

Queen Eleanor Primary Academy

Nursery Curriculum Overview

Area of Learning	Autumn 1 Me, Myself and I	Autumn 2 Fantastic Festivals	Spring 1 In the Garden	Spring 2 What's on my plate?	Summer 1 Ridiculous Rhymes	Summer 2 Amazing Animals
Possible Themes/Interests/Lines of Enquiry	Starting Nursery My Family Senses Our Class Body parts Personal hygiene	Autumn Birthdays Personal Milestones and challenges Diwali/Christmas/Name Day/St Nicolaus day Eid	Life cycles – Frog/ chicks/ ducklings Plant bulbs and growing Caring for the classroom, school and local environment Mother's Day Pancake Day	Different foods Cooking Healthy Eating - fruit kebabs and salads Oral hygiene Growing cress	Nursery Rhymes Counting rhymes Poetry	New Life Planting seeds Pets and Farm animals Looking after pets and animal's basic needs
Communication and Language <i>NB. These statements will apply on an ongoing basis throughout the year.</i>	Enjoy listening to longer stories and remember much of what happens.	Sing a large repertoire of songs	Develop their communication but may continue to have problems irregular tenses and plurals.	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.		
	Pays attention to one thing at a time.	Know many rhymes, be able to talk about familiar books and be able to tell a long story.	Say sounds.	Can start a conversation with an adult or a friend and continue it for many turns.		
	Use a wider range of vocabulary.		Multisyllabic words.	Use talk to organise themselves and their play.		
	Understand a questions or instruction that has two parts.		Use longer sentences of 4-6 words.			
	Understand why questions.					
	Learn new vocabulary Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	Use new vocabulary in different contexts			
Storytelling (fiction, fiction, rhymes and poetry, different languages) Rhymes		Back and forth conversations	New Vocabulary (including daily continuous provision resources)	Quality of interactions and conversations		
					Eye contact and looking to face the person they are talking to	
Personal, Social and Emotional Development <i>NB. These statements will apply on an ongoing basis throughout the year.</i>	Select and use activities and resources with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Develop their sense of responsibility and membership of a community.		Become more outgoing with unfamiliar people in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. Talk with others to resolve conflicts.		Increasingly follow rules, understanding why they are important. Develop appropriate ways of being assertive. Talk about their feelings. Begin to understand how others might be feeling.	
	Strong warm and supportive relationships. Learn how to understand their own feelings and those of others. Manage emotions. Develop a positive sense of self.		Set themselves simple goals. Have confidence in their own abilities. Persist and wait for what they want. Look after their bodies, including healthy eating and personal needs.		Make good friendships, cooperate and resolve conflicts peaceably.	
	NB. These statements will apply on an ongoing basis throughout the year.					
	Physical Development	Continue to develop their movement balancing, riding and ball skills. Go up steps and stairs or climb up apparatus using alternate feet.	Skip, hop or stand on one leg and hold a pose for a game like musical statues. Use large muscle movements to wave flags and steamers, paint and make marks.	Start taking part in some group activities. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out a given a plan. Collaborate with others to manage large items.	Use one handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork.
Develop the overall body strength, co-ordination, balance, special awareness and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport.						
Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, tweezers, paintbrushes of different sizes, scissors, playdough, clay, plasticine clay knives, forks and spoon.						
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.						
Fine motor control and precision, helps with hand eye co-ordination. Develop gross motor skills, overall body-strength, balance, co-ordination, special awareness and agility Developing healthy bodies, social and emotional well-being.						
	Sensory messy play, climbing trees,, small world activities, puzzles, cutting and sticking, junk modelling, loose parts, woodworking, lightbox activities, dissecting fruit and vegetables, flowers, leaves, peeling, coring and chopping fruit, dressing and undressing including buttons, zippers, Velcro and laces. Tools for dough and clay e.g. pipe cleaner, wire, straws etc. Home punches, droppers, mouse and keyboards, remote controls, musical instruments, dough disco, Write Dance, scarves and ribbons, balls, hoops, trikes and bikes, scooters, large blocks and bricks, climbing equipment, balancing, den building.					

