

Nursery Curriculum Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me	Nursery Rhymes	Family, Friends and Pets	Once Upon a Time	Minibeasts	Weather and Seasons
Focus	Me and My Nursery – getting to know the setting What's new in the setting Rules for play and continuous provision Routines Me and My Family - pets Me and My Birthday Me and My Body	Making new friends Working collaboratively Developing independence	Caring for animals Exploring the animal kingdom Nurture – the joys of having pets Being independent	Fairy tales and Imagination Signs of Spring	Outdoor provision Reception ready for 4yr olds	Moving on Growing and changing Reflecting on achievements Holidays
Wow Moments/Key Events	Harvest Fashion show	Nursery Rhyme Picnic – come dressed as your favourite Nursery Rhyme character Christmas	Animal visit e.g. lambs, pet cat etc.	Fairy tale ball /party	Seeing butterflies hatch	Graduation Sports Day Transition
Texts All highlighted texts have 'Power of Reading' teaching sequences and suggestions for learning in other areas which can be followed and adapted in addition to provision detailed here.	Emily Brown and the Thing Super, Duper You Hello World Funny Bones Handa's Surprise	Classic Nursery Rhymes	The Great Pet Sale My Pet Goldfish Kipper's Balloon	The Gigantic Turnip Little Red Riding Hood	What the Ladybird Heard Mad About Minibeasts The Very Hungry Caterpillar Snail Trail	We're Going on a Bear Hunt Out and About
Additional Texts	Nursery Rhymes Heads, Shoulders, knees and toes	Five Little Speckled Frogs Five Little Monkeys Five Currant Buns Five Fat Sausages	Hairy McClary stories	Goldilocks and the three Bears The Little Red Hen Traditional tales from a range of cultures		Elmer and the Rainbow After the Storm – Nick Butterworth
PSED	Me and My Nursery Separating from parent happily Developing relationship with key worker Learning Nursery routine	Getting Along Together Developing friendships – adult led games to illustrate turn taking etc.	Independent Me Managing falling out Children demonstrate greater independence e.g. helping to get snack ready, pouring drinks, self registration is automatic, great familiarity with the routine Tidying up toys well	Me and My Routine Following known routine Using visuals to understand the shape of the day Selecting activities	Setting Goals Devising personal challenges Sharing joy and sense of achievement – all children to have a going for gold	Reaching my goals Developing an ability to persevere Making suggestions and tailoring own learning

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	Begin to understand simple rules and why they are important Show interest in developing relationship with other children	Begin to show 'effortful control' e.g. waiting for a turn and resisting impulse to grab what is wanted, push away etc.- group games, waiting at snack time etc. Sharing interests – displaying children's hobbies, likes etc. Self registration Express basic needs – I need a drink, I'm too hot, I need the toilet	Knowing where equipment is kept and self selecting Toilet routine established Friendships blossoming Understanding falling out and repairing relationships Greater compliance with adult requests and understanding why this is needed to stay safe Children given self soothing strategies Discuss a range of emotions to support emotional literacy – broadening from happy/sad	Putting away and tidying up without reminders Emotions Expressing emotion and explaining why Experiences which develop ability to say I am happy because I like the sand I am sad because I wanted to play Teach further regulation strategies – support with visuals	challenge based upon their achievement so far	Managing emotions well Using a range of self soothing strategies Knowing personal likes/distikes – selecting favoured activities and fulfilling them well Becoming confident about he next move Enjoying transition visits
Communication and Language	Listening to and enjoying stories Joining in with repetitive language in story Learning off by heart a selection of traditional nursery rhymes Identify some rhyming words	Add to Nursery Rhyme repertoire Learning off by heart Exploring rhyme Listening games Retelling the stories within Nursery Rhymes Small World Play to promote retelling Developing pretend play linked to Nursery Rhymes – Miss Polly had a Dolly etc. – role playing the story Adults to model play and conversation Use story baskets to promote retelling and discussion	Listen attentively and join in with stories Recall items within a story e.g. the pets in the pet sale Model language for use within role play – provide children with oral starters Use longer sentences – 4 to 6 words Use talk in pretend play Use talk in role play – some which has been modelled and is subject specific	Develop story language – begin retell with 'once upon a time' talk about characters with increasing detail e.g. use sentences such as I think...because understand that where a story takes place is called the setting join in with repeated refrains copy and develop actions to aid oral story telling	Retelling stories Adding to stories from own ideas/imagination Responding to why questions Asking questions Developing talk in role play	Using talk in many different contexts e.g. To retell stories, say rhymes, communicate with adults in the setting, communicate with peers Talk during imaginative play, role play Be reciprocal in conversation – show greater stamina for turn taking in conversation Remaining within chosen topic to a greater degree Asking for things confidently
Literacy Words/phonics	Listening carefully to environmental sounds	Listening to and joining in with rhyme	Listening to and joining in with stories	listen to rhymes copy – clapping and stamping rhythms	Further word play activities	Further word play activities

