



**Bloxwich Academy**  
'Be The Best You Can Be'

## Curriculum Framework Overview Nursery

### 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
<b>Cultural Capital</b>	Halloween Party Secret Reader	Religious Visitors	Caterpillar nets Food tasting Fruit smoothies	Plant seeds Animal man visit Easter bonnet parade	Vet visit Virtual safari trip	Beach Day Puppet Show Sports day Graduation
<b>Celebrations</b>	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	Graduation
<b>Topic Titles</b>	<b>Me and My Family</b>	<b>What is the Weather like Today?</b>	<b>Healthy Me</b>	<b>Ready Steady Grow</b>	<b>Animal Adventures</b>	<b>On the Beach</b>
<b>Focus Text</b>	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
<b>Literacy - Writing</b>	Large gross motor- bikes, scooters, large paint rollers, large paint printing		Large gross motor- using easels, writing on the floor, large paper, large brushes		Continuing with large gross motor	

	<p>Beginning to make circle and line movements with writing materials</p> <p>Fine motor activities</p> <p>Dough Disco</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>Beginning to be aware of early writing e.g. shopping lists</p> <p>Begin drawing club</p>	<p>Fine motor activities</p> <p>Name writing</p> <p>Story maps</p> <p>Dough disco/squiggle</p> <p>Letter formation</p> <p>Giving meaning to their marks when drawing.</p> <p>Writing the initial sounds. HA- CVC word writing</p> <p>Begin drawing club</p>
<b>Literacy - Reading</b>	<p>Exploring a range of books</p> <p>Begins to copy sounds, rhythms, tunes and tempo</p> <p>Phase 1 phonic games</p> <p>Rhyme of the week - joining in and copying the actions</p> <p>Listening carefully to stories and responds to the pictures</p> <p>Begins to repeat words or phrases from a book</p> <p>Name recognition with photo</p>	<p>Exploring a range of books</p> <p>Copies copy sounds, rhythms, tunes and tempo</p> <p>Phase 1 phonic games</p> <p>RWI set 1 sounds</p> <p>Rhyme of the week - joining in with the words and actions</p> <p>Rhyme of the week - joining in and copying the actions</p> <p>Shares books with an adult, repeating words and phrases.</p> <p>Begins to ask questions about a book, making comments and sharing ideas</p> <p>Recognises own name- removal of photo</p>	<p>Exploring a range of books</p> <p>RWI set 1 sounds</p> <p>Rhyme of the week - joining in with the words and actions</p> <p>Repeating words and phrases from a familiar text</p> <p>Asks questions about a book, making comments and sharing ideas</p> <p>Recognises own name- removal of photo</p> <p>RWI sound blending books</p> <p>HA children to join Reception phonic groups</p>

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.'	One more/less	One more/less
		Begins to match numeral to quantity			HA- subitising to 5	HA- subitising to 5
		Recognises sets of up to 3 without counting (subitising)			Compares quantities saying 'more than, fewer than.'	Compares quantities saying 'more than, fewer than.'
					Beginning to represent numbers (writing the numeral or using marks to represent numbers)	Beginning to represent numbers (writing the numeral or using marks to represent numbers)

	<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>
<b>PSHE</b>	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Physical Development</b>	<p><b>Gross Motor</b></p> <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><b>Gross Motor</b></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><b>Gross Motor</b></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><b>Gross Motor</b></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><b>Gross Motor</b></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><b>Gross Motor</b></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><b>Fine Motor</b></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><b>Health and Self-care</b></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><b>Fine Motor</b></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><b>Health and Self-care</b></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><b>Fine Motor</b></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><b>Health and Self-care</b></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>Decides the best way to move over obstacles</p> <p><b>Fine Motor</b></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><b>Health and Self-care</b></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><b>Fine Motor</b></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><b>Health and Self-care</b></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>Collaborates with others when moving large items e.g. planks</p> <p><b>Fine Motor</b></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><b>Health and Self-care</b></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>
<b>Understanding of the World</b>	<p><b>Autumn 1 - Me and My Family</b></p> <p>Week 1-3 Settling in, routines and rules</p> <p>Engage (week 4)- All about me</p> <p>Children bring in special items from home to share.</p>		<p><b>Spring 1 – Healthy Me</b></p> <p>Engage - Introduce the story of the Hungry Caterpillar. Introduce the Tiny Caterpillar song and use props.</p> <p>Week 1- Explore the lifecycle of a butterfly. Use folded paper and paint to create butterflies.</p>		<p><b>Summer 1 - Animal Safari</b></p> <p>Engage – Dress up animal themed day</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 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- My special people- Who are special to me? Why are these people special to me?</p> <p>Week 8- Stay and play session in nursery. Showcase the work the children have completed.</p> <p><b>Autumn 2 – What is the Weather Like Today?</b></p> <p><b>Engage</b> – Senses weather story. Children role play different types of weather.</p> <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 stay and play and preparation for the Christmas performance.</p> <p><b>Discrete Learning</b> - colours /days of the week</p>	<p>Week 2- What food did the caterpillar eat? Where do these foods come from?</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. Explore oral health.</p> <p>Stay and play with parents. Parents to enjoy a healthy snack with their child.</p> <p><b>Spring 2 - Ready Steady Grow</b></p> <p><b>Engage</b> - Home learning task- my favourite foods. Show children a selection of foods 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 growing things in our allotment area. Explore floating and sinking</p> <p>Week 3- Explore looking after sunflower seeds. Use the allotment area to plant various seeds. Floating and sinking vegetables</p> <p>Week 3- read the story Oliver's Vegetables. Continue with planting and observing the changes overtime.</p>	<p>Week 2- Explore jungle animals. What do they look like? What food might they eat? Week 3- Complete large animal themed collage.</p> <p>Week 4- Sort jungle and farm animals into the correct habitat.</p> <p>Week 5- Create an animal habitat as a group.</p> <p>Week 6- Invite parents into nursery for a stay and play session. Display the children's work and complete activities.</p> <p><b>Summer 2 - On the Beach</b></p> <p><b>Engage</b> – Beach themed day with beach activities/ice cream. Children dress in summer clothing.</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- Sand and shells- what objects might be found at the beach?</p> <p>Week 4- Sea animals story focus- Commotion in the Ocean.</p> <p>Week 5- Jobs at the seaside e.g. lifeguard. Sun/water safety</p> <p>Week 6- Beach sounds and music Story focus: Explore Sounds of the Sea.</p>
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<b>Exploring Media and Materials</b>	<p><b>Paint</b></p> <p>Exploring colour, naming them and mixing them. Using different tools to apply paint</p> <p>Self portraits</p>	<p><b>Drawing</b></p> <p>Using line to enclose shape, representing objects</p> <p>Giving meaning to marks - drawings from each country</p>	<p><b>Collage</b></p> <p>Filling spaces, using glue, creating texture</p> <p>Butterfly collage</p>
<b>Being Imaginative</b>	<p><b>Singing</b></p> <p>Group singing sing actions for nursery rhymes</p>	<p><b>Role play</b></p> <p>Using items from around the nursery as props for role play</p>	<p><b>Beat</b></p> <p>Keeping a steady beat, body percussion</p>