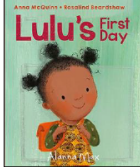
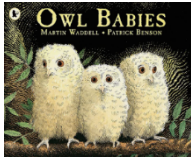
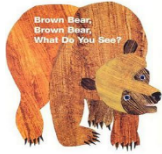
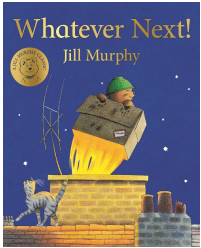
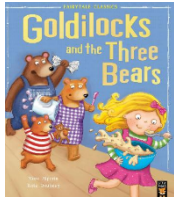
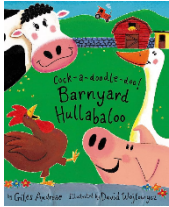
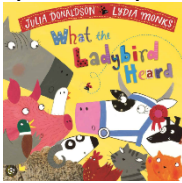
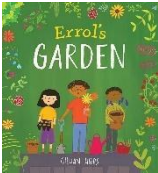
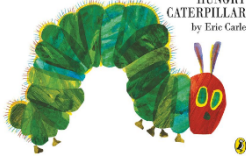
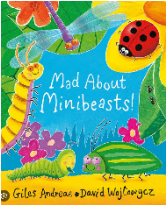
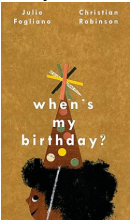
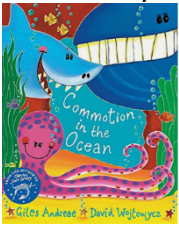
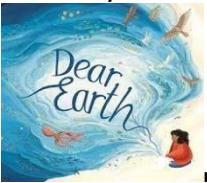
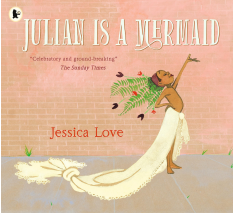
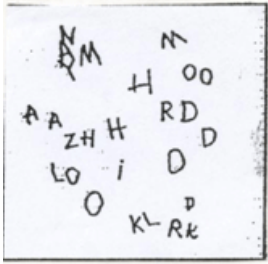




Nursery Curriculum Overview

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Texts	All about Me Developing oracy skills and speaking to an audience for example, speaking in front of a small group of peers talking about objects that are special to them.	All about Me Developing oracy skills and speaking to an audience for example, speaking in front of a small group of peers talking about objects that are special to them.	All about Me Developing oracy skills and speaking to an audience for example, speaking in front of a small group of peers talking about objects that are special to them.	All about Me Developing oracy skills and speaking to an audience for example, speaking in front of a small group of peers talking about objects that are special to them.	All about Me Developing oracy skills and speaking to an audience for example, speaking in front of a small group of peers talking about objects that are special to them.	All about Me Developing oracy skills and speaking to an audience for example, speaking in front of a small group of peers talking about objects that are special to them.
	Lulu's First Day by Anna McQuinn & Rosalind Beardshaw  To learn about starting a nursery and structure and routine. Owl Babies by Martin Waddell  To act out the story and discuss the feelings of the characters at different points of the story The Colour Monster by Anna Llenas  To talk about our feelings and what makes us feel a variety of emotions.	Brown bear brown bear by Bill Martin  Listen carefully and join in with rhymes and songs We're going on a bear hunt by Michael Rosen  To join in with repeated phrases Whatever Next! by Jill Murphy  To create a group story map To create their own adventure for baby bear to go on	Three little pigs by Giuseppe Di Lernia  Retelling stories using story language Making story props. Goldilocks and the three bears by Mara Alperin  Use narrative language Retell a story using a story map Exploring and describing different settings The Gingerbread man by Mara Alperin  - To sequence the main events of the story into chronological order.	The Little Red Hen by Ladybird  To talk about the moral of the story and suggest ways her friends could have helped her Farmyard Hullabaloo by Giles Andreae  To name a range of farm animals What the ladybird heard by Julia Donaldson  To create a character profile To create a map Errol's Garden by Gillian Hibbs  To follow instructions on how to plant seeds	The Hungry Caterpillar by Eric Carle  To name a range of fruits To begin to use time connectives e.g. First, next, then in the context of a life cycle Mad about Minibeasts by Giles Andreae  To name a range of Minibeasts When's my birthday?  To name month of the year To know when their birthday is How do they celebrate their birthday	Sharing a shell by Julia Donaldson  To begin to use descriptive vocabulary such as shiny shell Commotion in the Ocean by Giles Andreae  To create a class fact book about sea creatures Dear Earth by Isabel Otte  To create a class letter about how we can look after the earth JULIAN IS A MERMAID  Jessica Love

Progression of mark making (by developmental stage)	Early Mark making Drawing: children draw/ Scribble 	Random scribble: Children scribble and say what their marks mean 	Controlled Scribbling: Children scribble in rows across the page left to right, top to bottom and give meaning to lines of their writing. 	Letter like forms: Children use unconventional letter forms and familiar symbols such as circles but still give meaning to their writing. 	Random letters: Children begin to use random letter shapes to convey meaning. 	Patterned letters: Children begin to use strings of unrelated letters, sometimes the letters from their name. 
