




Nursery Curriculum Overview – 2021/22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	It's good to be me!	Celebrations	Travel and Transport	Once upon a time	The wonderful world of animals	Growing
Possible ideas/lines of enquiry These mini ideas within the themes may change or be replaced depending on children's interests.	All about me and my body, my family, houses and homes, my heroes and superheroes BASELINES	Birthdays, special events / weekly news, Halloween, Bonfire Night, Diwali, Christmas,	How can we get to the moon? How does a car work? What is it like to ride a bus?	Story language Similarities and differences between the characters. Key features of a story	Where (around the world) do animals come from? Do animals all eat the same things? Can we keep animals as pets?	Summer, looking after our vegetables and plants, animals, mini-beasts (insects), ourselves, growing and moving on.
Key story books	The Three Little Pigs I want my potty Can't you sleep little bear Nursery rhymes	Guess how much I love you The Very Helpful Hedgehog The Gingerbread Man We're going on an Elf Hunt (Christmas)	Mr Gumpy's motor car The train ride Duck in the truck Whatever Next	Little Red Hen Goldilocks and the Three Bears The Gruffalo Peace at last	Dear Zoo We're going on a Bear Hunt The Tiger who came to tea Rosie's walk Monkey puzzle	The Very Hungry Caterpillar Handa's surprise The Bad Tempered Ladybird Topsy and Time go to School
PSED	At nursery the children will uphold and adhere to our CARE values- Courage, Appreciation, Respect, Responsibility and Excellence. Throughout the year the children will develop their understandings of routines and begin to follow instructions well. The children will develop strong					

	relationships with their peers and adults in Nursery. The children will develop a sense of empathy for others and be able to talk freely about how they are feeling and their likes and dislikes.					
	<p>Welcome to school, CARE values, class rules, establishing routines.</p> <p><u>Jigsaw RHSE- Being Me!</u></p> <p>-who is me? -How am I feeling today? -Being at nursery -Gentle hands -Our rights -Our responsibilities.</p> <p><i>Have photo albums of children's families- to develop a sense of belonging</i></p>	<p>CARE values, class rules, establishing routines.</p> <p><u>Jigsaw RHSE-Celebrating Differences</u></p> <p>-What am I good at? -I am special, I am me -Families -Houses and Homes -Making friends -Standing up for yourselves</p>	<p>CARE values, class rules, establishing routines.</p> <p><u>Jigsaw RHSE- Dreams and Goals</u></p> <p>-I understand what challenge means -Never giving up -Setting a Goal -Obstacles and support -Flight to the future -Footprint rewards</p>	<p>CARE values, class rules, establishing routines.</p> <p><u>Jigsaw RHSE-Healthy Me</u></p> <p>- Everybody's body - We like to move it, move it! - Food glorious food! - Sweet dreams - Keeping clean -Stranger Danger</p>	<p>CARE values, class rules, establishing routines.</p> <p><u>Jigsaw RHSE- Relationships</u></p> <p>- My family and me - Make friends, make friends never ever break friends-part 1 - Make friends, make friends never ever break friends-part 2 - Falling out and bullying-part 1 - Falling out and bullying-part 2 - Being the best friends, we can be</p>	<p>CARE values, class rules, establishing routines.</p> <p><u>Jigsaw RHSE-Changing Me</u></p> <p>- My body - Respecting my body - Growing up - Growth and change - Fun and fears - Celebration</p>
RE	<p><u>Discovery RE- Special people</u></p> <p>Key question: <i>What makes people special?</i></p> <p>Religions- Christianity & Judaism</p>	<p><u>Discovery RE – Christmas</u></p> <p>Key Question: <i>What is Christmas?</i></p> <p>Religion: Christianity</p> <p>Christian concept: Incarnation</p>	<p><u>Discovery RE- Celebrations</u></p> <p>Key Question: <i>How do people celebrate?</i></p> <p>Religions: Hinduism</p>	<p><u>Discovery RE- Easter</u></p> <p>Key Question: What is Easter? Religion: Christianity Christian concept: Salvation</p>	<p><u>Discovery RE - Story Time</u></p> <p>Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism</p>	<p><u>Discovery RE - Special Places</u></p> <p>Key Question: What makes places special? Religions: Christianity, Islam, Judaism</p>

