



Bloxwich Academy
 'Be The Best You Can Be'

Curriculum Framework Overview Nursery (2024/25)

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 Easter bonnet parade	Vet visit Animal man visit with Reception	Beach Day Puppet Show Graduation
Celebrations	Harvest festival	Diwali Bonfire night Children in need	Chinese New Year Pancake day Valentines day	Mother's Day Easter World Book Day	Father's Day	Graduation

	Halloween (during school holidays)	Advent Christmas				
Topic Titles	Me and My Family	What is the Weather like Today?	Healthy Me	Ready Steady Grow	Animal Adventures	On the Beach
Focus Text	Where's Spot	Postman Bear	The Very Hungry Caterpillar	The Enormous Turnip Oliver's Vegetables	Dear Zoo	Who is Hiding at the Beach? Tip Tap Went the Crab
Literacy - Writing	<p>Large gross motor- bikes, scooters, large paint rollers, large paint printing</p> <p>Beginning to make circle and line movements with writing materials</p> <p>Fine motor activities</p> <p>Dough Disco</p>	<p>Large gross motor- using easels, writing on the floor, large paper, large brushes</p> <p>Fine motor activities</p> <p>Dough Disco</p> <p>Name writing</p> <p>Copying mark making patterns</p> <p>Beginning to draw for a purpose- giving meaning to marks</p> <p>Makes marks on a picture to represent their name</p>	<p>Continuing with large gross motor</p> <p>Fine motor activities</p> <p>Name writing</p> <p>Story maps</p> <p>Dough disco/squiggle</p> <p>Giving meaning to their marks when drawing.</p> <p>Writing the initial sounds. HA- CVC word writing</p>			

			Beginning to be aware of early writing e.g. shopping lists			
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 Rhyme of the week - joining in and copying the actions Listening carefully to stories and responds to the pictures Begins to repeat words or phrases from a book		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 Shares books with an adult, repeating words and phrases. Begins to ask questions about a book, making comments and sharing ideas Recognises own name		RWI set 1 sounds Rhyme of the week - joining in with the words and actions Repeating words and phrases from a familiar text Asks questions about a book, making comments and sharing ideas Recognises own name RWI sound blending books HA children to join Reception phonic groups	
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

	<p>Can recognise that a group total has changed with up to three items</p> <p>Compares quantities (lots, more, same)</p> <p>Begins to use some number names</p>	<p>Can recognise that a group total has changed with up to three items</p> <p>Compares quantities (lots, more, same)</p> <p>Recites numbers in order to 5 and represents numbers on their fingers</p> <p>Begins to match numeral to quantity</p> <p>Recognises sets of up to 3 without counting (subitising)</p>	<p>Begins to match numeral to quantity</p> <p>Recognises sets of up to 3 without counting (subitising)</p>	<p>Begins to match numeral to quantity</p> <p>Recognises sets of up to 3 without counting (subitising)</p> <p>Compares quantities saying 'more than, fewer than.'</p>	<p>Begins to match numeral to quantity</p> <p>Recognises sets of up to 3 without counting (subitising)</p> <p>One more/less</p> <p>HA- subitising to 5</p> <p>Compares quantities saying 'more than, fewer than.'</p> <p>Beginning to represent numbers (writing the numeral or using marks to represent numbers)</p>	<p>Begins to match numeral to quantity</p> <p>Recognises sets of up to 3 without counting (subitising)</p> <p>One more/less</p> <p>HA- subitising to 5</p> <p>Compares quantities saying 'more than, fewer than.'</p> <p>Beginning to represent numbers (writing the numeral or using marks to represent numbers)</p>
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	<p>Continues to develop their movement, balancing, riding and ball skills</p> <p>Climbs up apparatus with alternate feet</p> <p>Using large muscle movements, they wave flags, streamers, paint and make marks</p>	<p>Continues to develop their movement, balancing, riding and ball skills</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>Continues to develop their movement, balancing, riding and ball skills</p> <p>Skips, hops and stands on one foot during a game like musical statues</p>	<p>Continues to develop their movement, balancing, riding and ball skills</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>Makes up their own games with others</p> <p>Creates patterns of movements which relate to music</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>Makes up their own games with others</p> <p>Creates patterns of movements which relate to music</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>Fine Motor</p> <p>Begins to make snips in paper using scissors</p> <p>Uses a comfortable grip to hold pencils</p>	<p>Fine Motor</p> <p>Begins to make snips in paper using scissors</p> <p>Uses a comfortable grip to hold pencils</p>	<p>Fine Motor</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>Fine Motor</p> <p>Begins to make snips in paper using scissors</p> <p>Uses a comfortable grip to hold pencils</p>	<p>Fine Motor</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>Fine Motor</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>Health and Self-care</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>Shows a dominant hand</p> <p>Dough disco</p> <p>Health and Self-care</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>Dough disco and squiggle</p> <p>Health and Self-care</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>Shows a dominant hand</p> <p>Dough disco and squiggle</p> <p>Health and Self-care</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>Handwriting</p> <p>Health and Self-care</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>Shows a dominant hand</p> <p>Handwriting</p> <p>Health and Self-care</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>Understanding of the World</p>	<p>Autumn 1 - Me and My Family</p> <p>Week 1-3 Settling in, routines and rules</p> <p>Engage (week 4)- All about me</p>	<p>Spring 1 – Healthy Me</p> <p>Engage - Introduce the story of the Hungry Caterpillar. Introduce the Tiny Caterpillar song and use props.</p>		<p>Summer 1 - Animal Safari</p> <p>Engage – Dress up animal themed day</p>		