Phonics	Little wandle phonics - Rhyme time Rhyme time games covering - Listening • Syllables • Rhyming • Alliteration • Sound knowledge.		Little wandle phonics - Tuning into sounds Four aspects of Tuning into sounds: • Learn the sound: What’s in the box? • Practise the sound: Sound game • Blend with the sound: Blend from the box • Practice blending: Oral blending games.			
Maths	Number rhymes (Hear and Say Number names- counting 1 and 2) Children learn through repetition, singing number rhymes help them to become familiar with numbers and the patterns between them. Different number rhymes help children develop a variety of mathematical skills such as practicing counting forwards, counting backwards, skip counting and subtraction. More than, fewer than, same (comparison 1) Collect objects to compare amounts Make simple comparisons of amounts Look for collections of large and small amounts Compare and talk about large and small amounts Make large and small collections Make collections the same 2D shapes (Shape, space and measure 1) Explore and play with shapes Show interest in simple differences between	Positional Language (Shape, space and measure 2) Children to use Positional language (In front, behind, next to, on top, under) Respond to simple language of position Select shapes for a space Explore and describe shapes and objects Select shapes for a space Sort shapes and objects into simple categories Arrange blocks in a chosen position I see 1,2,3 (Number 1) Notice images in books Respond to “I see 1, 2, 3” Recognise “I see 1, 2, 3” Copy “I see 1, 2, 3” Point to 1, 2, 3 Recognise 1,2,3 in well known tales Explore repeats (Pattern 1 and 2) Listen to repeats in songs and stories	Show me 1,2,3 (Number 2) Copy fingers to show 1 Copy fingers to show 2 Copy fingers to show 3 Show 2 or 3 fingers when seeing 2 or 3 in stories Show 1,2,3 on fingers when asked Explore Patterns (pattern 3 and 4) Explain simple pattern arrangements Choose blocks to copy simple creations Make simple pattern arrangements Make roads and bridges with intent Make simple line patterns with objects Join in fully with sequences and songs Lead sequences and songs Copy art-based simple patterns Sing rhymes independently Read on in familiar repeating stories Height	Weight To make a simple comparison between objects relating to size, length, weight and capacity Take and Give 1,2,3 (Counting 4) Choose a group to count Take out 3 from a group Give others 3 items Take out 2 from a group Give others 2 items Count 3 objects with one to one correspondence Length To make comparisons between objects relating to size, length, weight and capacity Explore Position and routes (Shape, space and measure 3 and 4) Match simple shapes Make simple arrangements Follow simple routes outside Push some shapes and blocks together Talk about arrangements Follow toys around a simple route	Show me 5 (Counting 5) Sing rhymes to 5 and join in with movements Move props back from 5 Begin to count 5 objects with one-to-one correspondence Move props to 5 Show fingers to 5 Match numerals to quantities when acting out songs Comparing amounts (comparison 2 and 3) To compare quantities using language: ‘more than’, ‘less than 2D and 3D Shapes To begin to talk about and explore 2D and 3D shapes using mathematical language about their properties using words such as ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round, flat/round/curved’. Pattern 5 and 6 Children will continue to develop their pattern making skills. They will look in more detail at repeating patterns, progressing to creating their own AB pattern and they will	Stop at 1,2,3,4,5 Consolidation of numbers to 5 Count out up to 5 objects from a larger group Verbally count to a given number Independently show fingers to 5 Explore counting to 5 in different ways Label objects with numerals Begin to make marks to represent quantities 1 more 1 less (Match sort and compare) Children to continue to count, subitise and compare as they explore one more and one less. The children will build on their learning around comparison. They will have previously been introduced to the language of ‘more’, ‘fewer’ and ‘the same’ The children will now begin to use this language themselves to make direct comparisons between groups. Capacity To make a simple comparison between objects relating to size, length, weight and capacity

