



## Nursery Year Curriculum Overview

	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>Overarching Theme</b>	Amazing Animals	Celebrations in Our City	Traditional Tale Trail	Mad about Mini-Beasts	Superheroes in Society	Under the Sea
<b>Core Areas of Learning</b>	<p><b>UTW Focus:</b> The world is made up of different animals and plants</p> <p><b>EAD Focus:</b> Collage</p>	<p><b>UTW Focus:</b> Events / Celebrations take place at specific points in the year</p> <p><b>EAD Focus:</b> Music (Nativity)</p>	<p><b>UTW Focus:</b> Simple maps</p> <p><b>EAD Focus:</b> Music and Movement (Story Retells)</p>	<p><b>UTW Focus:</b> The passage of time changes the world around us</p> <p><b>EAD Focus:</b> Painting</p>	<p><b>UTW Focus:</b> There are different occupations and career paths</p> <p><b>EAD Focus:</b> Drawing</p>	<p><b>UTW Focus:</b> We need to respect and care for the natural environment and all living things</p> <p><b>EAD Focus:</b> Sculpture</p>
<b>Communication and Language</b>	<p>Listen to simple stories and understand what is happening, with the help of pictures.</p> <p>Begin to understand simple questions about who, what and where.</p>	<p>Pays attention and responds to the pictures or words. Repeats words and phrases from familiar text.</p> <p>Begins to ask questions and make comments about a book.</p>	<p>Listen to longer stories and begin to join in simple refrains</p> <p>Begin to retell parts of a story which is very familiar to them</p> <p>Understand simple questions about who, what and where</p>	<p>Begin to extend conversations and use new vocabulary independently.</p>	<p>Listening to longer stories and join in repeated refrains.</p>	<p>Understand 'why' questions.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>

<b>Personal, social, emotional development</b>	<b>Being Me in My World:</b> Who am I and how do I fit?	<b>Celebrating Difference:</b> Respect for similarity and difference. Anti-bullying and being unique	<b>Dreams and Goals:</b> Aspirations, how to achieve goals and understanding the emotions that go with this	<b>Healthy Me:</b> Being and keeping safe and healthy	<b>Relationships:</b> Building positive, healthy relationships	<b>Changing Me:</b> Coping positively with change
<b>Physical Development</b>	<p><b>PD Focus:</b> Dressing/Undressing Moving to music – Develop core strength Draws circles and lines –gross motor# Using one handed tools showing control</p> <p><b>PE:</b> Body Management <b>(Unit 1)</b></p> <p><b>Health and Wellbeing:</b> Importance of handwashing how to wash hands correctly</p>	<p><b>PD Focus:</b> Dressing/Undressing Moving to music – Develop core strength Draws circles and lines –gross motor# Using one handed tools showing control</p> <p><b>PE:</b> Manipulation and Coordination <b>(Unit 1)</b></p> <p><b>Health and Wellbeing:</b> Fire safety incl. bonfires and fireworks</p>	<p><b>PD Focus:</b> Improving balance Developing core strength Scissor skills</p> <p><b>PE:</b> Dance <b>(Unit 1)</b></p> <p><b>Health and Wellbeing:</b> Stranger danger</p> <p>Internet safety</p>	<p><b>PD Focus:</b> Improving balance Developing core strength Scissor skills Hopping Pencil grip</p> <p><b>PE:</b> Gymnastics <b>(Unit 1)</b></p> <p><b>Health and Wellbeing:</b> Healthy eating</p> <p>Experiencing loss</p>	<p><b>PD Focus:</b> Ball skills Developing core strength Fine motor skills Pencil grip</p> <p><b>PE:</b> Speed Agility Travel <b>(Unit 1)</b></p> <p><b>Health and Wellbeing:</b> Drug safety</p> <p>Self-belief</p> <p>Ambitions and aspirations</p>	<p><b>PD Focus:</b> Ball skills Developing core strength Fine motor skills Pencil grip</p> <p><b>PE:</b> Cooperate and Solve Problems <b>(Unit 1)</b></p> <p><b>Health and Wellbeing:</b> Water safety</p>
<b>Literacy: Word Reading</b>	<p><b>Phase 1 phonics focus:</b></p> <p>Environmental sounds.</p> <p>Instrumental sounds.</p>	<p><b>Focus Sounds:</b> s a t p i n</p> <p><b>Phonemic Awareness Focus:</b></p>	<p><b>Focus Sounds:</b> m d g o c k e</p> <p><b>Phonemic Awareness Focus:</b> Identify initial sounds of words and names of objects.</p>	<p><b>Focus Sounds:</b> u r h b f l j</p> <p><b>Phonemic Awareness Focus:</b> Identify initial sounds of words and names of objects.</p>	<p><b>Focus Sounds:</b> v w y z q u c h</p> <p><b>Phonemic Awareness Focus:</b> Identify initial sounds of words and objects.</p>	<p><b>Focus Sounds:</b> c k x s h t h n g n k</p> <p><b>Phonemic Awareness Focus:</b> Identify the final sounds of words and objects.</p>

