**Curriculum Overview Year BN 23-24**

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|  | Term 1 (6 ½) | Term 2 (7 ½) | | Term 3 (5 ½) | Term 4 (6) | Term 5 (6) | Term 6 (7 ½) |
| **Focus Themes** | **All About Me** | **Celebrations** | | **Day and night** | **Once Upon a Tale** | **The wonderful world of animals** | **Growing and Changing** |
| Key Texts | Head, shoulders, knees and toes (book)  What I like about me  Global Babies  The Baby’s catalogue | Witches Four  It’s my Birthday  Brown bear, brown bear, what can you see  Where’s spot?  That’s not my teddy  Postman Bear  5 Little ducks | | Oi Dog!  Terrific trains  Peepo  Tip, tip, dig, dig  Brush Brush Brush  I can do it too! | The Three Little Pigs  Goldilocks and the Three Bears  There was an old lady who swallowed a fly  My cat likes to hide in boxes  Goodnight Moon  Boo Hoo Baby | Old McDonalds farm  Dear zoo  Meg and Mog  One, two, three to the zoo  Baby touch and feel animals  10 Little fingers, 10 little toes | One Ted falls out of bed  Titch  Jasper’s beanstalk  The very busy spider  Come on Daisy  Treasury of Nursery Rhymes  Now I’m big |
| Nursery Rhymes | Hickory Dickory Dock  Chop Chop | Humpty Dumpty  Tommy Thumb | | See Saw Margery Daw  Mary Mary quite contrary | I hear thunder  Hey diddle diddle | This Little Piggy went to Market  To market to market | Hickety Pickety  Pease pudding |
| Songs | Heads, Shoulders, Knees and Toes  Incy Wincy Spider | Wind the Bobbin up  I’m a little Teapot | | Twinkle, Twinkle Little Star  Down at the station | The wheels on the bus  Goldilocks | Miss Polly had a dolly  Clap hands 1,2,3 | The grand old duke of York  5 Little Men |
| **Visits** |  |  | Co-op – shopping for asnack | | Park play sessions | Visit Year 1 garden (search for animals - pond)  Visit to Queen`s park (family picnic) | Library visit (to hear a story)  Year 6 performance |
| **Experiences – visitors** | Volunteer reader  Staff Reader  Starting and settling into nursery.  Exploring our new learning environment | Volunteer reader  Staff Reader  Diwali  Bonfire  Nativity songs | Volunteer reader  Staff Reader  Pizza shop visitor (with pizza) | | Volunteer reader  Staff Reader  Librarian | Volunteer reader  Staff Reader  Visit from a pet | Volunteer reader  Staff Reader  Farm visitor  Gardener |
| **Parent partnership** | Home visits  Potty Training session  How to Play – tips for interacting with your child at home | Diwali stay and play  Christmas stay and play  Nursery Christmas songs | Sharing books – Blue Parents Workshop  How to Play – tips for interacting with your child at home | | Exploring Art – Blue Parents workshop  Reading session world book day. | Maths Awareness – Blue Parents Workshop  Family picnic | Getting ready for Yellow Nursery – Blue Parents Workshop  Blue Nursery Prize Giving ceremony  Sports day |
| **Hisyory/events** |  | Diwali  Remembrance Day  Christmas & Christmas song performance  Guy Fawkes/bonfire night | Lunar New Year | | Mother’s Day  Easter - egg hunt | Ramadan  Eid | Father’s Day  Summer party day  Planting green beans |
| **Communication and language** | Communication and language are not taught discretely; speaking, listening and understanding skill are entwined in all areas of learning | | | | | | |
| Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, and singing | **LA** – Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations  **U** – Understands simple sentences (Throw the ball..)  **S** – Beginning to put two words together/Learns new words very rapidly and is able to use them in communicating | **LA** – Recognises and responds to many familiar sounds, knocking on the door, looking at the door  **U** – Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet.  **S** – Beginning to talk about people and things that are not there | | **LA** – Single channelled attention, can shift to a different task if attention fully obtained – using childs name helps focus  **U** – Identifies action words by following simple instructions, eg show me jumping  **S** - Uses longer sentences eg ‘Mummy gonna work’ | **LA** – Listens with interest to the noises adults make when they read stories  **U** – Developing understanding of simple concepts (e.g. fast/slow, good/bad).  **S** – Uses language to share feelings, experiences and thoughts | **LA** – Focusing attention – can still listen or do, but can change their own focus of attention.  **U** – Understands use of objects (e.g. Which one do we cut with?).  **S** - Beginning to use more complex sentences to link thoughts (e.g. using and, because). | **LA** – Shows interest in play with sounds,songs and rhymes  **U** – Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture.  **S** - Uses talk to explain what is happening and  anticipate what might happen next. |
| Personal, Social and Emotional Development | **MR** – Explores confidently when they feel secure in thee presence of a familiar adult and is more likely to engage in new or challenging situations  **SS** – Is aware of and interested in their own and others physical characteristics pointing to and naming features such as nose, eyes, and hair  **UE** – Express the self-aware emotions of pride and embarrassment as well as a wide range of other feelings. | **MR**- Shows empathy by offering comfort that they themselves would find soothing ie their dummy  **SS** – Experiments with what their bodies can do through setting themselves physical challenges, eg pulling a large truck upstairs  **UE** - Is becoming able t  o think about their feelings connections that help them manage their emotions. | | **MR**- Enjoys playing alone and alongside others and is also interested in being together and playing with other children  **SS** - Shows a sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers, often saying no, me do it, or mine  **UE** - Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset. | **MR**- Seeks others out to share experiences with and may choose to play with familiar friend or a child who has similar interests  **SS** – Begins to use me, you and I in their talk and to show awareness of their social identity or gender, ethnicity and ability  **UE** - Responds to the feelings of others, showing concern and offering comfort. | **MR**- Asserts their own ideas and preferences and takes notice of other people’s responses  **SS** - Is gradually learning that actions have  consequences but not always the consequences  the child hopes for.  **UE** - May recognise that some actions can hurt or  harm others and begins to stop themselves from  doing something they should not do, in favourable conditions. | **MR**- Builds relationships with special people but may show anxiety in the presence of strangers  **SS** - Is becoming more aware of the similarities and differences between themselves and others in  more detailed ways and identifies themselves in  relation to social groups and to their peers.  **UE** - Talks about how others might be feeling and responds according to their understanding of the  other person’s needs and wants. |
