

Nursery Curriculum Overview 2023-2024 (Long Term)

Areas of Learning	Autumn 1 (7 weeks) <i>All About Me!</i>	Autumn 2 (8 weeks) <i>People Who Inspire Me</i>	Spring 1 (5 weeks) <i>How Can We Get There?</i>	Spring 2 (6 weeks) <i>What Will We Find on the Farm?</i>	Summer 1 (6 weeks) <i>What Lives Outside?</i>	Summer 2 (7 weeks) <i>Seaside Explorers</i>
Book focus	Tom Starts Nursery. Titch When I grow bigger* Ten Little Fingers and Ten Little Toes Head to Toe Alfie's feet My brother Sean* <i>The Three Little Pigs.</i>	Grandmother and I * Full, Full, Full of Love* My Family Your Family 'Quick, Quick!' Topsy and Tim visit the Police Ambulance in Action/Police car on Patrol/Fire Engine Flashing. <i>The Gingerbread Man</i>	Mr Gumpy's Outing Mr Gumpy's Motor Car Train Ride/The Rain Train Naughty Bus Mama Panya's Pancakes* <i>The Big Pancake</i> Winter Texts (NF)	Rosie's Walk Spot Goes to the Farm Come on Daisy Noisy Farm Tremendous Tractor What the Ladybird Heard Ten Little Seeds. <i>Chicken Licken</i> Spring Texts (NF)	The Bad-tempered Ladybird. Growing Good* Snail trail L'Escargot Aargh Spider! The Bumble Bear Lola Plants a Garden Sam plants a Sunflower <i>The Very Hungry Caterpillar</i>	Sally and the Limpet Mr Seahorse Tiddler The Glass-Bottomed Boat Spot goes on holiday Sandcastle Shore life (NF) <i>Little Red Riding Hood</i>
Literacy Phonics	Aural and visual awareness, discrimination and recall. (Environmental)	Aural and visual awareness, discrimination and recall. (Instrumental)	Awareness of rhythm, speed and volume of sounds and clap syllables in words.	Rhythm, rhyme & alliteration. Begin to hear initial sounds in words.	Rhythm, rhyme & alliteration. Begin to orally segment and blend	Oral segmenting and blending ('Sounds Write' -begin to recognise first spellings)
Reading	Begin to recognise own name with visual clues.	Know that books need to be correctly orientated.	Differentiate text from illustration and know that print has meaning.	Sequence simple events.	Know the direction of reading and that print has different purposes.	Use some phrasing from book/stories.
Writing	Hold a book correctly and turn pages in sequence.	Begin to recognise own name with visual clues.	Introduce a 'Sorry Card'	Recognise own name from a selection of similar names.	Write a list.	Write a list- what would LRRH take to the beach?
Comprehension	Enjoy mark-making/ drawing freely. Begin to give marks meaning.	Make marks in different media and ascribe meaning to them	Recognise own name from a selection of names	Begin to trace/copy own name; Use some letter shapes in play.	Trace/copy/write own name	Write own name.
Communication & Language	Listen to and talk about <i>The Three Little Pigs.</i>	Join in with repetitive language in stories – <i>The Gingerbread Man.</i>	Make predictions in stories. Recall patterned text – <i>The Big Pancake.</i>	Explain/describe own drawings. Recall patterned text- <i>Chicken Licken</i>	Use some letter shapes in play/own 'writing'	Write some other letters accurately.
	Follow simple instructions. Shift attention with prompt.	Understand a question or instruction that has two parts Begin to put up hand to take turns to speak in groups.	Enjoy listening to longer stories and remember much of what happened. Sing a large repertoire of songs.	Use talk to organise play Hold a conversation for many turns.	Identify the beginning and end of a story and retell it using sequenced pictures - <i>The Very Hungry Caterpillar.</i> Answer why questions about stories and pictures Talk in longer sentences of 4 to 6 words Join up	Retell a story in own words- <i>Little Red Riding Hood</i> Engage in extended conversations about stories, learning new vocabulary.