Physical Education	Children in nursery will be given the opportunities to develop their Physical Skills, Gross Motor and Fine Motor. The children in nursery will have access to high quality activities and resources that help to promote the development of each of their Physical skills, linked to current themes and interests of the child.					
Gross Motor	<p>Squiggle whilst you wiggle - Large up and down movements</p> <p>Exploring the outside areas, using experiment with support for adults.</p> <p>Beginning to use obstacle course (steps, balancing beams, jumping hoops)- Be able to climb up/ walk across/ jump off climbing equipment with support.</p> <p>Building the 3 little pigs houses – junk modelling/ large scale outside, etc. - Use 2 hands to pick up heavy objects, and with support seek</p>	<p>Squiggle whilst you wiggle - Large up and down movements</p> <p>Joining in with dance routines, musical statues, remembering a routine or making up their own. - Balance on one foot for a short time.</p> <p>Making obstacle courses - Be able to climb up/ walk across/ jump off climbing equipment with support</p>	<p>Squiggle whilst you wiggle - Large up and down/ circular movements</p> <p>Moving around the garden in different way with balance bikes, scooters, tricycles) - ride the red and yellow bikes.</p> <p>Sit on the balance bikes and learn to ‘scoot’ self along.</p>	<p>Squiggle whilst you wiggle- Large up and down/ circular movements</p> <p>Joining in with dance routines, musical statues, remembering a routine or making up their own.- Balance on one foot for a short time</p> <p>Searching around the garden (moving in different ways) under, over, through looking for hidden items in the garden (eggs, books characters) - Be able to climb up/ walk across/ jump off climbing equipment with support.</p>	<p>Squiggle whilst you wiggle- Large up and down/ circular movements</p> <p>Move in different ways like an animal.- Balance on one foot for a short time, Run in a straight line. Gallop (pre-skipping)</p> <p>Going on a bear hunt - Be able to climb up/ walk across/ jump off climbing equipment with support.</p> <p>Moving around the garden in different way with balance bikes, scooters, tricycles) – Confidently ride the red and yellow bikes.</p>	<p>Squiggle whilst you wiggle- Large up and down/ circular movements</p> <p>Sports day - Run in a straight line. Gallop (pre-skipping)</p> <p>Team games like football, hockey, tennis etc.. - Be able to throw and catch a large ball.</p> <p>Searching for bugs, lifting logs, equipment - Use 2 hands to pick up heavy objects, and with support seek assistance to move heavier objects.</p>

	assistance to move heavier objects.				Sit on the balance bikes and 'scoot' self along.	
Fine Motor	<p>Squiggle whilst you wiggle - Large up and down movements</p> <p>Daily Snack - Able to use a spoon to feed self/ cups to drink</p> <p>Exploring messy/sensory activities (water, sand, rice etc.) - Digging, scooping, pouring</p> <p>Exploring mark making in different media, (chalk, pencils, pens, paint sticks) - large movements – circular, up and down</p>	<p>Squiggle whilst you wiggle - Large up and down movements</p> <p>Daily Snack - Able to use a spoon to feed self/ cups to drink</p> <p>Introduce how to hold a pencil/pencil grip</p> <p>Firework funky fingers, small parts</p> <p>Making Christmas cards - •using Paint brushes</p> <p>Beginning to use loop scissors to help build up skills - Making snips in paper with scissors</p>	<p>Squiggle whilst you wiggle - Large up and down/ circular movements</p> <p>Daily Snack - Able to use a spoon to feed self/ cups to drink</p> <p>Remind how to hold a pencil/pencil grip</p> <p>Have a range of one-handed tool (being a mechanic, loose parts) – Use tweezers to pick up/ move large objects e.g. pasta, pom poms etc.</p> <p>Threading using sieves - Thread beads/ large objects onto string/ pipe cleaners.</p>	<p>Squiggle whilst you wiggle - Large up and down/ circular movements</p> <p>Daily Snack - Able to use a spoon to feed self/ cups to drink</p> <p>Remind how to hold a pencil/pencil grip</p> <p>Dominant hand</p> <p>Making easter cards using scissors - Making snips in paper with scissors</p> <p>Exploring oats and Making porridge – Digging, scooping, pouring</p> <p>Picking up a range of sized objects- Use tweezers to pick up/ move large objects</p>	<p>Squiggle whilst you wiggle - Large up and down/ circular movements</p> <p>Daily Snack - Able to use a spoon to feed self/ cups to drink</p> <p>Dominant hand</p> <p>Basis of pencil grip</p> <p>Life drawing of animals - Use mark making equipment with increasing accuracy e.g. drawing shapes/ simple pictures.</p> <p>Making collars for our pets - Thread beads/ large objects onto string/ pipe cleaners.</p>	<p>Squiggle whilst you wiggle - Large up and down/ circular movements</p> <p>Daily Snack - Able to use a spoon to feed self/ cups to drink</p> <p>Dominant hand</p> <p>Basis of pencil grip</p> <p>Life drawing insets/plants- Use mark making equipment with increasing accuracy e.g. drawing shapes/ simple pictures.</p> <p>Planting seeds/plants - Digging, scooping, pouring</p>

