

Curriculum Overview - Nursery

Birth to Three Year-olds:

Physical Development
<ul style="list-style-type: none"> Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside.
<ul style="list-style-type: none"> Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking.
<ul style="list-style-type: none"> Reach out for objects as co-ordination develops. Eat finger food and develop likes and dislikes. Try a wider range of foods with different tastes and textures. Lift objects up to suck them. Pass things from one hand to the other. Let go of things and hands them to another person, or drops them.

<ul style="list-style-type: none"> Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music.
<ul style="list-style-type: none"> Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources.
<ul style="list-style-type: none"> Begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle.

<ul style="list-style-type: none"> Develop manipulation and control. Explore different materials and tools.
<ul style="list-style-type: none"> Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Learn to use the toilet with help, and then independently.

Observation checkpoint	
	Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time?
	Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?

Curriculum Links

Literacy 3-4 years: 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; write 'm' for mummy. Write some or all of their name. Write some letters accurately.

EAD 3-4 years: Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make.

3 & 4-year-olds:	Autumn			Spring		Summer	
Gross Motor Skills	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. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly 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.						
PE elements		Fundamentals of movement	Gymnastics	Dance	Games	Early Years Sports day games and preparation	
Further Activities to support	Healthy Movers Yoga Write Dance	Healthy Movers Yoga Write Dance	Healthy Movers Yoga Write Dance	Healthy Movers Yoga Write Dance	Healthy Movers Yoga Write Dance	Healthy Movers Yoga Write Dance	
Health and Wellbeing	Children know and can talk about different factors that support their overall health and well being						
	Children know the importance of: Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.						
Ongoing:	Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene						
Small 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. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand.				Fine Motor Skills In Reception Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient.		
Curriculum activities to support:	Mark making opportunities during CP. Half Termly Name Writing task & biweekly 'Proud Cloud' independent work gathering. Opportunities to build hand muscle strength through 'Funky Finger' activities such as Dough Disco, opportunities for fine motor control in CP. Cutlery in playdough to practise knife and fork skills. Balls, Tricycles & other equipment available during CP and playtimes.						

