



EARLY YEARS CURRICULUM COVERAGE - NURSERY

Physical development - PE	Multi skills – Moving in different ways	Balancing	Throwing and catching	Go up steps and stairs and climb up apparatus using alternate feet	Skip, hop and stand on one leg and hold a pose	Team games
Literacy – English RWI Starts in Summer 1	Understands the five concepts of print Dough Disco So much!	Squiggle whilst you wiggle Naughty bus	Drawing club Develop their phonological awareness Tanka Tanka Skunk! Polar bear, polar bear, What can you hear?	Use print and letter knowledge in early writing How to grow a dinosaur	Extend in extended conversations about stories Yummy worms	Write some or all of their name Write some letters accurately Billy's Bucket
Maths	Recognising colour, matching and sorting	Subitising 1 and 2, exploring patterns	Composition of 3,4 and 5, subitising to 3, recognising shapes	Counting to 6, length, mass and capacity	Sequencing, more or fewer, 2d and 3d shapes	What comes before and after? Composition
Understanding of the world - Geography	Direction/location	Drawing maps	Representation	Using maps	Style of maps	
	Follow simple directions	Draw and create their own maps on large pieces of paper using real objects, and/or pictures and symbols.	Look at signs and symbols on different types of maps for example in school, and the local community.	Use a simple map with symbols to spot features in the school grounds or in the local community	World map, map of the UK, electronic maps, my first atlas, map of Bradley Green Road, map of the zoo, story maps.	

<p>Understanding of the world - History</p>	<p>Chronology</p> <p>Daily routines Retelling stories Using days of the week Using key vocabulary: now, next, today, tomorrow, yesterday, after, before, next week</p>	<p>Viewpoint, interpretation and bias</p> <p>Oral retelling of events Look at photographs of family</p>				
<p>Understanding of the world - RE</p>	<p>Celebrations – Birthdays Special times in our lives</p>	<p>Special stories – Nativity Diwali Eid</p>	<p>Special places – Special places to me Church Mosque</p>	<p>Differences between people</p>	<p>Our wonderful world – Differences between places</p>	<p>Similarities and differences – What is the same and what is different?</p>
<p>Expressive arts and design - Art</p>	<p>Colour</p> <p>Explore and experiment with colour.</p> <p>Match and recall colour names.</p> <p>Explore using chunky paintbrushes.</p> <p>Explore using other painting tools for different effect such as sticks, fingers, combs, rollers, sponges.</p> <p>Use poster paint</p>	<p>Texture</p> <p>Use pre-made shapes.</p> <p>Begin to rip or cut paper for purpose.</p> <p>Use squeeze scissors and standard scissors.</p> <p>Use Pritt stick, masking tape and cello tape.</p>	<p>Pattern</p> <p>Begin to follow and create simple patterns.</p> <p>Use body parts to print with such as fingers, hands and feet,</p> <p>Use 1 or 2 colours.</p>	<p>Drawing</p> <p>Make simple marks on a page.</p> <p>Use chunky pencil, pencil crayon and chunky felt tip.</p> <p>Observational drawing.</p> <p>Drawing from memory and imagination.</p>	<p>Shape</p> <p>Use playdoh, wooden blocks and Duplo to create simple sculptures.</p> <p>Begin to use simple shapes in artwork.</p>	

<p>Expressive arts and design - DT</p>	<p>Structures</p> <p>Join materials using Pritt stick, cello tape, masking tape</p> <p>Use playdoh, wooden blocks and Duplo to create simple sculptures.</p> <p>Begin to use simple shapes in artwork.</p>	<p>Food and Nutrition</p> <p>Shape foods by hand and with a rolling pin</p> <p>Mix – combine ingredients</p> <p>Measure – count ingredients</p> <p>Cut out – ingredients with a cutter</p> <p>Cut with a chunky plastic knife</p> <p>Crush with a garlic crusher</p> <p>Peel by hand</p>				
<p>Expressive arts and design - Music</p>	<p>Hearing and listening</p> <p>Identify and match an instrumental sound</p> <p>Match music to a visual resource</p> <p>Describes the sound of instruments</p> <p>Creates visual representation of sounds, instruments and pieces of music</p>	<p>Vocalising and singing</p> <p>Creates own song with a structure</p> <p>Can sing an entire song</p> <p>Merges elements of familiar songs with improvised singing</p> <p>Creates sounds in vocal sound games.</p> <p>Changes some or all of the</p>	<p>Moving and dancing</p> <p>Claps or taps to the pulse of the music they are listening to.</p> <p>Claps or taps to the pulse of the song they are singing.</p> <p>Physically interprets the sound of instruments</p> <p>Physically imitates the actions of musicians</p>	<p>Exploring and playing</p> <p>Adds sound effects to stories using instruments.</p> <p>Leads or is led by other children in their music making,</p> <p>Listens and responds to others in pair/group music making.</p> <p>Operates equipment such as CD players,</p>		

		words of a song.		MP3 players, handheld devices, keyboards. Plays instruments with control to play loud/ quiet, Shows control to hold and play instruments to produce a musical sound,		
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