				e.g. pasta, pom poms etc		
Squiggle whilst you wiggle	<p><u>Up and down, Side to side</u> – <i>The dragon song</i></p> <p>In a circle, dance around like the dragon lifting your arms up and down, side to side, side to side.</p>	<p><u>Wiggle and a wiggle-</u> 9-5</p>  <p>Repeat as before but whilst wiggling.</p>	<p><u>Circles, Circles and Squircles-</u> <i>Rolling like a river</i></p> <p>Start with big circles and use the ‘three bear approach’ – Big, medium and small</p> <p><u>Arches and arches -</u> <i>Day dream believer</i></p> <p>Creating arches is fun to draw – squiggle bridges and rainbows but remember to use two hands. Do large full arches with both hands one way then the other. Then make each hand make an arch</p>	<p><u>In and out -I’m walking on sunshine</u></p> <p>This Squiggle is made by circling in wards and spiralling outwards.</p> <p><u>Reverse and turn-</u> <i>the greatest love of all</i></p> <p>This Squiggle stretches and reverses the previous ‘in and out’ spiral.</p>	<p><u>Lay down straight-</u> <i>I’m so excited</i></p> <p>It is the letter S and the number 8. For ease we need to lay it on its side for formation. The quicker the pace of the Squiggle here the easier it will be.</p> <p><u>Straight, straight</u></p> <p><u>Lines-</u> <i>4 minutes to save the world</i></p> <p>At the start of the song move your arms around the body like a ticking clock. Almost turn robot in this dance to simply create a line movement that eventually will end up on the page.</p>	Dough disco- Dance set 1.
Maths	Use WHF maths progression document					
Reading / Phonics	Learn the story, The three little pigs, by listening, Investigating the characters and scenes, orally retelling	Learn the story, Gingerbread man, by listening, Investigating the characters and scenes, orally retelling	Learn the story, Whatever Next, by listening, Investigating the characters and scenes, orally	Learn the story, Goldilocks and the Three Bears, by listening, Investigating the characters and	Learn the story, Dear Zoo and We’re going on a Bear Hunt, by listening, Investigating the characters and	Learn the story, The Very Hungry Caterpillar, by listening, Investigating the characters and

