

Nursery Curriculum Overview



3-4	Term 1 Vision, Values and Psalm 1.3	Term 2 Hope and Democracy	Term 3 Resilience and Rule of Law	Term 4 Wisdom and Individual Liberty	Term 5 Service and Mutual Respect and Tolerance	Term 6 Revisit All
0-3						
Focus topic	Who am I and where do I belong	Let's celebrate who we are. We are Kingfishers.	What happens in Winter	Let's share a story	Growing and minibeasts	Growing and changing/moving on
Key texts	Rainbow Saurus The Queen's Hat The Queen's Handbag I'll Wait Mr Panda Mr Panada Colours Please Mr Panda Amazing	When the world made a rainbow. The Christmas story. I choose me	Runaway ice burg Fact books about winter Stick man	Goldilocks and the three bears The three little pigs Jack and the bean stalk Three billy goats gruff	Sam plants a sunflower The hungry caterpillar Mini beast fact books	The colour monster goes to school. I don't want to go to school A letter from your teacher.
Religion and cultural events	Bonfire Night	Diwali Christmas	Chinese New Year	Easter Make a Noise festival		Graduation Sports Day
Mark making/writing	Draw a picture of myself. Baseline	Pre writing skills Name writing	Pre writing skills Name writing	Pre writing skills Name writing	Pre writing skills Name writing Free mark making, giving meaning to marks.	Pre writing skills Name writing Make some recognisable letters.

	Make marks to represent my name	Draw a picture of myself adding detail. Draw some recognisable shapes	Draw a picture of myself adding detail. Takes care in their mark making, adding detail	Draw a picture of myself adding detail. Make some recognisable letters.	Draw a picture of myself adding detail.	Draw a picture of myself adding detail/ My family.
	Draw a picture of myself. Baseline	Pre writing skills Playdough and fine motor activities Draw a picture of myself adding detail.	Pre writing skills Playdough and fine motor activities Draw a picture of myself adding detail.	Pre writing skills Playdough and fine motor activities Draw a picture of myself adding detail.	Pre writing skills fine motor and pencil control activities Draw a picture of myself adding detail.	Pre writing skills fine motor and pencil control activities Draw a picture of myself adding detail.
Communication and language	Pay attention to more than one thing at a time. Understands what certain objects are used for	Understand "Why" questions Joins in with repeated refrains	Know many rhymes and be able to talk about familiar books Listens to others when conversations interest them.	Enjoy listening to longer stories and can remember much of what happens. Uses talk to connect ideas, explain what is happening and anticipate what might happen next.	To begin to use a range of tenses (play, played, playing) Uses intonation, rhythm	Uses talk in pretending that objects stand for another. Shows and understanding of preposition

	<p>Recognise and point to different objects when asked.</p>	<p>Understand simple instruction (1 part)</p> <p>Use a wide range of vocabulary. Understand a two-part question or instruction. i.e. get your coat and wait and the door.</p>	<p>Identify familiar objects and properties for the adult (blue car, red apple)</p> <p>Sing a large repertoire of songs</p>	<p>Listen to simple stories and understand what is happening with the support of props.</p>	<p>Understand and act on longer sentences such as make teddy jump.</p> <p>Can retell a simple past experience in the correct order</p>	<p>Understand simple question about 'who', 'what' and 'where'.</p> <p>Build up vocabulary to reflect the breadth or their experiences</p>
Personal, social and emotional	<p>Can play in a group, extend and elaborate play ideas.</p> <p>Develop their sense of responsibility and members of the community.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Show more confidence in new social situations</p>	<p>Emotions</p> <p>Happy and Sad</p> <p>Enjoys responsibility of carrying out small tasks</p>	<p>Friendships</p> <p>Find solutions to conflict and rivalries</p> <p>Increasing follow rules, understanding why they are important.</p>	<p>What do emotions mean to me?</p> <p>Understand how others might be feeling.</p>	<p>Transitions</p> <p>Who are my friends?</p> <p>Make healthy choices about food, drink, activity and hygiene routines</p>
	<p>Building relationships with key staff.</p> <p>Select and use activities and resources</p>	<p>Build confidence exploring the nursery independently and with peers.</p>	<p>Emotions</p> <p>Happy and Sad</p> <p>Welcomes and values praise for what they have done</p>	<p>Transitions</p> <p>Who are my friends?</p>	<p>What do emotions mean to me?</p> <p>Talk about feelings using words happy, sad, angry and cross</p>	<p>Transitions</p> <p>Who are my friends?</p> <p>Be increasing independent in meeting their own care needs</p>

