

Nursery Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Theme Cornerstones	Me and My Community This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class.	Sparkle and Shine This project teaches children about the celebrations that take place during the autumn and winter seasons, and focus on the significance and symbolism of light at this time of year.	Animal Safari This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.	Ready, Steady, Grow This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.	Marvellous Machines This interest-led project teaches children about the technology that is part of their daily lives and how machines help us. The project gives children the opportunity to build and create marvellous machines Creep, Crawl and Wriggle This project teaches children about invertebrates that live in their gardens and local environment.	Sunshine and Flowers This seasonal project provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment and how to stay safe in the sun.
Festivals & Celebrations	Christmas Diwali Hannukah Remembrance Day Bonfire Night		Lunar New Year Easter Valentines Day Mother's Day		Father's Day Eid	



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Communication & Language	Understand action words by pointing to the right picture in a book e.g. "Who's jumping?" Children can shift from one task to another when their attention is obtained. Using the child's name can help: "Jason, please can you stop now? We're tidying up".	Children begin to use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Clarify thinking through talk to connect ideas. Start a conversation with an adult or a friend and continue it for many turns. Children using sentences of four to six words – "I want to play with cars" or "What's that thing called?"	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Know many rhymes.	Respond to and answer simple 'how' and 'why' questions in response to stories. Expressing themselves using future and past tense: "I am going to the park" and "I went to the shop." Are able to talk about familiar books, and are able to retell a familiar story.	Use sentences have joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver." Responds to others with relevant comments. Vocabulary growth – continuing to use tenses in conversations. Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
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Phonological Awareness	Nursery rhymes and story time The main focus in nursery classrooms should be reading stories and rhymes to children and developing their language. We should spend three times as much time reading stories to children as we spend teaching phonics. Plan the nursery rhymes and stories you will sing and read over and over again – use the same actions and special emphasis every time. Role play together - once the children know a story very well, put all the children into role as one character and the teacher as the interviewer. Use 'ten top tips for reading stories' and share with parents.	Organise small group sessions throughout the day to ensure children talk as much as possible. Plan the words and talk associated with the play - this helps to make the most of the adults' time when working alongside children. Plan to use a range of words and phrases with similar, but slightly different, shades of meaning (synonyms). Write the words on sticky notes to remind you to use the words throughout play. Teach grammar and vocabulary by building sentences orally throughout the day – about pictures, real objects, children's paintings etc. Use TOL to build their ideas into a sentence, then repeat MTYT. Use forced alternatives to provide children with language rather than just noting down what they do say.	Start teaching sounds in the term before starting YR: Teach a new sound every day for about 15 minutes. Choose a time of the day when children are at their most alert. Don't let phonics teaching interfere in other areas of learning – avoid painting letters, finding letters in the sand. Let children enjoy the integrity of each experience. Start teaching children to blend in small groups once the children can read all the single letter Set 1 sounds speedily.
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Key texts	Goat Goes to Playground By Julia Donaldson Aargh Spider By Lydia Monks Please Mr Panda By Steve Antony	Happy Birthday Maisy By Lucy Cousins Postman Bear By Julia Donaldson Spot's First Christmas By Eric Hill	Dear Zoo By Rod Campbell Walking Through the Jungle By Julie Lacome Handa's Surprise By Eileen Browne	On The Farm By Axel Scheffler Jasper's Beanstalk By Nick Butterworth Brown Bear, Brown Bear By Bill Martin Three Little Pigs Ladybird Edition	Peppa Pig's Family Computer Ladybird Edition Car, Car, Truck, Jeep By Katrina Chapman The Whale on the Bus By Katrina Chapman No-Not the Robot By Sue Hendra	The Very Hungry Caterpillar By Eric Carle Sun By Carol Thompson Jump and Shout By Mike Dumbleton
Nursery Rhymes	Head, Shoulders, Knees and Toes If you're Happy and You Know It. Wind the Bobbin Up	Twinkle, Twinkle Star light, Star Bright Zoom, Zoom, Zoom	5 Little Monkeys Humpty Dumpty Here we go around the Mulberry bush	Baa Baa Black Sheep Old McDonald Had a Farm Incy Wincy Spider	The Wheels on the Bus Row, row your Boat 5 Little Men in a Flying Saucer	You are my sunshine I can sing a rainbow Here We go Round the Mulberry Bush
Mathematics White Rose	Comparison 1 Shape, space and measure 1 Pattern 1	Counting 1 Counting 2 Subitising 1	Pattern 2 Shape, space and measure 2 Subitising 2	Counting 3 Shape, space and measure 3 Pattern 3	Counting 4 Shape, space and measure 4 Subitising 3	Comparison 2 Pattern 4 Shape, space and measure 5



