



Nursery - Preschool Curriculum Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|---|--|---|--|
| <p>General Themes <i>These themes may be adapted at various points to allow for children's interests to flow through the provision.</i></p>  | <p>All About Me - My Family, My home</p> <p>Starting nursery / my new class.</p> <p>My family/ Where do I live?</p> <p>Autumn</p> | <p>Bonfire Night</p> <p>Autumn</p> <p>Illuminations Colour</p> <p>Celebrations</p> | <p>Winter</p> <p>Minibeasts</p> | <p>On the farm</p> <p>Spring</p> <p>Life cycles-caterpillars Ladybirds. Lambs.</p> | <p>Teddy bears</p> <p>Teddy bears picnic</p> | <p>Summer</p> <p>Seaside</p> |
| Phonics Topic | <p>My House</p> <p>My Family</p> <p>My Local area</p> | <p>Things I like to do</p> <p>All About Me</p> | <p>Minibeasts</p> <p>Arctic Animals</p> <p>In the woods</p> | <p>Farm Animals</p> <p>Park</p> <p>Pets</p> | <p>Goldilocks and the Three Bears</p> <p>In the Woods</p> <p>Cafe</p> | <p>Seaside</p> <p>Pirates and Mermaids</p> <p>Teachers and School Staff</p> |
| Experiences | <p>See 'The Natural</p> | <p>Making toffee lollies. Spider cakes.</p> <p>See 'The Natural</p> | <p>Make vegetable soup Bread buns CookiesBug Hunt/check our minibeast hotel</p> <p>See 'The Natural</p> | <p>Fruit Kebabs Rock cakes. Pizza faces Hedgehog bread. Have a visit from the zoo lab/small animals.</p> <p>See 'The Natural</p> | <p>Breakfast tacos With fruit. Frozen berries and yoghurt lollies in moulds. Rainbow fruit toast. Garlic toast pizzas</p> <p>See 'The Natural</p> | <p>Making fruit ice lollies Smoothies Sand pictures Photos family holidays Ice cream in the shop outdoors.</p> <p>See 'The Natural</p> |

| | World' document for activities. | World' document for activities. | World' document for activities. | World' document for activities. | World' document for activities. | World' document for activities. |
|---|---|--|--|---|---|---|
| Possible Key Texts  | Two Homes Families families My Family, your family | Hovis the Hedgehog Billy's fireworks night It was a dark cold night. The owl who was afraid of the dark Bright in the night Shine | The Very Hungry Caterpillar The Bad Tempered Ladybird The Very Noisy cricket Non-fiction books about minibeasts. | Giraffes can't dance. The sheep pig. Some pets. Lenny the Lobster. Rumble in the jungle. | We're going on a bear hunt. Where's my Teddy? The everywhere. Boogie Bear. Peace at Last | Who's hiding at the seaside What the ladybird heard at the beach Rules of summer Incredible you The magic moment |
| Enrichment | Autumn Remembrance Day | Nativity | | Ribby Hall animals? | Teddy Bears Picnic -with family. Preparing a picnic. Designing a menu. | Seaside Day |
| Links to Development Matters | All aspects in Prime Areas of learning - Focus on Dev Matters age 3-4 but differentiate for individual children's needs. <u>Literacy</u> <ul style="list-style-type: none"> Listen to simple stories and understand what is happening, with the help of the pictures. | .All aspects in Prime Areas of learning - Focus on Dev Matters age 3-4 but differentiate for individual children's needs. <u>Literacy</u> <ul style="list-style-type: none"> Listen to simple stories and understand what is | All aspects in Prime Areas of learning - Focus on Dev Matters age 3-4 but differentiate for individual children's needs. <u>Literacy</u> <ul style="list-style-type: none"> Add some marks to their drawings, which they | All aspects in Prime Areas of learning - Focus on Dev Matters age 3-4 but differentiate for individual children's needs. <u>Literacy</u> <ul style="list-style-type: none"> Add some marks to their drawings, which they give meaning to. For example: "That says mummy." | All aspects in Prime Areas of learning - Focus on Dev Matters age 3-4 but differentiate for individual children's needs. <u>Literacy</u> <ul style="list-style-type: none"> Add some marks to their drawings, which they give meaning to. For | All aspects in Prime Areas of learning - Focus on Dev Matters age 3-4 but differentiate for individual children's needs. <u>Literacy</u> <ul style="list-style-type: none"> Add some marks to their drawings, which they give meaning to. For example: "That says mummy." |

| | | | | | | |
|--|---|--|---|---|--|--|
| | <ul style="list-style-type: none"> Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why') Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and | <p>happening, with the help of the pictures.</p> <ul style="list-style-type: none"> Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why') Repeat words and phrases from familiar stories. | <p>give meaning to. For example: "That says mummy."</p> <ul style="list-style-type: none"> To understand - print has meaning - print can have different purposes Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhyme - count or clap syllables in a word <p><u>Maths</u></p> <ul style="list-style-type: none"> Fast recognition of up to 3 objects, without | <ul style="list-style-type: none"> Make marks on their picture to stand for their name. To understand - print has meaning - print can have different purposes spot and suggest rhyme - count or clap syllables in a word <p><u>Maths</u></p> <ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total | <p>example: "That says mummy."</p> <ul style="list-style-type: none"> Make marks on their picture to stand for their name. To understand - print has meaning - print can have different purposes spot and suggest rhyme - count or clap syllables in a word Recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary | <ul style="list-style-type: none"> Make marks on their picture to stand for their name. To understand - print has meaning - print can have different purposes spot and suggest rhyme - count or clap syllables in a word Recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary Use some of their print and letter knowledge in their early |
|--|---|--|---|---|--|--|

