

Nursery curriculum overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme/learning prompt</p> <p>NB CP provision will also reflect the interests of the children and specific skill development – see provision map.</p>	<p>Saying bye bye All about me What makes me special?</p> <p>Owl babies Wow Said The Owl</p> <p>Me and people who are special to me.</p>	<p>Seasons of Wonder What's in a season?</p> <p>Signs of Autumn</p> <p>Fireworks</p> <p>The Nativity story</p> <p>Christmas inquiry – Santa is lost!</p>	<p>Adventures! Can I go to the moon?</p> <p>play provocation – dark den. Exploration of light and colour. Moon and space adventure.</p> <p>Chinese New Year</p>	<p>What is your job?</p> <p>Step Inside a book Who is in this book?</p> <p>What is your job?</p> <p>Traditional tales – The Gingerbread Man</p> <p>Easter</p>	<p>What's at the Bottom Of the Pond?</p> <p>Change and growth How have I grown? Life cycles – frogs</p> <p>Composting, looking after our garden, Superworm</p>	<p>Mary Mary how Contrary, how does your garden grow?</p> <p>Change and transition Life cycles - butterflies Mini-beasts</p> <p>Getting ready for school.</p> <p>Nursery Year Celebrations</p>
<p>Personal, Social and Emotional Development (PSED)</p>	<p>Parting from carer Build relationships with new adults (key people) Familiarity with Nursery environment Establish routines and boundaries SEAL – Learning to care, share and shine. Our Nursery Rules Special boxes</p>	<p>Parting from carer Build relationships with new adults (key people) Express preferences and interests Follow routines and boundaries SEAL – express our own feelings Introduce family groups Learning tree – next steps</p>	<p>Developing relationships with peers and adults. Working as a family group. Play with others Describe our feelings – happy, sad, cross Emotions board Describe myself Inhibiting actions/tolerating delay Star of the week Learning tree – next steps</p>	<p>Developing relationships with peers and adults. Family groups Play with others Describe our feelings. Emotions board Music to describe feelings Inhibiting actions/tolerating delay Star of the week</p>	<p>Expanding relationships with others. Family groups Play as part of a group Working as part of a whole class – sharing, turn taking Understand the needs of others. Begin to resolve problems Confidence in new situations SEAL – feeling safe and secure Safety on the road – traffic club</p>	<p>Expanding relationships with others. Family groups Play as part of a group Working as part of a whole class – sharing, turn taking Understand others needs. Begin to resolve problems Transitions into school Confidence in new situations Safety on the road – traffic club</p>
<p>Communication and language (CL)</p>	<p>Becoming aware of and listening to sounds. Developing attention skills. Listening and joining in with story and rhyme Understanding body language and gestures.</p>	<p>Becoming aware of and listening to sounds. Developing attention skills. Listening and joining in with story and rhyme</p>	<p>Developing language and conversation Communicating with others to explain ideas Following directions Understanding simple instructions Focusing attention Environmental sounds</p>	<p>Developing language and conversation Communicating with others to explain ideas Following directions Understanding simple instructions Focusing attention Prepositions</p>	<p>Listen to and respond to stories Talking boxes Philosophy – making choices and explaining Listen and respond to conversation Nonsense rhymes, funny poems</p>	<p>Listen to and respond to stories Philosophy – making choices and explaining Listen and respond to conversation Nonsense rhymes, funny poems Chattertime group</p>

