

Nursery Curriculum

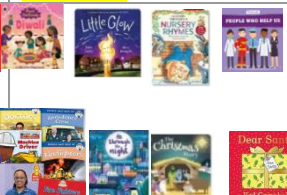
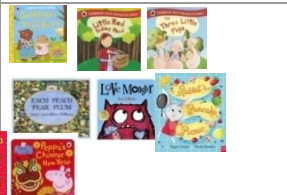
New EYFS Framework

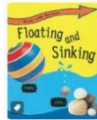


Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

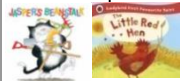
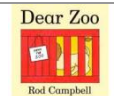
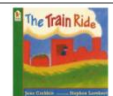
Overview and Coverage

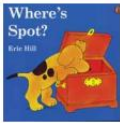
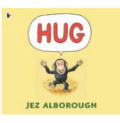
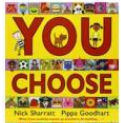
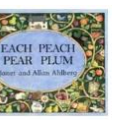
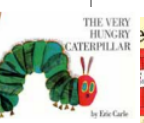
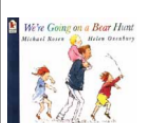
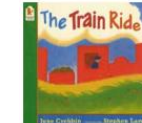
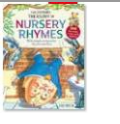
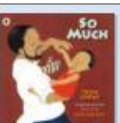
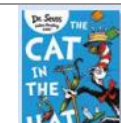
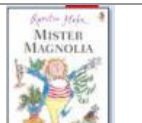
Age Related Expectations * Teaching and learning to be differentiated through short term planning, driven by assessment
Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Line of enquiry	Myself	People who help us	Traditional tales	In the kitchen (exploring & growing food)	Down on the farm (farm animals)	How can we get there?
The Big Question	What is your name? Who is in my family? Do you have a pet?	Who helps us at home? Who helps to keep us safe? Who can make us feel better if we are ill?	What is my favourite story? Can I say some fairytale characters?	Where does our food come from? Can we make something together? Can we try something new?	What animals might you find at the zoo? What animals would you find on a farm?	How do we come to school? How might we travel if we were to go on holiday? Can we name different types of transport?
Key Dates	Rosh Hashanah (11.09) Autumn Equinox (22.09) Harvest Festival (04.10) Black History Month (Oct)	Bonfire Night (05.11) Nursery Rhyme Week (09.11) Diwali (08.11) Remembrance Day (11.11) Anti-Bullying Week (16.11) Children in Need (20.11) Advent (29.11) Christmas Jumper Day (10.12) Winter (21.12) Hanukkah/Christmas (25.12)	Penguin Awareness Day (20.01) RSPB's Big School's Bird watch (29.01) Burns Night (25.01) Lunar New Year (06.02) Ramadan (07.02) Pancake Day (09.02) Valentine's Day (14.02)	St David's Day (01.03) World Book Day (04.03) British Science Week (05.03) Mothers Day (07.03) Eid (9.03) St Patrick's Day (17.03) Holi (22.03) Spring (20.03) Easter (28.03)	Earth Day (22.04) St George's Day (23.04) May Day (01.05)	Dinosaur Day (01.06) World Ocean Day (08.06) Insect Week (20.06) Summer (21.06) Father Day (20.06)
Weekly themes	7 th Starting Nursery 14 th Myself 21 st My family 28 th My pets 5 th My body 12 th Autumn 19 th Black History week	2 nd Fireworks/Diwali 9 th Remembrance Nursery Rhymes 16 th People Who Help Us-Firefighters 23 rd People Who Help Us-Doctors/Paramedics 30 th People Who Help Us-Police 7 th Christmas 14 th Christmas	4 th Goldilocks & the Three Bears 11 th Red Riding Hood 18 th The Three Little Pigs 25 th Our Favourite Traditional Stories 1 st Lunar New Year 8 th pancake Day/Valentines	22 nd Little Red Hen 1 st Pumpkin Soup/World Book Day- Our Favourite Stories 8 th Enormous Turnip/Eid/Mother's Day 15 th Spring 22 nd Easter	12 th Dear Zoo 19 th Muddle Farm 26 th Farmer Duck 3 rd The Cow that Laid an Egg 10 th What the Ladybird Heard 17 th What would you find on the farm? 24 th May	7 th Summer 14 th Wheels on the Bus Father's Day 21 st The Runaway Train 28 th Mr Gumpy's Outing 5 th Mrs Armitage on Wheels 12 th Going to School 19 th (3 days)
Key texts						
'WOW' Moments	Teddy Bear's Picnic	Visits from People who help us	Making pancakes	Living eggs	Visit to a farm	Father's Day Inspire

