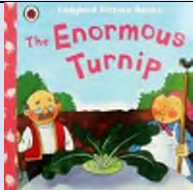
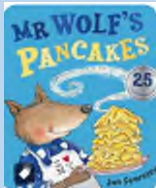
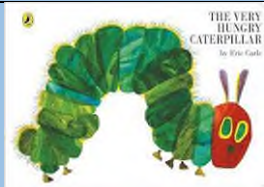
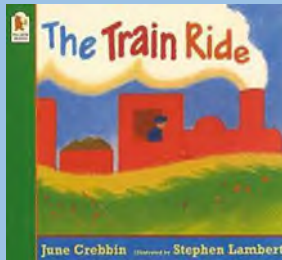
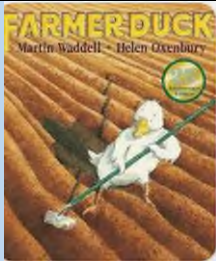
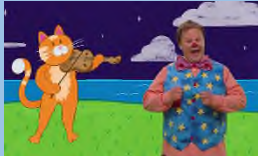


Curriculum Overview: Blue Nursery

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus Themes	All About Me	Celebrations	Once Upon a Tale	The wonderful world of animals	Let's go outside	Growing and Changing
Story Focus	Goldilocks and the Three Bears We're Going on a Bear Hunt Potential theme: Bears	The Enormous Turnip **That's Not my Fairy	The Three Little Pigs Each Peach, Pear, Plum Rapunzel	Chicken Licken Handa's Hen	The Very Hungry Caterpillar Three Billy Goats Gruff	Rumble in the Jungle Dear Zoo Elmer
Nursery Rhyme Focus	Twinkle Twinkle	Baa Baa Black Sheep	Wind the bobbin up	Humpty Dumpty	Incy wincy spider	Hickory Dickory Dock
Oracy focus	Join in with repeated phrases in Goldilocks and the Three Bears and We're Going on a Bear Hunt. <u>Text Map:</u> Twinkle Twinkle	Join in with repeated phrases in the Enormous Turnip. <u>Text Map:</u> Baa Baa Black Sheep	<u>Text Map:</u> Wind the Bobbin Up	Act out the story of the Chicken Licken using props and masks. <u>Text Map:</u> Humpty Dumpty <u>Text Map:</u> Chicken Licken	Orally retell the story of The Billy Goats Gruff in a beginning, middle and end format. <u>Text Map:</u> Incy Wincy Spider <u>Text Map:</u> Three Billy Goats Gruff	<u>Text Map:</u> Hickory Dickory Dock

Curriculum Overview: Yellow and Green Nursery

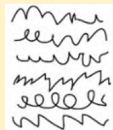
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus Themes	All About Me	Celebrations	Once Upon a Tale	The wonderful world of animals	Let's go outside	Growing and Changing
Story Focus	Nursery Rhymes Goldilocks and the Three Bears We're Going on a Bear Hunt <i>Brown Bear, Brown Bear</i>	The Enormous Turnip Cinderella <i>We're Going on a Leaf Hunt</i> <i>The Nativity</i>	The Three Little Pigs Little Red Riding Hood <i>Mr Wolf's Pancakes</i>	Chicken Licken We're going on an egg hunt <i>Ugly Duckling</i> <i>Farmer Duck</i>	The Three Billy Goats Gruff The tiny seed <i>Farmyard Hullabaloo</i>	The Very Hungry Caterpillar Farmer Duck <i>Train Ride</i>
	  	  	  	 	 	 