	<p>the story Sequencing the story and making story maps</p> <p>Joins in with familiar rhymes and stories</p> <p>Aspect 1- Environmental sounds</p> <p>Aspect 2- Instrumental sounds</p> <p>Aspect 3- Body percussion</p>	<p>the story, Sequencing the story and making story maps</p> <p>Joins in with familiar rhymes and stories</p> <p>Hears and uses new vocabulary from stories, rhymes, poems and non-fiction books</p> <p>Aspect 1 Environmental sounds.</p> <p>Aspect 2 Instrumental sounds.</p> <p>Aspect 3- Body percussion.</p>	<p>retelling the story, Sequencing the story and making story maps</p> <p>Joins in with familiar rhymes and stories</p> <p>Begins to predict what might happen in stories</p> <p>Aspect 4 Rhythm and rhyme</p> <p>Aspect 5 Alliteration</p> <p>Hears initial sounds</p> <p>Aspect 6 Voice sounds</p>	<p>scenes, orally retelling the story, Sequencing the story and making story maps</p> <p>Joins in with familiar rhymes and stories</p> <p>Sequences stories/ events (not always in order)</p> <p>Aspect 4 Rhythm and rhyme</p> <p>Aspect 5 Alliteration</p> <p>Hears initial sounds</p> <p>Aspect 6 Voice sounds</p>	<p>scenes, orally retelling the story, Sequencing the story and making story maps</p> <p>Joins in with familiar rhymes and stories</p> <p>Identifies characters/ settings/ events in stories</p> <p>Recap aspect 4,5,6</p> <p>Begin in introduce</p> <p>Aspect 7 Oral blending and segmenting</p> <p>Hears initial sounds and begins to use letters to identify meaning e.g. 'd' is for daddy</p>	<p>scenes, orally retelling the story, Sequencing the story and making story maps</p> <p>Joins in with familiar rhymes and stories</p> <p>Knows that print carries meaning and is read, in English, from left to right</p> <p>Aspect 7 Oral blending and segmenting</p> <p>Can orally blend/ segment simple CVC words</p> <p>Identifies sounds in words.</p>
Writing	<p>Exploring mark making using different media, (chalk, pencils, pens, paint sticks or</p>	<p>Making marks in different media.</p> <p>Practising giving meaning to the marks we make.</p>	<p>Making marks in different media.</p> <p>Practising giving meaning to the marks we make.</p>	<p>Making marks in different media</p> <p>Giving meaning to the marks we make</p>	<p>Making marks in different media</p> <p>Writes for a range of purposes e.g. a</p>	<p>Making marks in different media</p> <p>Writes for a range of purposes e.g. a</p>

	using index finger in sensory tray)	Introduce how to hold a pencil/pencil grip Showing a dominant hand	Remind how to hold a pencil/pencil grip Showing a dominant hand Practising writing initial letter of name	Uses the basis of a 3-finger pencil grip Practising writing initial letter of name	shopping list, a letter, a picture Uses the basis of a 3-finger pencil grip Name writing for school starters	shopping list, a letter, a picture Uses the basis of a 3-finger pencil grip Handles tools with increasing control Name writing for school starters
UTW Experiences	Children in nursery will be given the opportunity to develop their understanding of the world around them through independent play and adult led activities. Children will begin to understand what is meant by past and present, information about the world around them and begin to understand different cultures and religions.					
Past and Present (History)	Able to say who they are and who they live with Can talk about some members of their family- Have photo albums of the children's families.	Comments on pictures of experiences in their own life "this was me at the farm..." Can talk about any pets they may have	Comments on pictures of experiences in their own life "this was me at the farm..." Sequence family members by size and name (baby, child, adult)	Sequence family members by size and name (baby, child, adult)	Comments on fictional characters in stories. Shares similarities between characters, figures or objects.	Shares similarities between characters, figures or objects.

