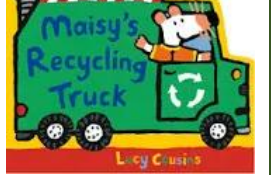


Nursery Curriculum Overview 2024 – 2025

	Autumn 1 Know Me to Teach Me	Autumn 2 Celebrations	Spring 1 People Who Help Us	Spring 2 Once Upon a Time	Summer 1 Our Wonderful World	Summer 2 Our Wonderful World
Key Texts	 <p>Janet and Allan Ahlberg</p>  <p>ROBIE H. HARRIS Illustrated by NADINE BERNARD WESTCOTT</p>  <p>Ben Faulkes & David Tazzyman</p>  <p>MARTIN WADDELL + PATRICK BENSON</p>  <p>Julia Donaldson + Axel Scheffler</p>	 <p>Rod Campbell</p>  <p>TRISH COOKE Illustrated by HELEN OXENBURY</p>  <p>Rod Campbell</p>  <p>Mick Inkpen</p>   <p>JULIA DONALDSON + AXEL SCHEFFLER</p>	 <p>Amenda Askew Andrew Crowson</p>  <p>Amenda Askew Andrew Crowson</p>  <p>Margaret Mayo Alex Ayliffe</p>  <p>Amenda Askew Andrew Crowson</p>  <p>Amenda Askew Andrew Crowson</p>	 <p>FAIRYTALE CLASSICS New! Adapted by Michael Lattimer</p>  <p>Illustrated by Giuseppe Di Lenna</p>  <p>Ladybird First Favourite Tales</p>  <p>Illustrated by Gaele Smith</p>  <p>Allison Edgson</p>  <p>Illustrated by Giuseppe Di Lenna</p>	 <p>LYNN MOUNTAIN</p>  <p>KILIBENI MBERE</p>  <p>Giles Andreae + David Wojtowicz</p>  <p>Marcus Pfister</p>  <p>by Eric Carle</p>  <p>Nick Butterworth and Mick Inkpen</p>	 <p>Nathan Bryan Diana Azeola</p>  <p>Ley Collins</p>  <p>Jill Murphy</p>  <p>Claire Freedman + Ben Cort</p>
Themes	<p>Welcome getting to know families in the school/ community</p>	<p>Diwali, Halloween, Bonfire Night, Christmas, Hannukah, Birthdays, Remembrance Day</p>	<p>Firefighters, police, NHS workers, teachers, shopkeepers, transport workers, vets, chefs</p> <p>Valentine's Day, Chinese New Year, Sar Internet Day</p>	<p>Pancake Day, Easter, Ramadan/Eid</p>	<p>Our local area Under the sea Animals Growing plants Minibeasts</p>	<p>Recycling and climate change Space Transition to Reception Carnival</p>

Writing/ Literacy	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Understand the key concepts about print:</p> <ul style="list-style-type: none"> The names of the different parts of a book. We read English text from left to right and from top to bottom. <p>Create closed shapes with continuous lines.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Understand the key concepts about print:</p> <ul style="list-style-type: none"> Print can have different purposes. <p>Use some of their print in their early writing, for example: writing a pretend shopping list.</p> <p>Show a preference for a dominant hand.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> Count or clap syllables in a word. <p>Write some letters accurately.</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> Spot and suggest rhymes. <p>Write some letters accurately.</p> <p>Write some or all their name.</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> Recognise words with the same initial sound, such as money and mother. <p>Use some of their print and letter knowledge in their early writing. For example: labelling their picture with initial sound.</p> <p>Write some or all of their name.</p>	<p>Identifying the sounds and then writing the sound with letter/s.</p> <p>Use some of their print and letter knowledge in their early writing. For example: labelling their picture with initial sound.</p> <p>Write some or all of their name.</p>
	Autumn 1 Know me to teach me	Autumn 2 Celebrations	Spring 1 People Who Help Us	Spring 2 Once Upon a Time	Summer 1 Our Wonderful World	Summer 2 Our Wonderful World
Maths	<p>Know and say number names to 5.</p> <p>Compare two sets of objects which are the same object with varying quantity.</p> <p>Begin to explore block play.</p> <p>Talk about, identify patterns in the environment: Clothes, rugs, books etc. Stripes, spots, zigzags, blobs.</p> <p>Match the shapes and resources to the continuous provisional shelves.</p>	<p>Understand the concept and amount of 1 and subitising 1.</p> <p>Count with number songs and identify the quantity.</p> <p>Show understanding that a group of objects can be call a whole.</p> <p>Extend an AB pattern by giving them the colours.</p> <p>Make comparisons between objects relating to size.</p>	<p>Understand the concept and amount of 2 and subitising 2.</p> <p>Begin and describe a sequence of event, real or fictional, using words such as 'first', 'then'.</p> <p>Use counting skills to count up to 5 things.</p> <p>Compare when objects are matched using two lines to.</p> <p>Copy AB pattern by identifying and selecting the colours.</p> <p>Make comparisons between objects relating to length.</p>	<p>Understand the concept and amount of 3 and subitising 3.</p> <p>To link numerals to amounts.</p> <p>Say one number for each one item 1, 2, 3, 4, 5.</p> <p>Explore the properties of 2D shapes.</p> <p>Copy a pattern they have seen.</p> <p>Sort objects into two or 3 set group Make comparisons between objects relating to weight.</p>	<p>Understand the concept and amount of 4 and subitising 4.</p> <p>Count accurately up to 5 objects.</p> <p>Understand numbers to what they are seeing, e.g. Fruit kebabs "I've got two pieces of banana and two strawberries: the whole is four."</p> <p>Create their own AB pattern.</p> <p>Understand position through words alone – "The bag is under the table".</p> <p>Make comparisons between objects relating to capacity.</p>	<p>Understand the concept and amount of 5 and subitising 5.</p> <p>To link numerals to amounts accurately.</p> <p>Sort objects and create own rules, e.g. purple animals and non-purple animals.</p> <p>Read and repair the pattern.</p> <p>Select shapes appropriately: flat surgaces for building, a triangular prism for a roof.</p> <p>Explore the properties of 2D and 3D shapes.</p>

