

Nursery Curriculum Overview

Intent (What do our children need to learn?): Our curriculum is based on children’s interests and next steps in learning so our long-term planning is flexible.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me!	Seasons & Weather	When I grow up... (People who help us)	What's living in our back garden?	Oh, I do like to be beside the seaside!	Traditional Tales
Personal, Social and Emotional Development	Introduction to a new setting; Class rules and routines; Exploring and talking about feelings	Forming relationships with others; Beginning to express feelings; Awareness of own community/culture; Awareness of wider world	Being a good friend; Awareness of needs of others and resolving conflict; Feelings/behaviour; Respect for own culture and learning about that of others	Caring for others and living things; Talking about own and others' behaviours and the consequences	Taking on board others' ideas; Working collaboratively to organise activities; Talking about own strengths and aspirations	Transitioning – forming good relationships with my new teachers; Preparations for Reception
Physical Development	I can... use the toilet/wash my hands/put on my coat and shoes; Exploring outdoor area and learning how to use equipment and apparatus safely	I can dress myself; Dressing for the weather; Sleep is good; Exploring ways of moving and negotiating space	Moving Safely Balancing, jumping, climbing and rolling Hygiene – washing, teeth cleaning	Healthy food Bean bag and ball skills Growing – ourselves, plants and animals	Keeping Safe Beach safety/being safe in the sun	Keeping Fit Sports Day activities
	<p>Fine Motor Skills activities practise daily through mark-making, finger gym, construction, threading, dressing and undressing, dough gym, cutting, woodwork, art and craft activities etc.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control. Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p style="text-align: center;">Healthy Movers weaved into storytelling</p>					

Communication and Language	<p>Daily activities that help children to: Talk confidently and clearly; Learn and use a breadth of vocabulary; Listen to others one to one or in small groups; Enjoy listening to stories, songs and poems, showing increasing attention and recall; Follow simple instructions; Begin to understand and answer 'why' and 'how' questions.</p>					
Literacy	<p>Focus Text: Little Red Hen Focus Text: Rosie's Walk Nursery Rhymes and songs about animals Simple Oral Instructions – Prepositions – Sequencing; Recognising names and print in the environment; Repeating words or phrases from familiar stories/rhymes; Rhythmic activities; Distinguishes between the different marks they make L&S – Aspects 1 and 2 – General sound discrimination – Environmental sounds and</p>	<p>Focus Text: Owl Babies Focus Text: We're Going on a Bear Hunt Focus Text: Brown Bear, Brown Bear Nursery Rhymes Sequencing; Incidental writing/writing for a purpose; Recognising familiar words and signs (environmental text); Distinguishes between the different marks they make L&S – Aspects 2 and 3 – General sound discrimination – Instrumental sounds and body percussion</p>	<p>Focus Text: The Tiger Who Came to Tea Focus Text: The Gingerbread Man Nursery Rhymes; Simple written instructions Instructions – Sequencing – Helicopter Stories; Beginning to be aware of the way stories are structured; Suggests how the story might end; Recognising and writing names; Sometimes gives meaning to marks as they draw and paint; Ascribes meanings to marks that they see in different places L&S – Aspects 3 and 4 – General sound</p>	<p>Focus Text: The Enormous Turnip Focus Text: Jack and the Beanstalk Focus Text: Oi Frog Nursery Rhymes and songs about food; Simple written instructions Recounting – Story Map; Describes main story settings, events and principal characters; Writing cards and lists; Writing for a purpose in meaningful contexts; Gives meaning to marks as they draw, write and paint; Continues a rhyming string L&S – Aspects 4 and 5 – Rhythm and rhyme and alliteration</p>	<p>Focus Text: Flotsam Focus Text: Sally and the Limpet Focus Text: Lighthouse Keepers Lunch Focus Text: Come On, Daisy Focus Text: Rainbow Fish Focus Text: Hooray for Fish Nursery Rhymes; Simple fact books Information – Helicopter Stories/Story stones; Writing labels and captions; Using some clearly identifiable letters to communicate meaning; Hears and says the initial sound in words; Beginning to blend and segment using onset and rime (c-at) L&S – Aspects 5 and 6 – Alliteration and Voice sounds</p>	<p>Focus Text: 3 Billy Goats Gruff Focus Text: Little Red Riding Hood Focus Text: The Magic Porridge Pot Nursery Rhymes Recounting – Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books; Links sounds to letters, naming and sounding the letters of the alphabet</p>

