



## Nursery Curriculum Overview



	Autumn 1 (6.5 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 week)	Summer 2 (7 weeks)
Theme	Marvellous Me	Let's Celebrate	Destination Outer Space	Terrific Tales	Come Outside	Amazing Animals
Topics	Starting school My new class Ourselves My family Being kind	Celebrations Halloween Diwali Bonfire Night Christmas Seasonal changes	Space Planets The world	Traditional tales World Book Day	Plants and flowers Planting seeds Minibeasts Seasonal changes	Chick life cycle Under the sea Transition
Key Texts	Happy To Be Me The Family Book Dear Zoo	Wow Said The Owl We're Going On A Bear Hunt	Aliens Love Underpants How to Catch a Star Day Money, Night Monkey	Goldilocks and The Three Bears Little Red Riding Hood The Three Billy Goats Gruff	The Very Hungry Caterpillar Jasper's Beanstalk	It's Mine -eggs and chicks Tropical Terry - aquarium visit Oh Look a Boat - journeys/transition
Nursery rhymes, songs and poetry	Head, shoulders, knees and toes If you're happy and you know it Harvest songs	Autumn Leaves Poem Nursery Rhyme Week Christmas songs	Ten Little Men in a Flying Saucer Twinkle Twinkle Little Star	When Goldilocks went to the house of the bears Hickory dickory dock Easter/spring songs	Creepy Crawly Poem Ring-a-ring-a-roses Incy Wincy Spider Little Miss Muffet	Baa Baa Black Sheep Old MacDonald
Communication and Language	Join in with familiar songs/nursery rhymes.  Use words to say how they are feeling such as happy, sad, tired, angry, excited.  Enjoys talking about themselves and their family.	Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".  To listen and respond when conversation interests them.	Enjoy listening to longer stories and can remember much of what happens.  To listen to stories with interest, understanding what is happening with the help of the pictures.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  Use talk to organise themselves and their play; "I'm the mum and you're the baby... let's have a picnic."	Begins to understand and answer 'why' questions, like: "Why do you think the caterpillar got so fat?"  To explain what is happening and anticipate what might happen next.  To contribute ideas and ask appropriate	I can listen to longer stories with increasing attention and I can recall key events.  I understand and follow two part instructions, "get your coat and wait at the door".  I can recall past experiences and

	<p>Understand simple instructions 'line up', 'sit down', 'stop'.</p> <p>Use words to say how they are feeling such as happy, sad, tired, angry, excited.</p> <p>Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</p>	<p>Begins to answer simple questions e.g "what?" questions.</p> <p>Begins to ask simple questions.</p> <p>Talks in short sentences which others can understand.</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p>	<p>Beginning to use a wider range of vocabulary.</p> <p>To begin to show understanding of prepositions.</p> <p>Use longer sentences of four to six words.</p> <p>Knows many rhymes and sings a large repertoire of songs</p>	<p>Talk about what they think is happening when looking at a picture, where is he? What is she doing? How do you think he feels? How do you know that?</p> <p>Begins to develop conversational skills, listening and responding appropriately.</p> <p>Use a wide range of vocabulary to describe how things look, smell, taste, feel and sound like.</p>	<p>questions in small groups.</p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p>To begin to express a point of view and give reason.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>discuss these using a wide vocabulary.</p> <p>I can talk more extensively about things that are of importance to me.</p>
PSED	<p>Begin to manage transitions, for example from their parent to their key person.</p> <p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby.</p> <p>Learn to use the toilet independently</p>	<p>Shows increasing confidence when separating from their parent.</p> <p>Begin to show impulse control. For example, waiting for a turn and resisting the impulse to take what they want.</p> <p>Begin to show awareness of others wants and needs e.g. will attempt to share during play or comfort another child who is upset.</p>	<p>To begin to express their own ideas and preferences.</p> <p>To begin to understand that others have different ideas, preferences and needs that are different to theirs.</p> <p>To begin to become aware and show interest in the similarities and differences between themselves and others.</p>	<p>To express themselves confidently and appropriately.</p> <p>Is beginning to talk about how others might be feeling and responds according to their understanding of the other person's needs and wants.</p> <p>To confidently express their own ideas and perspectives when playing in a group.</p>	<p>Begins to independently have a go and try new things.</p> <p>Selects resources independently, helping them to achieve a goal they have chosen.</p> <p>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</p> <p>Understands how others might be feeling and demonstrates</p>	<p>Recognises and talks confidently about how I am different and similar to others.</p> <p>Seeks out companionship with adults and children.</p> <p>Talks about how others may be feeling and respond appropriately to another person's needs and wants.</p> <p>Begins to build constructive and respectful relationships and friendships.</p>