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	Be confident to speak. Recite some nursery rhymes. Enjoy listening to stories and talk about what has been read.	Listen to longer stories and answer questions about them.	Collaborate with others in play.	Recite with accuracy, a range of Nursery Rhymes. Use talk to plan and carry out play with peers.	spoken sentences with 'because', 'or', 'and' Use the past tense	Use talk to express a point of view or when disagreeing with another.			
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Maths	Number rhymes with finger numbers. Recite numbers to 5/10 Use counting-like behaviour. Compare two quantities more/same/less/few; two sizes Large/small, big/little; two lengths long/short Begin to use positional/directional words Sort/match collections of objects. Recognise basic 2-d shapes. Begin to use vocabulary of time – today, morning, etc.	Number rhymes with finger numbers. Recite numbers to 5/10 Cardinal principle for 1, 2 and 3+ Begin to describe shapes and patterns they see. Begin to continue ABAB pattern Begin to compare two heights, weights, volumes- tall/short, heavy/light. Grouping and sorting. Continue to use positional/directional words	Number rhymes with finger numbers. Finger numbers to 5 Begin subitising to 3 Recite numbers to 10+ Link numerals to sets up to 5 Experiment with own symbols/marks to represent number. Use position and direction words Use 2 and 3 d shapes to build and make new shapes. Describe shape using formal and mathematical language. Understand and uses full, empty, nearly full/empty.	Number rhymes with finger numbers Cardinal principle – to 5 and beyond Subitising to 3 Recite numbers to 10+ Recognise some numerals and link them to a set. Experiment with own symbols/marks to represent number. Use position and direction words Use 2 and 3 d shapes to build and make new shapes. Talks about pattern- extends ABAB pattern Sort objects according to one criteria Understand and use 'more' and 'fewer' when comparing sets.	Copy patterns and sequences. Describe position and routes. Count actions and sounds as well as objects. Subitise 1 ,2, 3 + especially on die faces.	Count objects, action, sounds with increasing accuracy. Collect a stated amount (1-6) from a larger set. Copy, continue and create patterns ABAB and spot errors. Revisit shape and measures, sorting and positional vocabulary.			
R.E	Domestic Church- <i>Myself</i>	Baptism- <i>Welcome</i> Judaism	Advent/Christmas <i>Birthday</i>	Local Church <i>Celebration</i>	Eucharist <i>Gathering</i>	Lent/Easter <i>Growing</i>	Pentecost <i>Good News</i>	Reconciliation <i>Friends</i> Islam	Universal Church <i>Our World</i>
RSHE	Module 1 Created and loved by God.	Module 1 Created and loved by God.	Module 1 Created and loved by God	Module 2 Created to love others	Module 2 Created to Love Others Unit 3 Keeping Safe.	Module 3 Created to live in Community			

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Life to the Full	Unit 1 Religious understanding	Unit 2 Me, my body my health	Unit 3 Emotional well being Unit 4 Life cycles	Unit 1 Religious Understanding Unit 2 Personal Relationships.		Unit 1 Religious Understanding Unit 2 Living in the Wider World
PSED	‘The Colour Monster’- introduce sad, angry, happy (peaceful) Separating from parent/carer. Nursery rules and routines Carpet time – good-sitting. Snack time manners Tooth -brushing	Ongoing – sharing, turn-taking, negotiating play. Saying please, thank you, no thank you and excuse me. Emotions and feelings Coughs and sneezes hygiene	Road safety – Be bright be seen! Good manners and hygiene continued Emotions and feelings	Healthier food choices Out-of-school exercise classes/clubs – children to describe what they do.	Emotions and feelings – extend as appropriate. Healthier food choices. Pantasaurus - NSPCC	Summer safety – sun hats, sun-cream, drinking water. Water safety.
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Physical Development FMS GMS PE (Expressive arts)	Squiggle whilst you wiggle Explore one handed tools and equipment. Begin to have a dominant hand. Large toys/equipment/ soft play –slide, balance bike, vehicles – negotiating space. Large circle songs, action songs/rhymes. <i>Beat baby</i>	Squiggle whilst you wiggle Explore one handed tools and equipment and develop use of a toothbrush. Large toys/equipment/ mud kitchen –slide, balance bike, vehicles – negotiating space Large balls – throwing and catching <i>Beat Baby</i>	Squiggle whilst you wiggle Begin to use cutlery. Make snips in paper with scissors. Large toys/equipment/ mud kitchen –continue – carrying/ transporting with tyres, wheelbarrows etc. Funky Feet Large circle songs, action songs/rhymes.	Funky fingers/Dough Gym – Begin to develop pencil grip and control for name-writing with a preferred/dominant hand. Trim trail Large toys/equipment/ mud kitchen contin. Introduce target- hitting with balls/beanbags, buckets/ hoops etc. Mat work – rolling, balancing, jumping and landing.	Develop comfortable pencil grip and control for name-writing. Cut a long a line with scissors. Trim trail Large toys/equipment etc., contin. Moving to music expressively – remembering sequences and patterns of movements which are related to music and rhythm.	Begin to cut shapes with scissors. Putting on coat independently and pulling up zip. Large toys/equipment contin. Introduce simple races. Large circle songs and games.
Computing	Explore technology through role-play (e.g., laptop, washing machine, camera).	Learn that the internet can be used to find things out – adult led – supervision important.	Use simple a drawing programme like Tux Paint to mark-make on screen.	Explore different sounds of instruments using simple software.	Know that if you press buttons you can control a BeeBot and begin to discuss movements (adult led).	Use a touch keyboard to access other age-appropriate apps to continue their interest in Computing.

