

Nursery Curriculum Overview 2020-2021

Topic: Know Me to Teach Me	Term: Autumn 1 - 5 weeks	Year Group: Nursery	School: Crawford & Elm Wood
Communication & Language	Personal, Social & Emotional Development	Physical Development	Other Notes
<ul style="list-style-type: none"> Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play 	<ul style="list-style-type: none"> To separate from a main giver with support. To play alongside and with other children in the classroom. 	<ul style="list-style-type: none"> Start taking part in some group activities which they make up for themselves, or in teams Bear Hunt outside – various terrains, obstacles etc 	
Literacy	Mathematics	Expressive Arts & Design	Understanding the World
<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary Drawing family pictures 	<ul style="list-style-type: none"> Number songs Show 'finger numbers' up to 5 	<ul style="list-style-type: none"> Portraits with paint Role play 	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials
Enriching Experiences	Key Texts	Key Songs & Poems	New Vocabulary
<ul style="list-style-type: none"> Bear Hunt in our school Following a map to the 'bear cave' in KS2 area? Making fruit salads 	<ul style="list-style-type: none"> Here we are Hug Owl babies Bear Hunt Handa's Surprise 	<ul style="list-style-type: none"> If you're happy and you know it Here we go around the Mulberry Bush Heads, Shoulders, Knees & Toes 	<ul style="list-style-type: none"> Emotions/feelings: excited, nervous, frustrated,

Topic: You, Me and Everybody	Term: Autumn 2 - 7 weeks	Year Group: Nursery	School: Crawford & Elm Wood
Communication & Language	Personal, Social & Emotional Development	Physical Development	Other Notes
<ul style="list-style-type: none"> • Enjoys listening to longer stories and can remember much of what happens • Sing a large repertoire of songs • Uses talk to organise themselves and their play 	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed • Develop their sense of responsibility and membership of a community • Play with one or more other children, extending and elaborating play ideas • Talk about their feelings using words like happy sad angry or worried • Begins to understand how others might be feeling • Show more confidence in new social situations 	<ul style="list-style-type: none"> • Use large muscle movements to wave flags and streamers , paint and make marks • Are increasingly able to use and remember sequences of patterns and movements which are related to music and rhythm • Choose the right resource to carry out their own plan • Be increasingly independent as they get dressed/undressed • Making healthy choices about food and drink, activities and tooth brushing • Show a preference for a dominant hand • Start to eat independently and learning how to use a knife and fork • Use one handed tools and equipment e.g. making snips in paper with scissors • Using a comfortable grip with good control when holding pens and pencils 	
Literacy	Mathematics	Expressive Arts & Design	Understanding the World
<ul style="list-style-type: none"> • Understand the five key concepts about print • Engage in extended conversations about stories, learning new vocabulary • Write some or all of their name 	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects without having to count them individually • Recite numbers passed 5 • Say one number for each item in order 1,2,3,4,5 • Know that the last number reached when counting a small set of objects tells you how many there are in total • Show finger numbers up to 5 	<ul style="list-style-type: none"> • Take part in simple pretend play using an object to represent something else • Make imaginative and complex small worlds with blocks and construction kits • Join different materials and explore different textures • Explore colour and colour mixing 	<ul style="list-style-type: none"> • Talk about what they see using a wide vocabulary • Begin to make sense of their own life story and family history

	<ul style="list-style-type: none"> • Solve real world problems with numbers up to 5 • Talk about and explore 2D and 3D shapes • Describe a familiar route • Experiment with their own symbols and marks as well as numerals 	<ul style="list-style-type: none"> • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Remember and sing entire songs • Use drawing to represent ideas like movement or loud noises • Play instruments with increasing control to express their feelings and ideas (firework orchestra) 	
Enriching Experiences	Key Texts	Key Songs & Poems	New Vocabulary
<ul style="list-style-type: none"> • Lamp making • Large cardboard box for writing • Wrapping presents • Birthday/Xmas party • Shopping trip to the supermarket 	<ul style="list-style-type: none"> • Lighting the Lamp (Diwali and Fireworks non-fiction texts) • So Much • The Shopping Basket • Not Now Bernard • Whatever Next • Kipper's Birthday • Dear Santa • Kipper's Christmas 	<ul style="list-style-type: none"> • Happy Birthday • Xmas songs • Zoom zoom zoom going to the moon • 3 little men in a flying saucer • Here we go round the supermarket (Here we go round the Mulbery Bush) 	<ul style="list-style-type: none"> • Diwali • Fireworks • Party • Presents • Xmas • Shopping List • Wrapping • Giving/recieving

