



Curriculum Overview 2022- 2023

Nursery

Year Group	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Nursery												
Theme	Marvellous Me!		Let's Celebrate		Out of this World		The Great Outdoors		We're off on a Journey		Water, Water Everywhere	
Enrichment Activities	Autumn trail Harvest festival Sign language day Visit from the dentist / doctor Colour run		Diwali Guy Fawkes Remembrance Day Children in need day World kindness day Christmas performance Christmas jumper day		Chinese New Year Valentine's Day Visit from Chinese chef Chinese New Year Parade - shared activity		Sam Jackson World Book Day Trip to the farm Warburtons talk Mother's Day shared activity Butterflies Easter Bonnet Parade		Trip to the woods Earth Day St Georges Day Father's Day shared activity		Graduation Beach trip Pride Healthy Eating Week Fire brigade visit Lifeguard visit	
Parent partnership opportunities	Stay and play: Share a story / Floor books Harvest Festival Stay and play: Characteristics of effective learning Christmas Performance				Stay and play: Share a story / Floor books Chinese New Year parade Stay and play: Characteristics of effective learning Mother's Day activities				Stay and play: Share a story / Floor books Father's Day activities Stay and play: Trip to the beach Pride activities			
Enquiry	What do I know about me? How am I the same? How am I different? What makes a family? What can I do with y body? How are we different? What makes us different to other people? How are we special? How might other people be different to us?		Why do we celebrate? What do we celebrate? Does everyone celebrate the same things? How are our celebrations that same and different to other peoples? Why are there so many leaves on the ground? What changes can we see? What changes are there for animals? What colours can we see? How is the weather changing? How do we need to change our clothing?		Why does it get dark at night? What happens to the sun? What can we see at night? What can Baby Bear see from space? How would we get to space? What would the world look like from space?		What changes can we see around us? How is the weather changing? Where are all the animals? What happens on a farm? How do animals change as they get older? What do baby animals need when they are first born? Where do animals sleep?		Where could we go? What might you see? Who would you go with? What would you hear? How could we travel there? How would we get there? What do we need to cross? How could we get there quickly?		Does it rain in the Summer? How is a rainbow made? What do we use water for? Where does water come from? Can we run out of water? Why do we need to look after water?	

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<p>Topic Story Stimulus</p> <p>Fairytale Fortnight</p>	<p>All About Me – poem Octopants Owl Babies Only One You But why can't I</p> <p>Goldilocks</p>	<p>We're Going on a Leaf Hunt Autumn poem The Story of Rama and Sita Stick Man</p> <p>Cinderella</p>	<p>Night Monkey Day Monkey The Semgs and the Smoos How to Catch a Star What Friends Do Best</p> <p>The Elves and the Shoemaker</p>	<p>The Very Hungry Caterpillar Oi Frog! Monkey Puzzle Dogs don't do ballet</p> <p>The Three Little Pigs</p>	<p>The Train Ride Lost and Found The Runaway Train</p> <p>Little Red Riding Hood</p>	<p>Rainbow Fish Sharing a Shell Commotion in the Ocean</p> <p>Jack and the Beanstalk</p>
<p>PSED: Building Relationships</p>	<p>Confident to peers and new staff members. Communicate freely about home and community Building confidence to separate from familiar adults.</p>	<p>Join in with group play, giving their own ideas.</p>	<p>Make relationships with a variety of people.</p>	<p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p>	<p>More outgoing towards unfamiliar people and more confident in new social situations</p>	<p>I show awareness of the importance to turn take in my play</p>
<p>Managing Self</p>	<p>Values praise. Can usually manage washing and drying hands. Help with clothing</p>	<p>Shows confidence in asking adults for help Make choices of what they want to do or use.</p>	<p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p>	<p>Understand some healthy food choices</p>	<p>Enjoys responsibility of carrying out small tasks.</p>	<p>Can wash hands following a rhyme/ song. I attempt to put on my own coat, hat, gloves, wellies.</p>
<p>Self-Regulation</p>	<p>Understand boundaries.</p>	<p>Know that sometimes you have to wait to have needs met.</p>	<p>Learn how to share with their friends.</p>	<p>Can follow class rules at carpet or snack times.</p>	<p>•Work towards goals or challenges.</p>	<p>Adapt behaviour for different events/ changes in routine.</p>
<p>C&L: Listening, Attention and Understanding</p>	<p>Listens to others one to one or in small groups Stop what they are doing and listen. Follow simple instructions. Identifies and discriminates between different sounds (environmental and instrumental)</p>	<p>Understand verbs (carry out an action) Understand eg 'under', 'through', 'over', etc by carrying out action. Develop awareness of rhythm in speech</p>	<p>Listens to stories with increasing attention and recall Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p>	<p>Answer simple questions. Understands use of objects</p>	<p>Begin to understand 'why' and 'how' questions.</p>	<p>Join in with rhymes and stories and guess what comes next.</p>

