



Nursery Curriculum overview

Themes/Topics	Autumn 1 Marvellous Me and My Family	Autumn 2 Adventures/Celebrations	Spring 1 Our Community Heroes _ People Who Help Us	Spring 2 Animals including Minibeasts	Summer 1 Spring, Planting, Growing and Healthy Eating	Summer 2 Once upon a...
<p style="text-align: center;">CAL Listening, Attention & Understanding Speaking</p>	<p>To sing rhymes and look at picture books.</p> <p>To talk about the different characters and what they are doing.</p> <p>To talk about themselves and their families.</p> <p>Develop communication that can be understood by others.</p>	<p>To listen to, and follow simple instructions.</p> <p>To talk about celebrations at home.</p> <p>To listen to stories on celebrations such as birthdays, Diwali and Christmas, etc and to talk about them and why they are celebrated.</p> <p>To talk about and know why we celebrate some historical events: Bonfire Night/Guy Fawkes</p> <p>Armistice Day</p>	<p>To talk about different occupations</p> <p>To learn and talk about modes of transportation.</p> <p>To begin to use a wide range of vocabulary in the correct context.</p> <p>To talk in short sentences that others can understand.</p> <p>To listen to, and follow simple instructions and respond to questions appropriately</p> <p>To understand two part questions</p>	<p>To listen to a range of stories and non-fiction texts and retain key vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p>To listen to, and follow simple instructions and respond to questions appropriately.</p> <p>To talk in short sentences that others can understand.</p> <p>To understand who and why questions</p>	<p>To listen to traditional stories and non-fiction texts and retain key vocabulary.</p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p>To be able to use connectives e.g. Once upon a time and then.</p> <p>To understand who and why questions</p>	<p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.</p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story with confidence.</p> <p>To be able to use connectives e.g. Once upon a time and then.</p>



Nursery Curriculum overview

<p style="text-align: center;">Physical Development Gross Motor/Fine motor</p>	<p>To take care of toileting needs independently.</p> <p>To begin to show a preference for a dominant hand.</p> <p>To climb apparatus safely.</p> <p>To begin to show awareness of moving equipment safely with peers.</p>	<p>To independently put on their coats, with some support for the zipper and.</p> <p>To copy dance moves and to move to different kinds of rhythms.</p> <p>To use mark making resources with increasing independence.</p>	<p>To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc.</p> <p>To mark make in sensory trays and also copy different patterns.</p> <p>To begin to mark make using a comfortable grip when using pencils and pens.</p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.</p> <p>To hold jugs and containers confidently and pour from one container into another.</p>	<p>To begin to hold the pencil correctly using a tripod grip.</p> <p>To begin to form numbers and familiar letters, e.g. letters in their name.</p> <p>To look at books independently whilst turning pages one at a time.</p> <p>Using balancing apparatus.</p> <p>To begin to mark make using a comfortable grip when using pencils and pens.</p>	<p>To hold the pencil using the tripod grip and forming letters and numbers mostly correctly.</p> <p>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.</p> <p>To run skilfully and be able to negotiate space.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To show awareness of healthy food choices and impact on our body.</p>	<p>To confidently hold the pencil, using the tripod grip and forming letters and numbers mostly independently.</p> <p>To independently write their name.</p> <p>To confidently use scissors and other tools safely.</p> <p>To mark make using a comfortable grip when using pencils and pens</p>
<p style="text-align: center;">PSED</p>	<p>To separate from the main carer and learn to adapt to the Nursery environment.</p>	<p>To learn about daily routines and classroom rules.</p>	<p>To learn how to share resources and play in a group.</p>	<p>To show independence in accessing and exploring the environment.</p>	<p>To be able to initiate play with peers and keep play going by giving ideas.</p>	<p>To gain enough confidence to talk to adults and peers.</p>



