




# Nursery Curriculum Overview

## Curriculum Overview for Nursery

(all objectives are 3 - 4 years - 2020 EYFS Development Matters Statements) (those highlighted are covered that term)

A u t u m n	This term our topic is - People	
	Communication and Language	
	<p>Listening walk around school</p> <p>Listening to lots of different stories</p> <p>Circle time activities in groups</p> <p>Listening games e.g. using parachute, traffic lights</p> <p>Discussions and asking questions in small groups</p> <p>Following instructions throughout the Nursery day</p> <p>Retelling stories - using drama and sequencing pictures</p> <p>Chances to talk - 'All about me'</p> <p>Familiar role play provision - home and school</p> <p>Holding conversations with adults and peers throughout the day</p> <p>Using sentences when talking</p> <p>Small world and construction provision areas</p>	
	Listening, Attention and Understanding	Speaking
	<ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Pay attention to more than one thing at a time, which can be difficult.</li> <li>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</li> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul> 	<ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> <li>Sing a large repertoire of songs.</li> <li>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> <li>some sounds: r, j, th, ch, and sh</li> <li>multisyllabic words such as 'pterodactyl' 'planetarium' or 'hippopotamus'.</li> </ul> </li> <li>Use longer sentences of four to six words.</li> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>

## Personal, Social and Emotional Development

Settling into Nursery (British Values - Individual Liberty - self-confidence and settling in)  
 Respect and responsibility - Poppleton Pride  
 Nursery rules and routines (British Values - Rule of law) e.g. Tidy up time  
 Talking and listening to our peers - 'All about me'  
 Sharing resources as we play together  
 Taking turns with our peers  
 Talking about our feelings - Stories - 'The Worrysaurus' 'The Jar of Happiness'  
 Independent toileting and hand washing  
 Keeping healthy - using tissues, washing hands  
 Learning how to be a good friend - Stories - 'My Friend Bear' 'The Selfish Crocodile'

Jigsaw theme - Being me in my world/All about me

Jigsaw theme - Celebrating difference - Stories - 'We are all different'

Self-regulation	Managing Self	Building Relationships
<ul style="list-style-type: none"> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Understand gradually how others might be feeling.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Show more confidence in new social situations.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> </ul>	<ul style="list-style-type: none"> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> </ul>



## Physical Development

Hall games/Parachute games  
 Outdoor play  
 Ball skills - throwing and catching a large ball  
 Movement e.g moving like fireworks to music  
 Party games e.g. musical statues  
 Using various tools e.g. scissors, paintbrushes, glue sticks or pencils  
 Chopping food using a knife  
 Threading and sewing with a plastic needle

Various craft activities - cutting, sticking, tearing  
Eating snack and lunch independently

#### Gross Motor Skills

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- 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.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

#### Fine Motor Skills

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.



#### Literacy

Book of the week (around our themes) e.g. 'First Day at Bug School' 'Pumpkin Soup' 'Monkey Puzzle' 'Room on the Broom' 'Father Christmas Needs a Wee'

Treasure box of books/core books

Read a story together every day

Children looking at books independently each day

New vocabulary - explained as it arises in stories

Retelling stories - speaking, drama and sequencing pictures

Listening to stories with repetitive language e.g. 'Brown bear, Brown bear' and 'The Gingerbread Man'

Phase 1 phonics - environmental sounds, sound discrimination, favourite sounds, story sounds, body percussion, voice sounds

Recognising our name - coat peg, registration, snack time

Clapping syllables in our name

Recognising logos in our environment e.g. Tesco, car makes

Recognising rhyme and singing rhymes

Stories - 'Wonky Donkey' 'Oi Frog!' 'Oi Dog!'

Use of written language in role play areas e.g. labels, posters

Development of fine motor skills

Development of gross motor skills (large muscle movements)


Activities to develop pencil grip e.g. using tweezers

Decorating our name

Tracing our name

Mark making in different ways e.g. sand, foam

Mark making with pencils - tracing lines, shapes, handwriting patterns

Comprehension	Word Reading	Writing
<ul style="list-style-type: none"><li>• Understand the five key concepts about print:<ul style="list-style-type: none"><li>• print has meaning</li><li>• print can have different purposes</li><li>• we read English text from left to right and from top to bottom</li><li>• the names of the different parts of a book<ul style="list-style-type: none"><li>• page sequencing</li></ul></li></ul></li><li>• Engage in extended conversations about stories, learning new vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Develop their phonological awareness, so that they can:<ul style="list-style-type: none"><li>• spot and suggest rhymes</li><li>• count or clap syllables in a word</li><li>• recognise words with the same initial sound, such as money and mother</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li><li>• Write some or all of their name</li><li>• Write some letters accurately</li></ul> 

#### Mathematics

How many children are in Nursery today? We count each day.