| | | | | | | |
|--|---|---|---|--|---|---|
| | <p>shares their own ideas.</p> <ul style="list-style-type: none"> • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. <p><u>Maths</u></p> <ul style="list-style-type: none"> • Notice patterns and arrange things in patterns.. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like | <ul style="list-style-type: none"> • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. <p><u>Maths</u></p> <ul style="list-style-type: none"> • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy' • Compare amounts, | <p>having to count them individually ('subitising').</p> <ul style="list-style-type: none"> • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, | <p>('cardinal principle').</p> <ul style="list-style-type: none"> • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. <p><u>UoTW</u></p> <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Use all their senses in hands-on exploration of natural materials. | <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. <p><u>Maths</u></p> <ul style="list-style-type: none"> • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical | <p>writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <ul style="list-style-type: none"> • Write some or all of their name. • Write some letters accurately. <p><u>Maths</u></p> <ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity • Understand position through words alone – for example, "The bag is under the table," – with no pointing. |
|--|---|---|---|--|---|---|

| | | | | | | |
|--|--|--|---|--|--|---|
| | <p>'pointy', 'spotty', 'blobs' etc.</p> <ul style="list-style-type: none"> Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. <p><u>UoTW</u></p> <ul style="list-style-type: none"> Make connections between the features of their family and other families. Notice differences between people. Begin to make sense of their own life-story and family's history Show interest in different occupations. Continue to develop positive attitudes about | <p>saying 'lots', 'more' or 'same'.</p> <ul style="list-style-type: none"> Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. <p><u>UoTW</u></p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history Show interest in different occupations. Continue to develop positive attitudes about the differences between people. Use all their senses in hands-on exploration of | <p>showing the right number of objects to match the numeral, up to 5.</p> <p><u>UoTW</u></p> <ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people. Talk about what they see, using a wide vocabulary. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or | <ul style="list-style-type: none"> Explore collections of materials with similar and/or different properties. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. <p><u>EAD</u></p> <ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories | <p>language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <ul style="list-style-type: none"> Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity Select shapes appropriately: flat surfaces for building, a | <p><u>UoTW</u></p> <ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary. Use all their senses in hands-on exploration of natural materials. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Continue to develop positive attitudes about the differences between people Know that there are different countries in the world and talk about the differences they |
|--|--|--|---|--|--|---|

| | | | | | | |
|--|--|--|--|--|--|--|
| | <p>the differences between people.</p> <p><u>EAD</u> Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their | <p>natural materials.</p> <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Explore and talk about different forces they can feel. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p><u>EAD</u></p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. | <p>different properties.</p> <ul style="list-style-type: none"> • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. <p><u>EAD</u></p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even | <p>using small world equipment like animal sets, dolls and dolls houses etc.</p> <ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Explore colour and colour-mixing • Listen with increased attention to sounds.. | <p>triangular prism for a roof etc.</p> <ul style="list-style-type: none"> • Combine shapes to make new ones – an arch, a bigger triangle etc. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.. <p><u>UoTW</u></p> <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Use all their senses in hands-on exploration of natural materials. • Explore and talk about different forces they can feel. | <p>have experienced or seen in photos.</p> <p><u>EAD</u></p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, |
|--|--|--|--|--|--|--|

| | | | | | | |
|--|--|--|--|--|---|---|
| | <p>ideas about how to use them and what to make.</p> <ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. | <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide | <p>though they are not similar.</p> <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use | | <ul style="list-style-type: none"> • Talk about the differences between materials and changes they notice. • Continue to develop positive attitudes about the differences between people • Begin to make sense of their own life-story and family's history <p><u>EAD</u></p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, | <p>sadness, fear etc</p> <ul style="list-style-type: none"> • Explore colour and colour-mixing • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or |
|--|--|--|--|--|---|---|

| | | | | | | |
|--|--|---|---|--|--|---|
| | | <p>which materials to use to express them.</p> <ul style="list-style-type: none"> • Join different materials and explore different textures. | <p>them and what to make.</p> <ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Explore colour and colour-mixing • Listen with increased attention to sounds. | | <p>such as representing a face with a circle and including details.</p> <ul style="list-style-type: none"> • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc • Explore colour and colour-mixing • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. | <p>improvise a song around one they know.</p> <ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings and ideas. <p><u>UoTW</u></p> <ul style="list-style-type: none"> • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family • Enjoys joining in with family customs and routines |
|--|--|---|---|--|--|---|

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | <ul style="list-style-type: none">• Remember and sing entire songs.• Sing the pitch of a tone sung by another person ('pitch match').• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.• Create their own songs, or improvise a song around one they know.• Play instruments with increasing control to express their feelings and ideas. | |
|--|--|--|--|--|--|--|