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	Sound walks Sound play e.g. listening to different instruments and guessing which are which Listening to and joining in with songs Identifying words when adult is using sound talk e.g. c-a-t	Learn rhymes off by heart Add actions to rhymes to aid memory and make sense of story within Add sounds using instruments and body percussion to accompany rhymes e.g. pat a cake, pat a cake Clap along with rhythm Sound walks Self registration – name and photograph Named pegs Identify sounds in oral blending	Talking about personal experience Sharing thoughts and feelings Developing vocabulary Listening to environmental sounds and identifying them Listening games Sound walks Identifying sounds in oral blending	listen to a range of instruments and simple melodies identify sounds in oral blending – copy oral blending	Focus on the oral blending – modelled well by staff Matching some phonemes and graphemes Learning topic related vocabulary – associated with the weather and summer holidays
Writing/mark making	Draw pictures of characters, objects etc. Make marks in a variety of ways and contexts	Draw freely with a range of implements Trace outlines Follow lines and patterns with a range of mark makers Make large scale marks using chalk outdoors Introduce the idea of a list Adults in the setting to model list writing e.g. Provide colouring activities linked to Nursery Rhymes	Drawing and colouring with increasing accuracy Assigning meaning to marks made Making marks for a variety of purposes e.g. in the role play area, adding numerals to quantities, drawing pictures, painting etc. Developing hand preference – see links with physical development	colour in simple pictures with a high level of accuracy trace and copy increasingly complex shapes and patterns trace simple pictures develop pencil grip in line with identified progression assign meaning to marks in a range of contexts begin to write name if appropriate	Continue practising name Mark making opportunities in making lists, labels, diagrams Making controlled marks in different contexts Writing name Assigning meaning to marks in a variety of contexts – e.g. Weather charts Drawings to show the weather today Labelling items such as cloud, sun, etc. Making a holiday list – packing a suitcase
Comprehension	Understand that print has meaning Talk about stories	Understand that print has meaning Talk about rhymes Retell simple stories	To talk about non-fiction To understand that stories and information are different Learn new vocabulary about pets and goldfish	retell parts of traditional tales talk about characters with simple traits	Following more complex instructions Giving instructions Making requests

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Maths Pattern 	Pattern Patterns on clothing – look at pyjamas – linked to Emily Brown and the Thing – spot patterns, copy patterns, talk about patterns Looking for patterns in book illustrations Making patterns with natural materials – drawing patterns Naming and ordering days of the week	Name characters from Nursery Rhymes	Learn rhymes off by heart – 1,2,3,4,5 once I caught a fish alive	assigned to them e.g. bad and good character, kind and unkind, sensible, silly etc.	that they are the right way Select books to browse through – state preferences regarding illustrations etc. Show a respect for books in the setting – handle well	Talking at length showing understanding of the topic in question
	Counting to 5 Count 5 objects developing sense of one to one correspondence Develop familiarity with the sequence to 5 Develop familiarity with numerals 1 – 5 Match numerals 1, 2, 3 with amounts Arrange objects in patterns Talk about patterns in nature and in illustrations Sorting collections based on simple criteria	Counting to 5 Count 5 objects developing sense of one to one correspondence Develop familiarity with the sequence to 5 Develop familiarity with numerals 1 – 5 Match numerals 1, 2, 3 with amounts Arrange objects in patterns Talk about patterns in nature and in illustrations Sorting collections based on simple criteria	Counting and establishing the cardinal principle – knowing that the final number said equals the amount in the set Understanding numbers 4, 5 and 6 Counting to 4 Finding 4 objects Develop ordinal understanding 1, 2, 3, 4 Recognise numicon 4 Dice 4 Subitise to 4 The numeral and formation of 4 Matching numeral to quantity Repeat for 5	Number 6 – activities as for other numbers Weight Use language such as heavy, heavier Explore balance scales Use of a seesaw	shape and space – properties of shapes – 2d naming shapes ordering events of the day length and height capacity using language such as long, short, tall finding items which are longer, shorter making simple comparisons	positional language – in, on, up, down, under revision of numbers 1 - 6
Physical Development Gross motor	Balancing – beams, walking along a track etc. Riding – trikes and bikes Negotiating steps – up and down Waves flags and streamers to celebrate and enjoy large movements such as making circles, up and down motions etc	Riding – become increasingly agile, steady, controlled etc. when using balance bikes, trikes and scooters – staying on the track – stopping and starting – has varied opportunities to do this Navigate obstacle courses Crawl through tunnels	Dance – hop, skip, jump – on and off apparatus – jump forward with both feet off the ground Ball skills – throw a large ball, kick a large ball Using a large space – use the school hall for multi-sports type sessions	Riding Uses balance bikes. Trikes and scooters maintaining safe distance on the track – opportunities to practise this Ball skills – target practise using smaller ball Throwing and catching games	Balancing Using stepping stones Climbing – hand over hand Riding – show agility and ability to corner, speed up, slow down etc. Run and jump showing energy and vitality Throw and catch a smaller ball	Running Jumping Hopping Moving over, under, through