Nursery Curriculum overview

	<p>To select and use activities and resources, with some support if needed.</p> <p>To start understanding the class rules and routines</p> <p>To start talking about Feelings – Zones of Regulation (what makes me happy/sad)</p> <p>To managing personal Hygiene – using toilet – washing hands</p>	<p>To be aware of behavioural expectations in the Nursery.</p> <p>To select and use activities and resources, with some support if needed.</p> <p>To show an awareness of the importance of oral health.</p> <p>To know how to adapt behaviour to suit classroom routines.</p> <p>To show confidence in asking adults for support.</p> <p>To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.</p>	<p>To learn to look after resources within the class.</p> <p>To listen to, and follow rules set.</p> <p>To take turns whilst playing and waiting patiently to have a go.</p> <p>To know how to manage their emotions in different situations</p> <p>To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'.</p>	<p>To independently put on coats and use the toilet.</p> <p>To listen to, and follow rules set.</p> <p>To learn to look after resources within the class.</p> <p>To approach an adult if they need support</p>	<p>To become more outgoing with unfamiliar people.</p> <p>To show more confidence in new social situations.</p> <p>To begin to find solutions to conflicts.</p> <p>To show an awareness of how others may be feeling</p> <p>To know that to play nicely it's important to share and take turns.</p> <p>To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort.</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p>	<p>To begin to be assertive towards others where necessary.</p> <p>To know how to talk politely and develop an understanding of what is appropriate.</p> <p>To know that it is OK to challenge others, but they must remember to always be kind.</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p>
Reading/comprehension	To know that text can be used as a form of identification.	To talk about and retell a range of familiar stories.	Adults will consistently model correct formation.	To be able to talk about their marks with confidence.	Children will begin to identify some sounds	Lots of Fred games focusing on oral blending.



Nursery Curriculum overview

	<p>To know that text has a meaning.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p> <p>To learn a range of Nursery Rhymes.</p> <p>To recognise familiar logos and labels within the environment.</p>	<p>To learn that stories have a sequence; beginning, middle and end.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p>	<p>To talk about and retell a range of familiar stories.</p> <p>To know that each letter makes a sound – focussing on sounds in their names.</p> <p>To join in with repetition within stories and rhymes.</p> <p>To be able to talk about different parts of the story.</p>	<p>To talk about the sounds they have identified from the RWI program.</p> <p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p>	<p>during oral blending games.</p> <p>To begin to make predictions about a story, sometimes supported by an adult with vocabulary.</p> <p>To know that blending sounds makes words.</p> <p>To join in with repetition within stories.</p> <p>To be able to talk about different parts of the story.</p>	<p>Children are able to identify initial sounds and blend familiar CVC words.</p> <p>Make predictions about a story using the relevant vocabulary with independence.</p> <p>To be able to segment sounds in CVC words.</p> <p>To join in with repetition within stories.</p> <p>To engage in extended conversations about stories.</p>
Writing	<p>To be able to mark make and identify their marks.</p>	<p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To begin to explore initial sounds in familiar words.</p> <p>To know that letters are used to make up words.</p>	<p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To begin to attempt writing familiar letters, e.g letters in their name.</p>	<p>To be able to mark make and give meaning to their marks.</p> <p>To identify the pictures linked to RWI sound.</p> <p>To begin to form some letters correctly, e.g. letters in their name.</p>	<p>To identify the pictures linked to RWI sound.</p> <p>To identify and attempt to mark make the pictures with corresponding sound</p>	<p>To mark make for a purpose and be able to talk about the marks</p> <p>To identify CVC words orally.</p>



