**Curriculum Overview Year BN 23-24**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 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 BabiesThe Baby’s catalogue  | Witches FourIt’s my BirthdayBrown bear, brown bear, what can you seeWhere’s spot?That’s not my teddyPostman Bear5 Little ducks | Oi Dog!Terrific trainsPeepoTip, tip, dig, digBrush Brush BrushI can do it too! |  The Three Little Pigs Goldilocks and the Three Bears There was an old lady who swallowed a flyMy cat likes to hide in boxesGoodnight MoonBoo Hoo Baby | Old McDonalds farm Dear zoo Meg and MogOne, two, three to the zooBaby touch and feel animals 10 Little fingers, 10 little toes | One Ted falls out of bedTitch Jasper’s beanstalkThe very busy spiderCome on DaisyTreasury of Nursery RhymesNow I’m big |
| Nursery Rhymes | Hickory Dickory DockChop Chop | Humpty DumptyTommy Thumb | See Saw Margery DawMary Mary quite contrary  | I hear thunderHey diddle diddle | This Little Piggy went to MarketTo market to market | Hickety PicketyPease pudding |
| Songs | Heads, Shoulders, Knees and ToesIncy Wincy Spider | Wind the Bobbin upI’m a little Teapot | Twinkle, Twinkle Little StarDown at the station | The wheels on the busGoldilocks  | Miss Polly had a dollyClap 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 readerStaff ReaderStarting and settling into nursery. Exploring our new learning environment  | Volunteer readerStaff Reader Diwali Bonfire Nativity songs  | Volunteer readerStaff Reader Pizza shop visitor (with pizza) | Volunteer readerStaff Reader Librarian  | Volunteer readerStaff Reader Visit from a pet | Volunteer readerStaff Reader Farm visitorGardener  |
| **Parent partnership** | Home visits Potty Training sessionHow 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 WorkshopHow to Play – tips for interacting with your child at home | Exploring Art – Blue Parents workshop Reading session world book day. | Maths Awareness – Blue Parents WorkshopFamily picnic  | Getting ready for Yellow Nursery – Blue Parents WorkshopBlue Nursery Prize Giving ceremonySports day  |
| **Hisyory/events** |  | DiwaliRemembrance DayChristmas & Christmas song performance Guy Fawkes/bonfire night | Lunar New Year | Mother’s DayEaster - egg hunt | Ramadan Eid | Father’s DaySummer party dayPlanting 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 andanticipate 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 to 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 haveconsequences but not always the consequencesthe child hopes for.**UE** - May recognise that some actions can hurt orharm others and begins to stop themselves fromdoing 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 inmore detailed ways and identifies themselves inrelation to social groups and to their peers.**UE** - Talks about how others might be feeling and responds according to their understanding of theother 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 fordominant hand and/or leg/foot.- Holds mark-making tools with thumb and allFingers.**HSC** - Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choiceof 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 suchas 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 arestructured, and to tell own stories.**W** - Makes up stories, play scenarios, and drawings inresponse 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 innumbers of things, using words like more, lots or‘same’.**SA -** Explores how things look from differentviewpoints 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 actionPatterns. | **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.  |
| UTWPictures 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.**  |