



Nursery Curriculum Overview 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Settling in/ Getting to Know you	Space and Celebrations	Nursery Rhymes	Eggs- Are all Eggs Alive?	The Sea	Journey's and Transport
Key Texts/ Rhymes and Poems	<p>Peace at Last-Jill Murphy Monkey Puzzle-Julia Donaldson The Large Family- Jill Murphy Owl babies-Martin Waddell Guess how much I love you By Sam- Mcbratney Maisie Goes to Nursery- Lucy Cousins Lulu's first day by Anna McQuinn The colour Monster-Anna Llenas Non- fiction books about families and starting Nursery Heads, Shoulders, Knees and Toes Tommy Thumb</p>	<p>Aliens Love Underpants by Claire Freedom. Whatever Next by Jill Murphy. My Pet Star by Corrine Averiss and Roseline Beardshaw. Pants on the Moon by Zoe Beans. Moon Rabbit by Natalie Russell.</p> <p>Christmas stories Who is Coming to our House? By Joseph Slate. Father Christmas needs a wee by Nicholas Allan Aliens love Panta Claus by Claire Freedom</p> <p>Twinkle, twinkle little star 5 little men in a flying saucer</p>	<p>Aargh spider-Lydia Monks Oliver's vegetables- Vivian French After the fall how Humpty Dumpty got back up again? By Dan San tat On the farm Axel Scheffler</p> <p>Incy Wincey spider Mary, Mary how does your garden grow? Miss Polly had a dolly Old Macdonald had a farm</p>	<p>What the Ladybird Heard by Julia Donaldson The Very Hungry Caterpillar – Eric Carle The Crunching Munching Caterpillar by Sheridan Cain. What's Creepy and Crawly? By Claire Llewellyn. Ants in your Pants by Julia Jarman. The odd Egg-Emily Gravitt Non-fictions- bugs. The Easter story</p> <p>Five little Ducks Five little speckled Frogs I hear Thunder</p>	<p>The Rainbow Fish by Marcus Pfizer Sharing a Shell by Julia Donaldson. Pirates Love Underpants- Claire Freedom Pirate in the Supermarket by Timothy Knapmann. Tiddler by Julia Donaldson. Barry the Fish with Fingers by Sue Hendra.</p> <p>Non-fiction Sea life/ Ocean/ Sea Travel.</p> <p>Row, row row your boat 1,2,3,4,5 once I caught a fish alive</p>	<p>Duck in a truck- Jez Alborough The Train Ride-by June Crebbin Amazing Aeroplanes- Tony Mitton Fire Engine is Flashing The wheels on the Bus. We're going on a bear hunt-Michael Rosen</p> <p>Non- fiction journey/travel</p> <p>The wheels on the bus Down by the station</p>

	Knowledge and Skills	Knowledge and Skills	Knowledge and Skills	Knowledge and Skills	Knowledge and Skills	Knowledge and Skills
Literacy	<p>Join in with repeated refrains in shared familiar stories</p> <p>Express simple likes and dislikes about a shared story</p> <p>Begin to join in with rhymes</p> <p>Begin to handle books with care</p> <p>Form different movements using fine motor skills-straight lines, in different directions</p>	<p>Learn new vocabulary linked to stories, rhymes, non-fiction and poems</p> <p>Children are able to discriminate between sounds</p> <p>Form different movements using fine motor skills-straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements</p> <p>Listen to a range of books and begins to retell stories</p> <p>Begins to recognise their name</p>	<p>Listen to a range of stories and begin to understand what an author and illustrator are</p> <p>Develop their phonological awareness, so that they can spot rhymes</p> <p>Begins to sequence stories</p> <p>Children use marks to represent their own name</p> <p>Add marks for literacy meaning</p>	<p>Develop their phonological awareness, so that they can spot rhymes and suggest rhymes</p> <p>Children are able to count and clap a syllables in a word</p> <p>Children are able to write some letters accurately</p> <p>Sequence stories</p>	<p>Begin to answer who and what questions linked to shared stories</p> <p>Begin to recognise words with the same initial sound, such as cat and cup</p> <p>Develop oral blending skills</p> <p>read English text from left to right and from top to bottom</p>	<p>Answer who and what questions linked to shared stories and guided reading</p> <p>Recognise words with the same initial sound.</p> <p>Children write some or all of the letters in their name.</p> <p>Names the different parts of a book</p> <p>Say/ sing 4 nursery rhymes independently</p>
Mathematics	<p>Number</p> <p>Baseline- Weeks 0-3</p> <p>Number names and language e.g. number rhymes.</p> <p>Reciting number names in sequence- 1-5- number rhymes.</p> <p>Begin to Subitise numbers 1-3</p>	<p>Number</p> <p>Counting and selecting amounts 1-5. Say one number for each item in order.</p> <p>Know the last number reached when counting is the total.</p> <p>Representing/ showing numbers 1-5- 1 flower, 1 wheel</p> <p>Begin to subitise to 5</p>	<p>Number</p> <p>Matching numerals and quantities- up to 5.</p> <p>Subitise to 5- show 'finger numbers 'up to 5.</p>	<p>Number</p> <p>Making comparison between quantities 1-5 using 'more than' or 'fewer than'.</p> <p>Identify the same and different quantities</p>	<p>Number</p> <p>Experiment with their own symbols, marks and numerals up to 5- mark making.</p>	<p>Number</p> <p>Begin to solve real world problems with numbers up to 5</p>

