

Nursery: Yearly Curriculum Overview 2024-2025

| Subject/Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | All About Me! | Nursery Rhymes | Traditional Tales | Big and Small | New Life | Our Class Author |
| JEA Values | Resilience | Integrity | Democracy | Creativity | Gratitude | Diversity |
| British Values/ SMSC | Meeting new people - building relationships | Having love and care for others | Respecting other cultures and beliefs | Looking after things | Accepting responsibility for behaviour | Respecting people and animals |
| Topics Covered | <p>All About me</p> <p>My Family My Home My School My Feelings</p> | <p>Seasonal changes</p> <p>Autumn Celebrations Diwali Christmas Firework Night Halloween</p> | <p>Farm animals</p> <p>Winter celebrations Valentine's Day Chinese New Year Season (Winter) Nature Walk Healthy eating</p> | <p>Seasonal changes</p> <p>Spring Celebrations Easter Vaisakhi Ramadan Planting seeds New life Healthy eating</p> | <p>Seasonal changes</p> <p>Colours Plants/Planting Lifecycles (ducks and plants)</p> <p>Taking care of our Earth</p> | <p>Reception Transition</p> <p>Jungle animals Safari animals Ocean animals</p> |
| Safeguarding Links | Stranger Danger | Firework Safety | Caring for animals | Healthy Eating | Safety in the garden + Sun safety | Water safety |
| Communication and Language | <p>Hold a conversation, jumping from jumping topic and topic</p> <p>Learn new words very rapidly and is able to use them in communicating.</p> <p>Beginning to use word endings (eg. going, cats)</p> | <p>Recognise and responds to familiar sounds.</p> <p>Shows interest in play with sounds, songs and rhymes.</p> <p>Use language to share feelings, experiences and thoughts</p> <p>Listening to stories and joining in with repeated refrains</p> | <p>Developing an awareness of the listener.</p> <p>Talk about key events and characters in stories</p> <p>Making comments</p> <p>Uses talk in pretending that reflects the breath of their experiences</p> | <p>Discussing things they have observed</p> <p>Use longer sentences (eg. Mummy gonna work)</p> <p>Uses a variety of questions (eg, what, where, who)</p> | <p>Responding to what others have said.</p> <p>Beginning to use more complex sentences to link thoughts (eg using and because)</p> <p>Asking questions</p> <p>Building to make the meaning clear to others.</p> | <p>Beginning to use a range of tenses</p> <p>Uses intonation, rhythm and phras</p> |
| Physical Development | <p>Using the outdoor equipment.</p> <p>Developing gross & fine motor skills through indoor and outdoor activities</p> | <p>Autumn Environment Walk</p> <p>Healthy Eating</p> <p>Development of fine & Gross motor skills</p> | <p>Exploring how we move in different weather types - rain, snow, dry - do we tread carefully? Is it slippery?</p> <p>Fine & Gross motor skills</p> | <p>How exercise affects the body.</p> <p>How to keep healthy.</p> <p>Fine & Gross motor skills</p> | <p>More advanced movement - hand eye coordination</p> <p>Fine & Gross motor skills (pencil control and scissors)</p> | <p>Summer Environment Walk</p> <p>Healthy Eating</p> <p>Development of fine motor skills (pencil control)</p> |

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| PSED | Jigsaw Getting to know the nursery routine/adults/resources/ other children | Jigsaw Sharing Making friends | Jigsaw Accepting others wants and needs | Jigsaw Caring for others | Jigsaw How to take care of ourselves. What is needed in different situations? | Jigsaw Transition - getting ready for Reception |
| Literacy Writing | Recognise familiar icons/logos and own name Mark making – gross motor skills | Show preference for dominant hand and leg/foot Recognising own name Pre-writing mark making (lines/circles/crosses) | Recognise own name Begin to write initial sound of their name | Use simple tools to effect changes to materials Handle tools, objects, construction and malleable material safely and with increasing control and intention. | Recognising own name Begins to form recognisable letters independently | Write own name Form recognisable letters independently Show a preference for a dominant hand |
| Maths (White Rose scheme) | Number Songs Explore Colours Matching Sorting | Number 1 Number 2:Subitising Explore Patterns | Number 3:Subitising Number 4:Subitising Number 5:Subitising | Number 6:Subitising Height & Length Mass Capacity | More/Fewer One More One Less 2d Shapes 3d shapes | Number Composition Night & Day Positional Language Consolidation |
| Phonics | Recognise and responds to familiar sounds Aspect 1 - Environmental Sounds Aspect 2 - Instrumental Sounds Aspect 3 - Body Percussion | Read Write Inc Name the picture Aspect 1 - Environmental Sounds Aspect 2 - Instrumental Sounds Aspect 3 - Body Percussion | Read Write Inc. Name the picture Aspect 1 - Environmental Sounds Aspect 2 - Instrumental Sounds Aspect 3 - Body Percussion | Read Write Inc. Set 1 Speed Sounds Recognise and say the sound of picture cards | Read Write Inc. Set 1 Speed Sounds Hearing the initial sounds in words | Read Write Inc. Set 1 Speed Sounds Hear initial sounds in words |
| Understanding the World | Talking about the love we have for our family and friends | Explore the natural world and the changes that take place in the environment | Explore how things work | Exploration of plants, animals, mini-beasts, etc. | Materials and their properties | Respecting and caring for our natural environment |
| Expressive Arts and Design | Role play - Home corner Songs, art (family pictures), mark making Exploring colour mixing | Role play – Home corner/celebrations Drawing animals Diwali and firework creative art | Role play - Shop Making props to support role play | Role play – Hair dressers Making simple representations (duckling art) | Role play - Garden Centre | Role play – Home corner Looking at texture Collage |