

Nursery Class - Curriculum Overview.

	Autumn Term		Spring Term		Summer Term	
	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 5 weeks 4 days	Summer 1 5 weeks	Summer 2 6 weeks
Themes	Autumn Wonderful Me	Autumn into Winter My Family	Winter into Spring Fabulous Fairy Tales	Spring Farm Friends	Summer Butterflies and Bees	Summer The World Around Me
Lines of Inquiry	What do you know about me? What are my interests? Where do I prefer to learn? What can I do with my body? How do I communicate? Do I prefer a schema?	How do I express myself? How do I communicate? Where do I focus my attention? How do I link to others? How do I express my independence?	What can I see? What do I notice? How do I link with others? What motivates me?	How do I use resources? Do I extend open ended resources? Do I make links in my learning?	Is my focus and attention increasing? Do I link with others to share my learning?	Do I modify my thinking to solve problems? Do I follow through with a plan?
Enrichment Activities	Autumn Walk – collecting Autumn items –using them in the environment Cooking sessions with Autumn vegetables Oral Health	Light and dark Diwali Bonfire Night Safety Christmas Songs Planting Bulbs How to keep warm	New Year Safer Internet Day Chinese New Year – dragons Valentine's Day Oral Health	Pancake Day Easter World Book Day Red Nose/ Comic Relief Mother's Day	Ramadan / Eid Planting seeds Keeping tadpoles / snails / butterflies Oral Health	Father's Day Summer Picnic Sun Safety Planting strawberries etc. Pants (NSPCC)
Core Texts	Happy birthday Lulu Goat goes to playgroup What Natasha Can Do	Rabbits in the Snow Kitchen Disco Grow It We're Going on a leaf Hunt	Brown Bear, Brown bear, What Do You See? Three Billy Goats Gruff The Three Little Pigs	Hide and Seek Pig We're Going to Feed the ducks Oh dear	3 books Pip and Posy- The Friendly Snail Monkey puzzle In the pond	3 books Dear Zoo Animal faces Busy beach Summer
Songs and Rhymes	Twinkle Twinkle Little star	Incy Wincy Spider	This little piggy went to market	Peter Rabbit	I had a little turtle	Wheels on the bus
Poetry Poems (taken from 'A Great Big Cuddle' Poems for Very Young Children' and 'The Puffin Book of Fantastic First Poems')	Mo (BC) Coming Home (BC)	The Button Bop (BC) Winter (BC)	Lunchtime (BC) The Pancake (Puffin)	Wiggly Wiggly (BC) Hello Goodbye(BC)	We Can (BC) One, Two, Three, Four (Puffin)	Finger Story (BC) Hey Diddle Diddle (Puffin)

<p>PSED – Curriculum Milestones / Intent</p>	<p>I am beginning to learn that some things are mine, some things are shared, and some things belong to other people I am more interested in others' play and starting to join in. I am demonstrating a sense of self as an individual e.g., I want to be independent/may say 'no' to an adult I may form a special friendship with another child.</p>		
<p>Personal, Social and Emotional Development</p>	<p>I am becoming familiar with the routine Visual timetable Family photos Exploring people who are important to me Developing relationships with others Becoming more independent Show likes and dislikes Becoming aware of others' feelings Play alongside others and imitate them in play</p>	<p>Learning to take turns and share with others Looking after the resources Increased independence to make own choices Beginning to understand consequences Begin to communicate more clearly their preferences Beginning to realise some things are theirs and some things belong to others. Play cooperatively with a familiar adult and allow other children to join in.</p>	<p>Display growing independence and like to follow their own agenda and join in with the routines of the day Seek comfort or begin to distract themselves when upset. Can wait for very short periods for a turn whilst in play. Are supported by adults to, recognise their emotions and to develop strategies to manage emotions Can select and use resources with some support and show increasing levels of independence Beginning to play with other children cooperatively for longer periods of time</p>
<p>Physical Development Milestones / Intent</p>	<p>I can climb confidently and I am beginning to pull myself up on climbing equipment. I can run around, change direction and slow down so I do not bump into things. I can make lines and marks on big pieces of paper etc. and build a simple tower. I am beginning to be independent in my self-care, such as by pulling off my socks or shoes or getting a tissue when necessary, but I still often need adult support for putting my shoes and socks back on, or blowing my nose.</p>		
<p>Physical Development</p>	<p>Climbs confidently and is beginning to pull themselves up on climbing equipment Can kick a large ball. Enjoys large scale mark making. Can throw different weighted balls, both overarm and underarm Are keen to be independent and feed themselves. Drink from an open cup with increasing control Begin to communicate wet or soiled nappy or pants.</p>	<p>Can walk upstairs or downstairs holding onto a rail two feet to a step. Can squat with steadiness to rest or play with object on the ground, and rises to feet without using hands Can use both hands to tear paper Can mix using different utensils and holding a bowl . Beginning to use wrist to control mark making tools and notices marks he/she can make. Show some awareness of bladder and bowel urges Begin to help with undressing. They will attempt to take off shoes, coat and trousers</p>	<p>Gains confidence in standing up from the floor, walking, running and jumping Can use mark making tools on vertical surfaces to help strengthen wrists. Enjoys finger painting - using different fingers for a purpose. Are learning how to use a knife and fork Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling</p>
<p>CL Milestones / Intent</p>	<p>I enjoy listening to simple, repetitive stories and joining in with action rhymes. I also enjoy making sounds with musical instruments I can understand phrases like 'put teddy in the box', 'get your book, coat and bag', 'and draw a big brown dog'</p>		