	<p>Body percussion (e.g. clapping and stamping)</p> <p>Rhythm and rhyme.</p> <p>Alliteration.</p> <p>Voice sounds.</p> <p>Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')</p>	<p>Hear the same initial sound for words and names of objects.</p> <p><b>Oral Blending Focus:</b> Blend CVC words using oral blending and objects.</p> <p><b>Recognising their name:</b> find their name using their picture.</p>	<p>Distinguish different sounds.</p> <p><b>Oral Blending Focus:</b> Blend a wider range of CVC words using oral blending.</p> <p><b>Recognising their name:</b> recognise the initial sound of their name.</p>	<p>Articulate sounds correctly – including playing with voice sounds.</p> <p><b>Oral Blending Focus:</b> Blend a wider range of words using oral blending.</p> <p><b>Recognising their name:</b> recognise the capital letter that starts their name.</p>	<p><b>Oral Blending Focus:</b> Blend a wider range of words using oral blending.</p> <p><b>Recognising their name:</b> Match their name to their picture.</p>	<p><b>Oral Blending Focus:</b> Blend a wide range of words using oral blending when playing.</p> <p><b>Recognising their name:</b> Match their name to their picture.</p>
<p><b>Literacy: Reading Comprehension</b></p>	<p><b>Core Texts:</b></p> <ul style="list-style-type: none"> <li>• Dear Zoo</li> <li>• Look After Us</li> <li>• Walking Through the Jungle</li> <li>• Who's in the Loo?</li> <li>• We Planted a Pumpkin</li> </ul> <p><b>Comprehension:</b></p>	<p><b>Core Texts:</b></p> <ul style="list-style-type: none"> <li>• Bonfire Night</li> <li>• Diwali</li> <li>• The Scarecrows Wedding</li> <li>• Elmer's Birthday</li> <li>• Norman the Slug Who Saved Christmas</li> <li>• The Nativity</li> </ul> <p><b>Comprehension:</b></p>	<p><b>Core Texts:</b></p> <ul style="list-style-type: none"> <li>• The Fairy-tale Disaster</li> <li>• The Three Billy Goats Gruff</li> <li>• Little Red Riding Hood</li> <li>• Rapunzel</li> <li>• Goldilocks and the Three Bears</li> <li>• #Goldilocks</li> <li>• Jack and the Beanstalk</li> </ul> <p><b>Comprehension:</b></p>	<p><b>Core Texts:</b></p> <ul style="list-style-type: none"> <li>• The Very Hungry Caterpillar</li> <li>• The Very Busy Spider</li> <li>• Tadpoles Promise</li> <li>• Outdoor Explorers: Minibeasts</li> <li>• The Easter Story</li> </ul> <p><b>Comprehension:</b></p>	<p><b>Core Texts:</b></p> <ul style="list-style-type: none"> <li>• It's Your World Now</li> <li>• Zog and the Flying Doctors</li> <li>• Busy People – Firefighter</li> <li>• Busy People – Builder</li> <li>• Suzie Orbit Astronaut</li> <li>• Ada Twist Scientist</li> </ul> <p><b>Comprehension:</b> Listening to longer</p>	<p><b>Core Texts:</b></p> <ul style="list-style-type: none"> <li>• Commotion in the Ocean</li> <li>• Someone Swallowed Stanley</li> <li>• Rainbow Fish</li> <li>• Tiddler</li> <li>• The Snail and the Whale</li> <li>• Barry the Fish with Fingers</li> <li>• The Shark in the Park</li> </ul> <p><b>Comprehension:</b> Understand the five key concepts about</p>