						
Nursery Rhyme Focus	Twinkle Twinkle <i>Jack and Jill</i>	Baa Baa Black Sheep <i>Dingle Dangle Scarecrow</i>	Incy Wincy Spider <i>Hot Cross Buns</i>	Humpty Dumpty <i>Mary had a Little Lamb</i>	I Hear Thunder <i>Hey Diddle, Diddle</i>	Hickory Dickory Dock <i>Grand Old Duke of York</i>
	Twinkle Twinkle Little Star - CBeebies - BBC 	Baa Baa Black Sheep: BSL Signed Nursery Rhymes CBeebies (youtube.com) 	Wind The Bobbin Up The Baby Club (youtube.com) 	Humpty Dumpty sat on a wall - BBC Teach 	CBeebies: Something Special - I Hear Thunder - Nursery Rhyme - YouTube 	CBeebies: Something Special - Hickory Dickory Dock - Nursery Rhyme (youtube.com) 
	Jack and Jill - BBC Teach 	Dingle Dangle Scarecrow - CBeebies - BBC 	Hot Cross Buns: BSL Signed Nursery Rhymes CBeebies (youtube.com) 	CBeebies - CBeebies House Songs, CBeebies House - Mary Had A Little Lamb nursery rhyme (bbc.co.uk) 	Hey Diddle Diddle - CBeebies - BBC 	The grand old Duke of York - BBC Teach 

Wow moments	Sensory boxes Nurse to Visit	Nativity performance Festival story – read by a parent Friday assembly person	Dark Den (create space). School cook/chefs	Storyteller/puppet show. Parent/grandparent come in to read a story. Music centre	Visit to Aldi (buy fruits and veg). Local vets	Garden centre visitors
Core vocabulary	Body parts - Head, shoulders, knees, toes, leg, foot, eyes, mouth, lips, teeth, hands, fingers Family names – mum dad, brother, sister, aunty, uncle, grandad, grandma, cousins	Christmas, Diwali, bonfire, fireworks, baubles, decorations, tree, mendi, lamps, colour, Hanukkah	Rockets, planets, stars, aliens, moon, sun	Animals, habitat, jungle, forest, zoo, farm	Once upon a time, Animals, fairies, tiara, princess, prince, crown, adventure, characters.	Growth, life cycle, minibeasts. Caterpillar, cocoon, butterfly. Tadpole, froglet, frog. Baby, toddler, child, adult older person. Days of the week.
Experiences – visitors	Male teacher to read story	Parent – Diwali		Librarian -grandparents to read a story	A visit from a nurse	Jonathan`s Jungle Visit
Visits	Year 1 garden Dental Nurse Visit	Visit to a church Christmas performance -Carol singers performance - Book Fair	Visit Library	Visit to a shop (Aldi) - Book Fair	Family picnic	
Welly Walks			Welly walk (muddy puddles)			

Parent partnership	Drove primary expectation meeting Toilet Training Workshop	Diwali stay and play Christmas stay and play Nursery nativity	Reading session. Early words together parent workshop.	Reading session world book day. Grandparents story session Easter Stay and Play	.	Graduation ceremony Sports day
History/ events Pictures of children when they were younger/babies		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 sunflower/cress
Communication and language						
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Word Aware 2 , EYFS productions, assemblies and	LA – listens to others in small groups and is able to follow directions. U – Identifies action words by following simple instructions. -Understand <i>who, what</i> and <i>where</i> in simple questions. S – Uses language to share feelings, emotions and thoughts.	LA – Listens to familiar stories with increasing attention and recall. U – Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet. S - Learns new words very rapidly and is able to use them in communicating.	LA – Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. U – Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?). S - Uses a variety of questions (e.g. what, where, who).	LA – Shows interest in play with sounds, songs and rhymes. U – Developing understanding of simple concepts (e.g. fast/slow, good/bad). S - Beginning to use word endings (e.g. going, cats.	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 – Single channelled attention; can shift to a different task if attention fully obtained. 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.

weekly interventions						
Personal, Social and Emotional Development	MR – Seeks companionship with adults and other children sharing experiences and play ideas. SS – Knows their own name, preferences and interests and is becoming aware of their unique abilities. UE – Express the self-aware emotions of pride and embarrassment as well as a wide range of other feelings.	MR- Shows empathy and concern for people who are special to them by partially matching others’ feelings with their own, e.g. may offer a child a toy they know they like. SS - Is developing an understanding of and interest in differences of gender, ethnicity and ability. UE - Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions.	MR- Uses their experiences of adult behaviours to guide their social relationships and interactions. SS - Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions. UE - Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset.	MR- Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play. SS - Experiments with their own and other people’s views of who they are through their play, through trying out different behaviours, and the way they talk about themselves. UE - Responds to the feelings of others, showing concern and offering comfort.	MR- Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers. 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- Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking. 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 independence in self-care and shows awareness of routines. -Able to help and increasingly	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	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.

