



Curriculum Overview Year Nursery



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Reading & Writing	Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name <i>Respond to simple questions and instructions</i> <u>Focus books:</u> <u>Owl Babies</u> <u>We're Going on a Bear Hunt</u>	Enjoy listening to longer stories and can remember much of what happen <i>Respond to simple questions and instructions</i> <u>Focus books:</u> <u>The Gingerbread Man</u> <u>Dear Santa</u>	Develop their phonological awareness that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <u>Focus books:</u> <u>Polar Bear, Polar Bear</u>	Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Engage in extended conversations about stories, learning new vocabulary <u>Focus books:</u> <u>How to Catch a Star</u> Whatever Next	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 <u>Focus books:</u> <u>The Very Hungry Caterpillar</u> <u>Each Peach, Pear Plum</u>	Write some or all of their name. Write some letters accurately. <u>Focus books:</u> <u>Dear Zoo</u> The Tiger who came to Tea
Maths	Comparison • More than, fewer than, same	Subitising 1 • I see 1, 2, 3 Counting 1	Counting 3 • Move and label 1, 2, 3 Shape, space and measure 3	Shape, space and measure 4 • Match, talk, push and pull	Shape, space and measure 5 • Start to puzzle Pattern 5	Pattern 6 • My own pattern Counting 6



	Shape, space and measure 1 - Explore and build with shapes and objects Pattern 1 - Explore repeats	- Hear and say number names Counting 2 - Begin to order number names Pattern 2 - Join in with repeats Shape, space and measure 2 - Explore position and space Subitising 2 - Show me 1, 2, 3	- Explore position and routes Pattern 3 - Explore patterns Counting 4 - Take and give 1, 2, 3	Subitising 3 - Talk about dots Comparison 2 - Compare and sort Pattern 4 - Lead on own repeats	- Making patterns together Subitising 4 - Make games and actions Counting 5 - Show me 5	- Stop at 1, 2, 3, 4, 5 Comparison 3 - Match, sort, compare
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Understanding the world	Change – New beginnings Starting school All about me and my family • Begin to make sense of their own life-story and family's history.	Long, Long Ago The past, Dinosaurs, Remembrance, Fireworks • Talk about what they see, using a wide vocabulary . • Use all their senses in hands-on exploration of natural materials	Together and belonging Lunar New Year Ramadan and Eid • Make connections between the features of their family and other families.	Discovery and Wonder Space Science Experiments • Talk about the differences between materials and changes they notice	Journeys Lifecycles • Understand the key features of the life cycle of a plant and an animal	Big Wide World The Sea Our World • Explore and talk about different forces they can feel
	Autumn • Use all their senses in hands-on exploration of natural materials Diwali Black History Month	Fireworks Night Remembrance • Show interest in different occupations. Christmas	Spring • Use all their senses in hands-on exploration of natural materials	Planting and growing • Explore how things work. • Plant seeds and care for growing plants. • Begin to understand the need to respect and care for the	Baby animals • Begin to understand the need to respect and care for the natural environment and all living things.	Countries, maps • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. New adventures – Starting school



	Continue developing positive attitudes about the differences between people	Continue developing positive attitudes about the differences		natural environment and all living things. Explore and respond to different natural phenomena in their setting and on trips.		
Communication and language	- Respond to simple questions and instructions - Pay attention to more than one thing at a time, which can be difficult	- Enjoy listening to longer stories and can remember much of what happens - Understand a question or instruction	- Develop their communication but may continue to have problems with irregular tenses and plurals - Start a conversation with an adult or a friend	- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in	- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." - Know many rhymes, be	- Use longer sentences of four to six words - Know many rhymes, be able to talk about familiar books, and be able to tell a long story



		that has two parts, such as: "Get your coat and wait at the door"	and continue it for many turns	a word • recognise words with the same initial sound, such as money and mother	able to talk about familiar books, and be able to tell a long story	
Expressive art and design	• Explore colour and colour mixing. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Make imaginative and	• Create closed shapes with continuous lines and begin to use these shapes to represent objects • Begin to develop complex stories using small world equipment like animal	• Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings – happiness, sadness, fear, etc. • Sing the pitch of a tone sung by another person ('pitch match')	• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc • Explore different materials freely, to develop their ideas about how to use them	• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Sing the pitch of a tone sung by another person ('pitch match'). Sing the	Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Join different materials and explore different textures • Make simple models which



	complex 'small worlds' with blocks and construction kits	sets, dolls and dolls houses, etc. • Listen with increased attention to sounds		and what to make. • Create closed shapes with continuous lines and begin to use these shapes to represent objects	melodic shape (moving melody, such as up and down, down and up) of familiar songs.	express their ideas.
PSHE	Being Me in My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Celebrating Differences Identifying talents Being special Families Where we live Making friends Standing up for yourself	Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
PD	Continue to develop their movement,	Revise and refine the fundamental movement skills	Revise and refine the fundamental movement skills they	Revise and refine the fundamental movement skills they	Revise and refine the fundamental movement skills	Revise and refine the fundamental movement skills



	balancing, riding (for example, trikes and scooters) and ball skills. Dough disco Write Dance Funky Fingers Outdoor apparatus Obstacle courses Large mark making tools Threading with large beads	they have already acquired: • climbing Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient.	have already acquired: rolling • crawling Progress towards a more fluent style of moving, with developing control and grace. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	have already acquired: • hopping Combine different movements with ease and fluency. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	they have already acquired: skipping/ jumping Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.	they have already acquired: • climbing Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
Pledge	Zip up my coat Dance in the rain Learn Makaton	Perform in a show Write a card to my friend	Make a healthy snack Grow a plant	Meet the fire brigade Visit the library	Meet a police officer Pack my school bag	Go on a treasure hunt Pack a picnic



		Make a leaf rubbing Meet a reindeer	Water the plants Jump in muddy puddles		Look after chicks	Travel on the tube Listen to seashells
Trip/workshop	Author visit	Watch a pantomime	Pilot visit	Willesden Library	Gladstone Park Duck Pond	ZSL London Zoo