Topic: Helping Hands	Term: Spring 1 - 6 weeks	Year Group: Nursery	School: Elm Wood & Crawford
Communication & Language	Personal, Social & Emotional Development	Physical Development	Other Notes
<ul style="list-style-type: none"> Use a wide range of vocabulary Use longer sentences of four to six words 	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community Play with one or more other children, extending and elaborating play ideas. 	<ul style="list-style-type: none"> Make healthy choices about food, drink, activity and toothbrushing Start taking part in some group activities which they make up for themselves, or in teams 	
Literacy	Mathematics	Expressive Arts & Design	Understanding the World
<ul style="list-style-type: none"> Understand the five key concepts about print: print can have different purposes, the names of different parts of the book Use some of their print and letter knowledge in early writing. 	<ul style="list-style-type: none"> Say one number for each item in order: 1,2,3,4,5 Compare quantities using language 'more than', 'fewer than'. Describe a familiar route 	<ul style="list-style-type: none"> Take part in simple pretend play Make imaginative and complex 'small worlds' with blocks and construction kits 	<ul style="list-style-type: none"> Show interest in different occupations Begin to understand the need to respect and care for the natural environment and all living things
Enriching Experiences	Key Texts	Key Songs & Poems	New Vocabulary
<ul style="list-style-type: none"> Virtual vets surgery Visiting the kitchen Fire engine visit Police officer visit Q&A with doctor 	<ul style="list-style-type: none"> Harry and the Dinosaurs go to School/Teachers Doctors Are you a boy or are you a girl?/Firefighters Mog and the v.e.t/Vets Kitchen Disco/Chef Paw Patrol/Police 	<ul style="list-style-type: none"> Miss Polly had a dolly Chop, chop, choppety chop Fire Engine 	Doctor, nurse, hospital, poorly, unwell Fire engine, hose, water, spray, fire Vet, animals, surgery, x-ray, bones, plaster Cook, chef, sous-chef, food, dinner, lunch, simmer, boil Police, police car, radio

Topic: Once Upon A Time	Term: Spring 2 - 6.5 weeks	Year Group: Nursery	School: Crawford & Elm Wood
Communication & Language	Personal, Social & Emotional Development	Physical Development	Other Notes
<ul style="list-style-type: none"> • Use a wider range of vocabulary • Understand why questions • Know many rhymes, be able to talk about familiar books, be able to tell a long story • Be able to express a point of view and to debate when they disagree with an adult or friend using words as well as actions 	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community • Increasingly follow rules understanding why they are important • Talk about their feelings using words like happy, sad, angry, worried • Use play with 1 or more other child to extend and elaborating play ideas • Begin to understand how others might be feeling 	<ul style="list-style-type: none"> • Continue to develop their movement balancing, riding and ball skills • Go up steps and stairs or climb up apparatus using alternative feet • Match their developing physical skills to tasks and activities in the setting • Collaborate with others to manage large items eg bricks • Show a preference for a dominant hand • Start to eat independently and learning how to use a knife and fork • Use a comfortable grip with good control when holding pens and pencils • Use one handed t equipment tools and 	
Literacy	Mathematics	Expressive Arts & Design	Understanding the World
<ul style="list-style-type: none"> • Understand the 5 key concepts of print • Engage in extended conversations about stories learning new vocabulary • Write some or all of their name • Use some of their print and letter knowledge in their early writing • Write some letters accurately • Develop their phonological awareness 	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects without having to count them individually • Recite numbers passed 5 • Say one number for each item in order 1,2,3,4,5 • Know that the last number reached when counting a small set of objects tells you how many there are in total • Show finger numbers up to 5 • Experiment with their own symbols and marks as well as numerals • Understand position through words alone • Discuss routes and locations using words like in front of and behind 	<ul style="list-style-type: none"> • Take part in simple pretend play using an object to represent something else • Begin to develop complex stories using small world equipment • Explore different materials freely in order to develop their ideas about how to use them and what to make • Develop their own ideas and then decide which materials to use to express them • Join different materials and explore different textures • Draw with increasing complexity and detail such as 	<ul style="list-style-type: none"> • Talk about what they see using a wide vocabulary • Use all their senses in exploration of natural materials • Explore collections of materials with similar or different properties • Plant seeds and care for growing plants (indoor/outdoor) • Understand the key features of the life cycle of plants and animals • Explore and talk about different forces they can feel

	<ul style="list-style-type: none"> • Make comparisons between objects relating to size, length weight and capacity • Select shapes appropriately • Talk about and identifies patterns around them (describe own bedroom) • Begin to describe a sequence of events real or fictional using words such as first/then 	<p>representing a face with a circle and including details</p> <ul style="list-style-type: none"> • Show different emotions in their drawings and paintings like happy/sad/fear • Respond to what they have heard expressing their thoughts and feelings • Play instruments with increasing control to express their feelings and ideas 	<ul style="list-style-type: none"> • Talk about the differences between materials and changes they notice
Enriching Experiences	Key Texts	Key Songs & Poems	New Vocabulary
<ul style="list-style-type: none"> • Making a tea for grandma • House building • Experimenting with secure structures (eg a fan blowing down a paper structure v's a lego structure) • Cooking gingerbread men • Porridge tasting (salt/sugar/plain) • Story mapping 	<ul style="list-style-type: none"> • 3 Little Pigs • Goldilocks • Jack and the Beanstalk • Gingerbread Man • Little Red Riding Hood 	<ul style="list-style-type: none"> • When Goldilocks went to the house of the bears • This little Piggy went to Market • Traditional story songs (GHF File) • If you go down ro the woods today 	<ul style="list-style-type: none"> • Woods/Forest • Cottage • Wolf • Grandma • Basket • Trespassing • Straw/sticks/bricks (building materials) • Stranger danger