	I can use about 300 words including descriptive language, time, space, function and link four to five words together I can hold a short conversation but I might jump from topic to topic.		
Communication, and Language	<p>Enjoys listening to stories and rhymes Can match and practice matching symbolic sounds to objects e.g. can match the sound of 'moo' to a cow in small world Practices common phrases such as 'oh dear' or 'All gone' Begins to recognise the names of objects in the continuous provision e.g. rolling pin, scoop. Builds up more vocabulary e.g. positional language e.g. 'on', behind Use familiar nouns e.g. mummy, baby and build new vocabulary Understand routine by using visual timetable</p>	<p>Begin to join in with stories and rhymes Use pictures and resources alongside the telling of a story e.g. story sack Begin to use two words as a combination more and when modelled by an adult e.g. big ball, fast car, want more Label objects used in play to an adult with adult modelling new language Begin to ask simple questions e.g. what's that. May practise the same question again and again May use simple instructions e.g. 'do it again?' Practitioners can support development through play e.g. blowing bubbles, rolling a car. Begin to follow routine and anticipate what may happen next with practitioner support</p>	<p>Support children to listen and remember through play e.g. labelling 3 animals and asking them to give you 2 by name. Show preferences for favourite stories and repeat songs and rhymes perhaps through play. Begin to extend language by using adjectives alongside nouns supported by practitioners e.g. can you give me the big cow Able to find and retrieve objects in the environment by name. Beginning to use and understand more action words modelling e.g. run, jump and label actions in play e.g. Look, I am jumping Address any misconceptions e.g. do we see dogs when we go to the zoo (Dear Zoo)</p>
Examples of Key Vocabulary	<p>I would like... I can... Positional language: on, under, in, on, behind, in front Nouns: mummy, daddy, baby, grandad, sister, brother Opposites: up, down, no, yes, on, off (to be taught separately)</p>	<p>Nouns: rain, lamb, flowers, garden, babies, buds, chick, leaf, water, sun, farm animals Verbs: jump, fly, hatch, grow, plant, pick. Adjectives: beautiful, big, small Onomatopoeia – animal sounds</p>	<p>Nouns: butterfly, bees, birds, teddy, frogs, zoo animals, dinosaur Verbs: swallowed, climbed, eating, jumped, row, swing Numbers: 1 – 5 Questions: What is? Where is?</p>
Literacy Milestones	<p>I will try and join in with simple nursery rhymes, poems, songs and rhyming texts I can hold a book and begin to turn pages I can respond to more complex questions e.g. where is the cat hiding and answer using short phrases e.g. In the tree and I am beginning to respond to illustrations in the book, showing and making links between books, rhymes and experiences in life I am able to identify environmental sounds e.g. birds singing and have some awareness of rhyme and alliteration I can make marks and draw using increasing control I am beginning to manipulate objects mainly using my hands and some finger strength e.g. balancing, building, throwing, picking up</p>		
Literacy	<p>Enjoys sharing a book with familiar adults and being read to – adults share and repeat core texts and stories children enjoy Notices pictures or symbols and beginning to recognise what they stand for in their familiar experiences. – Adults ask simple questions e.g. where is the cat hiding? Do you have a sister? Responding to and making sounds that link to the</p>	<p>Have favourite books and rhymes. Holds a book and begins to turn pages – modelled by adult Begin to make links between what happens in a story and real life Enjoys rhythmic and musical activity with percussion instruments, actions and rhymes and songs, clapping along with the beat and joining in</p>	<p>When sharing a book children expect the text to be a label for the picture. Support child to notice if there isn't any text e.g. Rosie's walk. Point out labels in everyday life e.g. on a cereal box Can join in refrains verbally and physically to well-known stories and rhymes Support children will tell the story using both the pictures and the language of the story they have</p>