	<p>Listen to simple stories and understand what is happening, with the help of pictures.</p> <p>Begin to understand simple questions about who, what and where.</p> <p>Joins in song and rhymes, copying sounds, rhythms, tune and tempo</p> <p>Copy actions in songs and rhymes</p>	<p>Sing songs and rhymes independently.</p> <p>Enjoys sharing a book with an adult.</p> <p>Pays attention and responds to the pictures or words. Repeats words and phrases from familiar text.</p> <p>Begins to ask questions and make comments about a book.</p>	<p>Listen to longer stories and begin to join in simple refrains</p> <p>Begin to retell parts of a story which is very familiar to them</p> <p>Understand simple questions about who, what and where</p> <p>Know an increasing range of rhymes and songs</p>	<p>Begin to extend conversations and use new vocabulary independently.</p> <p>Engaging in phase 1 phonics with growing confidence.</p>	<p>stories and join in repeated refrains.</p> <p>Retell the main parts - be able to talk about familiar books, and be able to tell a long story</p> <p>Understand 'why' questions.</p> <p>Sing a large repertoire of songs and know many rhymes</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom.</p>
<b>Literacy: Writing</b>	<p>Enjoys drawing / mark making freely.</p> <p>Start to make marks intentionally. Begin to express idea and feelings through marks, sometimes giving meaning to the marks they make.</p>	<p>Enjoys drawing / mark making freely.</p> <p>Start to make marks intentionally. Begin to express idea and feelings through marks, sometimes giving meaning to the marks they make.</p> <p>Begin to use linear symbols and lines to</p>	<p>Begin to use linear symbols and lines to represent writing. (Mock Handwriting) Begin to create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Begin to draw with increasing control and detail.</p>	<p>Begin to create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Begin to draw with increasing control and detail.</p> <p>Begin to create letters and marks</p>	<p>Begin to create letter strings not necessarily linked or phonetically correct and may still contain some symbols.</p> <p>Begin to label pictures and marks with initial sounds which are sometimes accurate. Could be oral but letters</p>	<p>Begin to create letter strings not necessarily linked or phonetically correct and may still contain some symbols.</p> <p>Begin to label pictures and marks with initial sounds which are sometimes accurate. Could be oral but letters</p>

		represent writing. (Mock Handwriting)	Begin to create letters and marks which resemble letter-like shapes.	which resemble letter-like shapes.  Begin to create letter strings not necessarily linked or phonetically correct and may still contain some symbols	written may not match sounds said  Use some of their print and letter knowledge in their early writing.  Write some letters accurately.	written may not match sounds said  Use some of their print and letter knowledge in their early writing.  Write some letters accurately.
<b>Mathematics</b>	<p><b>Colours</b> Red, blue, yellow, green, purple</p> <p><b>Matching</b> Buttons and colours, matching Towers, matching shoes, Match number Shapes, shapes, pattern, big and small</p> <p><b>Sorting</b> Colour, size, shape, what do you notice? Guess the rule</p>	<p><b>Number 1</b> Subitising, counting, numerals</p> <p><b>Number 2</b> Subitising, dice pattern, subitising-random pattern, subitising – different sizes, counting, numeral</p> <p><b>Pattern</b> Extending AB- colour, outdoor patterns, movement patterns, fix my pattern, extend ABC patterns.</p>	<p><b>Number 3</b> Subitising, 3 little pigs, 1:1 counting, numerals, triangles.</p> <p><b>Number 4</b> 1:1 counting, numerals, squares, rectangles, composition of 4.</p> <p><b>Number 5</b> 1:1 counting, numerals, pentagon, composition of 5.</p>	<p><b>Number 6</b> Introduction of 10</p> <p><b>Height and Length</b> Tall and short, long and short</p> <p><b>Mass and Capacity</b> Related to books- 3 little pigs and goldilocks.</p>	<p><b>More/Fewer</b> More than and fewer than</p> <p><b>One more and one less</b></p> <p><b>2D and 3D shapes</b> Revisit 2D shapes taught and pattern from Autumn term.</p>	<p><b>Number composition</b> 1-5 revision</p> <p><b>Night and Day</b> Order events in their day at Nursery, what happens at day/night.</p> <p><b>Positional Language</b></p>
<b>Understanding the World</b>	<b>UTW Focus:</b> Talks in simple terms about animals	<b>UTW Focus:</b> Talks about members of	<b>UTW Focus:</b> Has an understanding that directions can be	<b>UTW Focus:</b> Knows that some things	<b>UTW Focus:</b> Investigates how things work	<b>UTW Focus:</b> Shows an understanding of how