<p>The world (Science & Geography)</p> <p>Cultures and communities</p>	<p>Respect and care for the environment - classroom/ outdoors- Exploring the new environment and the resources inside and outside- the children will gain a sense of belonging within their nursery environments (Showing CARE values)</p> <p>Talk about what they see in their own environment (school/home)</p> <p>Talk about and describe different types of houses, including where they live- link to three little pigs.</p> <p>Identify suitable clothing for different weather.</p>	<p>Changing seasons – understand that the weather changes, and in different places you find different weather.</p> <p>Hands on exploration using senses.</p> <p>Identify suitable clothing for different weather.</p>	<p>Talk about different countries- where in the world are the children from?</p> <p>Look at maps and globes.</p> <p>Explore collections of materials and identify similar and different properties- making different modes of transport.</p> <p>Explore the world around them and explore how things work.</p> <p>Explores and talks about forces (push and pull)</p> <p>Identify suitable clothing for different weather.</p>	<p>Noticing changes in natural world, Talking about springtime babies (lambs, calves, foals)</p> <p>Changing seasons – understand that the weather changes, and in different places you find different weather.</p> <p>Identify suitable clothing for different weather.</p>	<p>Talk about different countries- where do different animals come from?</p> <p>Look at maps and globes Identify suitable clothing for different weather.</p> <p>Understand the difference between plants and animals.</p>	<p>Changing seasons – understand that the weather changes, and in different places you find different weather.</p> <p>Identify suitable clothing for different weather.</p> <p>Understand the difference between plants and animals- Drawing plants and flowers</p> <p>Plant seeds and care for growing plants with support- Growing plants / flowers: sun flower, beans</p> <p>Know the life cycle of a butterfly- Life cycle: growing / butterfly life cycle</p>
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(RE & Geography)	Shows an interest in different occupations	Comments on recent pictures of celebrations in their own life. "This is me celebrating Diwali..." Knows there are differences between what believe. Knows there are special places of worship.	Develop positive attitudes about differences between people. Know there are some other countries/ cities	Celebrations of life-Easter	Know there are some other countries/ cities Shows an interest in different occupations	Knows there are special places of worship.
Expressive Arts and Design Experiences	Children in nursery will be given the opportunities to develop their expressive arts through exploration, music and imaginative play. The children in nursery will have access to high quality activities and resources that help to promote the development of each of their expressive arts, linked to current themes and interests of the child.					
Exploring	Colour – Recognise colours/ choose colours for a purpose. Can use thick paint brushes Print with blocks, sponges and fruit. Uses a range of sensory activities and materials to explore and encourage using our senses.	Use glue sticks independently and use glue spatulas with support.	Manipulates playdough in different ways (e.g. rolls, cuts, squashes, pinches, twists etc.) Draws potato people (no neck or body) Builds walls to create enclosed spaces, beginning to add towers, roofs etc.	Adds other materials to develop models (tissue paper, glitter etc.) Beginning to weave	Draw things that they observe. Adds additional textures e.g. describes as bumpy or smooth	Draw simple things from memory e.g. a cat.

	<p>Make houses using different material, straw, sticks, bricks, and more- linked to the three little pig's story.</p>		<p>Begin to use primary colours to mix secondary colours.</p>			
<p>Music</p>	<p>Watches dances and performances</p> <p>Sings a selection of rhymes/ song from memory</p>	<p>Responds to music – verbally and using movement.</p> <p>Copies basic actions and begins to learn short dance routines.</p>	<p>Able to name a wide variety of instruments (drum, tambourine, maraca, triangle)</p>	<p>Talks about how music makes them feel</p> <p>Sings in a group and tries to keep in time.</p>	<p>Plays a given instrument to a simple beat</p>	<p>Talks about how music makes them feel</p> <p>Sings in a group and tries to keep in time.</p> <p>Plays a given instrument to a simple beat</p>

<p>Imaginative Play</p>	<p>Plays with familiar resources</p> <p>Works independently to develop basic skills.</p>	<p>Participates in small world play related to rhymes and stories</p> <p>Creates their own piece of art and gives meaning.</p>	<p>Develop storylines</p> <p>Uses own experiences to develop storylines e.g. going on a bus/ car ride</p> <p>Create and use small world set ups</p>	<p>Begins to work with a friend, copying ideas and developing skills together</p> <p>Develop storylines</p>	<p>Begins to work with a friend, copying ideas and developing skills together</p> <p>Develop storylines</p> <p>Uses own experiences to develop storylines e.g. going on a bus/ car ride</p> <p>Create and use small world set ups</p>	<p>Begins to work with a friend, copying ideas and developing skills together</p> <p>Develop storylines</p> <p>Uses own experiences to develop storylines e.g. going on a bus/ car ride</p> <p>Create and use small world set ups</p>
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