Nursery Curriculum overview

		<p>To know that each letter makes a sound – focussing on sounds in their names.</p> <p>To begin to acknowledge initial sounds and their relevance in the environment</p>				
Maths	<ul style="list-style-type: none"> - Numerals 1 & 2 - Selecting 1 Or 2 - Subitising 1 and 2 - Numberblock 1 & 2 - 2D shape – circle - Sorting – into 2 groups - Patterns – AB patterns 	<ul style="list-style-type: none"> - Numerals 3 & 4 - Selecting 3 & 4 - Subitising & representing 3 & 4 in different ways - Numberblock 3 & 4 - fewer - splitting to make smaller amount and combining to make whole - 2D shape – triangle and squares and rectangles - Sorting – by given criteria - length/height – sort 3 objects by length or height 	<ul style="list-style-type: none"> - Numeral 5, numberblocks 5 - Subitise and represent five in different ways - Counting and ordering 5 - Measures- Days of the week - Capacity – full/empty, ordering 3 containers for capacity - Positional language - 2D shapes (review as needed) - Weight – heavy & light xdsx 			
EAD	<p>Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm.</p> <p>To learn about art and music of Africa for Black History Month.</p> <p>Uses various construction materials.</p>	<p>Sing familiar Nursery Rhymes.</p> <p>To use different colours and materials to make Rangoli Patterns.</p> <p>To make Christmas cards and decorations for friends and family using a range of media.</p>	<p>To use scissors effectively.</p> <p>To begin to act out different scenarios using props to enhance imaginative play.</p> <p>Sing familiar songs or make up songs.</p> <p>Beginning to construct, stacking blocks</p>	<p>To learn about different textures and talk about them.</p> <p>Feely bag activities with different objects for children to feel and describe.</p> <p>To engage in role play by making stick puppets of different story characters.</p>	<p>To use puppets and props to act out different traditional stories.</p> <p>To make masks for role play.</p> <p>Sing familiar songs in the correct tone and changing melody if appropriate.</p>	<p>Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm.</p> <p>To listen to music and create movements to the different beats.</p>



Nursery Curriculum overview

	<p>To know that certain art types belong to different cultures. E.g. Africa.</p> <p>For children to be able to construct with a purpose and safely.</p> <p>To make self-portraits.</p>	<p>To make Divali/Christmas cards/ Diva lamps.</p> <p>To make patterns with paint and different objects, exploring what happens when you mix colours.</p> <p>To Creating autumn scenes</p> <p>Joins construction pieces together to build and balance</p>	<p>vertically and horizontally, making enclosures and creating spaces.</p> <p>To play instruments with increasing control.</p>	<p>Sing familiar Nursery Rhymes.</p> <p>Realises tools can be used for a purpose.</p> <p>To create closed shapes with continuous lines which represent objects that can be spoken about or identified.</p>	<p>Uses available resources to create props to support role-play.</p> <p>To use available props to develop stories and make imaginative play more purposeful.</p> <p>To show different emotions in pictures clearly.</p> <p>To draw with increasing control, representing features and detail clearly.</p>	<p>To construct with bricks and blocks to make an enclosure.</p> <p>Explore different materials freely, using them with a purpose</p> <p>To know that body movements can be changed depending on the rhythm to achieve a desired effect.</p> <p>To know that different construction toys can be used to make new things that can be used in pretend play</p>
--	--	---	--	--	--	--



Nursery Curriculum overview

<p style="text-align: center;">Understanding the World</p>	<p>To talk about who is in their family To begin to able to talk about their body parts and what the function is of each part.</p> <p>To draw silhouettes and orally label body parts.</p> <p>To begin to identify similarities and differences between themselves and peers.</p> <p>To learn about how they travel to school, local area and natural environment.</p>	<p>To know that everyone has a birthday and they are usually celebrated in a similar manner around the world.</p> <p>To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Ramadan by Muslims and Christmas is celebrated by Christians.</p> <p>Operate simple equipment e.g. turn on CD player or use a remote control.</p> <p>To learn about the different stories related to Autumn festivals.</p> <p>To learn about the changes that occur in the autumn</p>	<p>To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/fire fights/postman/ shop assistant etc).</p> <p>To learn about different modes of transportation and who operates them</p> <p>To use the computer to complete a simple task.</p>	<p>Make your own habitats using a range of resources.</p> <p>Make comparisons between habitats of farm animals and wild animals.</p> <p>Continue to use the computer to gain confidence in using the mouse.</p> <p>To learn about Easter.</p> <p>To use senses to explore the world around them.</p> <p>To learn about simple life cycles eg butterfly/chicken</p>	<p>To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow.</p> <p>Talk about the life cycle of a plant and animals.</p> <p>Talk about where food comes from and bake a range of things.</p> <p>To use senses to explore the world around them.</p>	<p>To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats</p> <p>To listen to rhymes such as Humpty Dumpty and Baa Baa Black Sheep and talk about where eggs/wool come from and talk about what we use these for</p> <p>To explore a range of materials</p>
---	--	--	---	--	---	--