Number songs and rhymes

Reciting numbers to 5 - songs, stories, rhymes

Subitising to 3 - dots on dice

Counting at tidy up time e.g. 2 buckets on the shelf

Countdown to Christmas

Daily visual timetable - talk through our activities each day (use appropriate language first, then)


Calendar - days of the week, date, month, season, weather





Using 2D shapes to make pictures e.g. a picture of me

Using 2D and 3D shapes in the construction area and small world

Objects of different sizes in provision areas e.g. bowls, cars, shells

Make a repeating pattern - decorating Christmas wrapping paper and using natural objects in Forest school

Number	Numerical Patterns
<ul style="list-style-type: none"> <li>● Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>● Recite numbers past 5.</li> <li>● Say one number for each item in order: 1,2,3,4,5.</li> <li>● Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>● Show 'finger numbers' up to 5.</li> <li>● Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>● Experiment with their own symbols and marks as well as numerals.</li> <li>● Solve real world mathematical problems with numbers up to 5.</li> </ul> 	<ul style="list-style-type: none"> <li>● Compare quantities using language: 'more than', 'fewer than'.</li> <li>● Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>● Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>● Describe a familiar route.</li> <li>● Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>● Make comparisons between objects relating to size, length, weight and capacity.</li> <li>● Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>● Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> <li>● Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</li> <li>● Use informal language like 'pointy', 'spotty', 'blobs', etc.</li> <li>● Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>● Notice and correct an error in a repeating pattern.</li> <li>● Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>
Understanding the World	
<p>'All about me' - me and my family - special people</p> <p>People who help us e.g. firefighter small world</p> <p>RE - Special times</p> <ul style="list-style-type: none"> <li>- celebrations - Diwali, Christmas, Birthdays</li> <li>- special stories - The Nativity, Rama and Sita</li> </ul> <p>Christmas, Children in Need</p> <p>Autumn - observational walk</p> <p>Autumn ingredients in cooking e.g. apple crumble, pumpkin soup</p> <p>Natural artwork and Autumn collage</p> <p>Forest school activities e.g. making repeating patterns</p> <p>Explore materials e.g. jelly, ice-pops - solid/liquid, and things that float or sink</p>	

Past and Present	People, Culture and Communities	The Natural World
<ul style="list-style-type: none"> <li>● Begin to make sense of their own life-story and family's history.</li> </ul> 	<ul style="list-style-type: none"> <li>● Show interest in different occupations.</li> <li>● Continue developing positive attitudes about the differences between people.</li> <li>● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> 	<ul style="list-style-type: none"> <li>● Use all their senses in hands-on exploration of natural materials.</li> <li>● Explore collections of materials with similar and/or different properties.</li> <li>● Talk about what they see, using a wide vocabulary.</li> <li>● Explore how things work.</li> <li>● Plant seeds and care for growing plants.</li> <li>● Understand the key features of the life cycle of a plant and an animal.</li> <li>● Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>● Talk about the differences between materials and changes they notice.</li> <li>● Explore and talk about different forces they can feel.</li> </ul>
Expressive Arts and Design		
<p>All about me - Make a self portrait - using a mirror to observe  Practise observational drawing e.g. flowers, autumn objects  Decorate my name - follow the shapes of the letters  Bonfire Night artwork - showing movements  Artwork using 2D shapes e.g. car, train, person  Rangoli patterns at Diwali</p> <p>DT - practise sewing skills on binca</p> <ul style="list-style-type: none"> <li>- joining skills e.g. junk modelling</li> <li>- Autumn cooking - pumpkin soup, apple crumble, mince pies</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>		



