



Bloxwich Academy
 'Be The Best You Can Be'

Curriculum Framework Overview Nursery (2023/24)

Curriculum Drivers

Culture – growth mindset, high standards, aspirational **Diversity** – celebrating the diversity of the community with strong PSHE and SMSC curriculums
Environment – independent learning, extensive vocabulary, incidental learning, developing cultural capital

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cultural Capital	Halloween Party Secret Reader	Religious Visitors	Caterpillar to Butterfly growth	Plant seeds Bring in a Turnip	Animal Lady Zoo Visit	Beach Day Puppet Show
Celebrations	Harvest festival Halloween (during school holidays)	Diwali Bonfire night Children in need Advent Christmas	Chinese New Year Pancake day Valentines day	Mother's Day Easter World Book Day	Father's Day	
Topic Titles	Me and My Family	Up, Up and Away	Nursery Nature	Ready Steady Grow	Animal Adventures	On the Beach
Focus Text	Where's Spot	Postman Bear	The Very Hungry Caterpillar	The Enormous Turnip	Dear Zoo	Who is Hiding at the Beach?
Literacy - Writing	Large gross motor- bikes, scooters, large paint rollers, large paint printing Beginning to make circle and line movements with writing materials Fine motor activities Dough Disco		Large gross motor- using easels, writing on the floor, large paper, large brushes Fine motor activities Dough Disco Copying mark making patterns		Continuing with large gross motor Fine motor activities Name writing Story maps Dough disco/squiggle	

			Beginning to draw for a purpose- giving meaning to marks		Giving meaning to their marks when drawing.	
			Makes marks on a picture to represent their name			
Literacy - Reading	Exploring a range of books		Exploring a range of books		Exploring a range of books	
	Begins to copy sounds, rhythms, tunes and tempo Phase 1 phonic games		Copies copy sounds, rhythms, tunes and tempo Phase 1 phonic games		RWI set 1 sounds Rhyme of the week - joining in with the words and actions	
	Rhyme of the week - joining in and copying the actions		Rhyme of the week - joining in and copying the actions		Repeating words and phrases from a familiar text	
	Listening carefully to stories and responds to the pictures		Shares books with an adult, repeating words and phrases.		Asks questions about a book, making comments and sharing ideas	
	Begins to repeat words or phrases from a book		Begins to ask questions about a book, making comments and sharing ideas		Recognises own name	
			Recognises own name			
Maths	Number	Number	Number	Number	Number	Number
	Takes part in rhymes involving their fingers	Takes part in rhymes involving their fingers	Recites numbers in order to 5 and represents numbers on their fingers	Recites numbers in order to 5 and represents numbers on their fingers	Recites numbers in order to 5 and represents numbers on their fingers	Recites numbers in order to 5 and represents numbers on their fingers
	Can recognise that a group total has changed with up to three items	Can recognise that a group total has changed with up to three items	Begins to match numeral to quantity	Begins to match numeral to quantity	Begins to match numeral to quantity	Begins to match numeral to quantity
	Compares quantities (lots, more, same)	Compares quantities (lots, more, same)	Recognises sets of up to 3 without counting (subitising)	Recognises sets of up to 3 without counting (subitising)	Recognises sets of up to 3 without counting (subitising)	Recognises sets of up to 3 without counting (subitising)
	Begins to use some number names	Recites numbers in order to 5 and represents numbers on their fingers		Compares quantities saying 'more than, fewer than.'	Compares quantities saying 'more than, fewer than.'	Compares quantities saying 'more than, fewer than.'
		Begins to match numeral to quantity				
		Recognises sets of up to 3 without counting (subitising)				