	shapes Put shapes and blocks into position Select shapes for a reason Begin to explore and describe natural shapes and objects Find and collect objects for a purpose	Start to join in songs with repeats Start to join in with repeats from stories Clap along to songs Make line patterns with own sequences Choose blocks to build roads and towers Join in with repeated actions in songs Sing some refrains independently Say what happens next Join in with repeats in songs and stories Have a sense of daily routines	To make a simple comparison between objects relating to size, length, weight and capacity Move and label 1,2,3 (Counting 3) Make actions when saying counting words Move fingers when saying counting words Count out up to 3 objects from rhymes Notice number symbols as labels Label amounts as 1 and not 1 Label amounts as 1,2,3		begin to notice an error To recognise and create Patterns AB,. Children to copy, continue and create their own patterns. Continue ABA patterns Notice an error in a pattern Copy simple repeated constructions Create their own AB patterns Build constructions with simple enclosure Begin to sequence some events	
PSED	Being me in my world Understanding feelings To learn how to identify their own feelings To learn how to manage their own feelings when separating from caregivers. Being in my classroom To know that we should use our kind words and gentle hands. To build relationships with peers and with staff. Introduce class charter Zones of regulation	Celebrating differences Families To know that all families are different Can name who is in their family Being special To talk about what makes us special and discuss how everyone is special in their own way. To discuss one way that they are special and unique To talk about how I am the same or different to my friend Safety - Trips To know about some potential dangers and how to keep themselves safe from them. such as road safety.	Dreams and goals People who help us - Jobs We will explore what makes us a superhero and think of ‘real superheroes’ in our community. For example, people who help us. To develop our sense of responsibility and membership of a community. Our World Begin to understand the need to respect and care for the natural environment and all living things I can make caring choices for my world.	Healthy me Physical activity To explain what they need to do to stay healthy and can give examples. Exercise, healthy food To understand that exercising and eating healthily has a positive impact on our wellbeing and mental health. Keeping clean To manage my own needs with little support (washing my hands, personal hygiene, toileting) To know and talk about the different factors that support my overall health and wellbeing (e.g., healthy eating, sleep, brushing teeth) <i>Pantosaurus (PANTS)</i> Privates are private Always remember your body belongs to you	Relationships Friendships Talk about how to be a kind friend to others, kind words, gentle hands, sharing and taking turns. Name the important people in their life such as family, friends and familiar adults To talk about ways they could make new friends. Breaking friendships To know that friends sometimes fall out and how to show ways to mend a friendship Talk about ways of solving conflicts such as using a timer and asking an adult for support. Online safety - To know about some potential online dangers and how to keep themselves safe from them.	Changing me Growth and change To prepare for change and the transition to reception. To know that we grow older each year on our Birthdays Fun and fears To know who to talk to if they are feeling worried. To know that sharing how they feel can help solve a worry
Understanding the world Links Geography (NC) - Knowing about simple maps. Mapping routes, spaces and places known to them. - Knowing some physical and human features of our school and the community we live in including the city of London. - Knowing that our environment, community and world are diverse and different from each other	What is a simple map? Mapping out their classroom Educational visits/ Experiences: Classroom familiarisation - Where the different learning areas are located - Finding pathways in the indoor and outdoor environment, forest school, edible garden What are the similarities and differences between the places we come from. Through identifying children’s backgrounds children listen to, observe and comment on differences and similarities between where they are from. -buildings, weather, The Holiday bear - children take it in turns to take the teddy away when they go on a holiday, short day trip, or even just to visit their family. Children can share their experiences with their friends looking at the lives of their peers and the communities they live in.	What is a simple map? To understand what a map is for – storybook maps - Mapping journeys characters take - Talk about journeys they have taken Understanding what a map is - storybook maps - We’re going on a bear hunt, The Holiday bear - children take it in turns to take the teddy away when they go on a holiday, short day trip, or even just to visit their family. Children can share their experiences with their friends looking at the lives of their peers and the communities they live in.	