	<p>Familiar role play provision - school and home</p> <p>Small World play - building narratives around characters and places</p> <p>Singing songs and rhymes together e.g. hello song, days of the week song</p> <p>Instruments and microphone in provision areas</p> <p>Music - Christmas songs for performance</p> <p>-listening to different types of music</p>	
	Creating with Materials	Being Imaginative (and Music)
	<ul style="list-style-type: none"> <li>● Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>● Develop their own ideas and then decide which materials to use to express them.</li> <li>● Join different materials and explore different textures.</li> <li>● Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>● Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>● Use drawing to represent ideas like movement or loud noises.</li> <li>● Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>● Explore colour and colour mixing.</li> </ul>	<ul style="list-style-type: none"> <li>● Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>● Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>● Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>● Listen with increased attention to sounds.</li> <li>● Respond to what they have heard, expressing their thoughts and feelings.</li> <li>● Remember and sing entire songs.</li> <li>● Sing the pitch of a tone sung by another person ('pitch match').</li> <li>● Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>● Create their own songs or improvise a song around one they know.</li> <li>● Play instruments with increasing control to express their feelings and ideas.</li> </ul>
Sp ri ng	This term our Topic is - Changes	
	Communication and Language	
	<p>Developing listening and attention skills with carpet sessions e.g. phonics, number</p> <p>Following instructions throughout the day in Nursery</p> <p>Singing songs and rhymes together</p> <p>Oral rehearsing of sentences e.g. describing pictures in a small group</p> <p>Using a range of tenses e.g. retelling events, predicting what will happen next</p> <p>- enhancements to role play areas</p> <p>Talking to adults and peers in the setting e.g. news time, circle time, snack and lunch time</p>	
	Listening, Attention and Understanding	Speaking
	<ul style="list-style-type: none"> <li>● Enjoy listening to longer stories and can remember much of what happens.</li> </ul> <p>Pay attention to more than one thing at a time, which can be difficult.</p>	<ul style="list-style-type: none"> <li>● Use a wider range of vocabulary.</li> <li>● Sing a large repertoire of songs.</li> </ul>



- Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story



- Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
- Develop their pronunciation but may have problems saying:
  - some sounds: r, j, th, ch, and sh
  - multisyllabic words such as ‘pterodactyl’ ‘planetarium’ or ‘hippopotamus’.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

#### Personal, Social and Emotional Development

Voting on our likes and preferences e.g. reading ‘You Choose’ (British Values - Democracy - making decisions)

Noticing our changing feelings - lots of discussion and stories

Strategies for managing our feelings e.g. breathing, time out, counting

More outgoing with unfamiliar people e.g. visitors to Nursery

Develop a sense of responsibility and membership of a community - team Nursery and being part of the school

Jigsaw theme - Dreaming and goals - having a growth mindset

Jigsaw theme - Changing Me - story ‘Growing story’

Responsibility - looking after my own things e.g. jumpers on pegs, shoes away when going outside

#### Self-regulation


- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be
- Spider-Man in the game, and suggesting other ideas.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.

#### Managing Self

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Show more confidence in new social situations.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.

#### Building Relationships

- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Play with one or more other children, extending and elaborating play ideas.

	<ul style="list-style-type: none"> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> </ul>		
	Physical Development		
	<p>Making lines and circles - moving with ribbons</p> <p>Write Dance activities - using gross motor and fine motor skills</p> <p>Obstacle courses - inside and outside</p> <p>Develop gross motor skills - core muscles, whole body movements, coordination</p> 		
	<p>Using tools e.g scissors, paintbrushes, glue sticks or pencils</p> <p>Chopping food with a knife</p> <p>Threading, Sewing, various craft activities, tearing paper</p> <p>Mark making - tracing patterns</p> <p>Practise pencil grip when forming our letter of the week following phonics</p> <p>Getting dressed independently e.g. coats, shoes, wellies</p> <p>Taking part in Dough disco - to strengthen our fingers and hands</p> <p>Develop fine motor skills - coordination of small muscles, hand-eye coordination</p>		
	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul>	<p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>	

- 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.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.



### Literacy

Book of the Week (around our themes) e.g. Winter stories e.g. 'Snowball' 'Mr Wolf's Pancakes' 'Biscuit Bear' 'The Empty Pot' 'Guess how much I love you' 'Eddie's Garden' 'The Very Hungry Caterpillar'

Introduce information and non-fiction e.g. frog life cycle

Talk about the stories we read e.g. retelling stories, story structure, characters and settings.