	<p>Shape, space and measure</p> <p>Completes an inset puzzle</p> <p>Compares size and weight e.g. big and small or heavy and light</p> <p>Notices pattern and arranges objects</p>	<p>Shape, space and measure</p> <p>Begins to name simple 2D shapes</p> <p>Begins to use prepositional language</p> <p>Makes comparisons between size, length, weight and capacity</p>	<p>Shape, space and measure</p> <p>Begins to name and describe 2D shapes</p> <p>Combines shapes to make a new one</p> <p>Uses prepositional language during their play</p> <p>Makes comparisons between size, length, weight and capacity</p>	<p>Shape, space and measure</p> <p>Name and describe 2D shapes</p> <p>Combines shapes to make a new one</p> <p>Uses prepositional language during their play</p> <p>Makes comparisons between size, length, weight and capacity</p> <p>Recognises patterns in the environment e.g. spotty</p>	<p>Shape, space and measure</p> <p>Name and describe 2D shapes and begins to name 3D</p> <p>Combines shapes to make a new one</p> <p>Uses prepositional language</p> <p>Makes comparisons between size, length, weight and capacity</p> <p>Can create a simple repeating pattern</p>	<p>Shape, space and measure</p> <p>Names and describes 2D and 3D shapes</p> <p>Combines shapes to make a new one</p> <p>Uses prepositional language</p> <p>Makes comparisons between size, length, weight and capacity</p> <p>Can create a simple repeating pattern</p> <p>Notices and corrects an error within a pattern.</p>
PSHE	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical Development	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor
	Continues to develop their movement, balancing, riding and ball skills	Continues to develop their movement, balancing, riding and ball skills	Continues to develop their movement, balancing, riding and ball skills	Continues to develop their movement, balancing, riding and ball skills	Makes up their own games with others Creates patterns of movements which relate to music	Makes up their own games with others Creates patterns of movements which relate to music

	<p>Climbs up apparatus with alternate feet</p> <p>Using large muscle movements, they wave flags, streamers, paint and make marks</p>	<p>Will start to join in with group activities</p> <p>Using large muscle movements, they wave flags, streamers, paint and make marks</p>	<p>Skips, hops and stands on one foot during a game like musical statues</p>	<p>Begins to make up their own games</p> <p>Creates patterns of movements which relate to music</p> <p>Decides the best way to move over obstacles</p>	<p>Chooses the best way to carry out their own plan e.g. which spade to use</p> <p>Collaborates with others when moving large items e.g. planks</p>	<p>Chooses the best way to carry out their own plan e.g. which spade to use</p> <p>Collaborates with others when moving large items e.g. planks</p>
	Fine Motor	Fine Motor	Fine Motor	Fine Motor	Fine Motor	Fine Motor
	<p>Begins to make snips in paper using scissors</p> <p>Uses a comfortable grip to hold pencils</p> <p>Shows a dominant hand</p> <p>Dough disco</p>	<p>Begins to make snips in paper using scissors</p> <p>Uses a comfortable grip to hold pencils</p> <p>Shows a dominant hand</p> <p>Dough disco</p>	<p>Begins to make snips in paper using scissors</p> <p>Uses a comfortable grip to hold pencils</p> <p>Shows a dominant hand</p> <p>Dough disco and squiggle</p>	<p>Begins to make snips in paper using scissors</p> <p>Uses a comfortable grip to hold pencils</p> <p>Shows a dominant hand</p> <p>Dough disco and squiggle</p>	<p>Begins to make snips in paper using scissors</p> <p>Uses a comfortable grip to hold pencils</p> <p>Shows a dominant hand</p> <p>Handwriting</p>	<p>Begins to make snips in paper using scissors</p> <p>Uses a comfortable grip to hold pencils</p> <p>Shows a dominant hand</p> <p>Handwriting</p>
	Health and Self-care	Health and Self-care	Health and Self-care	Health and Self-care	Health and Self-care	Health and Self-care
	<p>Manages buttons, zips and will pour their own drink</p> <p>Feeds and dresses themselves</p> <p>Learns to use the toilet independently</p> <p>Starts to independently eat with a knife and fork</p>	<p>Manages buttons, zips and will pour their own drink</p> <p>Feeds and dresses themselves</p> <p>Learns to use the toilet independently</p> <p>Starts to independently eat with a knife and fork</p>	<p>Dresses and undresses themselves</p> <p>Continues to use the toilet independently</p> <p>Is aware of their own needs e.g. brushing teeth</p> <p>Identifies healthy foods</p>	<p>Is aware of own needs e.g. brushing teeth, using the toilet, washing and drying their hands</p> <p>Makes healthy choices with food and drink</p>	<p>Is aware of own needs e.g. brushing teeth, using the toilet, washing and drying their hands</p> <p>Makes healthy choices with food, drink, activity and toothbrushing</p>	<p>Is aware of own needs e.g. brushing teeth, using the toilet, washing and drying their hands</p> <p>Makes healthy choices with food, drink, activity and toothbrushing</p>

Understanding of the World

Autumn 1 - Me and My Family

Engage - All About Me (children bring in items that are special to them from home, share items in family groups)

Develop 1 - What do I look like? Create self-portraits. How do I look different to my friends?

Develop 2 - Who lives in my house? Children to bring in family photos. How is my family the same/different to others? Children to make marks to represent their family on a house template.

Develop 3 - What jobs do my family have? What would I like do when I am older?