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Fine motor	Using age appropriate one handed tools – snipping paper with scissors, snipping and cutting playdough, manipulating malleable materials – rolling, squashing, squeezing etc. Washing hands Uses a spoon successfully	Transferring using scoops, spoons, trowels Sorting using tweezers Pouring Manipulating malleable materials with increasing dexterity – activities to demand a range of movements – rolling, pinching, twisting, placing Uses a fork to stab food	Pincer activities to develop co-ordination between the thumb and the forefinger – threading, lacing, peg activities Buttoning Beginnings of hand dominance noted Makes large circular marks with crayons Paint using some wrist action – makes swirls, dots, lines	Nuts, bolts and screws Use water squirters to aim/hit targets Locks and keys Playing with linking toys to build strength and dexterity Cutting playdough and soft food with a knife	Play games requiring team work and co-operation	use media to create weather symbols – showing the ability to draw lines, circles, triangles etc. cut round cloud, sun etc. shapes create a collage by using a range of skills
Understanding the World Past and Present People, Culture and Communities Natural World	Growth – me as a baby, a toddler, a pre-schooler – how have I changed? My family -other families – similarities and differences Me and my senses Healthy eating – fruits and vegetables – naming and identifying a range – understanding that these things grow What's the weather like? Daily discussions about the weather – developing	Old Macdonald Farming and growing Naming farmyard animals Wheels on the Bus Transport and wheeled vehicles Dr Foster, Miss Polly had a Dolly People who help us – doctors, nurses etc. I'm a Little Teapot What is tea? Where does it grow? Autumn walks and leaf collecting	 Pets in the Past Exploring old photographs – discussing how we know this is from the past -what differences can we see? Caring for pets – understanding that living things need food, water and shelter for survival Weather watching Discussing Winter	stories from other cultures sowing and growing – plants and the natural world vegetables – naming, identifying, sorting food that grows and farming baking – kitchens then and now	Life cycles – butterflies and other insects Exploring the immediate environment – e.g. forest school area Bug hunt Environmental jobs Understanding the work of a gardener – looking after the environment – working outdoors	summer holidays then and now hot and cold places cyclical nature of the seasons staying safe in the sun

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Expressive Arts and Design Creating with Materials Being Imaginative	concepts such as hot, cold, windy, rainy, cloudy Self-portraits Portraits of people in my family Finger printing Naming primary colours – creating colour table Role play – home corner Small world play linked to story Singing songs	Making farmyard animal models – learning to attach parts of a model in different ways – tape, glue etc. Creating patterns to decorate teapots Role play – medical centre	Talk about animals which make good pets compared to wild animals Talk about animal homes in the wild Making animal masks Small world play linked to the story Look at David Hockney's paintings of dachshunds – discuss the colours, the expression, how the animal might be feeling etc. Draw pictures of dogs and other pets Role play – vet centre 	vegetable printing observational drawings of different vegetables vegetable sculptures talking about colours – primary and secondary colours – introduce light and dark making puppets for role play – fairy tale characters role play – fairy tale cottsge bakery or farm shop	printing with various shapes and materials to create images of minibeasts using pegs to create models of insects – planning and designing first role play – bug lab, garden centre music – Ugly Bug Ball small world linked to story / non-fiction	weather collages designing umbrellas – investigating pattern role play – beach hut, seaside shop weather songs and rhymes
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