

Nursery Curriculum Overview

For our Nursery children we actively promote and value development of the prime areas of learning; communication and language, personal, social and emotional development and physical development. We believe that these are fundamental for the children to thrive and flourish. We also believe that if we lay down good foundations of the specific areas of learning now it will result in a firm base for the rest of their education to build on. We aim to develop these in several ways. Firstly, we highly value child initiated learning and learning through play as we believe it is how children of this age naturally and innately learn and helps to develop and promote good characteristics of effective learning. We aim to provide a carefully planned and stimulating environment and support the children through adult modelling, scaffolding and mindful interactions. We also have several adult led sessions scattered throughout the day and adult led activities and provision during CIL. Through formative assessment we aim to quickly identify any areas that need further support and this may be addressed in small groups or 1:1 and through focus activities. Our themes and topics have been chosen with the intention of providing opportunities for children to learn and explore the world around them. Their world e.g. All about me, the natural world e.g. seasons and different places, cultures and traditions around the world. However, our themes and topics are flexible and adapted to the children's interests and experiences and some topics not listed may be added. To guide our curriculum, the Early Years Framework and Development Matters have been used. Please note that this is a general overview of the year and specific targets and planning will be dependent on the cohort's attainment, needs and next steps.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Settling, All about me, Autumn, Yom-Kippur, Halloween	Guy Fawkes, Remembrance, Light and Dark, Hanukkah, The Nativity and Christmas traditions	Winter, Chinese New Year and Pancakes.	Spring, Holy Festival, Easter,	Life cycles, growing, Summer, Ramadan and Eid	Traditional tales Transition
Communication and language	<ul style="list-style-type: none"> -Listens when someone is talking -Waits their turn when someone is talking -Understands repeated instructions e.g. put the lid on. -Starts to build vocabulary from listening to others, stories and songs -Sits and listens to stories -Identify environmental sounds and instrumental sounds -Talk about our themes and topics in relation to their experiences. -Knows some words that describe feelings 	<ul style="list-style-type: none"> -Joins in with familiar/favourite songs -Joins in when conversation interests them. -Follows simple instructions -Name peers and familiar adults. -Talks about some parts of familiar stories. -Recite some rhyming stories, songs and phrases. -Talk about some festivals and traditions e.g. fireworks, remembrance, Christmas. -Talks about opposites – e.g. light/dark 	<ul style="list-style-type: none"> -Starting to understand and answer questions e.g. who, what, where -Remembers familiar stories in greater detail -Learns new vocabulary and uses it in context when playing. -Follows a 2-part instruction. -Builds vocabulary around our themes and topics -Initiates conversations -Continues to build repertoire of songs and rhymes -Identifies rhyming words from multiple choices 	<ul style="list-style-type: none"> -Uses language to express their opinion -Asks questions – who, what, where -continues to build a repertoire of songs and rhymes -can hear the initial sound in words -Builds vocabulary around our themes and topics -Retells a familiar story -Adjusts intonation to make phrasing clear -Uses more complex sentences (and/because) -Describes past events in detail -Uses words to describe feelings 	<ul style="list-style-type: none"> -Uses language to imagine and develop roles in play -Understands and answers questions – why, how -continues to build a repertoire of songs and rhymes -Builds vocabulary around our themes and topics -Orally blends simple words that are orally segmented for them -Builds language and vocabulary to debate when they disagree with someone or something. 	<ul style="list-style-type: none"> -Uses tense correctly when speaking the majority of the time -Starting to ask questions – why, how -continues to build a repertoire of songs and rhymes -Builds vocabulary around our themes and topics -Attempts to orally segment simple -Pays attention to more than one thing at a time and can shift attention quickly -Starts to make up their own story.