Take part in World Book Day reading activities.

Read stories with alternative endings e.g. mixed up fairy tales

Start Read Write Inc - one new sound each week

Introducing - initial sounds, oral blending and segmenting

Using Fred Talk

Alphabet - say and sing

Introduce a Rhyme of the Week and read poetry together.

Phonics display in Nursery

Continue developing fine motor skills

Develop pencil grip - froggy fingers

Practise letter formation for sound of the week

Practise writing our name e.g. Mother's Day card, Easter Card

Talk for writing in small groups - based around stories using small world objects

Write Dance in the hall - story, movement, music and mark making

Mark making opportunities and tracing patterns

Using tripod grip in artwork e.g. observational drawing, painting

Using different tools for mark making e.g. pastels, chalks, sticks, fingers

#### Comprehension


- Understand the five key concepts about print:
  - print has meaning

#### Word Reading

- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - count or clap syllables in a word

#### Writing

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping

<ul style="list-style-type: none"> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> <li>• Engage in extended conversations about stories, learning new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• recognise words with the same initial sound, such as money and mother</li> </ul> 	<p>list that starts at the top of the page; writing 'm' for mummy.</p> <ul style="list-style-type: none"> <li>• Write some or all of their name</li> <li>• Write some letters accurately</li> </ul>
Mathematics		
<p>Introduce number of the week sessions</p> <p>Tell the story of each number e.g. numeral, numicon, subitise, shape, objects, examples of number in real life, number collage, using fingers</p> <p>Number songs and stories e.g. 'Spinderella'</p> <p>Use numbers in art activities e.g. make ladybirds with 6 dots, caterpillars with 9 segments</p> <p>Introduce the number line.</p> <p>Ensure numbers in provision areas e.g. tidy up quantities, numerals on displays.</p> <p>Building with 3D shapes and 3D box modelling.</p> <p>Printing with numicon to see the patterns in numbers e.g. 2 fives are 10</p> <p>Baking biscuits using numicon as a cutter - then count and decorate the 'holes.'</p> <p>Ensure differently sized objects in provision areas e.g. pencils, bricks</p> <p>Play games using positional language e.g. hide the teddy</p> <p>Link shape to our number of the week e.g. 3 and triangle</p> <p>Our artist is Piet Mondrian - be an artist and use shapes to make a picture</p> <p>Developing spatial awareness - den building</p>		
Number		Numerical Patterns
<ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> </ul>		<ul style="list-style-type: none"> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> </ul>



- Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.
- Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’

### Understanding the World

Changes - ourselves - ‘Growing Story’

Photos or ourselves now and as a baby - Can you guess who?

Different celebrations/special times e.g. Valentine’s Day, Mothers Day

Different cultures - Chinese New Year - story, dancing, music, food

- saying hello in different languages e.g. bonjour
- tasting different foods e.g. Indian, African
- singing traditional songs e.g. waltzing matilda

RE - My special things

- bring a special item from home that you can share and talk about
- bring a special teddy for a teddy bear’s picnic

Continue with Special Times e.g. Easter, Shrove Tuesday, Valentine’s Day, Mothers’ Day, birthdays, Chinese New Year

RE - Friendship - developing friendships in Nursery

Changes - life-cycles - butterfly and frog - have caterpillars and frog spawn in Nursery to observe the changes - ‘The Munching Crunching Caterpillar’

Changes - materials - ice/water - baking ingredients.

Changes - planting seeds and growing plants e.g. beans and sunflowers - ‘The Tiny Seed’

Changes - seasons - Observational walks in Forest School - Winter and Spring

Investigating minibeasts e.g. ‘The Very Lazy Ladybird’

Forest school activities

How things work e.g. mechanical toys

Forces - magnets, a windy day, marble run, card down slopes

#### Past and Present

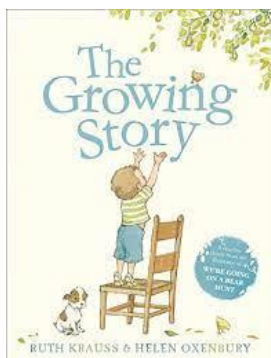
- Begin to make sense of their own life-story and family’s history.

