

Nursery Curriculum Overview 2022-2023

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Characteristics of Effective Learning	Playing and Exploring To show curiosity about objects, events and people.		Creating and Thinking Critically To think of ideas.		Active Learning To show high levels of energy and fascination.	
Possible Themes	Ourselves	Not just a stick	Food	Growing / New Life	Minibeasts	Water
Possible Memorable Experiences	Home Visit Family photo discussion	Half term local area walk with own parents (autumn bags)	Making pancakes Dentist visit	Planting seeds	Hatching butterflies / ladybirds	Seaside Visit
Possible Focuses	7 weeks - appearance - my name - my family - my home	8 weeks -autumn changes -autumn objects -leaf art -Bonfire Night -colour mixing -patterns in nature -making Stickman	6 weeks - pancake making -food tasting -teeth -healthy eating	5 weeks - plant growth - fruit/vegetables	6 weeks - minibeasts - baby animals - life cycles	7 weeks -moving water -forces -magnets
Special Celebrations	Black History Month (Oct)	Bonfire Night (5 th Nov) Remembrance Sunday (12 th Nov) Diwali (12 th Nov) Christmas (25 th Dec)	Chinese New Year (22 nd Jan) Valentine's Day (14 th Feb) Shrove Tuesday (21 st Feb)	World Book Day (2 nd Mar) British Science Week (10 th -19 th Mar) Mother's Day (19 th Mar) Easter Sunday (9 th Apr)	St George's Day (23 rd Apr)	Father's Day (18 th June)
Communication and Language (Listening, Attention and Understanding, Speaking)	Throughout the year children will learn to: 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. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication. • Develop their pronunciation. • Use longer sentences of four to six words. • 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. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play.					
Personal, Social and Emotional Development (Self-Regulation, Managing Self, Building Relationships)	Throughout the year children will learn to: 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. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.					

Physical Development (Gross Motor Skills, Fine Motor Skills)	Throughout the year children will be able to: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • 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. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • 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 in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.					
Literacy (Comprehension, Word Reading, Writing)	Possible texts: What I like about Me Kind My Street	Possible texts: Leaf man The Leaf Thief Stickman Stanley's Stick	Possible texts: Mr Wolf's Pancakes Handa's Surprise Open wide ... what's inside? Going to the dentist	Possible texts: The Tiny Seed From Seed to Sunflower	Possible texts: Swirl by Swirl Snail Swirls Are you a ladybird?	Possible texts: Sharing a shell The singing mermaid Seaside poems
Read Write Inc	Nursery rhymes Vocabulary development RWInc Story programme		Nursery rhymes Story telling orally (Story stones) (Talking Toolkit) RWInc Story programme		Nursery rhymes Read Write Inc sounds (5 a week) Re-enacting stories in continuous provision	
Mathematics: (Number, Numerical Patterns)	<ul style="list-style-type: none"> • Introduction to numbers 0 - 5 • Subitise to 3 • Say a number for each item to 5 • Cardinal principle • Show finger numbers to 5 • Link numerals and amounts • Explore 2D shapes • Use shapes for purpose 		<ul style="list-style-type: none"> • Subitise to 3 • Say a number for each item to 5 • Cardinal principle • Show finger numbers to 5 • Link numerals and amounts • Experiment with own symbols and marks • Solve real world mathematical problems with numbers up to 5 • Compare quantities • Explore 2D shapes • Use shapes for purpose • Understand position • Describe routes and locations 		<ul style="list-style-type: none"> • Subitise to 3 • Say a number for each item to 5 • Cardinal principle • Show finger numbers to 5 • Link numerals and amounts • Experiment with own symbols and marks • Solve real world mathematical problems with numbers up to 5 • Compare quantities • Explore 2D and 3D shapes • Make comparisons using size, length, weight and capacity • Identify and talk about patterns • Extend and create own patterns • Notice and correct an error in a repeating pattern • Describe a sequence of events 	
Understanding the World (Past and Present, People, Culture and Communities, The Natural World)	Throughout the year children will be able to: • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.					
Expressive Arts and Design (Creating With Materials, Being Imaginative and Expressive)	Self-portraits	Mixing colours Firework paintings Christmas cards Christmas calendars	Valentine's Day cards	Observational drawings Mother's Day cards Easter cards	Father's Day cards 3D junk modelling	
RE:	Myself Welcome		Celebrating Gathering		Good News Friends	

<p>Come and See</p> <p>RSE: Life to the Full</p>	<p>Birthday</p> <p>Module 1 Unit 1 Handmade with Love</p>	<p>Growing</p> <p>Module 2 Unit 1 Role Model Module 2 Unit 2 Who's Who? You've Got a Friend in Me Forever Friends</p>	<p>Our World</p> <p>Module 2 Unit 3 Safe Inside and Out My Body, My Rules Feeling Poorly People Who Help Us Module 3 Unit 1 God is Love Loving God, Loving Others Module 3 Unit 2 Me, You, Us</p>
<p>SMSC- British Values</p>	<p>Spiritual, Moral, Social, Cultural, & British Values, are taught partly through our RHE programme Life to the Full and Religious Education. In all our lessons children are encouraged to listen to others, respect each other and have their voices and opinions heard. Children are given the opportunity to join in and celebrate a variety of traditional customs and celebrations. They are also made explicit through our PSHCE and nurturing curriculum.</p> <ul style="list-style-type: none"> • Value Words are focused on in assembly and are followed up in the classroom. • School Rules and weekly statement to live by focused on in assemblies - followed up in classroom; class rules agreed by each class. • School Parliament, questionnaires all contribute to SMSC and British Values. 		