What are the similarities and differences between the places we come from. Through identifying children’s backgrounds children listen to, observe and comment on differences and similarities between where they are from. -buildings, weather, What are the similarities and differences between places we have been? Educational visits/ Experiences: Sharing images from trips and travels (throughout the year) - Commenting on pictures - Identifying weather and landscape. The children will talk about the differences they have experienced or seen in photos such as a summer holiday and a winter holiday, different weather, different foods (sea, sand, hot, cold, snow) The Holiday bear - children take it in turns to take the teddy away when they go on a holiday, short day trip, or even just to visit their family. Children can share their experiences with their friends looking at the lives of their peers and the communities they live in.	What is a simple map? To understand what a map is for – storybook maps - Mapping journeys characters take - Talk about journeys they have taken What the Ladybird heard The Holiday bear - children take it in turns to take the teddy away when they go on a holiday, short day trip, or even just to visit their family. Children can share their experiences with their friends looking at the lives of their peers and the communities they live in.	- The Holiday bear - children take it in turns to take the teddy away when they go on a holiday, short day trip, or even just to visit their family. Children can share their experiences with their friends looking at the lives of their peers and the communities they live in.	Big Idea Knowing that our environment, community and world are diverse and different from each other (link to literacy focus texts). The Holiday bear - children take it in turns to take the teddy away when they go on a holiday, short day trip, or even just to visit their family. Children can share their experiences with their friends looking at the lives of their peers and the communities they live in.
Understanding the world Links to History (NC) Know we have a family history of significant events	When do things happen? Begin to understand and follow the daily routine with the use of a visual timetable	To know that I have had special events in my life.	To know that I have had special events in my			

2. To know we can use objects and photos to see change over time 3. To know that there are and have been significant people who contribute to society and the world	Recite days of the weeks, with support. Begin to understand might happen in the morning/ afternoon ...morning, afternoon Continue to show awareness that there is a sequence of events to complete an activity. To know that I have had special events in my life. To talk about similar significant events - birthdays, holidays, and weekend activities	To talk about similar significant events - birthdays, holidays, and weekend activities.	life. To talk about similar significant events - birthdays, holidays, and weekend activities.	To talk about the people in our local community and what they do. Including jobs in our family To know that I have had special events in my life. To talk about similar significant events - birthdays, holidays, and weekend activities.	To know that I have had special events in my life. To talk about similar significant events - birthdays, holidays, and weekend activities.	To know that I have had special events in my life. To talk about similar significant events - birthdays, holidays, and weekend activities.
Understanding the world Links to Science (NC) 1. To know that there are many different kinds of animals and plants, they are all living things that grow and need care. 2. To understand important processes and changes in the natural world. 3. To actively engage in scientific enquiry.	To observe and describe the weather and changes in the natural world using their senses. To observe plants in our environment Plant seeds and bulbs and care for them	To observe and describe the weather and changes in the natural world using their senses.	To observe and describe the weather and changes in the natural world using their senses. To observe plants in our environment Plant seeds and bulbs and care for them	To observe and describe the weather and changes in the natural world using their senses. To identify and name some common and familiar animals (local and city farm). To begin to describe the features of the animals.	To observe and describe the weather and changes in the natural world using their senses. To observe a life cycle (Butterfly) To comment on changes To observe plants in our environment 	To observe and describe the weather and changes in the natural world using their senses.
