

Curriculum Overview Nursery

Theme	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme	All about Me	Journeys	Dinosaurs	Growing and Changing	Animals and their Babies	Heroes and Adventurers
Phonics	Phase 1 activities	Phase 1 activities	Phase 1 activities	Phase 1 activities	Phase 1 activities	Phase 1 activities
C&L Vocabulary	<p>Listen to others in small groups, for example to share photos of children as babies.</p> <p>Join in with repeating refrains and anticipating key events and phrases in rhymes and stories</p> <p>Respond to simple instructions.</p> <p>Retell simple past events in correct order.</p>	<p>Follow directions</p> <p>Join in with repeated refrains and familiar stories e.g. poems, stories, songs, call and response games etc.</p> <p>Show understanding of prepositions such as 'under, on top'.</p> <p>Use vocabulary from recently read stories in conversations e.g. names of vehicles from transport books.</p> <p>Ask questions using what, where, when and why to find out more about journeys.</p>	<p>Build up vocabulary that reflects knowledge and experience e.g. talking about dinosaurs, that they lived a long time ago, their names and features etc</p> <p>Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago, e.g. we are alive now, dinosaurs are not alive anymore, they lived a long time ago.</p> <p>Describe different dinosaurs using a variety of adjectives.</p>	<p>Understand 'how' and 'why' questions, relating them to growing and changing e.g. planting seeds and talking about how they will grow and why we need to water them.</p> <p>Use increasingly complex sentences to link thoughts e.g. using 'and', 'because' e.g. our seeds started to grow because we planted them and gave them water.</p> <p>Use newly acquired vocabulary to name and describe, and in conversations. Apply new vocabulary to explain changes noticed in plants. E.g. this plant did not grow well</p>	<p>Describe a pretend object in play based situations; e.g. this is my tractor, I am ploughing my field (whilst riding a tricycle)</p> <p>Question to understand why things happen e.g. who, what, when, how.</p> <p>Use intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences, e.g. I think... because...</p>	<p>Use talk to explain what is happening and anticipate what might happen next e.g. discussing how Edmund Hillary climbed Everest</p> <p>Recall and relive past experiences; e.g. children discuss when they went on a school trip. Retell events in order; their school day, or a special event.</p> <p>Respond to comments from peers using full sentences, e.g. I agree with ... because... Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all</p>

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				because the soil was too dry.		areas of the curriculum. This should be modelled by adults consistently
Spine books	Dear Zoo 10 Little Fingers, 10 Little toes	The Train Ride Rosie's Walk	Brown Bear, Brown bear Going on a bear hunt	The very hungry caterpillar Titch	Come on Daisy! The Gruffalo	Pants The Colour Monster
Key Texts to promote PKC topic learning	Colin and Lee Carrot Pea - Morag Hood	I like Trains - Daisy Hirst	Dinosaur Roar Paul Stickland	Jasper's Beanstalk Nick Butterworth	The hungry Caterpillar Eric Carle	Superworm Julia Donaldson
Writing activities	Learn to make marks on different materials with different resources.	Investigate dots and dashes	Investigate straight lines and crosses.	Investigate circles	Investigate spirals and eights.	Investigate joined straight lines and angles.
Nursery Rhymes	Five Currant Buns Hickory Dock	Humpty Dumpty Incy Wincy Spider	Row Row Your boat Wheels on a bus	Twinkle Twinkle Little Star Pat-a-cake	Old Macdonald Five Frogs	1,2,3,4,5, Fish Hey diddle diddle
Mathematics	Numbers zero to five Representing on fingers and other concrete counting	Recognising numbers 0- 5 Representing on fingers and other concrete counting (show me)	Moving on to showing numbers 0-10 on fingers. Link to familiar songs: Ten Little Monkeys	Building confidence showing 0-10 on fingers. Identifying different	Using marks to represent number (tallies) then representing with unifix cubes (simple bar modelling)	Reinforcing numeral to quantity correspondence. Reinforcing counting using

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	<p>Counting stamps, claps and jumps to 10 and beyond where appropriate</p> <p>Regular referral to calendar, weather, days of the week, months of the year, shape, pattern.</p> <p>Counting in everyday contexts and noticing problems. Same and different.</p> <p>Explore capacity in its many different forms.</p> <p>Introduce simple</p>	<p>Counting 0-10 connected with moving and using sounds.</p> <p>Identifying shapes in the environment</p> <p>Positional language</p> <p>Shapes for different tasks (block building)</p> <p>Everyday counting and noticing.</p> <p>Introduce to the concept of subitizing.</p> <p>Think about big and small.</p>	<p>Once I caught a fish alive.</p> <p>Counting stamps, claps and jumps.</p> <p>Relating concrete to abstract.</p> <p>Shape hunts</p> <p>What is the same and what is different.</p> <p>Explore higher level thinking with "How do we know"</p> <p>Think about Long and short</p> <p>Explore one more and one less.</p>	<p>shapes based on properties.</p> <p>Exploring measuring using unifix.</p> <p>Relative size: small, big, biggest.</p> <p>Reasoning with shapes: if a triangle is upside down, is it still a triangle?</p> <p>Think about full and empty.</p> <p>Heavy and light</p> <p>Explore one more and one less.</p> <p>Describe a familiar route.</p>	<p>Strategies for counting with 1-to-1 correspondence.</p> <p>Model using abacus counting frame. Move and count and point and count strategies.</p> <p>Using shapes to make other shapes: use many different resources. use blocks: triangular shapes can make a square or a rectangle.</p> <p>Think about wide and narrow.</p>	<p>objects with 1-to-1 correspondence</p> <p>Using marks to represent numbers.</p> <p>Comparing groups of objects: more, fewer, the same.</p> <p>Reinforce subitizing knowledge</p>

