



Nursery

Curriculum overview

2024-2025

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	<i>Once Upon a Time...</i>	<i>Our World</i>	<i>In a magical land...</i>	<i>We are all Super</i>	<i>Down in the jungle</i>	<i>Under the Sea</i>
Texts	Goldilocks Little Red Riding Hood Gingerbread man Three Little Pigs The elves and the shoemaker Hansel and Gretal We're going on a Pumpkin hunt	Peace at last Owl Babies The Gruffalo - We're going on a Bear Hunt Guess how much I love you Shark in the park Nursery Rhyme Week	10 little pirates There's an alien in your book Zog Meg and Mog The Princess and the Wizard How to spot a dinosaur	Supertato Supertato Bubble Trouble Super worm Super Bat There's a superhero in your book	We're going on a lion hunt Dear Zoo Monkey Puzzle Rumble in the Jungle Hole in the Zoo Click Clack Crocodiles back	Barry the fish with fingers Clumsy Crab Sharing a shell Commotion in the Ocean The three little fish and the big bad shark
Literacy	Reading <ul style="list-style-type: none"> • Can independently access a book • Can count and clap syllables in words Writing <ul style="list-style-type: none"> • Begins to explore making different marks • Can make marks and understand the instructions up and down 		Reading <ul style="list-style-type: none"> • Holds a book the correct way turning the pages • Understands that a book has a front cover, back cover, and pages in between • Can fill in missing words in known rhymes and rhyming stories 		Reading <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 Writing <ul style="list-style-type: none"> • Draws clearly and purposefully 	

		<ul style="list-style-type: none"> • Can shows good knowledge of know stories through discussion <p>Writing</p> <ul style="list-style-type: none"> • Makes meaningful marks with a purpose. E.g. draws themselves • Can make marks and understand the instructions round and back 	<ul style="list-style-type: none"> • Begin to form some letters accurately • Can copy write some letters form their name
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 • Begins to join in singing songs 	<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 • Begins to use simple sentences 	<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 • Can continue a conversation for many turns.
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 • 	<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 	<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
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 • Show an awareness of different feelings • Begins to share resources/take turns with support from adults • Can attend to toilet needs most of the time 	<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 • Can talk about their own feelings • Can share and take turns with others • Can attend to own personal care needs 	<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 • Discuss conflicts and resolve with support from an adult • Show awareness of how others might be feeling • Can dress with some independence
PD	<ul style="list-style-type: none"> • Begin to move in different ways • Use large muscle movements during day to day activities 	<ul style="list-style-type: none"> • Move in different ways using apparatus and equipment 	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding and ball skills

	<ul style="list-style-type: none"> • 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"> • 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 • Begins to use mark making resources with control 	<ul style="list-style-type: none"> • Uses large muscle movements to make marks • Collaborate with others when using large muscle movement resources • Use scissors to make snips in paper • Shows preference for a dominant hand using a comfortable grip
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 • Explore how things work 	<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 • Talks about materials and changes that can be made e.g. floating/melting/stretching 	<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 • Shows an awareness that there are different countries in the world
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 • Explores instruments discussing their different sounds and tapping a pulse 	<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 • Play instruments to express feelings and ideas
Let’s Celebrate	<p>Diwali Halloween Bonfire Night Remembrance Day Christmas Nursery Rhyme week</p>	<p>Chinese new Year Shrove Tuesday World Book Day Mothers’ day Easter Eid</p>	<p>Fathers’ Day</p>