	<p>Understanding simple words. Understanding simple sentences and questions Understanding action words Understanding positional language Special talking boxes Developing strategies for communication. Developing spoken language. Talking with peers Talking with adults</p>	<p>Understanding body language and gestures. Understanding simple words. Understanding simple sentences and questions Understanding action words Understanding positional language Special talking boxes Developing strategies for communication. Developing spoken language. Talking with peers Talking with adults Using language as a powerful means of communication</p>	<p>Chattertime group</p>	<p>Vocabulary to explain Vocabulary to imagine Talking boxes Chattertime group</p>	<p>Chattertime group</p>	
<p>Physical development (PD)</p>	<p>Develop gross body movement. Move in different ways Begin to climb and use equipment. Develop fine body movement with hands and fingers for play and tasks Develop toileting and self care skills Organising belongings Putting on own wellies, shoes, coats Snack/lunch routines</p>	<p>Develop gross body movement for running and climbing. Moving in different ways Gross body movements – drawing lines and circles Developing finger strength Develop toileting and self care skills Organising belongings Putting on own shoes Putting on own coat Putting on waterproof trousers</p>	<p>Use of one handed tools Writing patterns Begin name formation Gross motor – penpals Balancing/climbing apparatus Throwing and catching large balls Putting on own coat and fastening zip Putting on waterproof trousers</p>	<p>Use of one handed tools Writing patterns Gross motor – penpals/Let’s write Name formation Balancing/climbing apparatus Throwing and catching large balls Putting on own coat and fastening zip Putting on waterproof trousers</p>	<p>Pencil skills – colouring, patterns, letter formation rhymes (where appropriate) Name formation Negotiating space – games Climbing apparatus, obstacle courses, Ball skills Staying safe Changing shoes and socks for dance activity</p>	<p>Pencil skills – colouring, patterns, letter formation rhymes (where appropriate) Name formation Negotiating space – games Climbing apparatus, obstacle courses, Team games, races Healthy foods Changing shoes, socks, t-shirt, shorts.</p>
<p>Mathematics</p>	<p>Develop an awareness of number language</p>	<p>Develop an awareness of number language</p>	<p>Develop an awareness of number language</p>	<p>Develop an awareness of number language</p>	<p>Use of number language in play</p>	<p>Use of number language in play</p>

	<p>through rhyme and experience. Match, sort, organise Counting and action rhymes Use of number language in play Anticipation of time and routines Counting sets within 5. Language of size Using shapes in pictures, jigsaws and construction Filling and emptying containers. Use blocks to create simple structures.</p>	<p>through rhyme and experience. Match, sort, organise Counting and action rhymes Use of number language in play Developing 1:1 correspondence with small quantities Counting sets within 5. Anticipation of time and routines Language of size Using shapes in pictures, jigsaws and construction Filling and emptying containers. Use blocks to create simple structures. Playing with shapes Noticing shapes within the environment</p>	<p>through rhyme and experience. Match, sort, organise Counting and action rhymes Use of number language in play Developing 1:1 correspondence with small quantities Counting sets of objects 1-5/1-10. Counting out from larger groups Numeral recognition within 5 Numicom play Use blocks to create simple structures. Playing with shapes Noticing shapes within the environment Naming simple 2D shapes Ordering objects by length Group games</p>	<p>through rhyme and experience. Use of number language in play Developing 1:1 correspondence with small quantities Counting sets of objects 1-5/1-10. Counting out from larger groups Numeral recognition within 5 Numicom play Naming simple 2D shapes Position and direction Sequencing events Group games</p>	<p>Developing 1:1 correspondence with small quantities Counting sets of objects 1-5/1-10. Numeral recognition within 5 Number tracks to 5 – before and after Number fans to 5 Adding 2 sets together to find a total Pictorial recording of mathematical thinking Sorting – describe and make 2 object repeating patterns. Numicom apparatus Using 3D shapes Heavy and light Simple data handling</p>	<p>Developing 1:1 correspondence with small quantities Counting sets of objects 1-5/1-10. Numeral recognition within 5 Number tracks to 5 – before and after Number fans to 5 Adding 2 sets together to find a total Pictorial recording of mathematical thinking Sorting – describe and make 2 object repeating patterns. Numicom apparatus Using 3D shapes Heavy and light Simple data handling</p>
Literacy	<p>Nursery rhymes Handling books and showing favourites. Lift the flap books Repetitive pattern stories Book corner, library book exchange Noticing marks Mark making (scribbles), stencils Name recognition Talk For writing text: Owl Babies</p>	<p>Nursery rhymes Lift the flap books Handling books and showing favourites. Repetitive pattern stories Book corner, library book exchange Name recognition Noticing marks Mark making, stencils Let's write (based on penpals and own programme) Talk For writing:</p>	<p>Recall stories/anticipate events and endings Characters and setting Environmental print Phonic alliteration and awareness through rhyme Initial sounds RWI (where appropriate) Mark making books – drawing pictures, lines and circles Talk For Writing text: What Ever Next!</p>	<p>Recall stories/anticipate events and endings Repeated refrains Story structure – beg, middle, end. Characters Environmental print Phonic alliteration and awareness Initial sounds RWI (where appropriate) Mark making books – pen walks and</p>	<p>Story structure – events, setting, characters Text – left to right, top-bottom Labelling print Initial sounds RWI Rhyming words/patterns/ordering Name formation, letter formation rhymes where appropriate Talk For Writing:</p>	<p>Name formation Story structure – events, setting, characters Text – left to right, top-bottom Labelling print Initial sounds RWI Rhyming words/patterns/ordering Name formation, letter formation rhymes where appropriate Talk For Writing:</p>

