

Nursery Curriculum Overview 2024- 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Nursery Rhymes	Celebrations & Food	Bears	Wild Animals	The Farm	Transport & Journeys
Themed Days/ Trips Experiences		Christmas Nativity Performance Anti-Bullying Week	NSPCC Number Day Safer Internet Day	British Science Week World Book Day Farmers' Market	Chick hatching experience with Happy Chicks Company. Inspirational People Day	Teddy Bears Picnic Mind and Body Matters Week Favourite Artist's Day
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children will be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities through daily conversations with adults and circle time activities.					
	Myself and my relationships Beginning and belonging	Healthy and safer lifestyles Family and Friends Citizenship: Identity and Diversity	Healthy and Safer lifestyles	Citizenship: Me and My World	Healthy and safer lifestyles: Keeping Safe	Healthy and Safer lifestyles: My Body and Growing up Transition to Reception
Language & Communication	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences will develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults will support children to develop their core strength, balance, spatial awareness, co-ordination and agility. Children will take part in 'Squiggle Wiggle' & 'Dough disco' and a range of mark making opportunities will be available in the class to build their fine motor skills. They will explore large movements through yoga, action songs and using the large vehicles and climbing equipment outdoors.					

Literacy	Reading Children will develop their reading skills throughout the year. They will learn to recognise their name and other signs in the environment. Through ‘Shared Reading’ and story times children will engage in extended conversations about stories, learning new vocabulary as well as learn the five key concepts about print: Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different parts of a book Page sequencing Children will borrow story books every week and also be encouraged to learn 10 sight words. Parents will be provided with a set of common words to support their children with learning these words.					
	Starting School Stories Twinkle Twinkle Little Star Incy Wincy Spider Hickory Dickory Dock Humpty Dumpty I’m a little Teapot	Pumpkin soup Diwali Autumn song/ Firework poems/ Bonfire The Tiger who came to tea The Gingerbread Man The Nativity Story The Enormous Watermelon Dear Santa The snowman story	Everywhere Bear We are going on a bear hunt Brown Bear, Brown Bear Peace at Last Whatever Next The Biscuit Bear	5 Little Monkeys teasing Mr Crocodiles The Runaway pancake 5 Monkeys Jumping on the Bed Down in the Jungle My Mum/My Dad/ My Nana Dear Zoo (Makaton-singing stories) We are going on an Egg Hunt...	I love animals Rosie’s walk Noisy Farm I went walking What the Ladybird heard Farm concert Three billy goats gruff Down on the farm	Wheels things and other things, Barefoot songs-We all go travelling/ Magic Train The Tram Ride Todd Parr Its ok to be different book. Mr Gumpy’s outing Mr Gumpy’s Motor car Todd Parr – The Goodbye book, I feel worried/ The feel good book/ The joyful book.
	Phonics Through daily phonics sessions they will develop their speaking, listening and phonological awareness through the following areas: Aspect 1 - Environmental Sound Discrimination Aspect 2 - Instrumental Sound Discrimination Aspect 3 - Body Percussion Sound Discrimination Aspect 4 - Rhythm and Rhyme Aspect 5 – Alliteration Aspect 6 - Voice Sounds Aspect 7 - Oral Blending and Segmenting					
	Writing Children will have opportunities within the continuous provision and routines to take part in skills to develop their fine motor skills and write at their level. They will make marks using a range of media and ascribe meaning to marks they make. Adults will model writing to children through ‘Shared Writing’ and in the class provision. They will use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy and learning to write some or all of their name.					
	Children will develop gross motor/fine motor skills through activities such as ‘Squiggle Wiggle’ and ‘Dough Disco.’ Children will draw freely with a range of media. Children will distinguish between the different marks. Children will begin to give meanings to marks.		Children begin to write one or more letters to signify their name. Children sometimes give meaning to their drawings and paintings. Children make marks on pictures to stand for their name.		Children use symbols or random letters when exploring writing, sometimes in ‘letter strings’ or ‘letter groups.’ Children ascribe meanings to signs, symbols and words. Children write ‘letter groups’ and use some print and letter knowledge in their early writing. Children write some or all of name.	

Maths	We will be following ideas from 'Whitrose Maths Scheme.' Time is built in daily for short adult-led focused inputs which will either be for the whole class or groups. These sessions will involve number rhymes, songs and games and will be fun and practical. Opportunities to practice new mathematical skills through play will also be encouraged in the different areas of provision either independently or with adult support. Mathematical skills and understanding will include: Develop fast recognition of up to 3 objects, reciting numbers past 5, counting a small set of objects, show 'finger numbers' up to 5, link numerals and amounts, 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' and talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.					
	- Counting songs - Comparison 1 - Counting 1 - Shape Space Measure 1 - Pattern 1	- Counting 2 - Subitising 1 - Shape Space Measure 2 - Pattern 2	- Comparison 2 - Shape Space Measure 3 Routes - Pattern 3 - Counting 3 - Subitising 2	- Shape Space Measure 4 - Pattern 4 - Counting 4 - Subitising 3	- Comparison 3 - Shape Space Measure 5 - Pattern 5 - Counting 5	- Counting 6 - Subitising 4 - Pattern 6
Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. During our topics and through the continuous provision children will have experiences of using all their senses in hands-on exploration of natural materials and exploring collections of materials with similar and/or different properties. Children will learn to talk about what they see, using a wide vocabulary. They will begin to make sense of their own life-story and family's history and show interest in different occupations. Children will explore how things work. They will have opportunities to plant seeds and care for growing plants and understand the key features of the life cycle of a plant and an animal. We will be learning to understand the need to respect and care for the natural environment and all living things. Children will explore different materials and the changes they notice. Children will be encouraged to develop positive attitudes about the differences between people and know that there are different countries in the world and talk about the differences they have experienced or seen in photos when learning about different festivals throughout the year.					
Expressive Arts & Design	The development of children's artistic and cultural awareness supports their imagination and creativity. Children will have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Throughout the year children will be learning to take part in simple pretend play. They will be encouraged to begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses and make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. They will explore different materials freely, to develop their ideas about how to use them and what to make. We will explore a range of artists work and children will learn to draw with increasing complexity and detail, such as representing a face with a circle and including details, using drawings to represent ideas like movement or loud noises, showing different emotions in their drawings and paintings, like happiness, sadness, fear. There will be opportunities to explore colour and colour mixing. Through singing daily with the children, they will be encouraged to remember and sing entire songs, create their own songs and play instruments with increasing control to express their feelings and ideas.					