Topic: Beastly Beings	Term: Summer 1 - 7 weeks	Year Group: Nursery	School: Elm Wood & Crawford
Communication & Language	Personal, Social & Emotional Development	Physical Development	Other Notes
<ul style="list-style-type: none"> Understand 'why' questions Enjoy listening to longer stories can remember much of what happens 	<ul style="list-style-type: none"> Talk with others to solve conflicts Play with one or more children , extending and elaborating play ideas 	<ul style="list-style-type: none"> Skip, hop, stand on one leg and hold a pose for a game like musical statues are increasingly able to use and remember sequences and patterns of movements are related to music and rhythm 	<ul style="list-style-type: none"> Mentos and diet coke experiment
Literacy	Mathematics	Expressive Arts & Design	Understanding the World
<ul style="list-style-type: none"> Recognise words with the same initial sound Write some letters accurately 	<ul style="list-style-type: none"> Experiment with their own symbols and marks as well as numerals Solve real world mathematical problems with numbers to 5. 	<ul style="list-style-type: none"> Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing. 	<ul style="list-style-type: none"> Explore how things work. Understand key features of the life cycle of a plant and an animal.
Enriching Experiences	Key Texts	Key Songs & Poems	New Vocabulary
<ul style="list-style-type: none"> Butterflies 	<ul style="list-style-type: none"> Aliens love underpants The way back home Dear Zoo Stomp dinosaur stomp Billy and the dragon The very hungry caterpillar 	<ul style="list-style-type: none"> 5 little men in a flying saucer 5 little dinosaurs Dinosaur, dinosaur Daisy the dinosaur Old Macdonald had a farm 	<ul style="list-style-type: none"> Aliens, space, Planets, world, earth, stars, solar system Dinosaur, dinosaur names Dragon, fire

Topic: Splish Splash	Term: Summer 2 - 6 weeks	Year Group: Nursery	School: Crawford & Elm Wood
Communication & Language	Personal, Social & Emotional Development	Physical Development	Other Notes
<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens Uses a wider range of vocabulary Understand or instruction that has 2 parts Use longer sentences of four or six words Be able to express a point of view and debate when they disagree with an adult or friend 	<ul style="list-style-type: none"> Become more outgoing with unfamiliar people in the safe context of their setting (transition) Select and use resources and activities with help when needed Develop their sense of responsibility and membership of a community (new schools/new class) Show more confidence in new social situations Play with one or more other children elaborating ideas 	<ul style="list-style-type: none"> Skip, hop, stand on one leg and hold a pose for a game eg musical statues/ captains says port/starboard Use one handed tools and equipment Use a comfortable grip with good control when holding pens and pencils Start to eat independently, using a knife and fork Show a preference for a dominant hand Start taking part in some group activities which they make up for themselves or in teams (sports day) 	<ul style="list-style-type: none"> Dancing raisins science experiment
Literacy	Mathematics	Expressive Arts & Design	Understanding the World
<ul style="list-style-type: none"> Understand the 5 key concepts of print Use some of their print and letter knowledge in their early writing Write some or all of their name Write some letters accurately Develop their phonological awareness so they can recognise words with the same initial letter sounds Engage in extended conversations about stories learning new vocabulary 	<ul style="list-style-type: none"> Link numerals to amounts Compare quantities using language more than fewer than Combine shapes to make new ones (boat making) Extend and create ABAB patterns (rainbow fish) Notice and correct an error in a repeating pattern 	<ul style="list-style-type: none"> Listen with increased attention to sounds Explore colour and colour mixing Create closed shapes with continuous lines and begin to use these shapes to represent objects Develop their own ideas and then decide which materials to use to express them 	<ul style="list-style-type: none"> Explore how things work Begin to understand the need to respect and care for the natural environment and all living things Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (compare beaches)
Enriching Experiences	Key Texts	Key Songs & Poems	New Vocabulary
<ul style="list-style-type: none"> Sports day Transition days to new class Class photos End of year party 	<ul style="list-style-type: none"> Rainbow Fish Barry and the Fish with Fingers Water Can Be... Pirates Love Underpants 	<ul style="list-style-type: none"> 1,2,3,4,5 Once.. Splish splash I was taking a bath Polly put the kettle on 	<ul style="list-style-type: none"> Splish splash Capacity Volume Damp

	<ul style="list-style-type: none">• Splash – Anna Hibiscus• That Is Not My Hat• Transition Books	<ul style="list-style-type: none">• What shall we do with a soaking sailer• A sailor went to sea sea sea• I do like to be beside the seaside	<ul style="list-style-type: none">• full/empty
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