		Nursery Rhymes		patterns, name formation Talk for Writing text: The Gingerbread man	Mr Wiggle and Mr Waggle	Jasper's Beanstalk
Understanding the world	Exploration of nursery environment and garden Small world play Linking different approaches Family pictures and stories Family play and actions Develop a sense of self Toys with buttons/flaps Remote controlled cars	Small world play Notice and comment upon aspects of their environment and wider world Talk about things they observe - pumpkins Seasonal change Develop a sense of self Mechanical toys remote controlled cars Introduce i-pads/ smart screen	Describe significant times/special events How things work Talk about things they observe Technology in the world I-pads – complete simple programs Torches Chinese New Year	Recognise different occupations Care and concern for the environment Planting and growth Talk about things they observe - eggs I-pads – complete simple programs Mothering Sunday Easter	Care and concern for the environment Planting and growth Eco awareness Life cycles Remote control Programming BEEBOT – forwards, backwards	Care and concern for the environment Planting and growth Eco awareness Life cycles Remote control Programming BEEBOT – forwards, backwards
Exploring media and materials	Explore the environment with their whole body. Sensory experiences Exploration of musical sound Moving to music Use of craft tools and equipment Pretend play – own experiences Construction – building and balancing	Explore the environment with their whole body. Sensory experiences Exploration of musical sound Moving to music Use of craft tools and equipment Pretend play – own experiences Construction Christmas songs/crafts	Ring games Dancing in response to music. Singing favourite songs Tapping rhythms Explore texture Building and balancing Role play – develop story line using enhancement boxes Use of tools - safety	Ring games Tapping rhythms Dancing in response to music Explore how colours change Building and balancing Role play – develop story line using enhancement boxes	Singing familiar songs Tapping rhythms Music and feelings Colour mixing (Working with wood) Observational drawing Designing with a purpose in mind Representing objects, thoughts Role play – story line and group play using enhancement boxes	Singing familiar songs Tapping rhythms Music and feelings Colour mixing (Working with wood) Observational drawing Designing with a purpose in mind Representing objects, thoughts Role play – story line and group play using enhancement boxes
Stories/Rhymes Reading Spine	Simple flap books Nursery rhyme box Favourite stories Owl babies/Wow said the owl/owl rhymes Where's Spot? Dear Zoo Hug! Rosie's walk	Autumn rhymes The Train Ride Brown Bear Brown Bear Firework rhymes The Nativity Range of Christmas stories	Whatever Next! Can't you Sleep Little Bear Aliens Love Underpants We're Going On A Bear Hunt	Traditional tale - The Gingerbread man (Talk for Writing) You Choose The Billy Goats Gruff The Enormous Turnip The Enormous pancake The Train Ride	The frog prince Superworm Bog Baby Come On Daisy You Choose Hairy McClary From Donaldson's Dairy	The Very Hungry Caterpillar Jasper's Beanstalk Each Peach Pear Plum The Gruffalo

<p>Visitors and Visits Special days/events Key dates.</p>	<p>Green Fingers Celebration party - autumn theme</p>	<p>Breakfast with a book Nursery Rhyme reading café Green Fingers Christmas celebrations</p>	<p>Chinese New Year celebration Green Fingers Maths café</p>	<p>Family visitors – occupations World Book Day Easter party Green Fingers</p>	<p>School of Sanctuary action day Science/DT workshop Green Fingers International Compost awareness week</p>	<p>Thetford Forest End of term celebration Green Fingers celebration</p>
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