Understanding the world Links to R.E (NC)	Birthday (Celebrating)	What happens at Diwali (celebrating) The Christmas Story	Chinese New Year Story What happens at Eid Ul Fitr/Adha? (Celebrating)	What happens at Easter? (celebrating)		What makes a place special? (Aspects)
Understanding the world Links to Computing To understand how technology can help us. To begin to programme simple programmable toys. To begin to understand how to keep ourselves safe.	To show an interest in technological toys/objects. To begin to know some ways to stay safe with technology. (links with home) To use technology in play to investigate and record. talking tins, talking watches, talking clipboards	To use technology in play to investigate and record. Cameras on ipads, talking tins, talking watches, talking clipboards	To begin to know some ways to stay safe with technology. (Using ipads to take photos) To use technology in play to investigate and record. Cameras on ipads, talking tins, talking watches, talking clipboards	To begin to operate simple equipment (Bee bots). To use technology in play to investigate and record. Cameras on ipads, talking tins, talking watches, talking clipboards	Visiting our local area - identifying technology around us e.g. cars, traffic lights, cash machines, phone boxes To begin to know some ways to stay safe with technology. To use technology in play to investigate and record. Cameras on ipads, talking tins, talking watches, talking clipboards	To use technology in play to investigate and record. Cameras on ipads, talking tins, talking watches, talking clipboards
Expressive arts and design Links to Art (NC) 1. To know that colours can be chosen and made to represent what is seen or for effect. 2. To use a range of natural materials to create structures. 3. To know that we can represent what we can see and imagine and feel through drawing.	Create closed shapes and begin to use these to make pictures, including a circular face. (self portrait) To select a colour for a particular purpose To communicate why a colour has been chosen To begin to explore how colours can be mixed to make other colours. Inspiration Alma Thomas	To begin to explore natural resources can be combined to create temporary artwork. Inspiration Andy Goldworthy		To explore and manipulate a raw material with limited changes (poking, pulling, pinching, squeezing, patting) (ladybirds)	Begin to understand that they can draw through observation (observational drawing of flowers) Inspiration Georgia O'keeffe To select a colour for a particular purpose To communicate why a colour has been chosen To begin to explore how colours can be mixed to make other colours. (printing)	Create closed shapes and begin to use these to make pictures, including a circular face. (self portrait)
Expressive arts and design Links to Design and technology (NC) 1. To know that structures can be constructed with a variety of materials. 2. To understand that materials can be joined together in a variety of ways 3. (in PD/PSED)	To explore constructing through balancing and connecting.	To be able to join two materials together using glue and masking tape (rocket)	To be able to join two materials together using glue and masking tape (story props/puppets) To explore constructing through balancing and connecting. Houses for key literacy text (three little pigs)			
Expressive arts and design Links to Music (NC)	Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Transport	Big Band

Physical development - Fine motor - Gross motor <i>Continuous provision in EYFS environment – fine motor and gross motor skills.</i>	Introduction to PE In this unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.	Fundamentals In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.	Dance Pupils begin to negotiate space safely. Pupils build confidence to try new challenges and perform in front of others. Pupils explore movement skills and follow instructions with support. Pupils begin to use and remember sequences and patterns of movements which are related to music and rhythm. Pupils show respect towards others.	Gymnastics In this unit, children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.	Ball Skills In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner	Games In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.
Physical Development Links to Design and technology (NC) <u>Big Ideas</u> 1. To understand how we prepare and make healthy food.	To use the fork secure method to cut a variety of soft fruit and vegetables. To talk about healthy food choices To understand that food can be combined to create a final product.		To talk about healthy food choices To understand that food can be combined to create a final product. (porridge) (Healthy Breakfast).		To use the fork secure and introduce a bridge hold method to cut a variety of soft fruit and vegetables (fruit salad)	
Trips and Experiences Others will be confirmed throughout the year		Local area walk - seasonal changes and collecting natural resources Nativity performance Theatre	Local shops / Park visits	Local shops / Park visits Farm visit Visitors involving peoples jobs	Local shops / Park visits	Local shops / Park visits Olympic park (Tumbling Bay)