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| St Anne’s R.C Primary School  Early Years Foundation Stage  Nursery Curriculum Overview  2019-2020 | | | | | | |
| Themes | Unique child | | Positive relationships | | Enabling environments | |
| * Display childrens names * Celebrate birthdays | | * ‘learning journeys’ * Key groups * Childrens ideas, activities, interests | | * Indoor and outdoor resource enhancements * ‘plan-do-review’ * Support and scaffold children learning | |
| term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Topic** | All about me | Celebrations | Traditional Tales | Africa | Growing | Castles |
| **Hook** | Member of SMT dressed as a Postman delivers a package with our book and all of the children’s name cards with their pictures. This will begin children recognising their own names | Colour Festival | Crime scene, blonde hair has been left, a necklace with “G”, fingerprints, porridge and broken chair. Children become investigators- take finger prints draw suspect posters and share around school. | Tesco visit- looking at fruit and where it comes from- links to Africa and where it is. | Crumpsall park/ allotment/garden centre | Giant beanstalks have grown in Nursery, basket of eggs have been left, giant footprints, leaves with numbers, different size leaves- parents morning. |
| **Parent Engagement** | Motor skills session | Parents advent craft day  Jesus’ birthday party | Parent/child library visits  Parents invited to listen to a story time read by the teacher | Zulu Nation  Parent craft session- making African masks | Visit allotment/garden centre | Parents attend hook and engage in the maths focus with their child. Work as a team to complete maths challenges.  End of year assembly  Sports day |
| **Book** | Be Who You Are | Pete the Cat I Love My White Shoes  Bear’s Birthday | Goldilocks and the Three Bears  The Three Little Pigs | Handa’s Surprise  We’re Going on a Lion Hunt | Jasper’s Beanstalk  Fact books/leaflets: Growing plants | Jack and the Beanstalk  There was and Old Dragon Who Swallowed a Knight |
| **Author of the Term** | Eric Hill  \*focus on where, who, what\* | David McKee  \*focus on colours and pse links\* | Julia Donaldson  \*Rhyme and alliteration\* | Rod Campbell  \*Focus on animals and where they belong\* | Lynley Dodd  \*Focus on rhyming\* | Jez Alborough  \*focus on prediction, what happened\* |
|  | This Learning Challenge overview provides you with an insight into your childs learning experiences throughout their Nursery year. The learning opportunities will also continue to be enhanced over the year as children build upon their own unique experiences and share their ideas with their friends, as is the ethos of EYFS. Through the continuous provision, children are given lots of opportunities for child-initiated investigation and play. This enhances learning through rich, stimulating activities and opportunity to develop greater depth. This approach, we believe, helps them to become more independent through the characteristics of effective learning:  **Playing and exploring-Active learning-creative and thinking critically** | | | | | |
| R.E  Come and see | Myself (domestic church- family)  Welcome (baptism- belonging)  Birthday (advent- Christmas- loving)  Other faith | | Celebrating (local church- community)  Gathering (Eucharist- relating)  Growing (Lent/Easter- giving)  Other faith | | Good news (Pentecost- serving)  Friends (reconciliation- inter relating)  Our world (universal church- world)  Other faith | |
| PSED | Getting to know one another. Rules, routines and boundaries. Making friends. Building confidence. Introduction to key groups and key workers. | Children will explore persistence, kindness, helping one another, problem solving and working as a team. Continue to reinforce rules and boundaries and introduce monitor roles. Show and tell- discussing personal items from home. | Initiating conversation, friendships and extending play ideas. Build up the role play with other children. Children to reinforce good choices and sharing and caring. Show and tell- discussing personal items from home. | Talk to children about home and where they live, children will talk freely about home and community – parents to join in conversation.. Show and tell- discussing personal items from home. | Key worker group: walk around local environment/school to see things that are growing in our area. Discuss how what has made them grow. What makes us grow. Show and tell- discussing personal items from home. | Look how we have grown: children will discuss what they were like at the beginning of the year and how they have changed. What can they do now that they couldn’t do before? Children to lead the keyworker groups and discuss the changes they have seen. Show and tell- discussing personal items from home. |
| PD | Ongoing fine and gross motor targeted in the learning environment. Weekly football, gross motor obstacle session, dance/gymnastics alternate terms | | | | | |
| MH | Weekly:  Dance  gross motor obstacle course  football training | Weekly:  Dance  gross motor obstacle course  football training | Weekly:  Dance  gross motor obstacle course  football training | Weekly:  Dance  gross motor obstacle course  football training | Weekly:  gymnastics  gross motor obstacle course  football training | Weekly:  gymnastics  gross motor obstacle course  football training |
