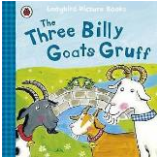




## Nursery Curriculum Overview

	Key Texts	Planned Events & Themes visits/festivals	Personal, social & emotional development	Communication & language	Physical Development	Literacy	Maths	Understanding the World (Science, ICT, Humanities)	Expressive art & design
Autumn 1  5 weeks	Three Billy Goats Gruff  	<b>Me and my family</b>  Eid  Autumn  Harvest festival (around 23 <sup>rd</sup> Sept)	-Settling in – routines, rules. -Who's in their family? -Likes/dislikes. -Sharing. -Family photos. -Similarities and differences. -Friendships. -What makes a good friend? -Confidence with new peers-making relationships.	-Songs and rhymes. -Talking about families/homes. -Circle time. -Where we live. -Talking about favourite toys and things. -Show and tell. -Following 1 step instructions.	-Outdoor equipment. -Pencil grip. -Bikes and scooters. -Adventure play area. -Fine motor skills activities. -Different ways they can move.	-Topic book -Pictures and books about their families. -magazines. -different tools to mark make. -Recognising own name with picture. -mark making in media. -Rhyme. -dough gym.	-Basic shapes. -Sizes. -Colours. -number songs -Favourite toys (comparing/ordering). -Counting 0-3.	-Similarities and differences between each other. -Countries they are from/visited - iPads/camer as –Photos -People who help us - Different occupations -Pets -Remote control toys.	-Individual portraits. -Collages of favourite things. -exploring media -Favourite music/songs. -Musical instruments. -Role play – doctors/home/ kitchen/shop.

**Key Objectives:**

CL – Shows interest in play with sounds, songs and rhymes. Follows simple instructions. Puts three words together.

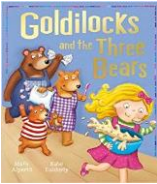
PD – May show a preference for dominant hand.

L – Has some favourite stories, rhymes, songs, poems or jingles. Explores mark making skills in various media.

M – Uses some language of quantities such as more and a lot. Begins to make comparisons between quantities. Uses number names spontaneously during play.

Well-being- Making sure all children are settled and happy at nursery.



	<b>Key Texts</b>	<b>Planned Events &amp; Themes</b> visits/festivals	<b>Personal, social &amp; emotional development</b>	<b>Communication &amp; language</b>	<b>Physical Development</b>	<b>Literacy</b>	<b>Maths</b>	<b>Understanding the World (Science, ICT, Humanities)</b>	<b>Expressive art &amp; design</b>
Autumn 2  8 weeks	Goldilocks and the three bears 	<b>Festivals and Celebrations</b> Diwali Halloween Bonfire night Remembrance day Winter Christmas New Year	-Celebrations. -Festivals. -Similarities and differences. -Food tasting. -Making relationships. -Trying new things. -Sharing -Photos from home of celebrations. -Selecting own resources.	-Phonics -Songs and rhymes. -Show and tell. -Circle time. -Following 1 step instructions. -Talking about and explaining experiences. -Asking questions.	-PE. -Pencil grip. -Cutting. -Using different tools. -Outdoor equipment. -Adventure play area. -Fine motor. -Balancing in different ways and on different equipment.	-Shared Reading. - Festival books. -Invitations. -Posters. -Lists. -Recipes. -Magazines/ brochures. - tools to mark make. -Recognising own name. -writing for purpose, card, ect. -Topic book -Story re-telling -Puppets to tell stories.	- shapes - size. -repeating patterns -colours -Comparing – shapes and size. -positional language. -Counting and matching to numerals. -Ages -Counting objects from a set. -Size ordering. -Money language.	-Similarities and differences. -Different celebrations around the world. -What makes us unique? -Festival and celebration videos/books -Body parts -Magnets.	-Music-Tessa -Music for different festivals. -Making books. -Cooking. - experiment – crayons, black paint then scratch off. -Dressing up – -Colour mixing. -crafts relating to religious objects. -Musical instruments. -Rhythm. -iPads


**Key Objectives:**

CL – Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.

PD – Beginning to use three fingers (tripod grip) to hold writing tools.

