

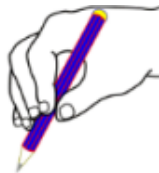
Nursery Curriculum Overview

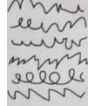
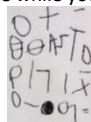
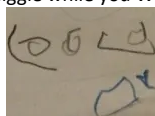


*“Learning, loving and growing; together as
God’s children.”*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Colours of Me	Autumn Days	Arctic Adventure	Down on the Farm	Traditional Tales	All Around the World
Key Themes of topic	Settling in, rules, routines, friends, we are unique, we are special, local community.	Discover how the world changes during autumn. Differences in the world at night compared to the day, Animals that hibernate.	Look at contrasting countries and understand how they are different. How do animals adapt and change to their habitat. Investigate how ice melts and the changing state of water.	Food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.	Developing a love of stories and reading. Learn, retell and act out familiar	Discover what happens during the summer. Investigate what clothes we wear and why. Explore how to be safe in the sun. Learn about a hot country (Africa) and make comparisons between countries. Kenyan study.
Key Texts	Ten little fingers and ten little toes Colour Monster All Kinds of Babies Little Red Hen	Diwali Don't Hog the Hedge Stick Man The Nativity story	The Polar Bear and the Snow Cloud Big Bear, Little Brother Baby Bear and the Big Wide World	Farmer Duck A Squash and a Squeeze A Farmer's Life For Me	Goldilocks Little Red Riding Hood	Handa's Surprise Handa's Hen Handa's Noisy Night
Key Vocab	Same, different, unique, special, Happy, sad, worried, confused, scared, angry, calm Body parts and ways to move; jump, hop, walk Senses; sight, hearing, touch, taste, smell Families, mum, dad, grandma, grandad, auntie, uncle, brother, sister, cousin, friend, love, care important, friend. Autumn, leaves, sticks, berries, changing colours, hedgehogs, squirrels, acorns, conkers, pine cones, asleep, awake Respect, love, care, feelings, welcome, together, belong, family, friends, celebrate	Night, day, dark, light, sun, moon, stars, space, universe, asleep, awake, hedgehogs, owls, squirrels, mice, winter, autumn, food, warmth, Festivals, celebrations, Christmas, Eid, Diwali, Hannukah, sun, Religions, candle, matches, Diva lamps, shadows. Angels, messengers of God, wings, halo, peace, Christians, Bible, Christmas, Nativity, Mary, Joseph, shepherds, wise men, journey, Bethlehem, Peace, celebration, birthday, Jesus, Family, friends, love	Warm, cold, ice, snow, melt, polar bears, white fur, blubber, fat, paws, Arctic, journey, cubs, fish, icebergs, climate change, North Pole, Arctic animals, Inuit, sled, skis, icicle, snow, snowflake, igloo Easter, Jesus, died, cross, chicks, bunnies, spring flowers, Last supper, praying, garden, Easter eggs, church, tomb, betray, Judas, hot cross buns, palm leaf, bible, bread, wine, donkey, Easter garden, Mary, angel	Farm animal names, baby animal names, grow, skin, fur, feathers, wings, beak, snout, legs, paws, trotters, hoof, udder stable, sty, pen, field, pond, hutch, coop, barn, tractor, scarecrow, crops, fruit, vegetables, farmer, farmhouse, haystack Food, plants, grow, flower, leaf, stem, roots, soil, water, sun, oxygen, seedling, shoot	Goldilocks, bears, porridge, chairs, bed, bowls, cottage, forest, big, medium, small, huge, tiny and other size words. Little Red Riding Hood, Grandma, journey, cottage, forest, wolf, path, disguise, woodcutter, mother, basket, stranger.	Handa, Akeyo, fruit, basket, monkey, ostrich, zebra, elephant, giraffe, antelope, parrot, goat, banana, guava, orange, mango, pineapple, avocado, passion fruit, tangerine. Africa, Kenya, traditional clothes, continent, country, safari animals, hot and rainy, tropical climate, coast, dry climate, sun, inland, the big five, savannas, deserts, swamps, mountains, forests. Maasai tribe Maps, globe, directions, left, right, compare, same, different, clothes, sun cream, hat, glasses, t-shirts, shorts.
Communication & Language	Listening, Attention and Understanding • Ability to concentrate for around 3 minutes. • Join in with rhymes and songs by making sounds and by moving body.		Listening, Attention and Understanding • Concentrate for around 6 minutes. • Respond to my own name and will change my activity when encouraged to by adults.		Listening, Attention and Understanding • Can turn my head and focus on adults and friends as I speak and play, responding to comments. • Listen to and follow directions.	