	<p>story e.g. a train choo choo and repeat with adult during play Responds to environmental sounds – adults point out to encourage children to listen, recognise and label e.g. can you hear the rain on the window?</p> <p>Show an awareness of environmental print. Shows an interest when people are writing Can use body parts to make marks.</p> <p>Use mark making resources to make marks – modelled by adults</p> <p>Enjoys building with bricks and can manipulate the blocks to achieve desired result Enjoys playing with toys that need squeezing or pulling apart</p> <p>Phase 1, Aspect 1 – Environmental Sounds Phase 1, Aspect 2 – Instrumental Sounds</p>	<p>with words of familiar songs and nursery rhymes. Enjoys the sensory experience of making marks - experimentation Knows that the marks they make are of value</p> <p>Can play with different sized stacking toys. Can throw, pick and stack them.</p> <p>Holds pencil (immature grip) and can make marks which may be random</p> <p>Phase 1, Aspect 1 – Environmental Sounds Phase 1, Aspect 2 – Instrumental Sounds</p>	<p>learned from hearing the story over and over again.</p> <p>Can recognise and label environmental sounds and begins with adult support to recognise differences and similarities e.g. heavy and light rain.</p> <p>Begins to understand the cause and effect of their actions in mark making Include mark making and early writing in their play. Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right</p> <p>Enjoy drawing freely on a range of different surfaces – making lines, dots etc.</p> <p>Phase 1, Aspect 1 – Environmental Sounds Phase 1, Aspect 2 – Instrumental Sounds</p>
<p>Mathematics Milestones</p>	<p>I can select a small number of objects from a group when asked for example, “please give me one”, “please give me two”</p> <p>I can visually determine whether very small collections have the same amount, or which has more.</p> <p>I am beginning to join in a wider variety of number rhymes, songs and stories using props counting forward and taking away.</p> <p>I am beginning to recognise the specific attributes of (for example) length – that a stick is long; adults are tall. I show some awareness of today and tomorrow.</p> <p>I can anticipate the routine of the day and talk about what is going to happen next. I am beginning to notice simple shapes in the environment.</p>		
<p>Mathematics</p>	<p>Uses objects for a purpose ...may line objects up ...or categorise objects or create their own patterns in heuristic play can classify real world objects (i.e. when looking at 2 pictures of houses- knows they are both houses) Develops an awareness of number names through an enjoyment of action songs and number rhymes.</p> <p>Matches objects to objects during play e.g. matching a small world cow to another cow. Uses 1-1 correspondence in their play e.g. putting a cup on each saucer</p> <p>Uses blocks to create simple arrangements and structures</p> <p>Begin to understand some positional language</p> <p>Use gestures or words to show emerging understanding of size/ measure attributes with single objects, i.e. pointing to items that are ‘big’ this is later extended to include; tall, full or heavy</p>	<p>Notice patterns and arrange things in patterns. Talk about and identify the patterns around them e.g. red and white spots on a t-shirt</p> <p>Can place objects that are alike together – e.g. supported by practitioner when tidying up – trains go with trains Can put objects together that have a given attribute i.e. these are all red</p> <p>Sorting into groups.</p> <p>Beginning to organise and categorise objects e.g. putting all the teddy bears and cars in separate piles.</p> <p>Can match objects into containers such as egg boxes create collections with lots of objects</p> <p>Say some number names randomly</p> <p>Matches objects to pictures</p> <p>Beginning to organise and categorise objects</p> <p>Notices simple shapes in pictures.</p> <p>Beginning to categorise objects according to shape or size</p>	<p>Can copy simple sound patterns e.g. stomp stomp, clap clap.</p> <p>Can match shapes onto shape boards</p> <p>Begin to describe some shape properties and differences</p> <p>Matches pictures to pictures Uses some language of quantities such as more and a lot Visually determine whether very small collections have the same amount ,or which has more</p> <p>Rote count from 1-5</p> <p>Uses number names randomly in play</p> <p>Use and understand 1-1 correspondence when counting and uses 1- 1 correspondence in their play e.g. putting a cup on each saucer Is curious about number</p> <p>Can recognise small amounts 1 mouth /2 eyes without counting (substitising)</p> <p>Shows an interest in shape and space by playing with shapes</p>