		<p>Begins to notice and label emotions such as 'sad', 'happy', 'angry' within themselves and others.</p> <p>Selects activities and resources with increasing confidence.</p> <p>Begins to show awareness of classroom rules and is aware of consequences for negative behaviour.</p>	<p>To learn to look after resources within the class.</p> <p>To increasingly follow rules and boundaries in the classroom.</p>	<p>To understand that others have different ideas, preferences and needs that are different to theirs.</p> <p>Takes ownership of their class and enjoy taking part in daily tasks.</p>	<p>compassion by offering comfort.</p>	
Literacy	<p>Develop phonological awareness so they can: - identify and differentiate between environmental sounds.</p> <p>Show curiosity when looking at books and enjoy sharing books with adults.</p> <p>Enjoys mark making freely using a variety of materials (chalk, pens, pencils, crayons, paint)</p> <p>Make a wide variety of marks with control, such as a variety of</p>	<p>Develop my phonological awareness, so that I can: - spot and suggest rhymes -count or clap syllables in a word</p> <p>Distinguishes between the different marks they have made. For example: "That's my mummy. That's a bus."</p> <p>Have favourite books which they want to share with an adult, with another child, or to look at alone.</p>	<p>Develop phonological awareness, so that they can: -recognise words with the same initial sound, such as mountain, mouse, moon, mirror.</p> <p>Use mark-making tools to form the variety of marks needed for letter formation, such as clockwise and anticlockwise rotational movements.</p> <p>To show interest in writing the letters in my name.</p>	<p>Develop my phonological awareness, so that I can: -orally blend simple cvc words</p> <p>Writes their name using a name card for support with some recognisable letters.</p> <p>Engage in conversations about stories, learning new vocabulary.</p> <p>Predict what might happen next in a story.</p>	<p>Develop my phonological awareness, so that I can recognise some set 1 sounds.</p> <p>Repeat sounds and blend them orally to make a cvc word e.g. c-a-t cat.</p> <p>Identify some sounds in words and write the corresponding letter.</p> <p>Use some print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top</p>	<p>Develop phonological awareness, so that they can recognise most set 1 sounds.</p> <p>Use their developing phonetic knowledge to identify initial sounds and orally blend CVC words.</p> <p>Confidently write their first name with most letters correctly formed.</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes</p>

	<p>simple shapes and lines.</p> <p>Pre-writing shapes: horizontal lines, vertical lines and circles.</p>	<p>Begins to recognise their name and writes the first letter of their name.</p> <p>To join in with a range of nursery rhymes.</p>	<p>Pre-writing shapes: plus signs and squares</p>	<p>Sequence a story, arranging pictures in order.</p> <p>Say what I like and dislike about a book.</p> <p>Write with a purpose, such as a shopping list, a birthday card etc</p>	<p>of the page; writing 'm' for mummy.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>- we read English text from left to right and from top to bottom</p> <p>- the names of the different parts of a book</p> <p>- page sequencing</p>
Writing Focus	<p>Give meaning to the marks they make.</p> <p>Pre-Writing Shapes</p>	<p>Give meaning to the marks they make.</p> <p>Pre-Writing Shapes</p> <p>First name initials</p> <p>Christmas Cards</p>	<p>Give meaning to the marks they make.</p> <p>First name initials</p> <p>Ordering letters in first name</p> <p>Create a character</p>	<p>Give meaning to the marks they make.</p> <p>First name writing</p> <p>Story</p> <p>map/sequencing</p> <p>Shopping List</p>	<p>Give meaning to the marks they make.</p> <p>First name writing</p> <p>Story</p> <p>map/sequencing</p> <p>Mark make to match a dictated caption.</p>	
Maths (Master the Curriculum)	<p>-Sort and match colours</p> <p>-The number 1</p> <p>-The number 2</p> <p>-Patterns</p>		<p>-The number 3</p> <p>-The number 4</p> <p>-The number 5</p> <p>-The number 6</p> <p>-Size and Capacity</p>		<p>-Sequencing</p> <p>-Positional Language</p> <p>-More than / Fewer than</p> <p>- 2D and 3D shape</p> <p>-What comes after? What comes before?</p>	
Understanding the world (Plymouth Science)	<p>All About Me</p> <p>Colour</p>	<p>Seasons</p>	<p>People Who Help Us</p>	<p>Traditional Tales</p>	<p>Minibeasts and Growing</p>	<p>Animals Under the Sea</p>
Expressive arts and design	<p>self portraits</p> <p>family portraits</p> <p>Colour mixing</p>	<p>Owls</p> <p>Pumpkins</p> <p>Fireworks</p> <p>Christmas</p> <p>Decorations/Cards</p>	<p>Alien hats</p> <p>Marble Planets</p> <p>Junk Model - rockets and spaceships</p>	<p>Prop Making</p> <p>Puppets</p> <p>Mother's Day Cards</p> <p>Easter Cards</p>	<p>Hapa Zome</p> <p>Flower printing</p> <p>Symmetrical</p> <p>Butterflies</p>	<p>Father's Day Cards</p>
Physical development	<p>Show independence in eating and learning how to use a knife and fork.</p>	<p>Copies pre-writing patterns with increasing confidence.</p>	<p>To use mark making resources with increasing independence and control.</p>	<p>Hold a pencil using a comfortable grip with good control when tracing and copying pre-writing shapes.</p>	<p>Attempts to zip up own coat and attempts to fasten buttons.</p>	<p>Negotiates space effectively when running around obstacles outdoors.</p>