	with help					
Physical Gross Motor (PE)	Continue to develop their movements, balancing, riding a bike and ball skills.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and movement	Can catch a large ball. Can catch a small ball. Can throw under arm and over arm	Collaborate with others to manage large items such as moving a long plank safely. Balancing independently and while holding an item.	Dancing Following the leader and remembering a sequence of moves. Moving their body in different way, responding to different types of music.	Sports Day Working as a team to complete events. Bean bag toss, jumping race, running races and obstacle courses.
	Learn the rules of the Hall and how to move our bodies in different ways safely. Learning stop and go.	Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles	Can stand momentarily on one foot when shown Can throw a ball in to a target.	Can move safely along a plank. Balancing with the support of an adult, working towards independence.	Dancing Can move their body to the rhythm copying and starting to remember some of the sequence.	Sports Day Take part in events. Bean bag toss, jumping race, running races and obstacle courses.
Physical (0-3 and 3-4)	Squiggle while you wiggle. Up Down	Squiggle while you wiggle Up Down side to side	Squiggle while you wiggle. Up Down Side to side Criss cross	Squiggle while you wiggle. Up Down Drawing on paper	Squiggle while you wiggle. Up Down Side to side Drawing on paper	Squiggle while you wiggle. Up Down Side to side Criss Cross Drawing on paper

	Dough disco Splat Roll (sausage) Squeeze	Dough disco Splat Roll (sausage) Squeeze Poke	Dough disco Splat Roll (sausage) Squeeze Poke Pinch	Dough disco Splat Roll (sausage) Squeeze Poke Pinch Roll (ball)	Dough disco Splat Roll (sausage) Squeeze Poke Pinch Roll (ball)	Dough disco Splat Roll (sausage) Squeeze Poke Pinch Roll (ball)
Literacy	Have some favourite books and rhymes Distinguish between the marks that they make	Holding them the right way round Turning pages carefully one at a time	Enjoys rhyming and rhythmic activities Shows awareness of rhyme Recognise rhythm in spoken word	Knows information can be relayed in the form of print Begin to understand story structures (once upon a time and The end)	Continue a rhyming string Hears and says the initial sounds in words	Writes own name and other things such as labels Knows that information can be retrieved from books and computers/internet
	Enjoy taking part in nursery rhymes	Enjoy looking at books with adults Handles books with care	Enjoys looking at books independently or with peers.	Remember and join in with repeat refrains.	Ask questions about the stories and share ideas.	Develop play around stories using props.
Little Wandle Foundations for Phonics (3-4)		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Mathematics	Develop fast recognition of up to 3 objects, without having to count them individually (subitising) Recite numbers up to 5	Link numbers to numerals (1-5) Experiment with their own symbols to represent number (tally sticks) Solve real life maths problems. (5 children but only 3 chairs?)	Compare quantities Fewer or Greater Show finger numbers up to 5 Show awareness and similarities of shapes in the environment	Shape names Discuss routes and locations (using language Infront and behind) Talk about and explore 2D and 3D shapes	Make comparisons between objects relating to size, weight and length Combine shapes to make new ones Can select shapes my names	Talk about and identify patterns Extend and create an ABAB pattern Notice and correct an error in a repeating pattern
	Beginning to show counting like behaviours saying numbers but not in order	Reciting numbers up to 5. Beginning to develop 1-1 correspondence.	Count out objects to 5 Compare quantities More or less	Show awareness and similarities of shapes in the environment introducing the names of shapes	Looking at size Big and small. Can recall some shape names	Can recognise a pattern ABAB
Understanding the world	Talk about what they see, using a wide vocabulary	Begin to make sense of their own life-story and family's history	Is able to navigate technology software to complete a programme (top marks)	Understand the key features of the life cycle of a plant and animal	Talk about the differences between materials and the changes they notice.	Know that there are different countries in the world and talk about differences they have experienced or seen in photos

		Show interest in different occupations		Begin to understand the need to respect and care for the natural environment and all living things.		
	Use all senses in hands on exploration of natural materials	Begin to make sense of themselves and who they live with.	Explore how things work	Plant seeds and care for growing plants	Explore and talk about different forces they can feel.	Continue developing positive attitudes about the differences between people.
Expressive arts and design	Self-portraits/family portraits	Begin to develop complex stories using small world - dolls/ animals sets and dolls house.	Draw with increasing control and complexity to create pictures and include detail.	Explore colour and colour mixing	Respond to the music by movement and expression	Remember and sing entire song
	Explore different materials freely to develop their ideas about how to use them and what to make.	Develop own ideas and then decide which materials to use to express them	Show different emotions in the drawings and paintings	Listen to music with increased attention to the different sounds	Play instruments with increasing control to express their feelings	Create a song or improve one they already know
	Self-portraits/family portraits	Begin to develop stories using small world resources	Begin to give meaning to marks and show enjoyment in mark making.	Explore different colours and tools when creating.	Respond to music, joining in with familiar rhymes and moving their body to the rhythm.	Remember and sing entire song
	Role play- home corner					Has a favourite song