Innovate - Review learning from the topic in family groups. Show children's creative activities.

Express - Play and stay session with parents in nursery to showcase the learning the children have completed

Autumn 2 - Up, Up and Away

Engage - Read the story of 'Where Shall We Go?' (Author Simon Abbott) Encourage the children to come dressed as something from another country.

Children to create their own hot air balloons.
Homework task- children to find their house on google maps and look at other countries in the world.

Spring 1 - Nursery Nature

Engage - Introduce the story of the Hungry Caterpillar. Have the caterpillar net for children to explore.

Develop 1 - Explore the lifecycle of a butterfly. Create butterflies using colour mixing. Ext- life cycle of a frog.

Develop 2 - What food did the caterpillar eat? Which foods are healthy/unhealthy?

Develop 3 - How can we stay fit and healthy? Explore the importance of exercise.

Innovate - Explore food tasting and create fruit smoothies

Express - Stay and play with parents, invite them to come and share a healthy snack with their child.

Spring 2 - Ready Steady Grow

Engage - Home learning task- my favourite foods. Show children a selection of foods and allow children to talk about what they like.

Develop 1 - Which foods can we grow? Explore fruit and vegetables. Where might these foods grow?

Summer 1 - Animal Safari

Engage - Meet the animals

Invite the animal man in and discuss/explore or consider a visit to the zoo.

Develop 1 - Look at the natural habitat of jungle animals. What is the weather like? Where in the world would we find these animals?

Develop 2 - Explore jungle animals. What do they look like? What foods do we think they might like to eat? Create art work of jungle animals using collage and paint.

Develop 3 - Sort jungle and farm animals into their correct habitat.

Innovate - Create an animal habitat as a group.

Express - Review the topic and share photos of the children completing each learning task

Summer 2 - On the Beach

Engage - Share and talk about children's experiences of going to the beach. Have a beach day with paddling pools, beach themed activities and ice creams.

Develop 1 - Share the book 'Tip Tap Went the Crab' and explore animals that might live on the beach or in the sea.

	<p>Develop 1 - Introduce Africa, what is it like in Africa? What is the weather like? What animals would we see? Book- Handa's Surprise</p> <p>Develop 2 - Introduce France, what is it like in France? What might we see? What might we eat?</p> <p>Develop 3 - Introduce Antarctica. What is it like? What is the weather like? What animals live in Antarctica? Look for signs of ice/snow and read snowy stories.</p> <p>Innovate - Return to England in the hot air balloon. Explore the capital city of London. Book- Peppa Pig Goes to London/Katie Goes to London</p> <p>Express - Create a display board of the children's journey in their hot air balloon. Invite parents in to showcase the learning the children have completed.</p> <p>Discrete Learning - colours of the hot air balloon/days of the week</p>	<p>Develop 2 - Read the story of Jasper's Beanstalk. Discuss planting a sunflower seed and watching it grow. How do we need to look after our seed?</p> <p>Develop 3 - Look at signs of spring. Go on a spring walk. Can we see any flowers growing? What is the weather like?</p> <p>Look for minibeasts outside. Which ones can we see? Where do they like to live? Should we disturb them?</p> <p>Innovate - Easter/spring activities</p> <p>Express - Use the large display boards to display children's new learning. Take regular pictures of the seeds growing and the children looking after their seed. Invite parents in for an Easter bonnet parade and share new learning.</p>	<p>Develop 2 - Share 'Ten Little Pirates.' Explain how we are going to make our own pirate ships. Show the children materials and a large tray of water, which one would be the best for making a boat? Explore floating and sinking and children make their own boats.</p> <p>Develop 3 - Beach safety- sun hat, sun cream, safety near the water.</p> <p>Innovate - Create a large seaside picture with the animals that live in the sea</p> <p>Express - Pirate party end of the year celebration/nursery graduation.</p>
Exploring Media and Paints	<p>Paint</p> <p>Exploring colour, naming them and mixing them. Using different tools to apply paint</p> <p>Self portraits</p>	<p>Drawing</p> <p>Using line to enclose shape, representing objects</p> <p>Giving meaning to marks - drawings from each country</p>	<p>Collage</p> <p>Filling spaces, using glue, creating texture</p> <p>Butterfly collage</p>
Being Imaginative	<p>Singing</p> <p>Group singing sing actions for nursery rhymes</p>	<p>Role play</p> <p>Using items from around the nursery as props for role play</p>	<p>Beat</p> <p>Keeping a steady beat, body percussion</p>