<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> -Separates from their grown up and comes into the classroom independently -Selects resources in CIL with minimal support. -Uses their 'all about me box' to talk about themselves to others -Learn some of their peer's names -Learn the names of familiar adults in the setting -Enjoys playing alongside their peers -Starts to consider feelings using colour monster resources. -Join in with adult led/small group sessions. -Stores coat and possessions on their peg with reminders and support -Gets snack with reminders and support 	<ul style="list-style-type: none"> -Starts to develop some friendships -Will seek familiar adults for support and help. -Uses colour monster resources to label their own feelings -Considers ways to stay safe. -Uses resources safely and carefully with support. -Enjoys having a classroom job. -Uses peers' names in play. -Addresses familiar adults by their names. -Follows classroom rules and routines with reminders and support. -Can talk about feeling happy, sad, angry. 	<ul style="list-style-type: none"> -Looks after their possessions on their peg with minimal reminders. -Interacts with all peers and familiar adults in the setting. -Selects and uses resources independently but will ask for help when needed. -Often takes turns and shares resources with support from an adult or older peers. -Uses the colour monster resources to consider other people's feelings with support. -Consistently follows rules and routines. -Talks about similarities and differences. 	<ul style="list-style-type: none"> -Uses colour monster resources to consider the feelings of others -Uses resources safely and carefully. -Minimal to rare toileting accidents. -Selects snack independently when they are hungry. -Plays turn taking games in a small group with and adult. -Can talk about why rules and routines are important. -Follows rules and routines without adult reminders. -Can talk about feeling upset, scared, calm. -Shows care and concern for their peers. 	<ul style="list-style-type: none"> -Labels how others are feeling using colour monster resources. -Seeks others to share their experiences with. -Takes turns and shares resources during CIL independently. -Uses the colour monster resources to consider how other people might feel, with support from an adult. -Can talk about how to look after living plants and creatures. -Shows care for the environment with minimal reminders. -Plays cooperatively with their peers. 	<ul style="list-style-type: none"> -Follows rules and routines including in new or unfamiliar situations/setting. -Can talk about ways to express emotions and how different scenarios might make someone feel. -Can talk about feeling, worried, loved, excited. -Starts to think and talk about transition into reception, their reception friends moving to year 1 and the arrival of new nursery friends. -Has some particularly close friendships in the class.
<p>Physical Development</p>	<ul style="list-style-type: none"> -Please see scissor skills progression document. -Please see pencil grip progression document. -Uses large movements for big mark making. -Uses outside bikes competently 	<ul style="list-style-type: none"> --Transports large construction resources in the outside area safely. Including seeking others to help. -Puts coat and aprons on independently 	<ul style="list-style-type: none"> -Uses one handed tools and equipment with support -Zips up coat after initially being started by an adult. 	<ul style="list-style-type: none"> -Chooses appropriate resources for an activity e.g. big/little spade. 	<ul style="list-style-type: none"> -Develops greater independence and control when using one handed tools and equipment. -Zips up coat, changes shoes and changes most clothing independently. 	<ul style="list-style-type: none"> -Minimal to no toileting accidents (We will work closely with parents of children who are aged 4 and still having regular accidents and suggest further support e.g. a visit to the gp).

