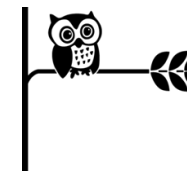


## Curriculum Overview 2016-17: Nursery



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	I am special	Celebrations	Traditional Tales	Seasons	Food	Growing & Changes
<b>PSED</b>						
MR	Respect for others. Forming friendships with adults and peers. Talking about our interests and preferences.	To initiate conversations and take account of what other people say in group situations.	To resolve own conflicts without the help of an adult. To explain own knowledge of each story.	Listening to others views, and taking into account what they are saying	Learning how to resolve conflicts and negotiate.	Explaining own knowledge and understanding of ideas and responding to others ideas.
SCSA	Building up confidence in communicating in an unfamiliar environment. Asking for help when needed. Making choices about what we like and dislike.	To communicate freely about their home and their community.	To make their own choices and communicate these with their peers when talking about their favourite TT and explaining why.	Making choices about what we want to use in the classroom and how we want to use them.	Becoming confident to talk about what we are good at and what we can become better at	Discussing activities that they like / dislike and giving reasons why.
MFB	Learning to take turns. Becoming aware of Nursery expectations. Looking at our reward chart and learning to use it.	To tolerate delay when needs cannot be met immediately eg; lunch time.	To adapt behavior to different situations eg: In 'Star of the Week' assembly.	Learning how to be very kind towards all friends, including comforting someone when we realize they are upset.	Learning how to make good choices in Nursery	Thinking about ways to overcome worries and learn that own actions and words can affect others.
<b>Physical Development</b>						
M&H	To negotiate space and move around the Nursery safely. To begin recognising and tracing their names cards.	Moves in different ways eg: traditional dances from different cultures eg: Indian dancing etc. Responding to music.	Uses simple tools and objects when constructing eg: when building the house for the 3 little pigs.  Runs skilfully negotiating space.	Continuing to learn how to form letters in names, catching balls and practising our ball skills in PD.	Practicing how to form recognisable letters and using fine motor tools. Negotiating spaces and changing direction.	Continuing to use tweezers, scissors, and paintbrushes. Playing lots of games outdoors including using the parachute, moving in different ways.
HSC	Being able to tell adults when hungry or tired. Beginning to understand the need for safety within the Nursery. To begin to use the	Practises putting a coat on without support or with help from a friend. Beginning to use the	Talking about healthy eating choices when looking at 'The enormous turnip'. Talk	We are going to try really hard to be independent, including taking care of our belongings and	Learning about how important it is for us to eat a range of healthy foods and we will be looking at what our	Becoming very independent at dressing and undressing. Learning about the effect of

	toilet independently. Thinking about why our bodies and naming all the different parts.	toilets independently as and when they need.	about the need for tackling things safely.	ensuring coats are on pegs.	bodies need to stay healthy.	exercise and changes to our bodies.
<b>Communication &amp; Language</b>						
L&A	To begin to listen to adults in class during carpet time and remain focused for short periods of time. To learn carpet time expectations and ensure we are listening to each other.	Listening to music from other cultures and looking at instrument families.	To listen to stories with increasing attention and recall. To join in with and anticipate key events in stories and rhymes. To listen to friends in group discussions.	Maintaining attention and taking it in turns to listen and others in a group.	Learning how to follow more than one instruction	Listening to different facts about lifecycles
U	To respond to simple instructions linked to things such as tidying up.	Listens and responds to ideas expressed by others in conversation or discussion.	To understand 'who' 'what' 'where' 'when' in simple questions when talking about characters, settings and events in different TT.	Discussing humor and nonsense jokes.	Answering questions and linking answers to them.	Learning how to follow and understand a story without props and pictures.
S	To use talk to tell our friends about what makes us special. We will be doing lots of talking about our family and similarities and differences about different cultures.	To retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	Retelling stories in sequence. Using talk to anticipate key events and guess what might happen next etc. Begin to use how and why questions when hot-seating characters from well-known TT.	Using different tenses in speech about what is happening, what might happen	Learning how to ask questions, exploring new vocabulary and trying to use this within our play.	Looking at how to use imagination and form a storyline into play
<b>Literacy</b>						
R	Listening to and joining in with lots of stories around the topic eg: Funny Bones, Peepo, Avocado Baby etc. Sound walks around the Nursery and outside (Phase 1 phonics).	Stories from other cultures. Joining in with repeated refrains.	Joining in with the repeated refrains from well-known traditional tales. Suggesting how stories might end. Exploring different characters.	Continuing to recognize and learn tricky words, guessing how stories might end and trying to change the story ending.	Predicting what is going to happen next, looking closely and rhyming and alliteration. Practicing to blend cvc words and reading simple captions.	Looking at a range of books including fiction and non-fiction, discussing the similarities and differences.
W	Beginning to use different media to make marks.	Name writing Using different tools for writing/ big and small movements.	To begin writing phase 2 sounds using cursive script	Using phase 2 sounds, learning how to form letters correctly and	Looking at different forms of writing including poems, lists and captions.	Beginning to become very independent and have a go at writing for lots of different