Understanding The World

<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>Explore how things work.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Show interest in different occupations.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Continue to develop positive attitudes about the differences between people.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Continue to develop positive attitudes about the differences between people.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore and talk about different forces they can feel.</p>	
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Expressive Arts & Design	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Join different materials and explore different textures.</p> <p>Explore colour and colour-mixing.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Remember and sing entire songs.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different building and a park.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, dear etc.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Draw with increasing complexity and details, such as representing a face with a circle and including details.</p> <p>Develop complex stories using small world equipment like animals sets, dolls and dolls houses etc.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Create their own songs, or improvise a song around one they know.</p>
Enrichment	<p>Show and Tell</p> <p>Cooking some children's favourite foods</p> <p>Photos of children & their families</p>	<p>Christmas Production</p> <p>Christmas crafts</p> <p>Birthday/ Christmas party</p>	<p>Fire engine visit,</p> <p>Police officer visit</p> <p>Q&A with medic, trip to the post-box</p>	<p>World Book Day</p> <p>Eid party</p> <p>Storytelling from different cultures</p>	<p>Planting</p> <p>Butterflies</p>	<p>Sports Day</p> <p>End of year party</p>
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Physical Development

Gross motor:

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.

Start to eat independently and learning how to use a knife and fork.

Fine motor:

Show a preference for a dominant hand.

Gross motor:

Begin to develop their movement, balancing, riding (scooters, trikes and bikes).

Start taking part in some group activities which they make up for themselves, or in teams.

Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.

Begin to make healthy choices about food, drink, activity and toothbrushing.

Fine motor:

Show a preference for a dominant hand.

Begin to use one-handed tools and equipment, for example, making snips in paper with scissors.

Begin to use a comfortable grip with good control when holding pens and pencils.

Gross motor:

Continue to develop their movement, balancing, riding (scooters, trikes and bikes).

Use large-muscle movements to wave flags and streamers, paint and make marks.

Match their developing physical skills to tasks and activities in the setting. E.g. they decide whether to crawl, walk or run across a plank, depending on its length and width.

Be increasingly independent as they get dressed and undressed, e.g. putting coats on and doing up zips.

Fine motor:

Show a preference for a dominant hand.

Continue to develop using one-handed tools and equipment, for example, making snips in paper with scissors.

Continue to develop a comfortable grip with good control when holding pens and pencils.

Gross motor:

Start taking part in some group activities which they make up for themselves, or in teams.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

Be increasingly independent as they get dressed and undressed, e.g. putting coats on and doing up zips.

Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.

Fine motor:

Continue to develop using one-handed tools and equipment, for example, making snips in paper with scissors.

Continue to develop a comfortable grip with good control when holding pens and pencils.

Gross motor:

Choose the right resources to carry out their own plans. E.g., 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.

Match their developing physical skills to tasks and activities in the setting. E.g. they decide whether to crawl, walk or run across a plank, depending on its length and width.

Fine motor:

Use a comfortable grip with good control when holding pens and pencils.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Gross motor:

Use large-muscle movements to wave flags and streamers, paint and make marks.

Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.

Take part in some group activities which they make up for themselves, or in teams.

Fine motor:

Use a comfortable grip with good control when holding pens and pencils.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

PSED

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.

Become more outgoing with unfamiliar people, in the safe context of their setting.

Increasingly follow rules, understanding why they are important.

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.

Play with one or more other children, extending and elaborating play ideas.

Increasingly follow rules, understanding why they are important.

Play with one or more other children, extending and elaborating play ideas.

Show more confidence in new social situations.

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 appropriate ways of being assertive.

Talk with others to solve conflicts.

Help to find solutions to conflicts and rivalries. E.g., accepting that not everyone can be Spider Man in the game, and suggesting other ideas.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Begin to understand how others might be feeling.

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.

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

Begin to understand how others might be feeling.

Show resilience and perseverance in the face of challenge.

Help to find solutions to conflicts and rivalries. E.g., accepting that not everyone can be Spider Man in the game, and suggesting other ideas.

Develop their sense of responsibility and membership of a community.