	<p>Demonstrates this understanding through their small world play and storytelling.</p> <p>Understands that animals and plants change as they grow and have life cycles.</p> <p>Uses the correct animal names in play.</p>	<p>immediate family and community.</p> <p>Talks about where they live</p> <p>Knows things that are the same/different</p> <p>Talks about how own family celebrates special days.</p> <p>Collects and examines evidence of changing seasons talking about what they see</p> <p>Notices changes that happen in the natural world</p> <p>Comments on the weather and temperature, making simple observations</p> <p>Uses senses and hands on exploration of natural materials and environment to explore and talk about</p>	<p>followed and lead to different places</p> <p>Talks in simple terms about the animals on a farm</p> <p>Talks in simple terms about what is grown on a farm</p> <p>Demonstrates this understanding through their small world play and storytelling.</p> <p>To know how to keep clean and healthy (washing, haircare, tooth brushing, handwashing, nose blowing)</p>	<p>are living and others are non- living</p> <p>Knows how to plant seeds</p> <p>Understands that animals and plants change as they grow and have life cycles</p> <p>Has an understanding that directions can be followed and lead to different places</p> <p>Collects and examines evidence of changing seasons talking about what they see</p> <p>Notices changes that happen in the natural world</p> <p>Comments on the weather and temperature, making simple observations</p>	<p>Understands that signs and symbols can tell us about a place</p> <p>Knows the country that they live in</p> <p>Has an understanding that directions can be followed and lead to different places</p>	<p>to care for the immediate environment</p> <p>Knows that some things are living and others are non- living</p> <p>Understands that animals and plants change as they grow and have life cycles</p> <p>Begins to use some simple scientific vocabulary</p> <p>Collects and examines evidence of changing seasons talking about what they see</p> <p>Notices changes that happen in the natural world</p> <p>Comments on the weather and temperature, making simple observations</p>
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		what they see, hear, smell and touch				
<b>Expressive Arts and Design</b>	<p><b>EAD Focus:</b> Using glue sticks with support.</p> <p>Sticking ready cut materials of different strengths, textures, colours and patterns</p>	<p><b>EAD Focus:</b> listening and responding to music.</p> <p>Uses pre-made paints and are able to name colours</p> <p>Making marks and drawing lines and circles.</p>	<p><b>EAD Focus:</b> A known story can be retold through role play</p> <p>A known story can be retold through small world play</p>	<p><b>EAD Focus:</b> Using pre-made paints and are able to name colours</p> <p>Experimenting when mixing primary colours</p> <p>Holding a paintbrush correctly and using other tools and things to paint with such as hands/sponges etc</p>	<p><b>EAD Focus:</b> Observational drawings</p> <p>Drawing faces with features</p> <p>Drawing enclosed spaces</p> <p>Gives meaning to drawing</p>	<p><b>EAD Focus:</b> Building walls to create enclosed spaces</p> <p>Sticking ready cut materials of different strengths, textures, colours and patterns</p> <p>Using and describing texture</p>

	<p><b>Music:</b> Moving to music Singing nursery rhymes</p>	<p><b>Music:</b> Exploring instruments</p> <p>Copying movements to music</p> <p>Singing – leaning some words</p> <p>Watching performances – for a short period of time</p>	<p><b>Music:</b> Begin to name instruments</p> <p>Knows some words when singing</p> <p>Sings in a small group</p>	<p><b>Music:</b> Begin to name instruments</p> <p>Knows some words when singing</p> <p>Sings in a small group</p>	<p><b>Music:</b> Knows some words when singing</p> <p>Sings in a small group</p> <p>Plays and instrument to a simple beat</p>	<p><b>Music:</b> Knows some words when singing</p> <p>Sings in a small group</p> <p>Plays and instrument to a simple beat</p>
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