

Curriculum Overview: Nursery Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My Community	Sparkle and Shine	Winter Wonderland	Puddles and Rainbows	Shadows and Reflections	Splash!
Enrichment	Visit from a baby	Photographs from special life events	Winter walk/ Ice freezing experiment	Planting	Shadow puppets	Raft/boat making for small world animal End of year trip (location tbc)
English (Literacy/Physical Development)	Draws freely. Use large muscle movements to wave flags, streamers, paint and make marks.	Begins to understand that print and marks have meaning.	Use some of their print and letter knowledge in their early writing.	Use some of their print and letter knowledge in their early writing.	Write some letters accurately.	Write some or all of their name. Shows a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils.
Little Wandle Foundation for Phonics:	<i>See Foundations for Phonics: Progression Planning and Overview</i> In these sessions, our nursery children will develop their phonological awareness, so they can: -spot and suggest rhyme -count or clap syllables in a word -recognise words with the same initial sound					

Maths	White Rose Maths					
Understanding the World						
	Me and My Community	Sparkle and Shine	Winter Wonderland	Puddles and Rainbows	Shadows and Reflections	Splash!
Science	Begin to recognise, observe and discuss how humans change and grow from when they are babies.	Explore collections of materials with similar and/or different properties.	Explore how the weather changes in the winter. Talk about some of the things that they have observed using simple scientific vocabulary; i.e. freezing and melting. Name a variety of animals that live in cold places around the world.	Observe the daily weather and explore and discuss any changes they see. Explore and talk about materials that are waterproof. Care for growing seeds and plants.	Create shadows outdoors with different objects and their own bodies. Explore and sort everyday items, with support, into groups of the same material.	Explore, play with and talk about objects that float and sink and describe different forces that they can feel.
History	Spend time talking about photographs and memories. Discuss and retell what their parents have told them about their life stories and family.	Talk about special events in the past in their own lives, e.g. birthdays, Christmas, christenings.				
Geography	Exploring the community that we belong to. Explore the importance of family, school and the local	Develop positive attitudes about the differences between people (RE/People, Cultures and Communities)	Exploring places in the world where it is cold and snowy, such as Antarctica. Play with globes, observe maps and listen to stories to	Begin to recognise that the world has many different places. Talk about places they have been or have seen in photographs.		

	community, and how to care for this.		develop awareness of other places in the world.	Discuss routes and locations and use and understand some positional language.		
Religious Education	Families; special times; important events.	Christianity Christmas				
Expressive Arts and Design						
	Me and My Community	Sparkle and Shine	Winter Wonderland	Puddles and Rainbows	Shadows and Reflections	Splash!
Art <i>Access Art</i>	Explore colour, colour mixing and printing with hands, feet and fingers. <i>Explorers Books Collecting Colour. Exploring autumn floor textiles.</i> Artist: Vincent Van Gogh	Work with clay to create Diva pots linked to Diwali. Create a shiny collage. <i>Clay play.</i>	Explore mixing colours to create new colours and different shades of a colour. Use different tools to begin to paint animals and settings. Create winter pictures. Artist: Vincent Van Gogh <i>Galaxy painting. Explorers Books Collecting Colour.</i>	Print with a variety of objects, including hands, feet and fingers onto different surfaces. Use paint to make repeating and symmetrical patterns and images, i.e. rainbows. <i>Repeat pattern printing roller</i>	Drawing around shadows of themselves and other objects using a variety of tools and resources. Use mirrors to draw themselves. <i>Movement maps</i>	Explore mixing colours to create new colours and different shades of a colour. Water drawings and collage using a variety of different materials and resources. <i>Shells</i>
Design and Technology	Express their ideas by making simple models of their own houses. Make imaginative 'small worlds' with		Build a snowman using boxes and recycled materials, to use in their imaginative play.		Explore and choose freely from a variety of materials to create a sock/shadow puppet.	

	blocks and construction kits, linked to stories they have heard.				With support, join materials in different ways.	
Music	Musical activities that explore voices and classroom instruments.					
	Sing well known rhymes and songs in a small group.	Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody. Listen to a variety of music and talk about how it makes them feel.	Listen with increasing attention to sounds. Joining in with repeated refrains and phrases in rhymes, songs and stories.	Remember and sing well known rhymes and songs.	Begin to sing the melody, pitch and tone of well-known nursery rhymes and songs. Respond to what they have heard, expressing their thoughts and feelings.	Sing the melody, pitch and tone of well-known nursery rhymes and songs.
Prime Areas						
Physical Development	Different movements including skipping, hopping and holding poses and creating sequences to different rhythms.	Climbing apparatus and using steps. Travelling with confidence over, around and through equipment and collaborate with others to manage movement around large items.	Develop movements including; balancing and riding and develop ball skill through exploration of catching, patting and kicking.	Use an increasing number of patterns of movements relating to music and rhythm and develop confidence using scooters, bikes and trikes.	Take part in group activities they make up themselves and join in games that include; racing, chasing, balancing, riding and ball skills.	Show preference for a dominant hand/ side throughout their developing skills.
PSHE (Personal, Social, Emotional Development)	Develop their sense of responsibility and membership of a community.	Increasingly follow the rules. Play with others, extending and elaborating play ideas.	Be increasingly independent in meeting their own care needs.	Talk about their feelings and understand gradually how	Begin to talk about the importance of protecting us from the sun.	Become more outgoing with unfamiliar people, in the safe context

			Make healthy choices about food, drink, activity and toothbrushing. <i>Smile4Life</i>	others might be feeling. Solve conflicts with others.		of their setting (<i>transition</i>).
1 Decision Links:	-Why Does Purple Play Differently? -Pink Goes to School. -Pink Misses Mummy.	-Blue Learns to Share. - Orange Helps Out. - Yellow Wants to Play with Orange.	- <i>Orange Brushes Her Teeth.</i> - <i>Yellow Learns About Germs.</i> - <i>Rainbow's Food Journey.</i> - <i>Green's Greens</i>	-Pink Feels Sad. -Orange Feels Worried. -Yellow Play Fights.	-Rainbow Visits the Seaside. - Blue's Indoor Voice. - Rainbow Helps at Home.	-Green is Moving up a Year. - Blue's Best Friend.
Other Areas						
Computing	In Nursery, children have opportunities to access ICT equipment during continuous provision. During this time children are taught how to handle and use the equipment safely, exploring how it works. In Nursery, the children will be able to give a command to a coding critter (forwards, backwards, turn) and input the code to achieve a desired outcome.					