	independently to take off simple clothing.	of potty or toilet.				
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.
Writing focus – MUST be used alongside Getting Ready to Write. This simply talks about types of marks.	- Random scribbling – Some meaning may be applied to this. - Lines made to show writing will be different to their drawings. - It will look like horizontal / vertical lines / circular marks.		- Scribble writing - Children will be ascribing meaning to their marks. - Movement of writing will follow a left to right motion on the page. - There will be a range of vertical, horizontal and circular lines and an attempt at using diagonal line.		- A wider variety of marks will be used to show writing. - Bouncy patterns, zig zag, circular, horizontal - Movement of writing will follow a left to right motion on the page. 	- Name writing (or attempt to) - Symbols produced to complete their name, these may or may not be correctly formed. - A range of vertical, horizontal, circular and diagonal marks. 
Mathematics	Dice and dominoes in provision. Adult to say the number of dots they say, if children interact with the dice. Counting to 5.	Teaching to subitise 1 and 2 on a standard dice. Counting to 5.	Teaching to subitise 3 on a dice. Numicon 1 & 2. Counting to 10.	Subitising 1-3 in everyday life (body parts, shake and spill, feely bag, etc.) Numicon 3 & 4. Counting ping pong.	Subitise 1-3 pictures of objects, e.g. on flashcards, in books, etc. Numicon 5. Counting ping pong.	Teach subitising 4-6 on a standard dice. Subitise nonstandard dot Arrangements Reasoning with Numicon. Counting back from 5.
UTW Geography	NR Twinkle Twinkle – talking about the stars in space. Identify where I live.	Talk about/observe the weather	Talk about/observe the weather Identify seasonal changes – ice – snow	Talk about/observe the weather	Talk about/observe the weather Seasonal changes (linked to the Tiny seed).	Talk about/observe the weather Identify animals that live in England

	Talk about/observe the weather					
UTW History	Talk about members of their immediate family. Understanding the passage of time using visual timetables	Cultural celebrations – parents invited in for Christmas stay and play Remembrance Day – BBC Bunny video to support explanation of the two world wars, recognising the emotions in the video Bonfire night – Guy Fawkes	Talk about day and night routines e.g. bedtime, brushing teeth in the morning	Parents invited in for spring stay and play	Listening to stories and placing events in chronological order (Link to Tiny seed).	Listening to stories and placing events in chronological order (Link to The Very hungry caterpillar). How have I changed since being a baby? (preparation and transition in to school).
UTW Science	NR Twinkle Twinkle – talking about the stars in space. Serve cereal for snack - what happens to cereal in milk? (changing states).	Talk about/observe the weather. Observe the inside of a pumpkin. Decorating biscuits (exploring the state of icing hardening). Explore how light moves through different materials.	Talk about/observe the weather. Identify seasonal changes – ice – snow (explore ice melting). Dark den. Discuss day and night routines and how they differ.	Talk about/observe the weather. Egg cooking – boiled, hard boiled & fried (changing states of matter).	Talk about/observe the weather. Seasonal changes (linked to the Tiny seed). Observe a seed growing. Visit from jungle Jonathon.	Talk about/observe the weather. Identify farm animals that live in England. Watch a butterfly grow. Identifying parts of my body.

Resources in provision:

Mirrors, natural objects: sticks, pine cones, bark, gravel, smooth stones, pebbles, 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), binoculars, magnifying sheet, bug viewers, animal skin pictures, people/animal jigsaws, animal/seasons/my body books, wind up torches, friction cars, bird feeders.

Expressive Arts and Design	CM – Joins in singing songs. -enjoys and responds to playing with colour in a variety of ways such as combining colours. BI – uses movement and sounds to express experiences, ideas and feelings.	CM - Creates sounds by rubbing, shaking, tapping, striking or blowing. BI - Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations.	CM - Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. BI - Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music	CM - Develops an understanding of how to create and use sounds intentionally. BI - Sings to self and makes up simple songs.	CM - Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. BI - Notices what other children and adults do,	CM - Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience. BI - Uses available resources to create props
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			imaginatively, e.g. scary music.		mirroring what is observed, adding variations and then doing it spontaneously.	or creates imaginary ones to support play.
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