	• Respond to adults making sounds and moving their bodies. • I can respond to my own name. • Match objects to names and will bring my favourite toy when asked. • Respond to very simple requests especially when shown first by an adult. • Anticipate actions and sounds from an action toy. • Explore objects using my senses. • Understand more simple questions and instructions. E.g., 'Where is your shoe?' • Identify my own friends. • Operate some ICT or mechanical toys. Speaking • Can copy sounds and words like 'all gone'. • Make requests using two words. • Use everyday words to talk about people I know. • Copy sounds and words a lot. • Use 50 or more single words. These will also become more recognisable to others. • Start to compose short sentences together with 2-3 words.	• Identify characters and actions in my favourite books. • Respond to two requests: "Get your water bottle and coat". • Respond to simple questions. • Identify objects according to simple properties. • Initiate some actions in play that are familiar from home. • Understand between 200 and 500 words. Understand 'why' questions, like: "Why do you think the boy is sad?" • Focus on adults as they read or sing, responding with sounds and movements. • Enjoy listening to longer stories and can remember much of what happens. Speaking • Express feelings, desires and needs. • Begin to hold a conversation. • Remember and use new words. My vocabulary increases rapidly. • Can ask questions and I can respond to questions using simple sentences. • Play make-believe games.	• Remember and join in with rhymes and familiar stories. • Find the right tool for a job. • Follow instructions using prepositions. • Respond to a string of requests one after another (not quickly). • Ask and respond to 'why' questions. • Follow a story with props and pictures. • Show interest in the lives of other people or events. • Recognise some similarities and differences between people. • Can operate a CD player or similar ICT device and show understanding of the remote controls. • Show interest in other technological items. Speaking • Start to link simple sentences. • Explain in simple sentences what happened and what might happen. • Use tense, intonation and rhythm to enhance meaning. • Use vocabulary to express imaginary events in play. • Engage in imaginary role play sometimes building stories around toys and objects.
PSED	Self-Regulation • Explore new toys and environments, support from familiar adult as and when needed. • Separate from my main carer with support and encouragement from a familiar adult. • Join in a range of activities that interest me. Managing Self • Begin to learn that some things are mine, some things are shared, and some things belong to other people. • Seek comfort from familiar adults, when needed. • Respond to the feelings and wishes of others. • Show a growing sense of will and determination, which may result in feelings of anger and frustration which are difficult to handle, e.g., may have tantrums. • Develop the ability to distract myself when upset, e.g., by engaging in a new play activity Building Relationships • Play alongside others. • Use a familiar adult as a secure base from which to explore independently in new environments, e.g., venture away to play and interact with others but return for a cuddle or reassurance if I become anxious.	Self-Regulation • Engage in pretend play with toys. • Express own preferences and interests. • Confident to talk to other children when playing together. • Demonstrate a sense of self as an individual, e.g., want to do things independently. • Select and use resources with support Managing Self • Aware of others' feelings, e.g., meaning of crying or look excited on hearing a familiar happy voice. • Respond to a few appropriate boundaries, with encouragement and support. • Express my own feelings such as sad, happy, cross, scared, worried. • Aware that some actions can hurt or harm others. • Try to help or give comfort when others are distressed. • Control my own actions/behaviours, e.g., stop myself from doing something I shouldn't do. Building Relationships • Play cooperatively with a familiar adult, e.g., rolling a ball back and forth. • Interested in others' play and start to join in. • Seek out others to share experiences.	Self-Regulation • Select and use activities and resources. • Confident to talk to other children when playing. • More outgoing towards unfamiliar people and more confident in new social situations. • Show confidence in asking adults for help. • Welcome and value praise for what I have done. Managing Self • Aware of own feelings and know that some actions and words can hurt others' feelings. • Begin to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when my needs are not immediately met. • Can usually adapt my behaviour to different events, social situations, and changes in routine Building Relationships • Can play in a group, extending and elaborating play ideas, e.g., building up a roleplay activity with other children. • Can initiate play, offering cues to peers to join me. • Can keep play going by responding to what others are saying or doing. I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