| HSC | Managing washing and drying hands, putting on and taking off clothing | Managing washing and drying hands, putting on and taking off clothing | Making healthy choices | Using equipment safely | Talking about changes in their body and the importance of exercise and making the correct choices | Talking about changes in their body and the importance of exercise and making the correct choices |
|  | As part of C and L and Literacy children will take part in daily letter and sounds phonic session based on their phonic ability. This will allow children to gain skills in their listening and attention, understanding and speaking. This will then feed into their reading and writing. This session is followed with fine motor activities such as dough disco. Daily rhymes and songs, 3 a day stories and literacy time all reinforce and help children develop a love of stories, reading and rhyme. Home reading is encouraged to be completed daily. | | | | | |
| C&L | Taking turns to speak and listen. Joining in with rhymes and stories.  Talk about preferences and beginning to speak in full sentences. | Speaking in full sentences and beginning to explain why e.g. using “and” and “because”.  Use and understand positional language | Recall past events in order.  Add snack time focal point to encourage widening of imagination and inquisition. | Begin to ask questions and use descriptive language. | Connect ideas and explain what is happening and ordering events. Beginning to ask how why questions. | Begin to familiarise with different tenses. |
| Literacy: reading | Baseline  Exploring a variety of books, talking about pictures. | Exploring how to read a book correctly, turning in pages, holding it correctly.  Recalling parts of stories.  Recognising own name. | Focus on characters and story settings.  Story structure. Beginning to retell stories using story maps.  Recognising own name. | Recognising and joining in with repeated refrains.  Retell using story maps- suggesting the ending.  Story sequencing | Non fiction books.  Following instructions for growing a plant.  Ordering events in the correct order | Retell stories using a story map. Reading short labels.  Suggest how stories may end. |
| Literacy writing | Baseline  Mark making/ gross motor movements | Mark making/ gross motor movements.  Mark making lists in role play. | Giving meanings to marks/ fine motor movements  Outlining name with finger.  Writing labels | Giving meanings to marks/ fine motor movements.  Outlining name with finger.  Writing lists | Name writing forming some letters correctly  Use a pen to trace name.  Writing captions | Name writing forming some letters correctly  Write name independently.  Writing lists and captions. |
| MD | Baseline/ getting to know children  Numbers 1-10, counting and size  (see white rose maths hub for detailed coverage) | Numbers 1-10, counting and positional language. Beginning to recognise numbers.  Books:  Bear’s Birthday and Rosie’s walk  (see white rose maths hub for detailed coverage) | Shape  Recognising shapes- the shape song. Using shapes for purpose.  Book:  Walter’s Wonderful Web  (see white rose maths hub for detailed coverage) | Counting, representing numbers, data, recognising numbers  (see white rose maths hub for detailed coverage) | Measure, using measuring instruments, counting, recognising number, forms of measure.  Book:  Titch  (see white rose maths hub for detailed coverage) | Counting, measure, representing numbers  (see white rose maths hub for detailed coverage) |
| UW- PC | My family  Baptising class bear.  Where we live, who we live with, exploring our new school environment.  Setting the table and cooking food. | Diwali, Christmas- family celebrations  Bonfire night-history/ safety  Exploring lights, colours and textures (similarities and differences- changes over time)  Baking- birthday cake  Role play packing for a picnic party. | Chinese new year- Similarities and differences- within home life, culture and area  Baking- changes and processes- porridge.  Cleaning the cottage | Lent, Pancake day, Easter, mothering Sunday  Role play safari  Animals, farm visit, forest school focus  Where different fruits grow eg, tree, vine etc.  Tasting different fruits. | Garden centre visit  Changes over time- flowers growing. Understanding how we make plants grow  Forest school focus | Transition- what will happen in the future, exploring new class and outdoor space  Science week- Caring for magic eggs (tadpoles) |
| UW- TW |
| UW- Tech | **Exploring Computer science**: Remote control cars, , torches, beebots, , interactive touch screen- prowise interactive games and resources, disabled remote controls and mobile phones in the home corner/ role play  **Talk times-** keeping safe online with an adult, websites- cebeebies, top marks, phonics play,  **Recording self:** microphones, talking tins, walkie talkie mobiles  **Capturing work:**ipads, cameras, printing from computer program | | | | | |
| EAD | Singing nursery rhymes, making simple beats and exploring how sounds can change  Self portraits with a range of materials  Home corner | Nativity play  Firework paint work  Christmas cards  Birthday cards  Christmas wrapping station role play | Tradition tale character painting  shape art- making traditional character pictures  Puppet craft  Exploring changes in movement (dance session) | Role play safari jeep  Animal craft  Animal fur textures exploring  Easter cards  Mardi gras celebration- drumming session | Transient art- natural objects  Follower painting  Making flower dirt cookies  Role play garden centre | Role play castle- self built by class  Making knights armour, shields jousting sticks  Weekly music session |