





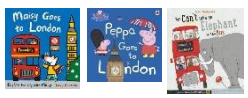











Curriculum Overview

Nursery

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Main Theme	Once upon a Time! <i>Traditional Tales</i>	Walking around the Zoo! <i>Zoo animals</i>	Travel through London! <i>Transport/local area/cities</i>	Are We There Yet? <i>Journey's / life cycles</i>	How does your garden grow? <i>Pets / mini-beasts / farms</i>	We could be heroes! <i>People who help us / healthy eating</i>
Communication and Language 	<p>Understand simple what, where and who questions.</p> <p>Listen to simple stories using the pictures to help.</p> <p>Understand and act on longer sentences.</p> <p>Start to develop conversation, often jumping from topic to topic.</p>	<p>Understand a question or instruction that has two parts.</p> <p>Understand "why" questions.</p> <p>Use talk to organise themselves and their play.</p>	<p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use longer sentences of four to six words.</p> <p>Develop communication and pronunciation.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Pay attention to more than one thing at a time.</p>	<p>Know many rhymes, be able to talk about familiar books and be able to tell a long story.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend.</p> <p>Sing a large repertoire of songs.</p>	<p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Articulate their ideas in well-formed sentences.</i></p> <p><i>Listen carefully to rhymes and sounds, paying attention to how they sound.</i></p> <p><i>Engage in non-fiction books.</i></p>
Key Vocabulary	Beanstalk, Grow, Giant, Poor, Rich, Fairytale, Castle, House, Strong, Material, Build, Forest, Hungry, Tired, Porridge, Big, Medium, Small.	Zoo, Jungle, Rainforest, Ocean, Habitat, Animals, Camouflage, Wild, Map, Joseph, Mary, Angel, Celebration, Christmas.	Travel, London, Winsford, City, Town, Transport, Journey, Big Ben, Buckingham Palace, Underground, Map, River, London Eye, King.	Journey, Adventure, Space, Ocean, Boat, Train, Rail, Road, Traffic, Passenger, Earth, Moon, Stars, Planets, Rocket, Life-Cycle, Egg, Hatch.	Grow, Plant, Seed, Flower, Stem, Petal, Farm, Vegetables, Mini Beasts, Soil, Habitat, Worm, Ladybird, Woodlice, Snail, Slug.	Nurse, Doctor, Vet, Police Officer, Firefighter, Teacher, Dentist, Emergency, Help, Job, Healthy, Food.
Personal, Social and Emotional 	<p>Develop friendships with other children.</p> <p>Feel strong enough to express a range of emotions and be increasingly able to talk about and manage their emotions.</p> <p>Learn to use the toilet independently.</p>	<p>Show more confidence in social situations.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Develop appropriate ways of being assertive.</p> <p>Select and use activities and resources, with help when needed.</p>	<p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Talk with others to solve conflicts.</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Increasingly follow rules and understand why they are important.</p>	<p>Be increasingly independent in meeting their own care needs.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Find solutions to conflicts and rivalries.</p>	<p><i>Build constructive and respectful relationships.</i></p> <p><i>Show resilience and perseverance in the face of challenge.</i></p> <p><i>Manage tier own personal hygiene needs.</i></p> <p><i>Express their feelings and consider the feelings of others.</i></p>