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Literacy See b25 Ranges 1-4 Emphasis this term will be on the prime area of physical development	Understand the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and top to bottom -the names of the different parts of a book -page sequencing	Develop their phonological awareness so that they can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound	Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.			Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
	Phonics Phase 1 Phonological Awareness	Phase 1 Phonological Awareness Fred Talk and aural blending from an adult saying the sounds	Phase 1 Phonological Awareness Fred Talk and aural blending from an adult saying the sounds	Phase 1 Phonological Awareness Fred Talk and aural blending from an adult saying the sounds	Phase 1 Phonological Awareness Read single letter Set 1 Sounds Fred Talk and aural blending from an adult saying the sounds	Phase 1 Phonological Awareness Read single letter Set 1 Sounds Fred Talk and aural blending from an adult saying the sounds
Mathematics	Rote counting and number rhymes Matching, Sorting & Comparing Noticing, noticing in the environment and the natural world Fast recognition of up to 3 objects without having to count individually (subitising) Recite numbers past five. Say one number in each item in order, 1,2,3,4,5 Show that the last number reached in a small set of objects tells you how many there are in total (cardinal principle) Show finger numbers up to five. Link numerals and amounts. Executive function and working memory	Rote counting and number rhymes Noticing, noticing in the environment and the natural world Experiment with their own symbols and marks, as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language more than, fewer than. Talk about and explore 2D and 3D shapes, using informal and mathematical language. Understand position through words alone. Describe a familiar route. Discuss routes and locations using words like in front of and behind. Make comparisons between objects relating to size, weight, length and capacity. Executive function and working memory Number Sense 0, 1, 2, 3, (perceptually and conceptually)	Rote counting and number rhymes Noticing, noticing in the environment and the natural world Executive function and working memory Select shapes appropriately. Combine shapes to make new ones. Talk about and identifies the pattern around them. Extend and create ABAB patterns e.g. stick, leave. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as first, then. Number Sense 0, 1, 2, 3, (perceptually and conceptually)			
Maths in the environment	Real life maths in the environment which has a purpose e.g. snack time, morning routines and self-registration, calendars, diaries, timetable. Temperature, weather and seasons, height charts, how many children in each area, sand timers, resources labelled with numerical value and shadows.	Timers and buttons on equipment such as oven, dials, Numicon, tape measure, wall planners, toy foods and pizza slices	5 and 10 frames, die, dominos, natural counting objects, counters, fingers, loose parts all items within the provision. Baking trays, egg boxes, jugs and measuring spoons. Tins and cartons, blocks, food tins for weight and size	Jigsaws Beebots Large counting objects and real life e.g. space hoppers, bikes etc. Low cognitive load (shape size, shape and colour)		
Understanding the World	Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and or different properties. Talk about they see, using a wide vocabulary.	Begin to make sense of their own life story and family's history. Show interest in different occupations. Explore how things work. Plant seeds and care for growing plants. Understand the key features of a plant and an animal.	Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces, they can feel. Talk about the difference between materials and changes they notice. Continue to develop positive attitudes about the differences between people.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		
Personal Experiences	Local Walks including houses Visitors from different jobs and cultures					

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Expressive Arts and Design	<p>Take part in simple pretend play, using an object to represent something else, even though they are not similar.</p> <p>Begin to develop complex stories, using small world equipment.</p>	<p>Make imaginative and complex small worlds with blocks and construction kits.</p> <p>Explore different materials freely in order to develop their ideas about how to use them and what to make.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail.</p>	<p>Use drawing to represent ideas like movement and loud noises.</p> <p>Show different emotions in their drawings and paintings.</p> <p>Explore colour and colour mixing.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard expressing their thoughts and feelings.</p> <p>Remember and sign entire songs</p> <p>Sing the pitch of a tone sung by another person.</p>	<p>Sing the melodic shape – moving melodies up and down, down and up of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instrument with increasing control to express their feelings and ideas.</p>	
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