

# Nursery: Yearly Curriculum Overview 2018/19

Subject / Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Settling in / All about me. Why do you love me so much? / Family. Colours.	Why do leaves go crispy? Diwali/Bonfire Night. Why can't I have chocolate for breakfast? Christmas.	How many colours in a rainbow? Numbers week. Where does snow go? Why is water wet?	Easter / new life (chicks) Are eggs alive? Can we explore it? How high can I jump?	Did dragons exist? How does that building stay up? Is it shiny? Fairytale.	Farm (farm visit) Gruffalo. Seaside/ How many pebbles on the beach? Pirates. What is a shadow? Transition.
<b>Communication &amp; Language</b>	Simple instructions. Listening & attention. Talking in full sentences. Using manners.  Using words such as 'because' in their sentences.	What is Autumn? What happens when it is Autumn? What can you see/hear/smell etc.?  Understand 'how' and 'why' questions.	Describing the weather each day. What does it look like outside? What happens when it rains/snows/sunny?  Using questions when talking to their peers/adults.	Asking questions. Making comments. Discussing things they have observed over time (egg to chick)  Respond to what they hear with relevant comments, questions or actions.	Responding to what others have said. Developing an awareness of the listener.  Uses language to imagine and recreate roles and experiences in a play situation.	New vocabulary. (shadow, pebble) Describing what the animals look or feel like. Description of the Gruffalo.  Build up a vocabulary that reflects the breadth of their experiences.
<b>PSED</b>	Getting to know the Nursery routine/adults/resources/other children  Settling back in after 6 week break, following routine, coping with change of new children and friends going up to Reception.	Sharing. Making friends.  Become more confident in new social situations.	Accepting others wants and needs.  Show confidence in asking adults for help.	Caring for others.  Be aware of own feelings and those of others.	How to take care of ourselves. What is needed in different situations?  Understand the consequences of their own actions and how they affect others.	Transition – getting ready for reception.  Take steps to resolve conflicts with other children.
<b>Physical development</b>	Using the outdoor equipment. Developing gross & fine motor skills through indoor and outdoor activities.  Exploring ways of moving (jumping, skipping, hopping, moving to music, etc.)	Autumn environmental walk – collecting leaves etc. Healthy eating.  Enjoys a healthy range of foods.	Exploring how we move in different weather types – rain, snow, dry – do we tread carefully? Is it slippery? Etc.  Shows good control in large and small movements.	Jumping.  How exercise affects the body.  Shows some understanding relating to exercise, eating, sleeping and hygiene.	More advanced movement – hand-eye co-ordination. Fine and Gross-motor skills. Pencil control.  Handle one-handed equipment and tools effectively.	Moving like different animals.  Negotiates space successfully when playing with others, adjusting speed or changing directions to avoid obstacles.

<b>Literacy</b>	Start name tracing Fine-motor skills.  Links sounds to letters, naming and sounding letters of the alphabet.	Story recall  Write name using the correct formation.	Start name copying Story characters.  Enjoys an increasing range of books.	Phase 2 phonics (for those who are ready)  Hear and say initial sounds in words.	Independent name writing – encourage. Oral storytelling.  Use vocabulary and forms of speech that are increasingly influenced by their experience of books.	c-v-c words (HA) Re-creating storylines in play.  Write own name and other things such as captions, labels, etc.
<b>Maths</b>	Counting. Shapes in the environment  1-10 number recognition 2D shapes and their properties. Challenge: 3D shapes	Linking amount to quantity.  Estimate a number of objects and check by counting.	Number recognition – 1-10 (HA)  Recognise, create and describe patterns.	Working with higher numbers.  Use everyday language when talking about position and time.	Mathematical concepts Heavy/not heavy.  Say which number is one more or less than a given number.	Positional language.  Solve number problems.
<b>Understanding the world</b>	Cooking – changes in materials (ongoing) ICT – simple program operation (ongoing) Exploring immediate environment (ongoing)  Talks about their environment.	Changes in the environment.  Talking about the love we have for our family and friends.  Shows interest in the lives of people who are familiar to them.	Materials and their uses.  Different materials/weathers.  Recognises and describes special times and events for family and friends.	Life cycles (simple!)  Exploration of plants, animals, mini-beasts etc.  Can talk about some of the things they have observed such as animals.	What is a dragon? Talk about fiction books and fairy-tales.  Exploring different materials.  Talks about why things happen and how things work.	Learning about different animals. Exploring why the beach setting is different to where we live. Understanding what a shadow is and how it is made.  Shows care and concern about living things and the environment.
<b>Expressive Arts and Design.</b>	Songs, art, role play (ongoing) Looking at texture – mixing colour, collage etc.  Uses a range of construction materials.	Leaf art. Fruit art. Diwali and firework creative week. Moulding and decorating divas with clay.  Manipulates materials to achieve a planned effect.	Rainbow pictures. Raindrop collages. Weather related drawings.  Uses simple tools and techniques effectively.	Chick art. Chick-chick-chicken song.  Create simple representation of people or objects.	Shiny pictures with a range of different materials. Dragon/princess/prince/knight role play. Building towers and castles.  Introduce a storyline or narrative into play.	Drawing animals. Using sand and pebbles for play. Role play as a pirate. Map making.  Plays alongside other children to develop and act out a narrative.
<b>British Values/SMSC</b>	Meeting new people – building relationships.	Having love and care for others.	Encourage the children to respect other cultures and beliefs.	Looking after things – new life of the chicks.	Encourage students to accept responsibility for their behaviour. Encourage	Encourage students to have respect for other people and animals.
<b>Useful websites</b>	Phonics programme: Letters and Sounds ( <a href="http://www.letters-and-sounds.com">www.letters-and-sounds.com</a> and <a href="http://www.jollylearning.co.uk">www.jollylearning.co.uk</a> ) Top Marks ( <a href="http://www.topmarks.co.uk">www.topmarks.co.uk</a> )					
<b>Books</b>	Books: Classic storybooks, Traditional tales, Fairy tales, Fiction and Non-fiction books, Animal stories, Superhero books,					

\*The above topics are subject to change in line with the children's interests.