L – Distinguishes between the different marks they make. Listens to stories with increasing attention and recall.

M – Begins to use language of size. Recites some number names on sequence.

Spring 1  5 weeks	Little Red Hen 	Chinese New Year  Valentine's day	-Feelings. -Likes/dislikes -Team work, working together. -Interests and	-Phonics. -Animals noises. -Animal songs -Songs and rhymes. -Show and tell.	-PE. -Cutting. -Using different tools. -Pencil grip. -Moving like	-Shared Reading -writing for different purposes. -Name writing.	-Counting (1:1 correspondence counting from a set – 0-10). -sizes -Prepositions	-Habitats - compare - Growing -healthy eating. -What do we	-Music-Tessa. - Tools for a purpose. -Prints/patterns -Animal sounds/noises.
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	Key Texts	Planned Events & Themes visits/festivals	Personal, social & emotional development	Communication & language	Physical Development	Literacy	Maths	Understanding the World (Science, ICT, Humanities)	Expressive art & design
		Spring	<ul style="list-style-type: none"> <li>preferences.</li> <li>-Own opinions.</li> <li>-Sharing experiences.</li> <li>-Using sentences.</li> </ul>	<ul style="list-style-type: none"> <li>-Following 1 step instructions.</li> <li>-Vehicle noises</li> </ul>	<ul style="list-style-type: none"> <li>different animals.</li> <li>-Outdoor equipment.</li> <li>-Adventure play area.</li> <li>-Fine motor tuff tray activities.</li> <li>-Throwing and catching.</li> <li>-Pencil grip.</li> </ul>	<ul style="list-style-type: none"> <li>-Copying letters.</li> <li>-Recognising own name.</li> <li>-Rollers and texture pads to mark make.</li> <li>-Story sequencing.</li> </ul>	<ul style="list-style-type: none"> <li>-Patterns</li> <li>-Maps, directions.</li> <li>- Shape (2D and 3D).</li> <li>-Matching number and quantity 0-5/0-10.</li> <li>-Capacity language</li> </ul>	<ul style="list-style-type: none"> <li>need to live.</li> <li>-Using programmes on pc/ipads, cameras.</li> </ul>	<ul style="list-style-type: none"> <li>-Making instruments</li> <li>-3D animals</li> <li>- constructing with a purpose in mind.</li> <li>-Role play</li> <li>-Exploring how colour changes.</li> </ul>


**Key Objectives:**

CL – Responds to simple instructions. Uses short sentences.

PD – Uses one-handed tools and equipment. Can tell an adult when hungry, tired or when they want to rest or play.

L – Recognises familiar words such as own name. Distinguishes between different marks they make.


M – Recites numbers in order to 10. Uses shapes appropriately for tasks.

Spring 2  6 weeks	Little red riding hood  	Pancake day  World book day  Mother's day	<ul style="list-style-type: none"> <li>-Favourite rhymes/stories.</li> <li>-Game rules.</li> <li>-Sharing.</li> <li>-Team work, working together.</li> <li>-talking in sentences</li> <li>-Being kind and helpful</li> <li>-Making own choices.</li> </ul>	<ul style="list-style-type: none"> <li>-Phonics</li> <li>-Songs and rhymes</li> <li>-Show and tell.</li> <li>-Language groups.</li> <li>-Following 2 step instructions.</li> <li>-Explains and connects ideas through talk.</li> </ul>	<ul style="list-style-type: none"> <li>-PE</li> <li>-Outdoor equipment</li> <li>-Write dance</li> <li>-Adventure play area.</li> <li>-Using different tools.</li> <li>-Fine motor tuff tray activities.</li> <li>-Moving in different ways to rhymes.</li> <li>-Pencil grip.</li> </ul>	<ul style="list-style-type: none"> <li>-Shared Reading.</li> <li>-writing for a purpose.</li> <li>-Name writing on iPads.</li> <li>-HFWs.</li> <li>-Copying letters</li> <li>-Recognising own name.</li> <li>-Rollers and texture pads to mark make.</li> <li>-Story maps.</li> </ul>	<ul style="list-style-type: none"> <li>-Sizes</li> <li>-Halving/sharing</li> <li>-Counting</li> <li>-Adding 2 sets</li> <li>-Matching number and quantity 0--10.</li> <li>-Prepositions.</li> <li>-Money.</li> <li>-Problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>-Stories and rhymes from around the world.</li> <li>-Different occupations.</li> <li>- Growth/Decay.</li> </ul>	<ul style="list-style-type: none"> <li>-Music-Tessa</li> <li>-Cooking</li> <li>-Mask making</li> <li>-Acting out stories</li> <li>-Puppets</li> <li>-Making own rhymes and stories.</li> <li>-Rhythm.</li> <li>-manipulating media.</li> <li>-Role play</li> </ul>
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	Key Texts	Planned Events & Themes visits/festivals	Personal, social & emotional development	Communication & language	Physical Development	Literacy	Maths	Understanding the World (Science, ICT, Humanities)	Expressive art & design
					-Using the toilet	-Enclosing a line to make a shape			