<p>Physical Development</p> 	<p>Use large and small motor skills to do things independently, for example managing buttons and zips.</p> <p>Begin eating independently, learning how to use a knife and fork.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p>	<p>Continue to develop their movement, balancing, riding scooters and bikes and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternative feet.</p> <p>Begin to take part in some group activities, which they make up themselves, or in teams.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Match their developing physical skills to tasks and activities within the setting.</p>	<p>Increasingly able to use and remember sequences and patterns of movements that are related to music and rhythm.</p> <p>Choose the right resources to carry out their own plan.</p> <p>Collaborate with others to manage large items safely.</p>	<p>Use one-handed tools and equipment like scissors.</p> <p>Use a comfortable grip with good control when using pens or pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed.</p>	<p><i>Develop overall body strength, co-ordination, balance and agility needed to engage fully with physical education sessions.</i></p> <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i></p> <p><i>Further develop the skills they need to manage the school day successfully.</i></p>
<p>Literacy</p> 	 <p>Key texts:</p> <p>Jack and The Beanstalk by Mara Alperin</p> <p>Goldilocks and the Three Bears by Mara Alperin</p> <p>Three Little Pigs by Mara Alperin</p>	 <p>Key texts:</p> <p>Dear Zoo by Rod Campbell</p> <p>Rumble in the Jungle by Giles Andreae</p> <p>The Christmas Story by DK</p>	 <p>Key texts:</p> <p>Maisy Goes to London by Lucy Cousins</p> <p>Peppa Goes to London</p> <p>You Can't Take an Elephant on the Bus by Patricia Cleveland-Peck</p>	 <p>Key texts:</p> <p>Whatever Next! By Jill Murphy</p> <p>Lost and Found by Oliver Jeffers</p> <p>The Very Hungry Caterpillar by Eric Carle</p>	 <p>Key texts:</p> <p>Superworm by Julia Donaldson</p> <p>Percy the Park Keeper by Nick Butterworth</p> <p>Farmer Duck by Martin Waddell</p>	 <p>Key texts:</p> <p>10 Little Superheroes by Michael Brownlow</p> <p>Emergency! By Margaret Mayo</p> <p>Topsy and Tim: Meet the Police by Gareth Adamson and Jean Adamson</p>
<p>Maths</p> 	<p>Subitise up to 3 objects.</p> <p>Say one number for each item in order 1, 2, 3, 4, 5.</p> <p>Recite numbers past 5.</p> <p>Show 'finger numbers' up to 5.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Know that the last number reached when counting is the total.</p> <p>Talk about and explore 2D and 3D shapes.</p> <p>Select shapes appropriately.</p> <p>Combine shapes to make new ones.</p>	<p>Understand position through words alone.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations using words like "in front" and "behind".</p> <p>Begin to describe a sequence of events, real or fictional, using words such as "first" and "then".</p>	<p>Link numerals and amounts.</p> <p>Talk about and identify patterns around them: "spotty" and "stripy".</p> <p>Extend and create ABAB patterns.</p> <p>Notice and correct errors in patterns.</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p>	<p>Consolidation</p> <p><i>Count objects, actions and sounds.</i></p> <p><i>Count beyond 10.</i></p> <p><i>Compare length, weight and capacity.</i></p> <p><i>Subitise.</i></p> <p><i>Compare numbers.</i></p>

<p>Understanding the World</p> 	<p>Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.</p> <p>Plant seeds and care for growing plants.</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Talk about what they see using a wide range of vocabulary.</p> <p>Use all of their senses in hands-on exploration of natural materials.</p>	<p>Explore how things work.</p> <p>Explore and talk about different forces they can feel.</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p><i>Understand the effect of changing seasons on the natural world around them.</i></p> <p><i>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</i></p> <p><i>Talk about members of their immediate family and community.</i></p>
<p>Expressive Art and Design</p> 	<p>Enjoy and take part in action songs.</p> <p>Make marks intentionally.</p> <p>Explore paint using their hands and other tools.</p> <p>Make simple models which express their ideas.</p>	<p>Take part in simple pretend play.</p> <p>Begin to develop complex stories using small world equipment.</p> <p>Explore colour and colour-mixing.</p> <p>Create closed shape with continuous lines and begin these shapes to represent objects.</p> <p>Listen with increasing attention to sounds.</p>	<p>Remember and sing entire songs.</p> <p>'pitch match' another person singing and sing the melodic shape of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Draw with increasing complexity and detail.</p>	<p>Mage imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Represent emotions, movement or loud noises in drawings and paintings.</p>	<p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Develop storylines in their play.</i></p> <p><i>Explore and engage in music making and dance.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p>
<p>RE</p> 	<p>God's World Know God made us and we are special. Look after God's world. Simple acts of Worship. Understand Creation.</p>	<p>God's Family Know we belong to a school family. Understand our gifts and how we can help others. Celebrate Christmas and the birth of Jesus.</p>	<p>Getting to know Jesus Know that Jesus can cure people. Know that we can love and share. Wedding at Cana. Understand Jesus is God's son.</p>	<p>Sorrow and Joy Know we can say sorry and forgive others. Ask Jesus to help when we are sorry. Know we should always be kind to each other.</p>	<p>New Life Know that Jesus rose from the dead at Easter. Understand why Easter stories are important. Retell the story of the Ascension. Know Jesus brings peace and joy.</p>	<p>The Church Know that people go to Church to speak to God. Know we all belong to a church. Know that Church is a holy place. Know Sunday is special. Tabernacle.</p>

<p>RSE/PSHE</p> 	<p>Created and Loved by God. Religious Understanding. Me, my body, my health. Emotional wellbeing.</p>	<p>Created to love others. Religious Understanding. Personal relationships. Keeping safe.</p>	<p>Created to live in community. Religious Understanding. Living in the wider world.</p>
<p>P4C</p> 	<p>Children to understand the key listening skills to partake in P4C lessons. Children to introduce fist thoughts and ideas in circle time.</p>	<p>Children to ask wondering questions based on a stimuli. Children to understand listening and respect to others when talking. Children grow in confidence in P4C sessions.</p>	<p>Children to be confident in listening to others and sharing their ideas. Children to explain more of their reasons behind why they think a certain way. Children enjoy more P4C sessions.</p>