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	Help adults take photographs of the world around them.					
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<p>Expressive Arts & Design Creating with materials</p> <p>Being imaginative & expressive</p> <p>Music</p>	<p>Exploring colour and textures Selecting paint colours Printing with natural objects (incl apples from orchard and potatoes) Beginning to look at patterns Begin to sing simple rhymes and songs. Recognise environmental/animal sounds. Match instruments to sounds.</p>	<p>Seasonal crafts Explore colour mixing and texture... paint backgrounds. Family portraits.</p> <p>Beat Baby – begin to listen to recognise, follow and repeat a simple a beat. Learn some simple lyrics for Christmas songs.</p>	<p>Printing and patterns with vehicles and ready-made stamps. Junk models – vehicles Chinese dragons</p> <p>Begin to listen to and follow a simple rhythm. Begin to be aware of Loud/soft, long/short sounds.</p>	<p>Exploring materials and textures Clay animals Easter Crafts</p> <p>Explore percussion instruments and how sounds can be changed. Explore musical sounds on simple software.</p>	<p>Use different ways of fixing pieces of a model/picture together. Express simple thoughts about a work of Art.</p> <p>Listen to pieces of music and express thoughts about what they hear. Identify fast and slow tempos.</p>	<p>Create an Under the sea scene, using collected items e.g. shells, stones Make clay sea creature. Draw circles and lines to make faces and represent other forms.</p> <p>Move expressively to different types of music. Use body percussion to accompany songs and rhymes.</p>
<p>Understanding the world</p> <p>Past & present</p> <p>The Natural World</p> <p>People, culture & communities</p>	<p>Name basic parts of the body- Know basic senses – what do you hear with etc. Express likes and dislikes Baby photos – how have you changed? Introduce Mamie Phipps Clark and dolls. My home and other types of houses. Different materials used in The Pigs' houses – describe route around them. My nursery (move onto wider school).</p> <p>Celebrations: St Teresa's Feast Day</p>	<p>Know who is part of own family. Begin to notice similarities and differences between families. Who is special to me? How do they look after me? Roles and Jobs- Identify police, fire-fighters, doctors, nurses, lollipop person and their tools and equipment. Introduce Bessie Coleman – first female Afro-Native American to get a pilots licence. Compare old/new uniforms (hats) Materials – what do uniforms need? (hard, high-viz, waterproof)</p>	<p>Compare old & new transport pictures Explore journeys we make locally and in the wider world. Explore first maps/plans of routes around environment. Explore less common vehicles e.g. rickshaws, hot air balloons, canal boats. Test speed of toy vehicles.</p> <p>Celebrations: Chinese New Year Valentine's Day Shrove Tuesday Look for environmental changes in the season -</p>	<p>Make simple models of human geog. Features (farm) Make simple 3d models using blocks. Make a plan of the farm Name and describe farm animals and needs/homes. Name some baby animals – lamb, piglet, puppy, kitten. Know where milk and eggs come from. Recognise and name basic farm vehicles.</p> <p>Celebrations: Mothering Sunday Easter</p>	<p>Begin to use some geographical language – woodland, garden. Mini beasts –, name, describe and find out about lifecycles and habitats. Creatures that live outside in gardens – hedgehogs, garden birds, owls, foxes. Respect for nature – litter, leave things as you find them. Plants live outside - vegetables, trees, flowers, grass. Identify daisy, dandelion, buttercup, sunflower.</p> <p>Celebrations:</p>	<p>Begin to use some geographical language – sea, beach, rocks. Describe photographs of local human and physical features. Name some simple seaside creatures- crab, mussel, limpet, jellyfish plus seaweed, driftwood</p> <p>Look for environmental changes in the season – Summer clothing. Seaside food fish and chips, ice-cream, candy floss Compare old and new seaside toys/equipment –</p>