	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns
	Categorise objects	Exploring shapes in the environment Begin to talk about and identify patterns around them- stripes on tops, wallpaper, rugs)	Talking about and exploring 2d shapes/ names (corners, sides, straight) Begin to create patterns- ABAB- stick, leaf, stick, leaf.	Talking about and exploring 3d shapes/ names. (Corners, sides, straight, flat, round). Notice and correct an error in a repeating pattern.	Sorting objects according to properties- shapes/ size (round and tall) Begin to describe a sequence of events, real or fictional, using words such as 'first' ... 'then'.	Select shapes for a purpose and combine them to construct e.g. can you make bridges and buildings? Positional language e.g. (In front of, behind) Describe a route
	Knowledge and Skills	Knowledge and Skills	Knowledge and Skills	Knowledge and Skills	Knowledge and Skills	Knowledge and Skills
Personal, Social and Emotional Development	Wants to play alongside other children. Scarf unit: Me and my relationships	Begins to show control in sharing, turn taking and play. Scarf unit: Valuing Difference	Can explain feelings using 'because'. Scarf unit: Keeping Myself	Can follow established rules and routines Scarf unit: Growing and Changing	Take turns and share independently Play alongside others. Scarf unit: Rights and Responsibilities	Show sustained concentration to a task and continues when faced with a challenge Has formed positive relationships with adults and children and can regulate their own feelings and behaviour. Scarf unit: Being My Best

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Communication and Language	<p>Enjoy listening to stories and rhymes</p> <p>Begin to explore and understand questions and instructions.</p> <p>Begin to recognise familiar Nursery and number rhymes.</p> <p>Sing a large repertoire of songs</p>	<p>Build new vocabulary</p> <p>Develop listening skills so that we can listen to our friends and other adults in small groups.</p> <p>Can link up 5 words together</p>	<p>Uses talk to organise their play</p> <p>Retell familiar Nursery and Number rhymes and can retell known story using story props.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>To be able to express a point of view and to debate when they agree or disagree with an adult or a friend using words as well as actions.</p> <p>Explore and begin to communicate how things change, grow and look</p>	<p>Sit in a group and listen to a story</p> <p>Be able to sustain a back-forth conversation for a few turns.</p>	<p>Be able to answer simple 'why' questions based on a story that has been read.</p> <p>Speaks in longer sentences of four to six words</p> <p>Give and follow instructions to reach a destination within the Nursery.</p>

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Physical Development	<p>Uses alternate feet to climb up apparatus or stairs</p> <p>Move their body to music and follow instructions to move to the rhythm of the music (gallop, slither etc.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Can run in a straight line</p> <p>Begins to use the toilet independently</p>	<p>Travel by hopping</p> <p>Show control over the body to quickly stop and start movements such as walking, crawling and running</p> <p>Demonstrates growing independence putting on a coat</p> <p>Begins to use a knife and fork</p> <p>Use one handed tools such as paintbrushes, pencils and scissors</p>	<p>Hold a position (balance) during games such as on one leg</p> <p>Snips paper moving scissors forwards</p> <p>Demonstrates growing independence taking off and putting on shoes including wellington boots</p> <p>Shows a preference for a dominant hand</p> <p>Can make smooth, horizontal, and vertical lines and circles</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Change direction on trike</p> <p>Make healthy choices about food, drink</p>	<p>Demonstrate control on a balance bike using alternate feet and be able to change direction</p> <p>Begin to roll and stop a ball</p> <p>Begins to cut a line holding the paper with their non- dominant hand</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Compete in simple races – running at speed, to complete an obstacle course</p> <p>Progress towards holding a pencil with a modified tripod grip to show increasing control</p>
Expressive Arts and Design	<p>Can scribble to record</p> <p>Can, in play, use an object to represent another.</p>	<p>Make rhythmical and repetitive sounds.</p> <p>Can construct simple models and use joining techniques.</p> <p>Can make marks using a range of tools.</p>	<p>Can play in a group to act out a simple pretend narrative</p> <p>Can construct with a purpose in mind</p>	<p>Can draw or paint using closed shapes</p> <p>Can tap out a simple rhythm with or without instruments.</p>	<p>Can mix colour to produce the colour required.</p>	<p>Can draw or paint a recognisable representational picture with detail.</p>

<p>Understanding of the World</p>	<p>Use their senses to practically explore natural materials</p> <p>Can notice how families and people are similar and are different to their own</p>	<p>Use simple words to describe sensory explorations e.g. wet, dry, cold</p>	<p>Can use simple sentences to describe natural phenomena and their experience</p>	<p>Can talk about the differences or similarities between a collection of natural material</p> <p>Recognise the need to care for the natural world.</p>	<p>Can talk about the differences between material e.g., float and sink, light shining through some and not others.</p>	<p>Can talk about materials changing from one state to another.</p>
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