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	sequencing of events.	Explore more and less using fewer than.	Begin to sequence events using words first and then next.		Introduce five frames.	
Maths stories	Colin and Lee Carrot and Pea Crash! Boom! Ten Black dots	Rosie's Walk One to Ten and Back Again Who Sank the boat? The Enormous Turnip	Mouse Count Maisy goes camping. Ten Terrible Dinosaurs	Titch Balancing Act The Very Hungry Caterpillar.	The perfect fit The Doorbell Rang One Duck Stuck	Croc O'Clock Peck Peck Peck by Lucy Cousins Little Owl's Orange Scarf
Understanding the World	Start to make sense of their family Looking at pictures of themselves as a baby, as a toddler and now as a young child.	Fireworks events Transport in the past: Motor cars, steam trains, tall ships. Look at images of 'old fashioned' cars and aeroplanes and discuss how they look different today.	A long time ago our planet was very different, it was hotter and there were lots of volcanoes. (Contrasting environments, chronology) Dinosaurs lived on our planet but they are now extinct. Dinosaurs lived for a long time,	Our past; How have we changed since we were born? What could we do then and what can we do now?	Endangered animals; some animals we know about became extinct in the past (dinosaurs), some animals now are endangered.	Explorers can use ships to journey around the world. In the past, Ernest Shackleton travelled to Antarctica. (Show on map and globe). Adventurers have climbed to the top of Mount Everest, the highest

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			some of them lived and died without ever meeting each other (Stegosaurus and T-Rex lived around 80 million years apart)			mountain in the world (Show on map and globe). We live on the Earth. The International Space Station orbits the Earth. People want to explore space to find out more about it.
Physical: Gross Motor	<p>Begin to carry the flexi-tub to collect leftover snack cups and bowls.</p> <p>Begin to move tyres and cable cogs.</p> <p>Build with a variety of large and heavy resources.</p> <p>Begin to use chalk on the</p>	<p>Begin to put coats and wellington boots on and off.</p> <p>Begin to use a dustpan and brush to sweep and clean. Use cloths to clean tables.</p> <p>Begin to take part in PE lessons to move like a frog or move around on</p>	<p>Begin to use hoops, balance stilts.</p> <p>Begin to build a range of dens using large pegs and blankets.</p> <p>Start to use the outdoor large EYFS climbing frame.</p> <p>Use bikes and scooters.</p>	<p>Pull and push other children in the Nursery cart</p> <p>Continue to move objects differing in weight and size to create an obstacle course.</p> <p>Transition along the course before lifting the items to put them away.</p>	<p>Take part in animal races - crab side-step, bunny hops, elephant stomps and so on.</p> <p>Collect sticks to make a den.</p> <p>Throw different size and weight objects into a target.</p>	<p>Take part in relay style races on the school field.</p> <p>Play team circle time games.</p> <p>Carry buckets and watering cans of water over to the garden area.</p>

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	<p>ground to make marks.</p> <p>Use large red gross motor spinning tops.</p> <p>Use different size balls to throw and catch.</p>	<p>hands and feet. Dance to music. Play games that require fast paced movement like tag or hide and seek.</p>				
Physical: Fine	<p>Investigate and manipulate playdough.</p> <p>Investigate fine motor activities ranging from elastic band peg boards, inset puzzles, pouring, scooping, activities using a range of sensory play, (rice,soil, water, paint, sand etc) Progressively</p>	<p>Model with play dough and use clay to make a model.</p> <p>Start taking care of their own needs, personal hygiene, washing hands, using toothbrush, putting wellington boots and coats on.</p> <p>Painting opportunities on</p>	<p>Model with play dough learning new vocab connected with different presentations.</p> <p>Mark making activities, inset puzzles and regular puzzles.</p> <p>Explore using one handed tools and the rules that are connected with them.</p>	<p>Model with play dough</p> <p>Complex threading.</p> <p>Fine motor activities Explore using one handed tools and using small hammers and nails.</p> <p>Cutting with scissors.</p>	<p>Show a preference for a dominant hand.</p> <p>Complex threading activities.</p> <p>Mark making opportunities inside and outside.</p> <p>Use more complex fine motor activities.</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Fine motor activities.</p> <p>Mark making opportunities inside and outside.</p>