Understanding the world	History	Past and Present – Know that they were a baby. looking at family photos (Begin to make sense of their own life-story and family's history)	Past and Present – find out about Poppy Day and Bonfire Night.	Past and Present –Lunar New Year	Past and Present – Share family pictures	Past and Present –St George's Day and how we celebrate	Past and Present –Transition to Reception
	Geography Topic link Key days Map skills	People and Communities Similarities and differences between themselves and others	People and Communities People who help us in the community (Show interest in different occupations) Remembrance Sunday Bonfire Night	Learn the name of the town where we live (Blackheath) Burn's Night Chinese New Year	People and Communities Looking at a globe and different countries Discussing where food comes from St David's Day St Patrick's Day	Looking at a simple map Comparing animals from two different countries St Georges Day -English flag 	People and Communities Where is our school/new school? How can we get to different places? Father's Day
	Science	The Natural World <u>Body Parts</u> <u>Materials</u> (Explore collections of materials with similar and/or different properties)	The Natural World <u>Autumn</u>	The Natural World <u>Winter</u> (Talk about what they see, using a wide vocabulary) <u>Freezing and melting</u> (Talk about the differences between materials and changes they notice.) <u>Floating and Sinking</u>	The Natural World <u>Cooking</u> (Explore collections of materials with similar and/or different properties.) <u>Growing vegetables</u> Plant seeds and care for growing plants <u>Light, dark and shadows</u> (Explore how things work) <u>Spring</u>	The Natural World <u>Life cycle of a chick</u> <u>Caring for Animals</u> (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) 	The Natural World <u>Forces</u> (Explore and talk about different forces they can feel) <u>Summer</u> 
	RE (festivals)	Harvest	Diwali Christmas	Local Churches	Pancake Day Eid Holi Easter	Bible Stories	A short prayer
	Computing	Cause and effect toys	Use an interactive white board	Use an app on the white board	Digital art on the white board	Games on Ipad	Wind up toys/pulleys
EAD Coverage	Music	Know the nursery rhymes/songs: - The Wheels on the Bus - Five Currant Buns (EAD32) Sound matching games	Know the nursery rhymes/songs: - Miss Polly Had a Dolly - Incy Wincy Spider - 5 Little Men in a Flying Saucer - Twinkle Twinkle Little Star	Know the nursery rhymes/songs: - Hickory Dickory Dock - Baa Baa Black Sheep - Five Little Ducks - 1, 2, 3, 4, 5 once I caught a fish alive • Sing the pitch of a tone	Know the nursery rhymes/songs: - 1, 2 Buckle My Shoe - 5 Little Monkeys - The Grand Old Duke of York • Sing to a pitch by	Know the nursery rhymes/songs: - If you're happy and you know it - The Animals Went in 2x2 - 5 Little Speckled Frogs • Create their own songs.	Sing a large repertoire of • Children will draw to music to represent what they hear.

			Sing Christmas Songs	- sung by another person. - Listen to instruments	- another person - Play instruments to express feelings.		
	Imaginative play	Take part in pretend play.	Develop stories using small world equipment.	Make their own small world scenarios.			
	Art and Design Drawing Sculpture Painting	- Large scale drawings/paintings. - Use pencils to free draw.	Paint on a flat surface and an easel. Explore a range of materials and decide how to use them to create their own art.	Explore colour mixing. Paint on a vertical surface. Use pencils to draw closed shapes such as squares and rectangles. Do observational drawings.	Explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc. Draw a circle for a face and details of eyes, nose and mouth.	Explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc. Use colours in their art to express emotions.	Explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc. Explore and make art in the style of Andy Goldsworthy.
	D&T		Use glue and masking tape to join materials.		Use hole punch and treasury tags to join materials.	Use paperclips to join materials.	Use split pins to join materials.
Communication and Language *Use a wider range of vocabulary.		<u>Listening, Attention and Understanding</u> - Listen to a story - Recall key points in a story. - Stop what they are doing and listen to an instruction <u>Speaking</u> - Become familiar with a range of nursery rhymes and songs.	<u>Listening, Attention and Understanding</u> - Understand 'who' questions. - Understand two-part instructions <u>Speaking</u> Know a range of nursery rhymes and songs and be able to share their favourite one.	<u>Listening, Attention and Understanding</u> - Understand 'what' questions. <u>Speaking</u> - Enjoy listening to longer stories and remembering what happens. - Know and retell stories with traditional tales. - Develop pronunciations of multi-syllabic words by clapping syllables.	<u>Listening, Attention and Understanding</u> - Understand 'when' questions. <u>Speaking</u> - Know and retell stories with repeated refrains. - Develop pronunciations of sounds r, j, th, ch and sh. - Form sentences of 4-6 words.	<u>Listening, Attention and Understanding</u> - Understand 'where' questions. <u>Speaking</u> - Know and retell favourite stories. - Develop pronunciations of multi-syllabic words by clapping syllables. - Share their point of view.	<u>Listening, Attention and Understanding</u> - Understand 'why' questions. <u>Speaking</u> - Continue a conversation with an adult or peer. - Use talk to organise themselves and their play.
Phonics coverage			Foundations for Phonics	Foundations for Phonics	Foundations for Phonics	Foundations for Phonics	Foundations for Phonics