#### People, Culture and Communities

- Show interest in different occupations.
- Continue developing positive attitudes about the differences between people.

#### The Natural World

- Use all their senses in hands-on exploration of natural materials.



- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Talk about the differences between materials and changes they notice.
- Explore and talk about different forces they can feel.

### Expressive Arts and Design

Colour changes and colour mixing - alien handprints in green, orange and purple.

Winter artwork using mixed media

Observational drawing of plants, life cycles, materials

Expressing our feelings in our artwork e.g. painting to happy music

Being like our artist Piet Mondrian and using shapes in art

DT - how ingredients change when cooking e.g. pancakes, biscuits

Movement - moving like the different stages of the butterfly life cycle


Chinese Dragon Dancing




Music - Chinese New Year - drumming

Exploring instruments

Talk about different types of music e.g. disco, classical, marching

	<p>Creating with Materials</p> <ul style="list-style-type: none"> <li>● Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>● Develop their own ideas and then decide which materials to use to express them.</li> <li>● Join different materials and explore different textures.</li> <li>● Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>● Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>● Use drawing to represent ideas like movement or loud noises.</li> <li>● Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>● Explore colour and colour mixing.</li> </ul>	<p>Being Imaginative (and Music)</p> <ul style="list-style-type: none"> <li>● Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>● Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>● Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>● Listen with increased attention to sounds.</li> <li>● Respond to what they have heard, expressing their thoughts and feelings.</li> <li>● Remember and sing entire songs.</li> <li>● Sing the pitch of a tone sung by another person ('pitch match').</li> <li>● Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>● Create their own songs or improvise a song around one they know.</li> <li>● Play instruments with increasing control to express their feelings and ideas.</li> </ul>
	<p>This term our topic is - Place</p>	
Su m m er	Communication and Language	
	<p>Story of the week linked to our Topic - lots of discussion and questions about the story</p> <p>Retelling stories using drama e.g. 'We're going on a Bear Hunt.'</p> <p>Continue with our rhyme of the week - include poetry</p> <p>Ensure a language rich environment in Nursery</p>	
	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> <li>● Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.</li> <li>● Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</li> <li>● Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>● Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> </ul> 	<p>Speaking</p> <ul style="list-style-type: none"> <li>● Use a wider range of vocabulary.</li> <li>● Sing a large repertoire of songs.</li> <li>● Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>● Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> <li>• some sounds: r, j, th, ch, and sh</li> <li>• multisyllabic words such as 'pterodactyl' 'planetarium' or 'hippopotamus'.</li> </ul> </li> <li>● Use longer sentences of four to six words.</li> <li>● Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>● Start a conversation with an adult or a friend and continue it for many turns.</li> </ul>



		<ul style="list-style-type: none"> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>
Personal, Social and Emotional Development		
<p>Develop positive attitudes about the differences between people (British Values - mutual respect and tolerance for those with different faith)</p> <p>Having a bad day? - 'My No, no, no day' - every day is a new start.</p> <p>Confidence in new situations e.g. preparing for starting Reception - transition activities and visits. 'Harry and the Dinosaurs go to school'</p> <p>Jigsaw theme - Relationships</p> <p>Making friends - 'Blue Chameleon' - don't change - be yourself!</p> <p>Consider the feelings of others - circle times expressing and explaining our feelings</p> <p>More established friendships within Nursery. Interactions in provision areas.</p>		
Self-regulation	Managing Self	Building relationships
<ul style="list-style-type: none"> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Understand gradually how others might be feeling.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Show more confidence in new social situations.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> </ul>	<ul style="list-style-type: none"> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> </ul> 
Physical Development		
<p>Small group activities to develop gross motor skills e.g. core muscles, whole body movements, coordination</p> <p>Nursery Sports Day activities</p> <p>Dance and movement - remember a sequence and perform it</p> <p>Take part in team games e.g. 3 legged race, parachute games</p> <p>Small group activities to develop fine motor skills e.g. muscles in hands and fingers, hand-eye coordination.</p>		
Gross Motor Skills	Fine Motor Skills	
<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> </ul>	<ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Show a preference for a dominant hand.</li> </ul>	

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- 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.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks

- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.



#### Literacy

Book of the week (based on our themes) e.g. 'Walking Through the Jungle' 'Tree' 'We're going on a Bear Hunt' 'I love my daddy' 'Honey Biscuits'

Book Trust - pyjamarama - reading activities in our pjs.