		• Form a special friendship with another child. • Show affection and concern for people who are special to me.			
Physical Development	Gross Motor •Ability to walk confidently and climb onto furniture. • Ability to walk upstairs with my hand held. • Ability to run, squat, climb, carry objects. • Attempt to kick a ball. • Stand on one foot with support. • Use my feet to scoot along on a strike. • Control my whole body and able to negotiate space and objects. • Run safely on my whole foot Fine Motor • Use skills to manage button, zip coat and pour drinks. • Independently use a knife and fork. • Develop manipulation and control such as paintbrushes, jugs, scissors. • Explore different materials and tools such as playdough using a rolling pins and knives for cutting.	Gross Motor •Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks Fine Motor • Begin to use a five finger grasp and pincer grip. • Confidently manipulate and control such as paintbrushes, jugs, scissors. • Continue to explore different materials and tools such as playdough using a rolling pins and knives for cutting.	Gross Motor Skills • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. •Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Fine Motor Skills • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand  Five Finger Grasp		
English	Book talk New vocabulary Meaningful print (Environmental, names on pegs, water bottles, trays etc) Early mark making with meaning	Book talk New vocabulary Print has purpose Write initial letters of name	Book talk New vocabulary Rhyme Page sequencing Writing some letters correctly	Book talk New vocabulary Read from left to right Read from top – bottom Syllables in words Name writing	Naming parts of a book Initial sounds Early writing
Literacy	•Enjoy songs and rhymes, tuning in and paying attention.	•Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words.	• Understand the five key concepts about print: - print has meaning		

Reading	• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing		• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.		- print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as apple and ant. •Engage in extended conversations about stories, learning new vocabulary	
Writing Progression	Explore making marks Sometimes giving meaning to marks Random scribbling Enjoy drawing freely. Make marks on their picture to stand for their name 	Cylindrical grasp (whole hand) Pre-writing shapes – circles, straight lines Draw basic pictures using circles and lines Use lines to look like writing. Scribble writing Left to right direction Begin to assign meaning. (Squiggle while you wiggle) 	Digital grasp Pre-writing shapes Write symbols and shapes that look like writing. Assign meaning to the marks Attempts to write initial letter of name Turn pages in a book. Use a range of tools to make marks and show an interest in my own marks and others marks. (Squiggle while you Wiggle) 	Modified tripod grasp Prewriting shapes I talk about my writing and give meaning. Copy name (Squiggle while you Wiggle) 		Tripod grasp Write some letters correctly Write some or all of their name Apply knowledge of print to early writing Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. (Squiggle while you Wiggle) 
Phonics	Phase 1 Aspect 1 Environmental sounds Phase 1 Aspect 2 Instrumental sounds Phase 1 Aspect 3 Body percussion Phase 1 Aspect 4 Rhythm & Rhyme		Phase 1 Aspect 4 Rhythm & Rhyme Phase 1 Aspect 5 Alliteration Phase 1 Aspect 6 Voice sounds Introduction to phonemes and graphemes using sound bags (1 sound per week)		Phase 1 Aspect 5 Alliteration Phase 1 Aspect 6 Voice sounds Phase 1 Aspect 7 Oral blending & segmenting	
Maths	Colours Matching Sorting	Number 1 Number 2 Subitising Counting Patterns	Number 3 Subitising Number 4 Composition of number	Number 5 Number 6 Height & Length Mass Capacity	More/fewer One more One less 2d shape 3d shape	Number composition Night & Day Positional language