Literacy	T4W		Talk for Write	Talk for Write	Talk for Write	Talk for Write	Talk for Write
	Fiction			3 pigs/red riding hood/3 bears 	The Little Red Hen/Jasper's 	Dear Zoo  Innovate:- to farm animals	The Train ride  Innovate:-addition settings
	Non-Fiction		Simple fact file 		Recipe for soup/making bread 		Recount of the school trip 
	Poetry		Twinkle twinkle 	Humpty Dumpty 		Old McDonald Had a Farm 	
	LW Love of Reading		Love of Reading	Love of Reading	Love of Reading	Love of Reading	Love of Reading
Literacy Coverage/ progression	Comp *Engage in extended conversations about stories, learning new vocabulary.	Know the logos for local supermarkets.	Know a range of signs including bus stop, parking, and stop sign.	Turn pages of a book carefully.	Know the names of different parts of a book including the cover, title, and author.	Know print has different purposes by exploring menus, magazines, newspapers, labels.	Read from left to right and top to bottom.
	Word Reading	Clap syllables in their name	Children can spot rhymes eg when reading stories	Know the LW pictures for s, a, t, p, i, n, m, d, g, o, c, k	Know the LW pictures for u, e, u, r, h, b, f, l, j, qu, v, w, x, y, z	Recognise words with the same initial sound such as mum and milk.	Know the LW sounds s, a, t, p, i, n
	Writing	Draw horizontal lines and vertical lines	Draw diagonal lines and circles	- Draw squares and triangles. - Explore writing letters in sensory materials using LW pictures.	Explore writing letters in sensory materials using LW pictures.	- Explore writing sounds with a pencil on paper. - Write the initial sound in their name.	Write their name.

Reading Spine	 	 	 	 	 	 
Pie Corbett's Poetry Spine						
Pie Corbett's Page Turners						 
Maths Coverage	<u>Comparison 1</u> More than, fewer than, the same <u>Shape, space and measure 1</u> Explore and build with shapes and objects <u>Pattern 1</u> Explore repeats	<u>Counting 1</u> Hear and say number names <u>Counting 2</u> Begin to order number names <u>Subitising 1</u> I can see 1,2,3 <u>Pattern 2</u> Join in with repeats <u>Shape space and measure 2</u> Explore position and space	<u>Subitising 2</u> Show me 1,2,3 <u>Counting 3</u> Move and label 1,2,3 <u>Space, shape and measure 3</u> Explore positions and routes <u>Pattern 3</u> explore patterns	<u>Counting 4</u> Take and give 1,2,3 <u>Shape space and measure 4</u> Match, talk, push and pull <u>Subitising 3</u> Talk about dots <u>Comparison 2</u> Compare and sort collections	<u>Pattern 4</u> Lead on own repeats <u>Shape space and measure 5</u> Start to puzzle <u>Pattern 5</u> Making patterns together <u>Subitising 4</u> Make games and actions	<u>Counting 5</u> Show me 5 <u>Pattern 6</u> My own pattern <u>Counting 6</u> Stop at 1,2,3,4,5 <u>Comparison 3</u> Match, sort and compare
Maths Skills	Number - Say number names to and beyond 5. - Say number names to 3 in order. - Count forwards and backwards to 3. Numerical Patterns - Compare amounts. - Put shapes into position. - Make line patterns.	Number - Copy counting finger numbers to 3 - Subitise to 3. Numerical Patterns - Identify what happens next - Describe position using the words 'on', 'under', 'over', 'through' and 'between'. - Select shapes for a purpose. - Compare size	Number - Show 'finger numbers' up to 3. - Count out 3 objects. Numerical Patterns - Describe and sort shapes using the words 'pointy', 'curvy', 'round', 'flat' and 'sharp'. - Compare length. - Describe simple positions and routes. - Use objects to make simple patterns.	Number - Count out objects to 3 using 1:1 correspondence. Numerical Patterns - Compare mass. - Match and combine shapes to make new ones.	Number - Subitise dots to 3. - Show 'finger numbers' up to 5. - Count out objects to 5 using 1:1 correspondence. Numerical Patterns - Compare quantities, identifying sets that are the same. - Create patterns and sequences in art. - Complete simple shape and jigsaw puzzles. - Copy and continue AB patterns.	Number - Count out 5 from a larger group. - Match numerals to quantities of 5. - Explore making marks to represent quantities. Numerical Patterns - Notice and correct an error in an AB repeating pattern. - Sequence events. - Compare numbers to 5. - Compare capacity.
Kinetic Letters	Poses	Poses	Push/pull etc	Push/pull etc	Making marks	Making marks

