



Nursery Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	My World Your World	Night and day	Over the Rainbow	Superheroes	Down at the Bottom of your Garden	A Ticket to Ride
Curricular Goals	Make a strong relationship with their Key Worker. Become increasingly independent in meeting their own needs. Play alongside other children in the Nursery environment.		Recognise numbers 1-5 in and out of order. Safely use tools like scissors, tape, playdough cutters. Speak in sentences using 4-6 words.		To hold a pencil using the tripod grip. To be able to create and manoeuvre around an obstacle course. Perform their favourite nursery rhyme to the class.	
Essential Learning Experiences	Talk about their family using a photograph. Play out in different weather conditions and explore the effects.	Taste foods from a variety of cultures. Take part in a nativity.	Follow a recipe to make their own playdough. Mix colours using their hands.	Visits from different professionals. Be a Superhero for the day.	Grow your own plant. Life cycle of a butterfly/living eggs.	.A trip to the park. Make a musical instrument.
Communication and Language	Begin to pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".		Be able to talk about familiar books and be able to tell a long story. Understand 'why' questions. Use talk to organise themselves and their play.		Enjoy listening to longer stories and recall the main events. Be able to express their point of view using words/actions.	
	Use a wide range of vocabulary. Develop their ability to communicate using the correct tenses.		Listen carefully to rhymes and songs and sing them. Be able to start a conversation and continue it for many turns		Use longer sentences when communicating	
Personal, Social and Emotional Development	Select and use resources to achieve a goal Become more outgoing with unfamiliar people, in the safe context of their setting. Do not always need an adult to remind them of a rule.		Develop their sense of responsibility and membership of community. Show more confidence in new social situations. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.		Play with one or more other children, extending and elaborating play ideas. Develop appropriate ways of being assertive Talk with others to solve conflicts and talk about how others are feeling	
	<i>These statements have been split for extra focus, but all will apply on an ongoing basis throughout year.</i>					



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Physical Development	<p>Be increasingly independent as they put on their coats.</p> <p>Show preference for a dominant hand.</p> <p>Start to eat independently.</p> <p>Use large muscle movements to wave flags, streamers, paint and make marks.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>Be increasingly independent in meeting their own care needs.</p> <p>Match their developing physical skills to tasks and activities.</p> <p>Use one handed tools and equipment.</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Collaborate with others to manage and move large items.</p> <p>Go upstairs and equipment using alternate feet.</p>	<p>Be increasingly independent as they get dressed and undressed, putting coats on and doing up zips</p> <p>Chose the right resources to carry out their own plan.</p> <p>Hop, skip, stand and hold a pose for a game.</p> <p>Make healthy choices about food, drink, activity, and exercise.</p>	<p>Use a knife and fork when eating.</p> <p>Start taking part in group activities which they make up for themselves.</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>
	<i>Children will take part in focussed fine motor skill activities daily.</i>					
Literacy	<p>Engage in extended conversation about stories, learning new vocabulary.</p> <p>Be able to name the different parts of a book.</p>	<p>Phonic knowledge – count or clap syllables.</p> <p>Understand print has meaning.</p>	<p>Understand print can have different purposes.</p> <p>Know we read English texts from left to right and from top to bottom</p>	<p>Phonic knowledge – spot and suggest rhymes</p> <p>Page sequencing</p>	<p>Write some or all their name.</p> <p>Phonic knowledge – recognise words with the same initial sound</p>	<p>Write some letters accurately.</p> <p>Use some of their print and letter knowledge in their early writing.</p>
	Phonics	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1/2
<i>Phonics is taught using the Essential Letters and Sounds Scheme.</i>						



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Mathematics	<p>Recite numbers to 5.</p> <p>Compare quantities using language more than, fewer than.</p> <p>Select shapes appropriately.</p> <p>Talk about and identify patterns around them.</p>	<p>Fast recognition of up to 3 objects (subitising).</p> <p>Show finger numbers to 5.</p> <p>Talk about and use informal language for 2D shapes.</p>	<p>Know the last number reached when counting a small set of objects tells you how many there are in total.</p> <p>Understand positional language through words alone.</p> <p>Combine shapes to make new ones.</p>	<p>Say one number for each item in order 1,2,3,4,5</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Extend and create ABAB patterns.</p>	<p>Link numerals and amounts.</p> <p>Talk about and use informal language for 3D shapes.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Notice and correct a repeating pattern.</p>	<p>Solve real world mathematical problems with numbers to 5.</p> <p>Describe a familiar route using words like 'in front of' and 'behind'.</p> <p>Begin to describe a sequence of events using words such as first, then, next.</p>
Understanding the World	<p>Begin to make sense of their own life history.</p> <p>Use all their senses in hands- on exploration of natural materials.</p>	<p>Talk about what they see, using a wide vocabulary</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Explore collections of material with similar and/or different properties.</p>	<p>Show interest in different occupations.</p> <p>Explore and talk about different forces they can feel.</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life of a plant and an animal</p> <p>Respect and care for the natural environment and all living things</p>	<p>Know that there are different countries in the world and talk about differences</p> <p>Continue to develop positive attitudes about the differences between people</p>
Expressive Arts and Design	<p>Take part in simple pretend play, using an object to represent something else.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them.</p>	<p>Listen with increased attention.</p> <p>Draw with increasing complexity and detail such as representing a face with a circle.</p>	<p>Remember and sing entire songs.</p> <p>Begin to develop complex stories using small world equipment.</p> <p>Explore colour and colour mixing.</p>	<p>Sing the pitch of a tone sung by another person.</p> <p>Sing the melodic shape of familiar songs.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Create their own song or improvise on one they know.</p> <p>Respond to what they have heard expressing their thoughts and feelings.</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p>



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Show different emotions in their drawings and paintings.

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Join different materials and explore different textures.

Make imaginative and complex small world with blocks and construction kits.