Use story maps to retell stories.

Read non fiction books based on our topic.

Listen to longer stories together

Continue Read Write Inc - one new sound each week

Initial sound, oral blending and segmenting

Use Fred Talk

Sing the Alphabet

Introduce Word Time to our phonics sessions

Start blending and reading CVCs

Start segmenting and writing CVCs

Introduce Ditty Books to some children

Sound of the week - practise letter formation

Segmenting and writing CVCs based on sound of the week e.g. bin

Practise tracing and writing our name every day

Adults model writing lists and simple sentences

Some children take part in physical development interventions - both fine and gross motor

#### Comprehension


- Understand the five key concepts about print:
  - print has meaning

#### Word Reading

- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - count or clap syllables in a word

#### Writing

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping

	<ul style="list-style-type: none"> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> <li>• Engage in extended conversations about stories, learning new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• recognise words with the same initial sound, such as money and mother</li> </ul> 	<p>list that starts at the top of the page; writing 'm' for mummy.</p> <ul style="list-style-type: none"> <li>• Write some or all of their name</li> <li>• Write some letters accurately</li> </ul>
Mathematics			
<p>Continue our Number of the week  Using numbers in real life - 'One Snail, 10 Crab'  Using dice to subitise - play board games  Look at the different ways to make each number e.g. 6 is 2 lots of 3  Introduce the teen numbers  Number display to 20</p> <p>Introduce routes e.g. story map, drama, beebots, obstacle course  Describing a familiar route - 'Rosie's Walk' 'We're going on a bear hunt'  Look at patterns in nature e.g. animal skins  Our artist this term is Yayoi Kusama - a dot artist - use dots to make patterns</p>			
Number		Numerical Patterns	
<ul style="list-style-type: none"> <li>• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>• Recite numbers past 5.</li> <li>• Say one number for each item in order: 1,2,3,4,5.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>• Show 'finger numbers' up to 5.</li> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Solve real world mathematical problems with numbers up to 5.</li> </ul>		<ul style="list-style-type: none"> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> <li>• Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>• Understand position through words alone – for example, "The bag is under the table," – with no pointing.</li> <li>• Describe a familiar route.</li> <li>• Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>• Make comparisons between objects relating to size, length, weight and capacity.</li> <li>• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> <li>• Combine shapes to make new ones – an arch, a bigger triangle, etc.</li> <li>• Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</li> </ul>	



- Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’

### Understanding the World

Holidays now and in the past.

Place - different countries e.g. Australia, Spain

Place - different environments e.g. Africa - ‘Handa’s Surprise’, Arctic/Antarctic - ‘Dear Polar Bear,’

Place - Where we live - Poppleton.

Our school - preparing for transition to Reception.

RE - Our special world - the natural world, environments, animals, oceans, seaside

- Community - Nursery, school, our village
- Special Times - Father’s Day, Pyjamarama

Animal Habitats - visit school animals

Look after school pets - Caesar the fish

Life on a Farm - ‘What the Ladybird Heard’

Under the Sea - ‘Commotion in the Ocean’

Bees and Honey - ‘Honey Biscuits’

Forces such as -magnets, elastic, wind.

Summer - observational walk

Jigsaw theme - Healthy me

Making healthy food choices - ‘We Eat Bananas’

#### Past and Present

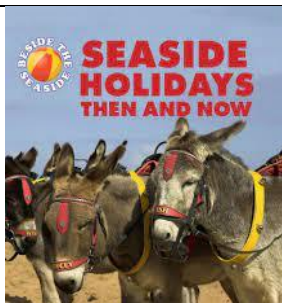
- Begin to make sense of their own life-story and family’s history.

#### People, Culture and Communities

- Show interest in different occupations.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

#### The Natural World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Explore how things work.



- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Talk about the differences between materials and changes they notice.
- Explore and talk about different forces they can feel.

### Expressive Arts and Design

Drawing around shadows - inside and outside

Painting Spring and Summer flowers

Painting like our artist Yayoi Kusama who paints using dots e.g. sea creatures



Making a 3D model - using clay e.g. a bear or animal

Animal artwork - observational drawing

Music - singing and playing instruments

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