Gross Motor	- Ride a balance bike. - Roll a ball.	- Ride a tricycle. - Throw a large ball. - Remember and perform a dance.	- Ride a scooter - Catch a ball with two hands. - Take part in group games.	- Climb using alternate feet. - Throw a small ball.	- Stand on one leg and hop. - Catch a small ball with two hands.	- Know how to skip. - Work together to carry large items such as planks of wood.
Fine Motor	- Explore large muscle movements to develop cross the mid-line movements. - Put on their coat. - Use loop scissors to make snips in card. Know how to squeeze, push and pull.	- Zip up their coat when started by an adult. - Use loop scissors to make snips in paper. Use one hand to pinch.	- Do up their own zip independently. - Use hammers to hit a large headed nail. - Use spring loaded scissors to make snips in card. - Use peg boards, inset jigsaws, build towers, scoop and pour.	- Build a 6 block tower - Use spring loaded scissors to make snips in paper. - Screw and unscrew.	- Twist a pipe cleaner to make a knot. - Use scissors to make snips in card. - Thread beads, pasta, cotton reels and buttons.	- Show preference for a dominant hand. - Use a pencil with good control when making marks. - Button up their clothes. Use scissors to make snips in paper.
PE Coverage	Me and Myself	Movement and Development	Dance	Ball Skills	sports day prep	Throwing and catching
PSED (Jigsaw)	Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
*Develop their sense of responsibility and membership of a community. *Develop appropriate ways of being assertive. *Talk with others to solve conflicts.	<u>Self-Regulation</u> Separate from main carer to come into nursery. Know what happy looks like. <u>Managing Self</u> Know the class rules: - good looking - good listening - good sitting Use resources in the environment, with help when needed. Wash and dry their hands before eating and after using the toilet. <u>Building Relationships</u> Play alongside each other.	<u>Self-Regulation</u> Know what adults can help them in nursery. Know what sad looks like. <u>Managing Self</u> Look after resources using the rhyme 'Choose it, use it, put it away'. Know to drink water to be healthy. <u>Building Relationships</u> Play partner games.	<u>Self-Regulation</u> Become confident with visitors in nursery. Know what worried looks like. <u>Managing Self</u> Take on responsibilities such as setting out snack, cleaning the tables for lunch. Know examples of healthy food. <u>Building Relationships</u> Share resources and play in a group.	<u>Self-Regulation</u> Show confidence walking around our local area. Know what angry looks like. <u>Managing Self</u> Know to exercise to be healthy. <u>Building Relationships</u> Take turns whilst playing and waiting patiently to have a go.	<u>Self-Regulation</u> Show confidence in visiting a new environment on the school trip . Know what calm looks like. <u>Managing Self</u> Know how to calm themselves by stopping and taking deep breaths. Know to brush their teeth to be healthy. <u>Building Relationships</u> Consider the feelings of others in stories.	<u>Self-Regulation</u> Show confidence in visiting their new year group. Know what tired looks like. <u>Managing Self</u> Independently use the toilet. <u>Building Relationships</u> Listen to a friend and agree a compromise.