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Understanding the World	Foundations of History		
	Me and My Community Children begin to make sense of their own life story and family history.	Marvellous Machines Use past tense language to describe events and experiences that have happened to them.	Sunshine and Sunflowers Use past tense language to describe events and experiences that have happened to them.
	Foundations of Geography		
	Me and My Community What a school is Sending Cards Different Distances	Ready Steady Grow Where are shops and farms?	Sunshine and Sunflowers Words and Signs in the local environment Exercise
	Foundations of Science		
	Sparkle and Shine Things that are shiny Winter	Animal Safari Caring for Animals Grouping animals Ready Steady Grow Seeds and Plants Animal Babies Marvellous Machines Electricity Sounds	Creep Crawl Wriggle Minibeast in the local environment Butterflies, Spiders, Snails Sunshine and Sunflowers Habitats Sun Safety
	Religious & Cultural Awareness		
	Me and My Community Family Photos Friends & Family Sparkle and Shine Special Celebrations		



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Personal, Social & Emotional Development (inc. PSHE)	Feelings Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Rules & Responsibility Develop their sense of responsibility and membership of a community. Remember rules without needing an adult to remind them.	Social skills & confidence: playing with my friends Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Find solutions to conflicts and rivalries. Play with one or more other children, extending and elaborating play ideas.	Developing empathy Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Begin to show empathy for characters in stories.	Managing conflict during play Develop appropriate ways of being assertive. Talk with others to solve conflicts. Understand gradually how others might be feeling.
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EAD	Art & DT		
	Creating a celebration card Different Colours and their names	Feeling different fabrics Colours, shapes and patterns in animal pictures Chopping food using different tools Primary Colour paint Digital Images and Sounds	Caring for Seeds and Plants Creating a sunflower design
	Music		
	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match). Sing the melodic shape of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Delivered through weekly Sound Tots sessions with Music Services specialist teacher This musical intervention helps children reach a progressive level of development during their time in EYFS, supporting children's language development, memory, listening and attention skills.		



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Physical Development	Gross Motor This includes: Weekly PE lessons using Healthy Movers programme from the Sports Trust Healthy Movers aims to develop children's physical literacy in the early years, support their social and emotional development and create healthy, active learners. Daily access to the outdoor area Mud kitchen and mark making materials to help develop their large motor skills, sand and water equipment, gardening tools, hoola hoops, space hoppers, large construction materials, bats, balls and trikes.
	Fine motor Children take part in planned weekly fine motor activities to strengthen their fine motor skills. They have access to a wide range of resources within continuous provision to develop their fine motor and independence skills. Moulding soft dough to foster early muscle development in the hands. Simple stringing activities with large beads or chunky pasta to enhance basic hand-eye coordination. Sorting activities using larger tweezers to pick up and place objects such as cotton balls into bowls. Finger painting to encourage exploration and manipulation with a variety of movements. Snipping with child-friendly scissors to snip paper or playdough, developing grip and control. Puppet play with larger, soft finger puppets to involve whole-hand movements. Peeling and sticking large stickers on paper to boost precision and coordination. Tower building with large blocks to practise fine motor skills and hand-eye coordination. Threading large, blunt needles with yarn through burlap for a rudimentary sewing experience. Scribbling with thick, easy-to-hold crayons or chalk to develop grip and expressive movement.



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