



Nursery

Curriculum overview

2023-2024

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 Focus Author- Eric Hill	Goldilocks Little Red Riding Hood Gingerbread man Three Little Pigs The elves and the shoemaker The Magic Porridge Pot <i>Spot Loves Nursery</i>	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 <i>Spots walk in the woods</i>	10 little pirates There's an alien in your book Zog Meg and Mog The Princess and the Wizard How to spot a dinosaur <i>Spot goes to the circus</i>	Supertato Supertato Bubble Trouble Super worm Super Bat There's a superhero in your book <i>Spots Easter Surprise</i>	We're going on a lion hunt Dear Zoo Monkey Puzzle Rumble in the Jungle Hole in the Zoo Click Clack Crocodiles back <i>Find Spot at the Wildlife Park</i>	Barry the fish with fingers Clumsy Crab Sharing a shell Commotion in the Ocean The three little fish and the big bag shark <i>Spot goes to school</i>
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 show 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 • Can recognise some shapes • Can construct for a purpose using different shapes • Begins to show an awareness of different positional language • Begins to follow daily routine, understanding what comes next 	<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) • Shows an awareness of repeating patterns 	<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 • Uses some time vocabulary (morning, afternoon, later, tonight)
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 	<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 	<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

	<ul style="list-style-type: none"> 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"> Can share and take turns with others Can attend to own personal care needs 	<ul style="list-style-type: none"> 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 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 Begins to use mark making resources with control 	<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 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	Diwali Halloween	Chinese new Year Shrove Tuesday	Fathers’ Day

	Bonfire Night Remembrance Day Christmas Nursery Rhyme week	World Book Day Mothers' day Easter Eid	
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