| Physical Development | **MH** – Begins to understand and choose different ways of moving.  -Holds mark-making tools with thumb and all fingers.  **HSC –** Develops some independencein self-care and shows awareness of routines.  **-**Able to help and increasingly independently to take off simple clothing. | **MH** - May be beginning to show preference for  dominant hand and/or leg/foot.  - Holds mark-making tools with thumb and all  Fingers.  **HSC** - Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice  of potty or toilet. | | **MH** - Climbs up and down stairs by placing both feet on each step while holding a handrail for support.  **HSC** - Begins to recognise danger and seeks the support and comfort of significant adults. | **MH** - Moves in response to music, or rhythms played on instruments such as drums or shakers.  **HSC** - Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions. | **MH** - Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.  **HSC** - Can tell adults when hungry, full up or tired or when they want to rest, sleep or play. | **MH** - Shows increasing control in holding, using and manipulating a range of tools and objects such  as tambourines, jugs, hammers, and mark making tools.  **HSC** - Observes and can describe in words or actions the effects of physical activity on their bodies. |
| Literacy | **R –** Listens and joins in with stories and poems when reading one-to-one and in small groups.  **W –** Distinguishes between different marks they make. | **R** - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  **W** - Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. | | **R -** Begins to be aware of the way stories are  structured, and to tell own stories.  **W** - Makes up stories, play scenarios, and drawings in  response to experiences, such as outings. | **R -** Talks about events and principal characters in stories and suggests how the story might end.  **W** - Sometimes gives meaning to their drawings and paintings. | **R -** Stories and suggests how the story might end.  **W** - Begins to make letter-type shapes to represent the initial sound of their name and other familiar words. | **R -** Shows interest in illustrations and words in print and digital books and words in the environment.  **W** - Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes. |
| Mathematics | **C** – Beginning to count on their fingers.  **SA** – Moves their bodies and toys around objects and explores fitting into spaces. | **C** - Beginning to compare and recognise changes in  numbers of things, using words like more, lots or  ‘same’.  **SA -** Explores how things look from different  viewpoints including things that are near or far away. | | **C** - Begins to say numbers in order, some of which are in the right order (ordinality).  **S -** Recognises that two objects have the same shape. | **C** - In everyday situations, takes or gives two or three objects from a group.  **P -** Joins in and anticipates repeated sound and action  Patterns. | **C** - Beginning to notice numerals (number symbols).  **M -** Explores differences in size, length, weight and capacity. | **C** - Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You’ve got two, I’ve got two. Same!  **M -** Beginning to anticipate times of the day such as mealtimes or home time. |
| UTW  Pictures of children when they were younger/babies. |  |  | |  | What’s growing?  Planting beans | Planting - veg |  |
| UTW science | Dry and wet sand  (Changing states) | Decorating biscuits (changing states) | | Gloop (changing states) | Melting chocolate – chocolate nests  (Changing states) | Spaghetti  (Changing states) | Ice pops  (Changing states) |
| Resources in provision:  Mirrors, natural objects: sticks, pine cones, bark, wooden rings, sponge cylinders, shells, magnifying glasses, sand timers, oil timers, leaves, water play (funnels, pipes, sand play, different length tubes, magnetic shapes, my mirror book, texture books, life cycle books, weather station (daily routine), bug catchers, wind up toys, pull toys, friction cars | | | | | | | |
| EAD | **Painting:** Puddle painting, wheels on the bus (bus through paint), hand prints, food colouring shaving foam, paint printing, blow bubble painting, splatter.  **Materials:** felt markers, Pencils, crayons, chalk (range of thickness), water painting, ready mixed paint, block paints, sponges (plain and shaped), toothbrushes, cotton buds, textured brushes,  **Printing:** Hand prints, finger prints, foot prints, sponge prints, legos, paper, cars, veg & fruits,  Rubbings (leaves, bark).  Threading (pasta necklaces, cheerios).  Family drawings  **Malleable:** playdough, air drying clay, slime, gloop, salt dough, (finger and tool use, rolling with a rolling pin, rolling a ball, pinching, poke, begin to assign meaning to marks/something they’ve made)  **Junk modelling:** class projects,  **Joining:** PVA, pritt stick, cello tape, masking tape, using paint,  **Scissor use (adults supporting/modelling correct hold)**: tears paper, understanding that scissors can cut paper, picking up scissors (range of training scissors), snipping (thin card, playdough, paper, spaghetti  **Introduce colour names**  **Apron on, Take off and hang it up. Tidying away/looking after tools and resources.** | | | | | | |