	Instrumental sounds		discrimination – Body percussion and Rhythm and rhyme			L&S – Aspect 7 – Oral blending and segmenting; Begin to introduce RWInc Set 1 Sounds
Mathematics	<p>Weekly whole class sessions, group work and ideas for areas of provision taken from NRICH Maths.</p> <p>Number:</p> <ul style="list-style-type: none"> • Selects a small number of objects from a group when asked. • Recites some number names in sequence. • Creates and experiments with symbols and marks representing ideas of number. • Begins to make comparisons between quantities. • Uses some language of quantities. • Knows that a group of things 	<p>Number:</p> <ul style="list-style-type: none"> • Uses some number name and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. <p>Shape, space and measure:</p> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. 	<p>Number:</p> <ul style="list-style-type: none"> • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. <p>Shape, space and Measure:</p> <ul style="list-style-type: none"> • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. 	<p>Number:</p> <ul style="list-style-type: none"> • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. <p>Shape, Space and Measure:</p> <ul style="list-style-type: none"> • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. 	<p>Number:</p> <ul style="list-style-type: none"> • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. <p>Shape, Space and Measure:</p> <ul style="list-style-type: none"> • Beginning to talk about the shapes of everyday objects. 	<p>Number:</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. <p>Shape, Space and Measure:</p> <ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to

	<p>changes in quantity when something is added or taken away.</p> <p>Shape, space and measure:</p> <ul style="list-style-type: none"> • Notices simple shapes and patterns in pictures. • Beginning to categorise objects according to properties such as shape or size. • Begins to use the language of size. <ul style="list-style-type: none"> • Understands some talk about immediate past and future. • Anticipates specific time-based events such as mealtimes or home time. 					<p>describe shapes.</p> <ul style="list-style-type: none"> • Selects a particular named shape. • Can describe their relative position such as 'behind' or 'next to'. • Orders two or three items by length or height.
<p>Understanding of the world</p>	<p>Good to be Me – Getting to know me and my family</p> <p>Special Times: Harvest</p>	<p>Special Times: Diwali, Bonfire Night, St Austell Torchlight Parade, Christmas</p> <p>Ipads – Using tools and operating simple equipment</p>	<p>My body</p> <p>Respectful boundaries</p> <p>People who help us...</p>	<p>Spring – Seasonal Changes, weather</p> <p>Growing Plants</p> <p>Animal lifecycles</p> <p>Talking about the things we observe and why things happen</p>	<p>Looking after our environment</p> <p>Recycling</p> <p>Floating and sinking – investigate a rock pool</p> <p>Exploring local area – maps.</p>	<p>Special Times: Fathers Day, Holidays</p> <p>Technology: Ipad – Using camera</p>

	<p>Ipads – Mark making and using tools</p> <p>Autumn – Season changes</p> <p>Investigating bread – different types from around the world, ingredients, making and observing changes</p> <p>Name school and town where I live</p>	<p>Light and Dark Nocturnal animals</p> <p>Pumpkin Investigation</p> <p>Observe daily weather</p>	<p>What I want to be when I grow up</p> <p>Special Times: New Year, Chinese New Year, Shrove Tuesday – Healthy choices/treats</p> <p>Technology-identifying technology (real objects) – E-safety</p>	<p>Growing plants and vegetables</p> <p>Special Times – St Piran’s Day, Mothering Sunday, Easter</p> <p>Technology: Ipads – using apps to develop phonic/fine motor control/listening and maths skills</p>	<p>Special Times: Whitsun</p> <p>Technology: Programmable Toys – Beebot – linked to maps.</p>	
Expressive Arts and Design	<p>Activities based on topic work, seasonal changes and children’s interests that promote the following skills</p> <p>Exploring, naming and mixing colours Making marks with different tools Constructing using block play resources Handling and manipulating different media – clay and collage Experimenting with joining materials – glue and tape Engaging in role play based on first-hand experiences Singing and performing – nursery rhymes, traditional/familiar songs and counting rhymes Christmas Play Moving rhythmically in response to music</p>	<p>Activities based on topic work, seasonal changes and children’s interests that promote the following skills</p> <p>Colour mixing activities (including marbling) Selecting colour for a particular purpose Using tools to create simple representations of events, people and places Constructs with a purpose in mind, using a variety of resources (junk modelling/outdoor loose parts) Handling and manipulating different media – weaving and paper mache Experimenting with joining materials – hinges, split pins, hammer and nails Engaging in role play based on first-hand experiences and story book language and ideas</p>	<p>Activities based on topic work, seasonal changes and children’s interests that promote the following skills</p> <p>Explores shades of colour Understands that different media can be combined to create new effects Representations are more detailed Begins to plan and adapt work, constructing with a purpose in mind Handling and manipulating materials – Natural transient art form and mod-roc Using photography as a form of capturing and recording Experimenting with joining materials – screws and screwdrivers Use small world and puppets to develop own narratives</p>			

	Exploring sound and how it can be changed		Using available resources to create props to support role-play Singing and performing – build up repertoire of songs and dance Experiment with instruments (outdoor area)		Singing and performing – continue to build up repertoire of songs and dance	
Trips, Visits and Visitors	Tesco Visit - Harvest	Autumn Walk – Clay Trails – We are Going on a Chair Hunt Owl Visit	Health Visitor/People who help us – Fire engine etc	Visit to Heligan Gardens Visitors from Bodmin Plant and Herb Nursery	Blue Reef Aquarium – Rock Pool Safari	Library Visit
Characteristics of Effective Learning	Focus: Playing and Exploring Introduce Explorasaur		Focus: Active Learning Introduce Tryosaur		Focus: Creating and Thinking Critically Introduce Thinkasaur	