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	<p>Make simple observations of outdoor environment and talk about changes Explore apples, potatoes and pumpkins and cook/bake crumble/pie with them and observe changes.</p>	<p>Celebrations: Bonfire Night Remembrance Sunday Diwali Advent/Christmas Make simple observations of plants and trees, weather in the environment and note changes. Recall a journey through photographs (library)</p> <p>Create simple story map of Gingerbread Man. Make gingerbread men describe changes in each step of process.</p>	<p>Winter –clothing, plants and trees. Sow pumpkins indoors and chit potatoes</p> <p>Bessie Coleman</p> <p>Create simple story map of The Big Pancake. Make and taste pancakes.</p>	<p>Gardening and sowing seeds indoors. Plant potatoes.</p>	<p>Continue with gardening – watering plants, spotting new growth. Make some Souper-hero soup</p> <p>Use own-grown fruit/veg to make healthy snacks</p>	<p>metal/plastic bucket and spade, costume etc.</p> <p>Celebrations: (Good bye to older children.)</p> <p>Plan a trip to the seaside for Little Red Riding Hood. How to take care of the environment – litter. Continue with gardening and harvest final produce. Use own-grown fruit/veg to make healthy snacks</p>
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<p>Cultural Capital Interacting with and developing a love of and respect for nature, caring for plants, animals people and their world</p>	<p>People in the Community –Teachers and dinner ladies.</p> <p>Occupations – Doctor/Nurse</p> <p>Local Area/Experience – School orchard</p>	<p>People in the Community – Kitchen staff, Caretaker, Office staff</p> <p>Occupations- Vet</p> <p>Local Area/Experience – Performing Arts Visitor (s)</p>	<p>People in the Community - Shop keepers, train/bus/taxi driver</p> <p>Occupations - Librarian</p> <p>Local Area/Experience – Local shops (Owton Manor Lane)</p>	<p>People in the Community – Delivery Driver,postman/lady</p> <p>Occupations - Farmer</p> <p>Local Area/Experience – Farm visit</p>	<p>People in the Community-, gardener.</p> <p>Occupations- Artists</p> <p>Local Area/Experience – Walk to Park</p>	<p>People in the Community- bin man</p> <p>Occupations - Fishermen</p> <p>Local Area/Experience – Beach visit</p>
<p>Visits/visitors</p>	<p>Librarian</p>	<p>Fire fighters Police Parents to Talk about their jobs</p>	<p>Walk to the library</p>	<p>The farm – Newham Grange, Coulby Newham.</p>	<p>Den – building Forest School</p>	<p>‘Meet at the Beach’ Try a School Dinner</p>

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<p>Home/school partnership</p>	<p>'My First Day' Start 'Help at Home' books Home-loan library</p>	<p>Nursery Rhyme Week Stay and Play with Christmas songs Travelling Crib Next Steps</p>		<p>Stay and Play – Easter crafts and consultations with 'Next Steps' World Book Day Comic Relief</p>	<p>Stay and Pray Parental Consultations (N2)</p>	<p>Visits to Reception classes. New to Reception Meeting Reports to Parents (N2) Next Step sheets (N1)</p>
<p>Books to engage</p>	<p>The Tell Me Tree Seed, Sprout, Pumpkin, Pie (N/F) How do Apples Grow? (N/F) Once there were Giants Paper Dolls Oliver's Veg How do I put it on? The Things I Love About Me! Brown Bear Papa Please get the Moon for Me. Baby Catlaogue Waiting for Baby The Invisible String Goldilocks and the Three Bears</p>	<p>So Much* People Who Help us series (police, chef, teacher, fire fighter, doctor) Emergency Vet Zog and the Flying Doctor Stick Man Mum and Dad make Me Laugh My Mum is Fantastic series Alfie and the Birthday Surprise.</p>	<p>Kipper's Snowy Day The Foggy, Foggy Forest Down at the Station Baby Goes to Market* The Way Back Home Mr. Wolf's Pancakes Wings, Wheels and Water. (N/F) How will You get there Masiy? Choo, Choo, Clickety-Clack People Everywhere (N/F) Animal Airport Thomas and Friends Set Amazing Aeroplanes(N/F) Planes, Trains and More (N/F). Car, Car, Truck, Jeep Boats (die cut) (N/F) Vehicle book bag.</p>	<p>Supertato Hungry Hen A Squash and a Squeeze A Pig in a Pond The Cow that Laid an Egg Cock-a-Doodle-Moo! I love Animals Old MacDonald Spot's Tractor Don't Forget the Bacon. Kipper's Year</p>	<p>Poppy and Pip's Walk Little Frog Ladybird Moves House Sam Plants a Sunflower Oliver's Fruit Salad</p>	<p>Shark in the Park Yo Ho Ho, A-Pirating We'll go! Look Closer- Sea Creatures (NF) The Gotcha Smile* Where's Starfish?</p>