	<p>Children bring in special items from home to share.</p> <p>Week 5- What do I look like? Create self-portraits. How do I look different to my friends?</p> <p>Week 6- Who lives in my house? Children to bring in family photos. How is my family the same/different to others? Children make marks to represent the people in their house.</p> <p>Week 7- Stay and play session in nursery. Showcase the work the children have completed.</p> <p>Autumn 2 – What is the Weather Like Today?</p> <p>Engage – Senses weather story. Children role play different types of weather.</p>	<p>Week 1- Explore the lifecycle of a butterfly. Use folded paper and paint to create butterflies.</p> <p>Week 2- What food did the caterpillar eat? Which foods are healthy/unhealthy?</p> <p>Week 3- Repeating pattern caterpillar.</p> <p>Week 4- How can we stay fit and healthy? Explore the importance of exercise.</p> <p>Week 5- Sort healthy and unhealthy foods.</p> <p>Week 6- Explore food tasting and create smoothies.</p> <p>Week 6- Explore oral health.</p> <p>Stay and play with parents. Parents to enjoy a healthy snack with their child.</p> <p>Spring 2 - Ready Steady Grow</p> <p>Engage - Home learning task- my favourite foods. Show children a selection of foods</p>	<p>Week 1- Look at the natural habitats of jungle animals. What is the weather like? Where in the world would we find these animals?</p> <p>Week 2- Explore jungle animals. What do they look like? What food might they eat? Complete large animal themed collage.</p> <p>Week 3- Sort jungle and farm animals into the correct habitat.</p> <p>Week 4- Create an animal habitat as a group.</p> <p>Summer 2 - On the Beach</p> <p>Engage – Beach themed day with beach activities/ice cream. Children dress in summer clothing.</p>
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	<p>Week 1- Introducing Autumn. What is autumn? Go on an autumn walk.</p> <p>Week 2- Autumn animals (hibernation)</p> <p>Week 3- Making animal habitats.</p> <p>Week 4- Autumn themed rhymes and poems, exploring vocabulary using materials.</p> <p>Week 5- Making bird feeders.</p> <p>Week 6/7- Christmas crafts and preparation for the Christmas performance.</p> <p>Discrete Learning - colours /days of the week</p>	<p>and allow children to talk about what they like.</p> <p>Week 1- Which foods can we grow? Explore fruit and vegetables. Where might these foods grow?</p> <p>Week 2- Read the story of 'Jasper's Beanstalk.' Discuss planting a sunflower seed and watching it grow. Follow instructions to plant a seed.</p> <p>Week 3- Explore looking after sunflower seeds. Use the allotment area to plant various seeds.</p> <p>Floating and sinking vegetables</p> <p>Week 4- Explore spring and go on a spring walk. What is the weather like? Can we see any flowers growing?</p> <p>Week 5- Explore minibeasts outdoors. Which minibeasts can we see? Where do they live?</p> <p>Discuss caring for creatures.</p> <p>Week 6- Easter crafts</p>	<p>Week 1- Share the story of 'Tip Tap Went the Crab.' Explore animals that live in the sea.</p> <p>Week 2- Share '10 Little Pirates' Children to make their own pirate ship. Explore materials to identify which ones would make the best boat. Explore floating and sinking.</p> <p>Week 3- Beach safety- sun cream, sun hats and safety near water.</p> <p>Week 4- Create a large seaside picture including animals that live there.</p> <p>Week 5- Beach day/party</p> <p>Week 6- Preparation for the end of year celebration.</p> <p>Week 7- End of year celebration/graduation.</p>
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		<p>Week 7- Display learning on portable display boards. Showcase learning the children have completed. Easter bonnet parade.</p>	
<p>Exploring Media and Paints</p>	<p style="text-align: center;">Paint</p> <p>Exploring colour, naming them and mixing them. Using different tools to apply paint</p> <p style="text-align: center;">Self portraits</p>	<p style="text-align: center;">Drawing</p> <p>Using line to enclose shape, representing objects</p> <p>Giving meaning to marks - drawings from each country</p>	<p style="text-align: center;">Collage</p> <p>Filling spaces, using glue, creating texture</p> <p style="text-align: center;">Butterfly collage</p>
<p>Being Imaginative</p>	<p style="text-align: center;">Singing</p> <p>Group singing sing actions for nursery rhymes</p>	<p style="text-align: center;">Role play</p> <p>Using items from around the nursery as props for role play</p>	<p style="text-align: center;">Beat</p> <p>Keeping a steady beat, body percussion</p>