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<p>Speaking</p>	<p>Use simple sentences</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p>	<p>Can retell a simple past event in correct order</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p>	<p>Speak in full sentences.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>Participate in small group or one-to-one conversations</p> <p>Use longer sentences with e.g. "and" and "because".</p>	<p>Uses talk to connect ideas, explain what is happening, anticipate what might happen next, recall and relive past experiences.</p> <p>Uses talk in pretending that objects stand for something else in play</p>	<p>Beginning to use more complex sentences to link thoughts.</p> <p>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how.</i></p> <p>Begins to use tenses</p>
<p>PD: Gross Motor</p>	<p>Squats with steadiness and rises to feet without hands.</p> <p>Run carefully.</p> <p>Climb with confidence.</p>	<p>Stand on one foot.</p> <p>Use scissors safely and with some control.</p> <p>Turns pages in a book sometimes several at once.</p>	<p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Move energetically and notice the change to their bodies, e.g. breathing</p>	<p>Move in different ways (like animals, e.g. snake, monkey, parrot, tortoise).</p> <p>Can stand momentarily on one foot when shown (flamingos)</p>	<p>Kick and throw a ball with some control.</p>	<p>Catch a ball</p> <p>Move more freely with increasing control.</p>
<p>Fine Motor</p>	<p>Pick up items whilst holding others</p>	<p>Draws lines and circles using gross motor movements.</p>	<p>Uses one-handed tools and equipment, eg glue, pencil, paintbrush, tweezers</p> <p>Can attempt large threading</p>	<p>Hold pencil between thumb and two fingers, no longer using whole-hand grasp.</p>	<p>Hold pencil near point between first two fingers and thumb and uses it with good control.</p>	<p>I can draw a simple picture of a face with eyes, nose and mouth and some simple patterns/ shapes such as a zig zag, a circle.</p> <p>Uses one-handed tools and equipment, eg scissors, plastic/butter knife, tongs with increasing control.</p>
<p>Literacy: Comprehension</p>	<p>Listening to stories with increasing attention and recall.</p> <p>Sing Rhymes and songs.</p>	<p>Demonstrate understanding of simple stories by describing main story settings, events and principal characters.</p>	<p>Listens to and joins in with stories and poems (one to one and small groups)</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Suggest how the story might end.</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Aware of the structure of stories.</p> <p>Listen for alliteration.</p>	<p>Help to retell a story verbally without the book</p>	<p>Show awareness of rhyme</p>