		Can demonstrate through their play objects that hold 'a lot' (volume and capacity) or are heavy, recognise length e.g. the adult is taller than them.	Discriminates between a circle and a square on a puzzle Begin to understand basic daily routine sequence, supported by adults. Encounter and compare size quantities in their play intuitively using familiar terminology i.e. assign labels Daddy, Mummy, Baby to represent size
UTW Milestone	I am beginning to view the world from a different perspective and investigate people, places and the environment to make sense of the world I live in.		
UTW	Has a sense of own immediate family and relations. Explores objects by linking together different approaches e.g. hitting, looking, feeling, pulling, turning and poking Responds to the natural world ie. splashing in puddles, seeing leaves turn orange/brown, looking for worms Beginning to recall significant events in their lives e.g. birthdays, Christmas	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea Use all their senses in hands on exploration of natural materials Recognising significant events that happen during their day and other significant events	Learns that they have similarities and differences that connect them to, and distinguish them from, others. Are curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life Follows routines of the day
EAD Milestones	I am beginning to explore the world through expressive arts. I have opportunities for designing and making my own projects through a range of experiences, including construction, , and modelling		
EAD	MARK MAKING AND SOUND Experiments with a range of media, tools, materials, sound and whole body movement through multi-sensory exploration. When holding crayons, chalks, etc., makes connections between their movement and the marks they make.	CREATING MATERIALS Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint. Notice and becomes interested in the transformative effects of their action on materials and resources.	MOTOR SKILLS Manipulates objects using hands singularly and together. Shows increasing control in holding, using and manipulating a range of tools and objects. Holds mark making tool with thumb and all fingers.
Computing Milestones	In Nursery the children will be developing their prime areas of learning to support their use of technology. This includes communication, language and physical development.		
Computing	<ul style="list-style-type: none"> - Use sound jigsaws, torches and role play kettles and toasters etc as part of their daily play. - Control action on an electronic device. - Beginning to show an interest in light boxes, placing items on top and looking at patterns. 	<ul style="list-style-type: none"> - Shows an interest in toys with buttons, flaps and simple mechanisms and begins to learn how to operate them. - Anticipates repeated sounds, sights and actions. 	<ul style="list-style-type: none"> - Operates mechanical toys (pulls back on a friction car etc) - Uses a toy telephone to communicate with their friends within play. - Uses devices to record their voices and play the recording to others.

Online Safety	Children are continuously taught to identify and understand risks when learning about technology. As they advance through the EYFS we expect them to talk about these risks with others. Safer Internet Day is explored throughout the whole school including the children in EYFS.		
Parental Partnership Ideas	<p>Ask parents to share photographs of family members</p> <p>Ask parents to collect Autumn things on an Autumn Walk</p> <p>Ask parents to visit a supermarket and talk about Autumn Vegetables</p> <p>Talk about oral health</p>	<p>Share photographs of Christmas if relevant</p> <p>Ask parents to go on a Spring walk to see signs of Spring e.g. daffodils</p> <p>Share internet safety ideas</p> <p>Mother's Day</p> <p>Share favourite book read at home</p>	<p>Send home sunflower seeds to grow and share their progress</p> <p>Father's Day</p> <p>Ramadan / Eid (share food) Eid may fall earlier</p> <p>Go for a mini-beast hunt</p> <p>Share ideas for parents to discuss NSPCC PANTS</p>
DSJ GREATS	<p>Attend a pantomime</p> <p>Be part of a Christmas Production</p>	<p>Visit Darwen Library for Story Time</p> <p>Visit from the farm</p>	<p>Visit the Little Lancashire Village</p> <p>Watch the life cycle of tadpoles</p>