# Curriculum Overview: Nursery 2017/18

**Terms**
- **Autumn**
  - **Settling in**
    - 1. All about me
    - 2. Animals/Christmas
  - **Spring**
    - **Reaching for the stars**
      - 1. Journeys
      - 2. Where I Live
  - **Summer**
    - **Moving on**
      - 1. Growing
      - 2. Mini beasts

### PSE
- All about me box all year long. Circle times in response to children’s needs.
- Settling in Making friends Following rules and routines
- How am I different to when I was a baby? Celebrations at home
- Feelings and emotions Caring for others and the environment
- My fears Staying safe Being healthy
- Transition: Reception Being healthy

### Jigsaw
- Being me in the world Celebrating differences
- Dreams and goals Relationships Healthy me Changing me

### PD
- Mark Making, malleable & messy play
  - **Gross motor:**
    - Moves freely, with confidence and pleasure in a range of ways.
  - Co-ordination skills.
  - Walking downstairs, two feet to each step carrying small object.
  - Draws lines and circles using gross motor movements.
- Mark Making, malleable & messy play
  - **Gross motor:**
    - Moves freely, with confidence and pleasure in a range of ways.
  - Co-ordination skills.
  - Walking downstairs, two feet to each step carrying small object.
  - Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
  - Introduce ‘write dance’.
  - Holding pencil between thumb and two fingers.

### Fine motor:
- Dough Disco
  - Holding pencil between thumb and two fingers.
- Develop scissor control.
  - Cutting skills: cut snips in paper with scissors.
  - Holding pencil between thumb and two fingers.

### H&SC:
- Safe handling of tools and equipment.
  - Learn importance of personal hygiene i.e washing hands after toilet.
- Eating with a fork.
  - Observes the effect of activity on their bodies.
- Begin to understand the impact that exercise has on our bodies.
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<table>
<thead>
<tr>
<th>C&amp;L</th>
<th>Independent dressing skills: putting on apron. Starting to eat a healthy range of food.</th>
<th>Independent dressing skills: putting on socks and shoes. Eats a healthy range of food and beginning to understand the need for variety in food.</th>
<th>Beginning to use a knife and fork. Starting to show an understanding of the need of safety when tackling new challenges. Eats a healthy range of food and understand the need for variety in food.</th>
<th>Using a knife and fork correctly. Starting to show an understanding of the need of safety when tackling new challenges. Eats a healthy range of food and understand the need for variety in food.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core books</td>
<td>Small group and whole class discussions. Listening attentively and take turns to speak. Naming objects and actions using descriptive language. Listen to and join in with a variety of songs and rhymes.</td>
<td>Introduce Story scribing. Join in with repetitive phrases in books. Talking in front of an audience i.e. nativity performance.</td>
<td>Naming and describing. Understand and ask questions. Use talk to connect ideas, explain what is happening and anticipate what might happen next. Describe why they like a book and retell simple story using pictures or props.</td>
<td>Identify and continue rhyme and alliteration. Starting to complete a rhyming string. Extending vocabulary. Continue to develop questioning and understanding and extend vocabulary. Increase attention and listening span.</td>
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<td>Reading</td>
<td>Lists to stories with enjoyment. Beginning to look at books with adult support. Handles books carefully.</td>
<td>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Beginning to recognise my own name.</td>
<td>Suggests how the story might end. Lists to stories with increasing attention and recall. Recognises my own name without a photograph and other familiar words and signs.</td>
<td>Starting to use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Phonics: start naming and sounding letters of the alphabet. Describes main story settings, events and principal characters.</td>
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<td>Mark making</td>
<td>Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.</td>
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<td>Begins to copy letters from their name. Shows a preference for dominant hand.</td>
<td>Gives meaning to marks they make as they draw, write and paint. Begins to form recognisable letters. Gives meaning to marks they make as they draw, write and paint. Writes own name independently.</td>
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<td>Self-registration</td>
<td>Find name with photo and put in basket. Select lunch and desert with name card.</td>
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<td>Find name card and write name on large sheet of shared paper.</td>
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<td>Nursery Rhymes</td>
<td>Twinkle Twinkle Humpty Dumpty One, two buckle my shoe I'm a little teapot Jack and Jill Pat a cake Baa Baa Black sheep Mary had a little lamb Row Row your boat Hickory Dickory Dock Wind the bobbin up 10 Current buns Little miss Muffet Tommy thumb 10 Fat sausages Incy Wincey spider</td>
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</tbody>
</table>
| Maths | Counting and numbers  
1:1 correspondence | Shapes | Counting and numbers  
Sorting | Measuring | Counting, number recognition and number writing | Time |
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<td>Cooking</td>
<td>Fruit salad</td>
<td>Christmas biscuits</td>
<td>Pancakes</td>
<td>Sandwiches</td>
<td>Making pasta</td>
<td>Use home grown foods</td>
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<tr>
<td>P&amp;C</td>
<td>My family</td>
<td>Special times and events for my family</td>
<td>I am unique</td>
<td>Local community</td>
<td>Different occupations</td>
<td>Around the world:</td>
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<tr>
<td>Celebrations and trips</td>
<td>Harvest</td>
<td>Animal Encounters Bonfire Night Remembrance Diwali Nativity/Christmas Pantomime</td>
<td>Half Moon Theatre Valentine’s Day Chinese New Year</td>
<td>Morning for mums Stratford Discovery Centre Easter</td>
<td>Careers week Eid (?) Road safety workshop</td>
<td>FUDGE Day Multicultural Day Sports Day</td>
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<tr>
<td>The World</td>
<td>Seasonal Changes summer-autumn-winter. Look at range of zoo animals: characteristics; their habitats and how to care for it.</td>
<td>Seasonal changes winter-spring. Recycling/taking care of environment. Look at range of farm animals: characteristics; their habitats and how to care for it.</td>
<td>Seasonal changes spring-summer. Life cycles of caterpillars and chicks (Butterflies and eggs). Planting seeds and observe it growing. Look at range of mini beasts/insects: characteristics; their habitats and how to care for it.</td>
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<td>Technology</td>
<td>Working skilfully in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</td>
<td>Operating simple equipment e.g. turning on CD players etc.</td>
<td>Technology walk and technology around us. How does it work?</td>
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<td>EAD</td>
<td>Self portraits</td>
<td>Animal masks</td>
<td>Junk modelling rockets</td>
<td>Natural resource houses</td>
<td>Flower observational paintings/drawings</td>
<td>Clay mini beasts</td>
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<td>Plan</td>
<td>Make</td>
<td>Evaluate</td>
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<td>Small World</td>
<td>Fantasy World Jungle animals</td>
<td>Space Farm animals</td>
<td>Mini beasts Pirates</td>
<td>Lego Pirates</td>
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<td>Small Construction</td>
<td>Duplo Kapla</td>
<td>Stickle bricks Mobilo</td>
<td>Lego Mobilo</td>
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<td>RE</td>
<td>Beginnings Advent and Christmas Lent and Easter Pentecost</td>
<td>Other Faiths Marion Procession</td>
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