Mathematical Development	Numerical Pattern / Number • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers to 5 • Say one number for each item in order: 1,2,3,4,5 • Experiment with their own symbols and marks as well as numerals. Shape, Space & Measure • Start to fit shapes into board puzzles or shape sorters. • Begin to build using simple blocks. • Compare quantities using language: 'more than', 'fewer than' such as filling and emptying a container. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc		Numerical Pattern / Number • Know that the last number reached when counting a small set of objects tells you how many there are in total. ('cardinal principle'). • Recite numbers past 5 • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Solve real world mathematical problems with numbers up to 5. Shape, Space & Measure • Understand position through words alone – for example, "The bag is under the table," – with no pointing Make comparisons between objects relating to size, length, weight and capacity		Numerical Pattern / Number • Solve real world mathematical problems with numbers up to 5. • Recite numbers to 10 and sometimes count accurately. • Represent numbers using marks, fingers or digits. Shape, Space & Measure • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...	
RE	Unit F4: Being special: where do we belong? Harvest	Unit F2: Why is Christmas special for Christians? Christmas	Unit F1: Why is the word 'God' special to Christians?	Unit F3: Why is Easter special for Christians?	Unit F5: Which places are special and why?	Unit F6: Which stories are special and why? Church visit
Expressive Art & Design Art DT Music	Creating with Materials • Join in singing favourite songs. • Create sounds by banging, shaking, tapping or blowing. Explore different ways of joining materials. • Explore different materials and combine them to make different models for a purpose. • Use pictures as inspiration to create structures with different building materials inside and outside. Being Imaginative & Expressive Draw lines and circles with meaning: • Study the details of the face. • Experimenting with colour mixing		Creating with Materials • Show an interest in the way musical instruments sound. • Experiment with blocks, colours and marks • Express their ideas in a variety of ways – through drawing and painting. • Understand what an outline is. • Practice cutting out shapes with straight and curved edges. • Use split pins with support to make a moving part Being Imaginative & Expressive • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Listen with increased attention to sounds. • Remember and sing entire songs.		Creating with Materials • Be confident in their selection and use of a range of media to enable them to express themselves. • Can begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Join construction pieces together to build and balance. • I can sing a song. Being Imaginative & Expressive • Build stories around toys • Use available resources to create props to support role-play. • Draw a person. Creating own songs. • Using Instruments to show simple emotions. • Listening to simple and known melodies	

Understanding the World History Geography Science	People, Culture & Communities Past and Present • Look at personal chronology since birth with photographs. • Talk about self and my family • What are our favourite celebrations each year? • Naming significant family members (own families) Natural World ▪ Can play with small-world models such as a farm, a garage, or a train track. ▪ Understand the effect of changing seasons on the natural world around them – Autumn into Winter • Explore where space is through reading stories, watching clips and looking at pictures. • Explore the idea of light/dark and night/day.		People, Culture & Communities Past and Present ▪ Talking about the lives of the people around them and their roles in society. • Knowing some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understanding the past through settings, characters and events encountered in books read in class and storytelling. Natural World ▪ Notice features of objects in the environment ▪ Understand the effect of changing seasons on the natural world around them – Spring such as new life and growth.		People, Culture & Communities Past and Present • Show interest in the lives of people who are familiar to me. • Recognise and describe special times or events for family or friends. Read stories about kings and queens. • Examine pictures of the King and his family-who are they? • Show an interest in different occupations and ways of life. Natural World • Can show care and concern for living things and the environment • Can talk about some of the things I have observed such as plants, animals, natural and found objects. • Can talk about why things happen and how things work. ▪ Understand the effect of changing seasons on the natural world around them – Summer • Explain what the 5 senses are. Explore what they see, hear and feel.	
	Computing					
		To have role play opportunities for exploring technology around them: • in the home such as toy microwave, cameras & clocks and use of Mash cams to talk about use of technology in role as a chef or refuse collector. • in the outdoors such as traffic lights, walkie talkies and construction sites or magnifying tools and use of Mash cams to talk about outdoor technology such as a farmer or police officer. • in the wider world such as a toy shopping till, calculator, barcode reader, QR code, spacecraft or doctors set and use Mash cams to talk about technology in different job roles.				
Seasonal Curriculum	Autumn Baking Farm to Fork	Bonfire Night Remembrance Christmas Panto trip	Winter Safer Internet Day Valentine’s Day	Spring Growing Plants World Book Day British Science Week	Summer Father’s Day National Numeracy Day	World Environment Day World Oceans Day Sports Day
Outdoor Learning	Changes in the environment, knowledge of leaves and trees, colours in the environment; sounds in the environment; Animals in the local environment, hibernation, caring for the birds.		Bug Hotels, signs of Spring (buds, new growth), freezing and melting, evergreen and deciduous trees.		Sun Safety, mini beasts, den building, re-visit leaves on trees, floating and sinking, bark rubbing.	