fingers, feet, brushes, marbles, splashing and stencilling.</p> <ul style="list-style-type: none"> • Print using a variety of resources including different surfaces. • Exploring different ways of joining e.g. glue, threading • Sculpt using clay and dough <p><u>D&T -</u></p> <ul style="list-style-type: none"> • Begins to construct vertically and horizontally • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. • Model the correct way to use tools safely. • Look at books and on the internet to discuss the things the children will make- encourage design. • Provide a variety of objects and construction materials to join and create. 	<p>paint-fingers, feet, brushes, marbles, splashing and stencilling.</p> <ul style="list-style-type: none"> • Print using a variety of resources including different surfaces. • Print using a variety of resources including different surfaces. • Exploring different ways of joining e.g. glue, threading • Sculpt using clay and dough <p><u>D&T -</u></p> <ul style="list-style-type: none"> • Begins to construct vertically and horizontally • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. • Model the correct way to use tools safely. • Provide a wide range of paper and card • Involve children in decision making when constructing. • Look at books and on the internet to discuss the things the children will make- encourage design. • Provide a variety of objects and construction materials to join and create. • Practitioners to work alongside children when construction to develop their decision making. • Use a variety of tools and talk about their effectiveness. 	<p>fingers, feet, brushes, marbles, splashing and stencilling.</p> <ul style="list-style-type: none"> • Print using a variety of resources including different surfaces. • Print using a variety of resources including different surfaces. • Exploring different ways of joining e.g. glue, threading • Sculpt using clay and dough <p><u>D&T -</u></p> <ul style="list-style-type: none"> • Begins to construct vertically and horizontally • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. • Model the correct use of tools for various more challenging pieces of equipment. • Develop children's interests for how and why things work. • Involve children in decision making when constructing. • Look at books and on the internet to discuss the things the children will make- encourage design. • Provide a variety of objects and construction materials to join and create. • Practitioners to work alongside children when construction to develop their decision making.
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