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<p>Word reading</p>	<p>Syllable clap 1 and 2 syllable words</p> <p>Turns pages one at a time.</p> <p>Holds books carefully, the right way up.</p>	<p>Syllable clap 3 and more syllable words</p> <p>Remember patterns of sound (body percussion and instrumental sounds)</p>	<p>Shows interest in print in books and in the environment.</p> <p>Hear and say some initial sounds</p>	<p>Ascribes meaning to marks they see</p> <p>Knows the direction of print.</p> <p>Shows awareness of rhyme</p>	<p>Recognise familiar words, eg own name/ logos</p> <p>Can identify initial sounds in words for at least 10 phonemes.</p>	<p>Can sort items into two groups by initial sound</p> <p>Begin to orally blend CVC words</p>
<p>Writing</p>	<p>Plays with voice sounds</p> <p>Mark make</p>	<p>Mark make with a purpose</p> <p>Make lines and circles with a pencil.</p>	<p>Sometimes gives meaning to marks as they draw and paint independently.</p>	<p>Give meaning to marks in greater detail</p>	<p>Make anti-clockwise circles and retrace vertical lines</p>	<p>Practise correct formation of letters from own name.</p>
<p>Maths: Number</p>	<p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play</p> <p>Use fingers to represent numbers up to 3.</p> <p>Sing number rhymes.</p>	<p>Shows curiosity about numbers by offering comments or asking questions.</p> <p>Shows an interest in numerals in the environment</p> <p>Recites numbers in order to 10.</p> <p>Use fingers to represent numbers up to 5.</p>	<p>Knows that numbers identify how many objects are in a set.</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps</p>	<p>Compares two groups of objects, saying when they have the same number.</p> <p>Subitise (recognise quantities without counting) up to 3</p>	<p>Sometimes match numeral and quantity correctly to 5</p> <p>Shows an interest in representing numbers.</p> <p>Beginning to represent numbers using marks on paper or pictures.</p>	<p>Have a deep understanding of number to 5, including the composition of each number.</p> <p>Shows an interest in number problems.</p>
<p>Numerical Patterns and language</p>	<p>Beginning to talk about the shapes of everyday objects, e.g. 'round', 'straight' and 'tall'.</p> <p>Select shapes appropriately for tasks (eg circles for wheels).</p>	<p>Show an interest in shape and space by playing with or talking about shapes or making arrangements with objects.</p> <p>Use positional language.</p>	<p>Name some 2D shapes and sort by shape or size.</p>	<p>Use language such as 'empty', 'heavy', 'light', 'full', 'tall', 'short', 'long', 'wide' to describe size and quantity/capacity.</p>	<p>Use language such as 'empty', 'full', 'more', 'less' and 'taller'/ 'shorter'/ 'longer'/ 'wider than' to compare size and quantity.</p>	<p>Create a simple repeating pattern (ABABAB)</p>
<p>UtW: People, Culture and Communities</p>	<p>Explore the new nursery environment</p>	<p>Develop an awareness of different religious and cultural communities</p>	<p>Develop an awareness of different religious and cultural communities</p>	<p>Shows interest in different occupations</p>	<p>Develop an awareness of different religious and cultural communities</p>	<p>Know some of the things that make them unique, and can talk about some of the</p>

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	Look at their immediate environment on a google maps or from a high vantage point	Remember and talk about significant events in their own experience	Know some things about life in another country		Draw maps	similarities and differences in relation to friends or family.
The Natural World	Talk about home and places they like. Draw pictures of animals and plants	Explore different cultures and traditions eg Diwali, Christmas	Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Show care for the enviro. and for living things. Developing an understanding of growth, decay, changes over time, and the seasons	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.	Talks about why things happen and how things work.
Past and Present		Shows interest in the lives of people who are familiar to them		Shows interest in different occupations and roles in society		Know how some things were different in the past
EAD: Creating with Materials	Explore different media. Understand that they can represent objects and people through drawing and painting.	Describe texture. Explores colour and how colours can be changed. Use tools for a purpose, eg paintbrushes, pencils, pens	Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.	Understand that they can use lines to enclose a space, then begin to use these shapes to represent objects.	Explore a variety of materials, tools and techniques	Capture experiences and respond with a range of media. Make props for role playing
Being Imaginative and Expressive	Enjoys joining in with dancing and ring games Sings a few familiar songs and nursery rhymes Imitates movement in response to music. Make noise with instruments/ noise makers.	Join in with pretend play. Perform songs & rhymes Creates movement in response to music. Taps out simple repeated rhythms.	Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Beginning to move rhythmically. Notices what adults do, imitating what is happening and doing it spontaneously when the adult is not there.	Make up songs. Engages in imaginative role-play based on own first-hand experiences.	Move rhythmically to music Invent and adapt narrative with peers and teacher	Make up imaginative stories in play. Move in time with music