			beginning with curly caterpillar letters.	practice segmenting to help us write.		purposes e.g. birthday cards.
<b>Maths</b>						
N	Looking for numbers in our environment. How many can we spot around the Nursery? To begin counting numbers to 10 and beyond through lots of number songs.	Sometimes matches numeral and quantity correctly. Realises not only objects, but anything can be counted, including steps, claps or jumps.	Finds one more or one less from a group of up to five objects, then ten objects. Finds the total number of items in two groups by counting all of them.	Learning how to count forwards and backwards to 20. Ordering numbers and using the language of more and less	Developing estimating skills, ensuring guesses are realistic. Continuing to practise counting using 1-1 correspondence and matching to quantities.	Exploring teen numbers, 1 more than and 1 less than using these numbers. Learning how to make marks to represent different quantities.
SSM	How many 2d shapes can we see around the classroom and outside?  Making shape pictures of our choice.	Uses positional language.  Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.	Orders two or three items by length or height.  Orders two items by weight or capacity.	As clocks go back, begin looking at time, o'clock and half past.	Discussing the difference between 2D and 3D shapes. Positional language in greater depth.	Looking at capacity and weight problems and discussing misconceptions.
<b>Understanding The World</b>						
P&C	Looking at families from different cultures, food from different cultures. Talking about who is in our family and what makes them special. Talking about our birthdays and thinking about which month our birthday is on the birthday board.	To learn about different religious festivals eg: Diwali, Eid, Christmas etc and to identify within our Nursery the children who celebrate these festivals at home. To talk about significant events in their own experiences eg: a birthday.	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	Learning how to count forwards and backwards to 20. Ordering numbers and using the language of more and less	Developing estimating skills, ensuring guesses are realistic. Continuing to practise counting using 1-1 correspondence and matching to quantities.	Exploring teen numbers, 1 more than and 1 less than using these numbers. Learning how to make marks to represent different quantities.
W	Talking about our school and getting to know key people eg: lunch time ladies, head-teacher, the cook etc.	To look closely at similarities and differences between different festivals and different cultures. To look at how different cultures prepare for key celebrations.	Looks closely at similarities, differences, patterns and change.  Looking at things from a long time ago: travelling on horse-back, using lanterns, warming water on the fire etc.	As clocks go back, begin looking at time, o'clock and half past.	Discussing the difference between 2D and 3D shapes. Positional language in greater depth.	Looking at capacity and weight problems and discussing misconceptions.

T	Exploring our ICT area. Teachers will be asking our grown-ups about what technology we use at home.	To use a cd player to dance to different celebratory music	Using different technological objects eg: hair dryer to test the strength of the three little pigs houses, the oven when making the gingerbread man's house etc.	Using the computers to find out information about our seasons.	Introducing Ipads to the chl – encourage independence to complete a simple program	Trying to find out facts about where different animals live – how different plants grow and in different countries. Using Ipads.
<b>Expressive Arts &amp; Design</b>						
EUMM	Making choices about our favourite songs. Exploring different tools around Nursery. Drawing self-portraits and thinking about skin, eye and hair colour.	Creating Diwali pictures, birthday cards, Eid cards. Looking at clothing from other cultures and colours used in celebrations. Making different props used for celebrations eg: Diwali lamps, sand pictures, Christmas cards and Christmas tree.	Constructing with a purpose in mind using different materials: brick, straw and wood.  Making masks for role play eg: The Three Billy Goats and the troll.	We will be doing lots of creative work outside using natural resources such as tree rubbings, flower printing and making collages using natural materials.	Exploring different musical instruments and how we can change the sounds. Discuss what happens when we mix colours.	Observational drawings of different plants and animals. Create models with a purpose in mind, changing and adapting when needed.
BI	Lots of domestic role-play. Enhancing home-corner for different things eg: a birthday, a meal from a different culture.	Decorating the Nursery Christmas tree. Choosing particular colours for a purpose eg: when making Christmas cards.  Making Xmas props for production.	To play co-operatively as part of a group to act out a narrative. To introduce a narrative into their play. To create simple representations of main characters in stories eg: the big bad wolf and the gingerbread man.	Creating lots of observational drawings linked to seasons. Acting out stories	Chl will revisit using the correct colours for their paintings and thinking about what props are resources will be needed for role-play.	Encouraging all children to join in, playing cooperatively in a group.