Nursery - Toddler's Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes These themes may be adapted at various points to allow for children's interests to flow through the provision.	All About Me - Myself and my body Starting nursery / my new class. , Autumn	Celebrations Bonfire night / Illuminations Winter	Transport Road safety	Spring Growth	Nursery Rhymes Baa baa black sheep - make sheep Build own farm Sheep costumes Humpty Dumpty - Build a wall Decorate an egg Doctors - make him better Feelings - how would you feel if you fell over? 12345 Fishing game Scales on fish Row row your boat	Summer Sun Safety
Experiences	Decorating Gingerbread Autumn walk Mirrors Make our own playdough	Fire safety - Fireman visit Pumpkin carving Pumpkin soup Toffee Apples	Visits from Lollipop lady/man Community police - Road safety Make traffic light biscuits	Planting seeds - Gardening Explore the Bug hotel Binoculars - Bug hunt	Rhyme Challenge World book day -Dressing up 5 little ducks / fish fishing game playdough	Beach day - paddling pool and sand play Make ice cream sundaes / Ice Iollies Fruit kebabs Visit from ice cream van
	See 'The Natural	See 'The Natural	See 'The Natural	See 'The Natural	See 'The Natural	See 'The Natural

	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	Eyes, nose, fingers and toes. We are all different. Giraffes can't dance Because i love you Titch You Choose Guess how much I love you	On Bonfire night Fireman sam Lanterns and firecrackers Pumpkin soup	The train ride That's not my train Duck in the truck Lost and found Super submarines That's not my plane Wheels on the bus Row row your boat Where do diggers sleep at night	The Hungry Caterpillar The Enormous Turnip Jack and the beanstalk	Rhyme Bag Choosing song - balls Row row your boat 5 little Ducks Twinkle Twinkle Ducks and Goose 123	Sea sand me Summer poems / Rhymes Row row your boat Where's Spot?
Enrichment	Autumn Remembrance Day	Bonfire Night Remembrance Day Diwali Hannukah Nativity/ Christmas St. Andrews - 30th Nov	Chinese New Year Shrove Tuesday	Easter 17th Ramadan and Eid Holi St. David's Day - 1st March Mothers Day - 27th March St. Patricks - 17th March	St. Georges Day - 23rd April	Fathers Day -19th June
Links to Development Matters	All aspects in Prime Areas of learning - Focus on Dev Matters age birth to 3, but differentiate	All aspects in Prime Areas of learning - Focus on Dev Matters age birth to 3, but differentiate	All aspects in Prime Areas of learning - Focus on Dev Matters age birth to 3, but differentiate	All aspects in Prime Areas of learning - Focus on Dev Matters age birth to 3, but differentiate	All aspects in Prime Areas of learning - Focus on Dev Matters age birth to 3, but differentiate	All aspects in Prime Areas of learning - Focus on Dev Matters age birth to 3, but differentiate

for individu		for individual	for individual	for individual	for individual
children's r		children's needs	children's needs	children's needs	children's needs
 rhymes, and pay attention Join in v songs a rhymes, sounds, tunes at Say sor words in and rhy Copy fir moveme other ge Sing so say rhyn indepen for exar singing playing. Enjoy st books w adult. 	 attention. attention. Join in with songs and rhymes, copying sounds, rhythms, nd tempo. Say some of the words in songs and rhymes. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, whilst Faring with an Pay attention and responds to the pictures or the 	 Literacy Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Repeat words and phrases from familiar stories. Ask questions about the book. Makes 	 Literacy Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Notice some print, such as the first letter of their name, a bus or door 	 Literacy Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Notice some print, such as the first letter of their name, a bus or door 	 LITERACY Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Notice some print, such as the first letter of their name, a bus or door

 Maths Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers Count in everyday contexts, sometimes skipping numbers - '1-2-3-5. EAD Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and 	 them out, to share with an adult, with another child, or to look at alone. Develop play around favourite stories using props. Maths React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes 	 comments and shares their own ideas. Develop play around favourite stories using props. Maths React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping 	number, or a familiar logo. • Enjoy drawing freely. <u>Maths</u> • Compare sizes, weights etc. using gesture and language - 'bigger/little/sm aller', 'high/low', 'tall', 'heavy'. • Climb and squeezing selves into different types of spaces. <u>Continue to build on</u> number songs / counting.	 number, or a familiar logo. Enjoy drawing freely. Maths Notice patterns and arrange things in patterns <i>Continue to build on number songs / counting.</i> EAD Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments 	number, or a familiar logo. Enjoy drawing freely. MATHS Notice patterns and arrange things in patterns Continue to build on number songs / counting. EAD Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and
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 actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and play them in different ways. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. 	 skipping numbers - '1-2-3-5.' Build with a range of resources. Complete inset puzzles.' EAD Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways. Start to make marks intentionally. Explore paint, using fingers 	 numbers - '1-2-3-5.' Build with a range of resources. Complete inset puzzles.'. EAD Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways. Start to develop pretend play, pretending that one object represents another. For example, a 	 making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Explore different materials, using all their senses to investigate them. 	 and play them in different ways. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which 	 instruments and play them in different ways. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.
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 mainte Enjiparisor Yavisor Twitistic Statistic UOTW Repetition Repetition Repetition Exponential Ex	 Repeat actions that have an effect. Explore materials with ferent operties. Explore natural aterials, doors and tside. Explore and spond to ferent natural enomena in eir setting d on trips. Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and spond to different natural phenomena in their setting and on trips. 	 child holds a wooden block to her ear and pretends it's a phone. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. UOTW Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in 	 Manipulate and play with different materials. UoTW Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences 	 express their ideas. UoTW Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people. 	 Make simple models which express their ideas. UTOW Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences
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	 family and other families. Notice differences between people. 	• Notice differences between people.	 their setting and on trips. Make connections between the features of their family and other families. Notice differences between people. 	between people.		 between people. Use all their senses in hands-on exploration of natural materials.
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