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	<p>develop this through the year.</p> <p>Plenty of mark making opportunities inside and outside.</p>	<p>different vertical and horizontal surfaces</p> <p>Build with blocks and other construction equipment.</p> <p>Use pegs and tongs and tweezers.</p> <p>Start to use early threading activities.</p> <p>Mark making opportunities inside and outside.</p>	<p>Investigate closing different types of objects; tins, boxes, zips, clasps, poppers, purses etc</p> <p>Increasing independence with personal hygiene.</p> <p>Mark making opportunities inside and outside.</p>	<p>Investigate closing clothes with buttons.</p> <p>Use pipettes of different sizes to transfer liquids.</p> <p>Mark making opportunities inside and outside.</p>	<p>Use hole punches and threading treasury tags to make a book.</p> <p>Put lids on different containers.</p> <p>Play cards with a friend.</p>	
EAD: Creating with materials	<p>Explore colour mixing</p> <p>Painting using block paints and a water</p>	<p>Joining materials to make models of vehicles, focus on wheels.</p> <p>Use brushes with control to</p>	<p>Make model dinosaurs from malleable materials with clay.</p>	<p>Use puppets to act out well known stories. e.g Three Little pigs.</p>	<p>Colour mixing and printing to create different butterflies.</p> <p>Creating homes for animals using</p>	<p>Engage in helicopter storytelling sessions</p>

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Being imaginative and expressive	<p>Start to learn how to rip paper.</p> <p>Start to use printing techniques with sponges, corks, edges of rulers etc to look at different types of marks.</p>	<p>create large scale collaborative splatter/drip paintings.</p> <p>Constructing with different building resources</p>	<p>Use different size pieces to make a group collage.</p> <p>Connect pieces of paper to create a long dinosaur.</p> <p>Continue to explore printing and mark making with paint.</p>	<p>Continue to support painting, mark making and explore junk modelling and designing using the children's interests.</p>	<p>blocks and small world resources.</p> <p>Engage in helicopter storytelling sessions.</p>	<p>Continue to support collaborative junk modelling projects. Use natural materials to create temporary art pieces.</p> <p>.</p>
	<p>Taking part in simple pretend play using role play resources.</p> <p>Explore instruments Sing songs.</p>	<p>Develop simple pretend play using role play resources.</p> <p>Begin to develop a simple story by using masks and props.</p> <p>Dance and move to music.</p>	<p>Start to learn about different emotions.</p> <p>Begin to develop complex stories using small world equipment</p> <p>Perform a dinosaur dance showing how</p>	<p>Start to engage in helicopter storytelling sessions.</p> <p>Moving to music to show a seed growing into a plant.</p>	<p>Music and dance sessions: link to Carnival of the Animals</p> <p>Songs about animals.</p>	<p>Imaginary play - travelling on shops to the South Pole, climbing Everest, blasting off into space.</p> <p>Listening to and responding to Holsts' Planet Suite.</p>

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Art and artists		Sing songs use percussion instruments.	different dinosaurs moved.			
	The Snail by Henri Matisse	Number 9 by Jackson Pollock	Composition with Yellow, Blue and Red by Piet Mondrian	Walter Crane's illustrations for Jack and the Beanstalk	Tiger in a Tropical Storm by Henri Rousseau Saint George and the Dragon by Paul Uccello.	Ernest Shackleton statue at Royal Geographic Society
Music	Start to play instruments and sing in musical group sessions Learn to move to music. Sing nursery rhymes	Start to join in with the group musical sessions and learn to start and stop. Sing nursery rhymes	Learn to use instruments to make different sounds. Learn to make different sounds with my voices such as talking, whispering, growling, shouting, squeaking and singing	Join in remember a variety of songs including nursery rhymes and Herman the Worm, Chop chop choppity and down in the jungle and the jellyfish song.	Begin to create my own musical piece of work with a partner. Respond to early musical notation.	Create a basic piece of work to express different feelings.
Festivals and celebrations and special events	Harvest festival Halloween	Diwali Christmas	Chinese New Year	Easter Mother's Day	St Georges Day May Day	Father's Day Ramadan

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			St Valentine's Day			
Trips, visitors Special events,		Visit from Father Christmas Christmas songs to parents	Invite a guest to read a story	Parent visit with a baby Invite a guest to read a story	Parent visit? with a pet? tortoise?	Parent to visit, nurse/doctor/p olice etc
Forest school	Start to learn about independence. Finding where personal items are stored in the classroom. Learn to separate from my main carer.	Learn to independently put coats and welly boots on. Take a walk around the school site.	Make regular visits to the onsite forest school site. Plant potatoes	Visit onsite forest school site. Use equipment to build and explore	Take part in longer forest school sessions.	Take part in longer forest school sessions Harvest potatoes and eat them.