	-Uses the toilet independently when reminded to go.					
Literacy	-Enjoys being read to. -Understands that books are special and treats them with care.	-Enjoys books and stories, has a few favourites and will look at books independently in play. -Expresses their opinion about a text e.g. 'I like that story'.	-Names the different parts of a book – front cover, pages, back cover. -Can talk about some of the main characters -Identifies rhyming words from multiple choices -Recognises their name.	-Knows how pages are sequenced. -Understands that print carries different meaning in different contexts e.g. non-fiction books, letters, shopping lists. -Retells a familiar story -can hear the initial sound in words	-Knows that we read from left to right, top to bottom. -Shows lots of interest and curiosity in print in the environment. -Orally blends simple words that are orally segmented for them	-Uses pictures in the books to pretend to read. Making up a story using the pictures. -Starts to orally segment simple words.
	-Gives meaning to marks they make.	-Mark makes for purpose in play.	-Imitates writing with marks -Attempts some mark making patterns e.g. zig-zags, waves and anticlockwise circles.	-Shows and interest in letters. -Continues to refine mark making patterns. -Uses shapes and symbols to represent meaning e.g. a circle for a person.	-Pictures and becoming increasingly recognisable e.g. people have arms, legs and some facial features. -Writes some letters from their name.	-Attempts to write some letters from the alphabet. -Able to mark make on a smaller scale e.g. A5 paper.
Mathematics	-Subitise numbers to 3 -Shows numbers 1-3 on fingers. -Recognises numerals 1-3. -Counts amounts 1-3 with 1:1 correspondence. -Can state from two groups of items which has more. -Engages in construction resources.	-Recite numbers to 5 - Shows numbers 1-5 on fingers. -Starts to show interest in counting amounts. -Can state from two groups of items which has less. -Uses positional language in 'real life' situations. -Notices patterns around them.	-Counts amounts to 5 sometimes skipping numbers. -Knows the final number counted reflects the total amount. -Solves 'real world' mathematical problems with numbers 1-3. -Using construction resources combines shapes. -Continues an ABAB pattern.	-Recites numbers beyond 5. -Recognises numerals 1-5. -Makes comparisons of amounts using language 'more than', 'less than'. -Follows instructions containing positional language. -Describes a familiar route (spring walk around the school)	-Counts amounts to 5 with 1:1 correspondence. -Matches numerals 1-5 to quantity. -Can name some 2D shapes. -Talks about properties of 3D shapes using language e.g flat, round, smooth.	-Recites numbers to 10. -Makes marks to represent amounts/numbers. - Solves 'real world' mathematical problems with numbers 1-5 -Selects shapes appropriately for model building.

<p>Understanding the World</p>	<ul style="list-style-type: none"> -Can talk about themselves. -Can talk about some of the signs of autumn. -Knows some of the customs and traditions of Halloween. Talks about their own experiences. 	<ul style="list-style-type: none"> -Can talk about their own experiences of fireworks and listen to other people's experiences. -Knows that remembrance day is an important and special day. 	<ul style="list-style-type: none"> -Hears about Chinese New Year. -Considers and talks about celebrations that they have experienced. -Talks about some of the signs of winter. -Explores ice and melting. -Talks about their own experiences of pancakes. 	<ul style="list-style-type: none"> -Talks about some of the signs of spring. -Can identify and name a selection of baby animals. -Talks about some of the main features of Holi festival. -Explores Easter traditions around the world and compares to their own experiences. 	<ul style="list-style-type: none"> -Can talk about a simple life cycle of a plant and some animals. -Shows interest and care for plants and creatures in the classroom. -Talks about their observations of the natural world around them. -Can talk about some traditions and customs of Eid and compare to their own experiences. 	<ul style="list-style-type: none"> -Explore features of the natural world around them. -Investigate forces and materials. -Considers the properties of some materials.
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> -Draw a self-portrait using pastels, using a mirror to note facial features and make a mark to represent this. -Create Andy Goldsworthy inspired art on a large scale working with a group and an adult. -Explore what instruments sound like a storm and explore playing them. -Storm inspired mark making. -Collage 	<ul style="list-style-type: none"> -Role plays their experiences using the role play area. -Listens to and learns a range of Christmas songs. -Explores colour and colour mixing – knows that mixing two colours together will make a different colour. 	<ul style="list-style-type: none"> Creates artwork with winter themed resources. -Helps to make a Chinese New Year Dragon. -Participates in Chinese New Year Dragon dance. -Combines different media and resources in one piece. 	<ul style="list-style-type: none"> -Uses loose parts effectively to support model building, small world play and role play. -Uses shapes and symbols to represent meaning e.g. a circle for a person. -Enjoys playing role play and small world games with their close peers. 	<ul style="list-style-type: none"> -Pictures and becoming increasingly recognisable e.g. people have arms, legs and some facial features. -Starts to play collaboratively with support from adults or older peers. -Talks about what different parts of their models represents. 	<ul style="list-style-type: none"> -Selects resources with a purpose. -Starts to consider how effective their selections are for creating a desired effect, with adult support. -Starts to join items effectively in designing and making.