**Key Objectives:**  
 CL – Beginning to use more complex sentences to link thoughts e.g. and, because.  
 PD – Can copy some letters e.g. their name. Dresses with help.  
 L – Beginning to be aware of how stories are structures. Sometimes gives meaning to marks as they draw and paint.  
 M – Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Uses positional language.

<b>Summer 1</b>  6 weeks	<b>Life cycles and growing</b>   The Very hungry caterpillar	Easter  Ramadan  Summer	-Likes and dislikes. -Feelings. -Sharing ideas and opinions. - Following two step instructions. - maintaining focus on activity for a period of time. -Listening to others.	-Phonics -How and why questions. - -Following 2 step instructions. -Explains and connects ideas through talk.	-PE -using different tools for a purpose. -Outdoor equipment -Adventure play area. -Fine motor - Pencil grip. -How food/exercise effects the body.	-Shared Reading -Life cycles. -Sketching/mark making. -Name and HFW writing. -HFWs. -Copying letters -Letter formation app on iPads. -Story maps. -Rhyme. - Cards.	-Shapes – 2D and 3D. -Patterns -Sequencing. -Seasons. -Problem solving. -Counting and recognising numbers 0-10. -Size language	-Life cycles -Growth and decay. -Gardening -Why things grow, what they need. -Frog spawn, butterflies, chicks, and frogs.	-Music-Tessa. -Role play -Manipulating media. -Choosing colour for a purpose.
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**Key Objectives:**  
 CL – Listens to others one to one or in small groups when conversation interests them.  
 PD – Observes the effects of activity on their bodies.  
 L – Describes main story settings, events and principal characters. Ascribes meaning to marks that they see in different places.  
 M – Sometimes matches numeral and quantity correctly.



	Key Texts	Planned Events & Themes visits/festivals	Personal, social & emotional development	Communication & language	Physical Development	Literacy	Maths	Understanding the World (Science, ICT, Humanities)	Expressive art & design
Summer 2 7 weeks	Three little pigs 	Transport Father's Day Eid-al Fitr (end of Ramadan)	-Asking questions. -Sharing experiences. -Sharing ideas and opinions. -Songs. -	-Phonics -Sound walks. -Language groups. -Following 2 step instructions. -Talking about and explaining experiences. -Explains and connects ideas through talk.	-PE -moving in different ways. -Outdoor equipment -Adventure play area. -Fine motor tuff tray activities. -Pencil grip. - name writing.	-Shared Reading -Rhyming. -Name and HFW writing. -HFWs. -Copying letters -Rhyme. -Father's Day cards.	-Counting and recognising numbers 0-10. - Ordering numerals & quantities -Counting survey -Charts -Positional language. -positional langugae -Problem solving. -Shapes 2D and 3D. -Patterns	-Beebots – directional language -Where transport goes (land/sea/air) -Road safety -Remote control cars.	-Music-Tessa. -Giant junk modelling -Role play

**Key Objectives:**

CL – Beginning to understand 'why' and 'how' questions.

PD – Experiments with different ways of moving.

L – Knows that print carries meaning and in English is read from left to right and top to bottom. Gives meaning to marks they make as they draw, write and paint.

M –Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches number and quantity.