



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	Food tasting Fruit smoothies	Plant seeds Animal man visit Easter bonnet parade Caterpillar nets	Vet visit Virtual safari trip	Beach Day Puppet Show Sports day Graduation
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	Graduation

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 Jasper's Beanstalk Oliver's Vegetables	Dear Zoo	Who is Hiding at the Beach? Tip Tap Went the Crab
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 Name writing Copying mark making patterns Beginning to draw for a purpose- giving meaning to marks Makes marks on a picture to represent their name		Continuing with large gross motor Fine motor activities Name writing Story maps Dough disco/squiggle Letter formation Giving meaning to their marks when drawing. Writing the initial sounds. HA- CVC word writing Begin drawing club	

		<p>Beginning to be aware of early writing e.g. shopping lists</p> <p>Begin drawing club</p>	
Literacy - Reading	<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>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>	<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>

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>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>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>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>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>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>Name 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	Continues to develop their movement,	Continues to develop their movement,	Continues to develop their movement,	Continues to develop their movement,	Makes up their own games with others	Makes up their own games with others

	balancing, riding and ball skills Climbs up apparatus with alternate feet Using large muscle movements, they wave flags, streamers, paint and make marks Begins to make snips in paper using scissors Uses a comfortable grip to hold pencils Shows a dominant hand Dough disco	balancing, riding and ball skills Will start to join in with group activities Using large muscle movements, they wave flags, streamers, paint and make marks Begins to make snips in paper using scissors Begins to make snips in paper using scissors Shows a dominant hand Shows a dominant hand Dough disco	balancing, riding and ball skills Skips, hops and stands on one foot during a game like musical statues Begins to make snips in paper using scissors Uses a comfortable grip to hold pencils Shows a dominant hand Dresses and undresses themselves Continues to use the toilet independently	balancing, riding and ball skills Begins to make up their own games Creates patterns of movements which relate to music Decides the best way to move over obstacles Begins to make snips in paper using scissors Uses a comfortable grip to hold pencils Shows a dominant hand Dough disco and squiggle	Creates patterns of movements which relate to music Chooses the best way to carry out their own plan e.g. which spade to use Collaborates with others when moving large items e.g. planks Begins to make snips in paper using scissors Uses a comfortable grip to hold pencils Shows a dominant hand Handwriting	Creates patterns of movements which relate to music Chooses the best way to carry out their own plan e.g. which spade to use Collaborates with others when moving large items e.g. planks Begins to make snips in paper using scissors Uses a comfortable grip to hold pencils Shows a dominant hand Handwriting Is aware of own needs e.g. brushing teeth, using the
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	<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>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>teeth, using the toilet, washing and drying their hands</p> <p>Makes healthy choices with food, drink, activity and toothbrushing</p>	<p>toilet, washing and drying their hands</p> <p>Makes healthy choices with food, drink, activity and toothbrushing</p>
Understanding of the World	<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>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</p>			<p>Spring 1 – Healthy Me</p> <p>Engage -</p> <p>Introduce the story of 'The Very Hungry Caterpillar.' Sing the caterpillar song using props.</p> <p>Week 1- Explore the life cycle of a butterfly. Create a butterfly using colour mixing.</p> <p>Week 2- What food did the caterpillar eat? Where do these foods come from?</p>		

	<p>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>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- 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 3- Create a caterpillar using repeating patterns (pom poms)</p> <p>Week 4- How can we stay fit and healthy? Explore the importance of exercise and eating healthily.</p> <p>Week 5/6- Explore food tasting and create fruit smoothies. Stay and play with parents, invite them to share a healthy snack with their child.</p> <p>Spring 2 - Ready Steady Grow</p> <p>Engage – Home learning task- my favourite foods</p> <p>Week 1- Which foods can we grow? Explore fruit and vegetables. Where might these foods grow?</p> <p>Week 2- Share Jasper's Beanstalk and talk about growing. Discuss growing things in the allotment.</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>Summer 2 - On the Beach</p> <p>Engage – 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>
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	<p>Week 6/7- Christmas stay and play and preparation for the Christmas performance.</p> <p>Discrete Learning - colours /days of the week</p>	<p>Explore floating and sinking with vegetables.</p> <p>Week 3- Read the story of Oliver's Vegetables. Continue with planting and observing the changes overtime.</p> <p>Week 4- Look at signs of spring and go on a spring walk. Can we see any flowers starting to grow? What is the weather like?</p> <p>Week 5- Look for minibeasts outdoors. Which ones can we see? What do they like to live?</p> <p>Week 6- Easter crafts</p> <p>Easter bonnet parade.</p>	<p>Week 3- Sand and shells- what objects might be find 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</p> <p>Story focus: Explore Sounds of the Sea.</p> <p>Week 7- Beach party- Re-read favourite beach stories. Where might we go in the summer holidays? Are we going on holiday?</p> <p>End of year celebration/graduation.</p>
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Exploring Media and Materials	Paint Exploring colour, naming them and mixing them. Using different tools to apply paint Self portraits	Drawing Using line to enclose shape, representing objects Giving meaning to marks - drawings from each country	Collage Filling spaces, using glue, creating texture Butterfly collage
Being Imaginative	Singing Group singing sing actions for nursery rhymes	Role play Using items from around the nursery as props for role play	Beat Keeping a steady beat, body percussion