Wistaston Church Lane Academy Nursery Curriculum Overview

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|  | **Autumn** | **Spring** | **Summer** |
| **Communication & Language** | Skills: * *Use a wider range of vocabulary.*
* *Sing a large repertoire of songs*.
* Know many rhymes, be able to talk about familiar books and traditional tales.
* Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
 | Skills:* Use longer sentences of four to six words.
* *Enjoy listening to longer stories and can remember much of what happens.*
* Pay attention to more than one thing at a time, which can be difficult.
* Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.
* Start a conversation with an adult or a friend and continue it for many turns
 | Skills* *Develop their communication including use of tenses- still having problems with irregular tenses & plurals, such as ‘runned’ for ‘ran’ etc.*
* Understand *why* questions.eg.: “Why did think the caterpillar got so fat?”
* Be able to tell part of a longer story.
* Develop their pronunciation but may have problems saying:

-some sounds: r, j, th, ch, and sh  -multi-syllabic words such as ‘pterodactyl’or ‘hippopotamus’. * 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.
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| Knowledge:* Know and sing simple songs and rhymes
* Talk about their actions and intentions
 | Knowledge:* Use vocabulary from a story to talk about it
* Serve and return of conversation
 | Knowledge:* Simple understanding that things have already happened or will happen (past, present and future)
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| Vocab: Song, nursery rhyme, book, story | Vocab: Get, wait, pass, put | Vocab: why when what |
| **Personal Social & Emotional Development** | Skills:* *Increasingly follow rules, understanding why they are important.*
* Begin to understand classroom routines.
* Talk about their feelings using words: happy/ sad/angry/worried. The Colour Monster.
* **A picture containing text, queen, vector graphics  Description automatically generated**Remember rules without needing an adult to remind them
* **No Outsiders – *Blue Chameleon/*The Smeds and The Moos**

 | Skills:* *Become more outgoing with unfamiliar people, in the safe context of their setting.*
* 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.
* Show more confidence in new social situations.
* Continue to recognise their feelings and begin to understand how others might be feeling.
* **A picture containing text, queen, vector graphics  Description automatically generated***Be increasingly independent in meeting their own care needs: using the toilet, washing and drying their hands independently.*

**No Outsiders – - Zog/ Egg**  | Skills:* *Play with one or more other children, extending & elaborating play ideas*
* Develop their sense of responsibility and membership of a community.
* Find solutions to conflicts and rivalries and suggesting other ideas.
* Develop appropriate ways of being assertive.
* Being to talk with others to solve conflicts
* Be increasingly independent in meeting their own care needs: brushing teeth

Make healthy choices about food, drink, activity and toothbrushing * **A picture containing text, queen, vector graphics  Description automatically generatedNo Outsiders – *Incredible You*/ You Choose**
 |
| Knowledge:* Simple classroom rules and routines
 | Knowledge: * Understanding of different emotions How to use classroom resources
* Change own shoes and put on coat Hand washing sequence
 | Knowledge:* Importance of cleaning teeth What foods are good for our body
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| Vocab: happy, sad, angry, scared, feelings, | Vocab: role play/construction/messy/ small world water, soap, towel, etc  | Vocab: Share, take turns/my turn, your turn, friends, teeth, toothbrush, toothpaste, healthy, unhealthy/ sometimes and anytime foods |
| **Physical Development** | Skills:* *Be increasingly independent in meeting their own care needs*
* *Choose the right resources to carry out their own plan.*
* *Use large-muscle movements to wave flags and streamers, paint and make marks – Squiggle While you Wiggle!*
* Increasingly use & remember sequences & patterns of movements which are related to music & rhythm – simple dances.
 | Skills:* *Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.*
* *Go up steps/stairs/apparatus using alternate feet.*
* *Skip, hop, stand on one leg and hold a pose for a game like musical statues.*
* Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
* Use one handed tools and equipment, for example, making snips with scissors.
* Show preference for a dominant hand
* Start taking part in some group activities which they make up for themselves
 | Skills:* *Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.*
* Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
* Use a comfortable grip with good control when holding pens and pencils
* Make healthy choices about food, drink.
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| Knowledge:* Where to access resources
 | Knowledge:* How to jump, skip, hop
 | Knowledge:* Name healthy/unhealthy foods and drink Importance of exercise & rest
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| Vocab: music, move, dance | Vocab: teamwork, pass, carry, skip, hop, jump, | Vocab: exercise, rest, balance, crawl, dressed, undressed |
| **Literacy** | Skills:* *Understand the key concepts about print:*
* *print has meaning*
* print can have different purposes
* page sequencing
* we read from left to right & from top to bottom
 | Skills:* *Understand the key concepts about print:*