	<p>Use small motor skills to do things independently, for example hang their coat on their peg.</p> <p>Explore different materials and tools which develop the fine motor skills (large tweezers, play-dough rollers and cutters, hole punch, threading etc)</p> <p>Begins to explore their learning environment (inside and outside) using areas and resources safely and appropriately.</p> <p>Use strength, agility, balance and coordination to climb up and get across the climbing frame safely.</p> <p>Use a range of bikes and scooters to demonstrate balance and ability to negotiate space.</p>	<p>Develops a confident and comfortable pencil grip.</p> <p>Begins to attempt to get themselves dressed e.g. tries to put on their jumper/cardigan/coat by themselves.</p> <p>Uses cutlery with increasing confidence and develops likes and dislikes during meal times.</p> <p>Negotiate space when running, skipping and jumping, but may occasionally bump into obstacles.</p> <p>Copies large body movements with increasing control e.g during Squiggle While You Wiggle.</p>	<p>To mark make in different ways with some marks resembling letters/symbols.</p> <p>To show a preference for a dominant hand.</p> <p>To move in different ways, e.g. climbing, running, rolling, jumping, throwing, catching.</p> <p>Notice and talk about physical changes to the body when moving.</p> <p>To work as part of a team when moving and building with large construction.</p>	<p>Forms numbers and familiar letters e.g. letters in their name.</p> <p>Begins to use scissors confidently and make straight, zig zag and circular snips using one Hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats and shoes on.</p> <p>Begins to show confidence using balancing apparatus.</p> <p>Begins to negotiate space when running.</p>	<p>Can independently form some recognisable letters from their name.</p> <p>Begins to take part in group activities which they make up themselves, or in Teams e.g football, throw and catch, chasing.</p> <p>Begins to understand the importance of hygiene such as hand washing and tooth brushing.</p>	<p>Beginning to skip, hop and stand on one leg.</p> <p>Hold a pencil confidently and comfortably when writing their name with most letters correctly formed.</p> <p>Becomes increasingly independent with dressing, eating, toileting, and handwashing.</p> <p>Shows confidence manipulating a range of tools and equipment in one hand.</p>
Events	<p>Road Dahl Day</p> <p>International Dot Day</p> <p>Harvest Festival</p> <p>Black History Month</p>	<p>Halloween</p> <p>Diwali</p> <p>Bonfire Night</p> <p>Christmas</p>	<p>Chinese New Year</p> <p>LGBT History Month</p> <p>NSPCC Number Day</p> <p>Mental Health Week</p>	<p>World Wildlife Day</p> <p>World Book Day</p> <p>British Science Week</p> <p>Mother's Day</p> <p>Comic Relief</p> <p>St Patrick's Day</p>	<p>Earth Day</p> <p>World Bee Day</p>	<p>Pride Month</p> <p>Father's Day</p> <p>Teddy Bear Picnic Day</p>

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