



Nursery

Curriculum overview

2022-2023

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic Title | <i>Once Upon a Time...</i> | <i>Our World</i> | <i>Vroom Vroom!</i> | <i>We are all Super</i> | <i>Down in the jungle</i> | <i>Under the Sea</i> |
| Focus area | Literacy | CLL | Maths | EAD/PSED | PD | UTW |
| Texts | <p><u>Traditional Tales:</u> Goldilocks Little Red Riding Hood Gingerbread man Three Little Pigs The elves and the shoemaker The Magic Porridge Pot</p> | Peace at last – Jill Murphy Kippers Birthday – Mick Inkpen Owl Babies – Martin Waddell The house that wanted a family – Susan Spence Daniel A squash and a squeeze – Julia Donaldson The Gruffalo - Julia Donaldson We're going on a Bear Hunt – Michael Rosen | The Train ride – June Crebbin Duck in at truck – Jez Alborough The Naughty Bus – Jan and Jerry Oke Topsy and Tim go on an aeroplane – Gareth and Jean Adamson Go go Pirate Boat – Katrina Charman The Journey Home from Grandpas (Song) People Who Help us (NF) | Supertato – Sue Hendra and Paul Linnet Super worm - Julia Donaldson Super Daisy – Kes Gray Superhero Hotel – Abie Longstaff My Mum is a Superhero – Ruby Brown (Link to mother's day) Super Bat – Matt Carr | We're going on a lion hunt – Margery Cuyler Dear Zoo – Rod Campbell Monkey Puzzle – Julia Donaldson Meerkat Mail - Emily Gravett Rumble in the Jungle – Giles Andreae Handa's Surprise – Eileen Browne | Barry the fish with fingers – Paul Linnet Clumsy Crab – Ruth Galloway Sharing a shell - Julia Donaldson Starry eyed Stan (Twinkl original story) Commotion in the Ocean - Giles Andreae |
| Nursery Rhymes/Poems | When Goldilocks went to the house of the Bears | Twinkle Twinkle | Wheels on the Bus | Wind the Bobbin up | 5 Little Monkeys | 1,2,3,4,5 Once I caught a fish alive |

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| Literacy | <ul style="list-style-type: none"> • Can independently access a book • Can count and clap syllables in words • Begins to explore making different marks <p>Can make marks and understand the instructions up and down</p> | <ul style="list-style-type: none"> • Can independently access a book • Can count and clap syllables in words • Begins to explore making different marks <p>Can make marks and understand the instructions up and down</p> | <ul style="list-style-type: none"> • Understands the difference between illustrations • Knows that print carries meaning • Begins to explore initial sounds in words • Can discuss main events and characters in known books • Draws clearly and purposefully • Begin to form some letters accurately <p>Can copy write some letters form their name</p> |
| CLL | <ul style="list-style-type: none"> • Child can shift from 1 task to another when called • Can listen to short stories and rhymes • Shows an awareness of new vocabulary <p>Begins to join in singing songs</p> | <ul style="list-style-type: none"> • Can listen to and follow a simple instruction • Begins to use new vocabulary • Can understand and answer simple questions (Where/what/who) • Starts a conversation • Uses talk to organise ideas and play <p>Begins to use simple sentences</p> | <ul style="list-style-type: none"> • Can listen to longer stories and recall some parts • Understand a 2 part question/instruction • Uses a wide range of taught vocabulary • Can understand and answer simple why questions • Uses longer sentences <p>Can continue a conversation for many turns.</p> |
| Maths | <ul style="list-style-type: none"> • Can recite numbers in order to 5 • Begins to show finger numbers up to 5 • Begins to compare quantities • Can recognise some shapes • Can construct for a purpose using different shapes • Begins to show an awareness of different positional language <p>Begins to follow daily routine, understanding what comes next</p> | <ul style="list-style-type: none"> • Say one number for each item when touch counting • Begins to develop a fast recognition of up to 3 objects without counting individually • Experiments with marks to represent numerals • Shows an understanding of descriptive shape language • Begins to make comparisons between objects (such as size, length) <p>Shows an awareness of repeating patterns</p> | <ul style="list-style-type: none"> • Can consistently recite numbers in order to 10 • Recognises numerals to 5 • Knows that numbers identify how many in a set • Begins to form some numerals • Can use mathematical vocabulary to discuss and describe shapes • Extend a repeating pattern • Uses some positional language through play <p>Uses some time vocabulary (morning, afternoon, later, tonight)</p> |
| PSED | <ul style="list-style-type: none"> • Can ask for help • Becomes more outgoing with unfamiliar people • Begins to seek out others to share experiences • Begins to understand routine and classroom boundaries | <ul style="list-style-type: none"> • With help can select and use activities and resources • Show more confidence in new social situations • Play with peers (1 or more) • Can follow routine and classroom boundaries with some prompts | <ul style="list-style-type: none"> • Can select resources to achieve a personal outcome • During play extends and elaborates ideas with peers • Can follow rules and boundaries without adult guidance |

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| | <ul style="list-style-type: none"> Show an awareness of different feelings Begins to share resources/take turns with support from adults <p>Can attend to toilet needs most of the time</p> | <ul style="list-style-type: none"> Can talk about their own feelings Can share and take turns with others <p>Can attend to own personal care needs</p> | <ul style="list-style-type: none"> Discuss conflicts and resolve with support from an adult Show awareness of how others might be feeling <p>Can dress with some independence</p> |
| PD | <ul style="list-style-type: none"> Begin to move in different ways Use large muscle movements during day to day activities Explore different resources used to support large muscle movements Begins to use 1 handed tools Explore handling different mark making resources | <ul style="list-style-type: none"> Move in different ways using apparatus and equipment Develop large muscle movements using equipment Selects equipment with a purpose supporting large muscle movements. E.g. ribbons for dancing/chalk for mark making Shows increasing control using 1 handed tools <p>Begins to use mark making resources with control</p> | <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding and ball skills Uses large muscle movements to make marks Collaborate with others when using large muscle movement resources Use scissors to make snips in paper <p>Shows preference for a dominant hand using a comfortable grip</p> |
| UW | <ul style="list-style-type: none"> Explores natural materials with a hands on approach Is aware of own family Begins to explore different materials <p>Explore how things work</p> | <ul style="list-style-type: none"> Explores and groups different natural materials (shape, size, length) Plants seeds and understands how to care for them Can discuss stories from their home Shows an interest in different occupations <p>Talks about materials and changes that can be made e.g. floating/melting/stretching</p> | <ul style="list-style-type: none"> Begin to discuss key features of a life cycle Can talk about caring for living things Can talk about some of the similarities and differences in relation to friends or family <p>Shows an awareness that there are different countries in the world</p> |
| Expressive Arts and Design | <ul style="list-style-type: none"> Explore different materials freely and begin to understand how they can be joined Take part in simple pretend play using props Begins to listen with increased attention to different sounds Begins to explore instruments | <ul style="list-style-type: none"> Create closed shapes that represent objects Explores colour Begins to develop story lines in play using resources that are in the classroom Join in singing familiar songs <p>Explores instruments discussing their different sounds and tapping a pulse</p> | <ul style="list-style-type: none"> Develop own ideas and decide which materials to use Can draw in detail to represent own ideas Explores colour mixing Constructs imaginative "small worlds" linked to story lines in play Recognises change in pitch and tone and the melody of a song <p>Play instruments to express feelings and ideas</p> |
| Let's Celebrate | Eid Diwali Halloween | Chinese new Year Shrove Tuesday World Book Day | Fathers' Day |

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| | Bonfire Night Remembrance Day Christmas | Mothers' day Easter | |
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