*- the names of the different parts of a book.* * Develop their phonological awareness, so that they can:
* Spot and suggest rhymes and alliteration
* Count or clap syllables in a word
* Begin to use some print/mark making in their early writing.
* *Begin to recognise name.*
 | Skills:* *Engage in extended conversations about stories learning new vocabulary.*
* Develop their phonological awareness, so that they can:
* Recognise words with the same initial sound, such as money/mother
* Use some of their print and letter knowledge in their writing. For example, writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.
	+ - * Write some or all of their name
			* Write some letters (letter shapes) accurately
 |
| Knowledge: * Know some stories - familiar and well loved
 | Knowledge:* Rhyme is when words sound the same at the end alliteration at the beginning
* Break words into syllables - clap them out play games
 | Knowledge:* That words can be broken down into sounds
* The letters that spell their name
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| Vocab: Book, story favourite,  | Vocab: Rhyme, syllables, front cover, back, title | Vocab: listen, hear, sound, first sound |
| **Mathematics** | Skills:* *Recite numbers up to and past 5.*
* Say one number for each item in order: 1,2,3,4,5.
* Show ‘finger numbers’ up to 5.
* Experiment with their own symbols and marks as well as numerals.
 | Skills:* *Compare quantities using language: ‘more than’, ‘fewer than’.*
* *Talk about & identify the patterns around, describe with informal language*
* Develop fast recognition of up to 3 objects, without having to count them individually (subitising)
* Knows that the last number reached when counting a small set of objects tells you how many there are in total (cardinal number)
* Talk about & explore 2D using informal language.
* Select shapes appropriately: flat surfaces for building,
* Make comparisons between objects relating to size and length
 | Skills:* *Begin to describe a sequence of events using words such as ‘first’, ‘then...’*
* Discuss routes and locations, using words like ‘in front of’ and ‘behind’
* Understand position through words alone – for example, “The bag is under the table,” – with no pointing
* Solve real world mathematical problems with numbers up to 5.
* Make comparisons between objects relating to capacity and weight
* Link numerals & amounts: for example, showing the right number of objects to match the numeral, up to 5
* Talk about/explore 3D shapes using informal language
* Notice and begin to create ABAB patterns – stick, leaf, stick, leaf.
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| Knowledge:* 1 to 1 correspondence
* Number names 1-5
* We count to find quantities – move and touch to count
 | Knowledge:* Recognise up to 3 objects by sight (subitising)
* Cardinal number principle Match number to quantity
* Recognise and name some 2D
* Use words to compare size and length.
 | Knowledge:* Recognise and name some 3D shapes
* Use everyday language to describe shapes
* Use some prepositions. Remember a familiar route
* Understand and use some time connectives
 |
| Vocab: Numbers, 1,2,3,4,5,  | Vocab: counting, b ig, small, tall, short, long, same, different, pattern, more, few, fewer, circles, triangles, square, rectangle | Vocab: cube, cone, sides, corners, straight, flat, round, heavy, light, full, empty, on top, underneath, neat to, near, pattern |
| **Understanding the World** | Skills:* *Begin to make sense of their own life-story and family’s history.*
* Talk about and celebrate their families.
* Develop positive attitudes about the differences between people.
* *Show interest in different occupations*
* Develop an awareness of how some people celebrate Harvest, Halloween and Christmas.
 | Skills:* Plant seeds and care for growing plants.
* Understand the key features of the life cycle of a plant and an animal- caterpillars to butterflies.
* Begin to understand need to respect & care for environment living things.
* Develop an awareness of how some people celebrate Mother’s Day, Pancake Day, Easter and Chinese New Year.
 | Skills:* Talk about the differences between materials and changes they notice
* *Talk about what they see, using a wide vocabulary*
* Explore collections of materials with similar and/or different properties.
* Explore and talk about different forces they can feel.Explore how things work
* *Use all their senses in hands-on exploration of natural materials*
* Develop an awareness of how some people Father’s Day, Polish Day.
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| Knowledge:* Some people believe that Jesus was born at Christmas.
 | Knowledge:* Understand life cycle of a plant (e.g. broad bean)
* How to care for plants and animals
 | Knowledge:* Some materials can be similar or different to each other.
* There are different countries in the world and talk about the differences they have experienced or seen in photos.
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| Vocab: Christmas, Halloween. | Vocab: grow, plant, life cycle, seed, baby, adult, care, soil, sun | Vocab: Same, different, push, pull, drop,  |
| **Expressive Arts & Design** | Skills:* *Listen with increased attention to sounds*.
* Explore colour and colour mixing.
* Remember and sing entire songs.
* Sing the pitch of a tone sung by another person
* Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
 | Skills:* *Take part in simple pretend play, using an object to represent something else*
* *Explore materials freely, develop ideas about how to use & what to make.*
* Join different materials and explore different textures.
* Respond to what they have heard, expressing their thoughts and feelings
* Play instruments with increasing control to express their feelings and ideas.
* Daw closed shapes with continuous lines & begin to use to represent objects.
* Draw with increasing complexity & detail, such as face with a circle & details.
 | Skills:* *Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park*.
* Begin to develop complex stories using small world equipment like animal sets, dolls and doll house.
* Develop their own ideas and then decide which materials to use to express them.
* Create their own songs or improvise a song around one they know.
* Sing with more control of pitch and melodic shape
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| Knowledge:* Names of colours. Know colours can change
 | Knowledge:* That objects can represent others
 | Knowledge:* Can represent their ideas and feelings through drawing.
 |
| Vocab: Song, colour, changes, mix | Vocab: model, build, join, together, draw, instrument | Vocab: blocks, bridge |
| *Italics - Developmental expectations of our youngest 3- year old’s* |