



'Let your light shine!' (Matthew 5:16)

Nursery Curriculum Overview: Introduced Spring 2 2024.

	Autumn		Spring		Summer	
Possible Themes/ Inspirations: (Following Wanderlust!)	Me & My Family. Apples. Leaves. Spiders. Hedgehogs.	Fire. Light & Dark Sticks. Mud & Worms. Stars.	Winter Trees. Ice & Snowflakes. Bears. Birds & Bird Nests- Big Garden Bird Watch. Valentines.	Chocolate. Rain Rainbows Communication week. Spring Flowers. Lifecycles- Chicks. Beans- Planting.	Sunshine & Shadows. Sunflowers. Bees Herbs (planting) Storms.	Rocks & Fossils. Under the Sea. The Seaside.
Dates to Remember:	Recycle Week- 16 th -22 nd October. Harvest Festival- 23 rd October. Black History Month (October) European Languages.	Bonfire Night- 5 th November. Diwali- 12 th November. Remembrance Sunday- 12 th November. World Nursery Rhyme Week- 13 th -17 th November. Hannukah- 7 th -15 th December.	Big Garden Birdwatch- 26 th -28 th January. Lunar New Year- 10 th February. Shrove Tuesday- 13 th February. Valentines Day- 14 th February.	Communication Week- 4 th March. World Wildlife Day- 1 st -4 th March. World Book Day- 7 th March. Mothering Sunday- 10 th March. British Science Week: Time- 8 th -17 th March. Easter Weekend- Friday 29 th March- 1 st April. EID- 9 th -10 th April	Earth Day- 22 nd April. International Dance Day- 29 th April. VE Day- 8 th May.	Pride Month- June. Independence Day (America)- 4 th July.
WOW moments and opportunities. (Cultural Capital)		The Nativity/ Christmas Songs for Parents.	Making Pancakes!	Planting Beans and Flowers.	Teddy Bears Picnic.	A Beach Day has come to Winslow!
Possible Reading Spine relevant to themes:	Family & Me! By Michaela Dias-Hayes. We're Going on a Leaf Hunt by Steve Metzger. The Very Busy Spider by Eric Carle. Orange, Pear, Apple Bear by Emily Gravett. The Very Helpful Hedgehog by Rosie Wellesley.	How to Catch a Star by Oliver Jeffers. Stanleys Stick by John Hegley & Neal Layton. Mud! By Annie Bailey.	The Snowman by Raymond Briggs. Brown bear, Brown bear what do you see? Polar Bear, Polar Bear, what can you hear? Listen to the Birds by Marion Billet. The Hug by Eoin McLaughlin & Polly Dunbar.	I don't like Rain by Sarah Dillard. Jack and the Beanstalk. How do you make a rainbow? By Caroline Crowe & Cally Johnson-Isaacs. Planting a Rainbow by Lois Elhert. The Ugly Duckling.	Sam Plants a Sunflower by The Bumble Bear by Nadia Shireen. The Very Greedy Bee! The Storm Whale by Julia Donaldson.	The StompySaurus by Rachel Bright & Chris Chatterton. What the Ladybird Heard at the Seaside. My Pet Goldfish by Catherine Rayner.

Other high-quality texts that cover themes of diversity to be planned for and out in provision areas to be readily accessed by all children in EYFS.



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Prime Areas of Learning

(Progression in line with age related expectations- see differing progression if not on track)

<p>Personal, Social and Emotional.</p>	<p>Making Relationships:</p> <ul style="list-style-type: none"> Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others play. Seeks out companionship with adults and other children, sharing experiences and play ideas. <p>Sense of Self:</p> <ul style="list-style-type: none"> Shows more confidence in new social situations. <p>Understanding Emotions:</p> <ul style="list-style-type: none"> Talks about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 	<p>Making Relationships:</p> <ul style="list-style-type: none"> Becomes more outgoing with unfamiliar people in the safe context of their setting. <p>Sense of Self:</p> <ul style="list-style-type: none"> Enjoys a sense of belonging being involved in daily tasks. Increasingly follows rules, understanding why they are important. <p>Understanding Emotions:</p> <ul style="list-style-type: none"> Develop appropriate ways of being assertive. Talks about how others might be feeling and responds according to their understanding of the other persons needs or wants. 	<p>Making Relationships:</p> <ul style="list-style-type: none"> Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions. For example, giving up a toy to another who wants it. Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers. <p>Sense of Self:</p> <ul style="list-style-type: none"> Becoming more aware of the similarities and differences between themselves and others in my detailed ways. Be increasingly independent in meeting their own care needs. Eg, brushing teeth, using the toilet and washing and drying hands thoroughly. <p>Understanding Emotions:</p> <ul style="list-style-type: none"> Talks about how others might be feeling and responds according to their understanding of the other persons needs or wants. More able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others feelings.
<p>Communication & Language.</p>	<p>Listening & Attention:</p> <p>Listen to others in one to one or small groups. Paying attention to more than one thing at a time.</p> <p>Understanding:</p> <p>Responds to instruction with more than 1 element. Understands and responds to 'why' questions.</p> <p>Speaking:</p> <p>Start conversations and continue it for many turns. Retell a simple event in the correct order. Talks extensively about things important to them.</p>	<p>Listening & Attention:</p> <p>Listens to familiar stories with increasing attention and recall.</p> <p>Understanding:</p> <p>Understands use of objects. For example, 'Which one do we cut with?'</p> <p>Speaking:</p> <p>Sing a large repertoire of songs: Know many rhymes: Talk about familiar books and retell story: Uses talk to organise play. Express a point of view an debate when they disagree using words and actions.</p>	<p>Listening & Attention:</p> <p>Join in with repeated refrains in a story: Anticipate key events and phrases in rhymes and stories: Follow instructions.</p> <p>Understanding:</p> <p>Show understanding of prepositions: under, on top, behind.</p> <p>Speaking:</p> <p>Use a range of tenses. Ask 'who, what, when why and how' questions. Uses talk to explain what is happening and what might happen next.</p>
	<p>Fine motor:</p>	<p>Fine motor:</p> <p>Pull zips up and down when fastened at the bottom.</p>	<p>Fine motor:</p> <p>Show a preference for a dominant hand.</p>



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<p>Physical Development.</p>	<p>Hold mark making tools with a firm grip with all fingers and thumb.</p> <p>Gross Motor: Run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p>	<p>Gross Motor: Develop movement and successfully balance on one foot/leg, ride scooters and trikes. Decide which movement is appropriate for different activities. For example, walk a plank, crawl under a table. Use large muscle movements to make marks.</p>	<p>Begin to hold smaller tools with a firm grip including, toothbrush, hairbrush and scissors etc.</p> <p>Gross Motor: Manipulate a range of thick tools and equipment in one hand- thick paintbrushes, thick pencils and pens etc. Use and manage large objects for example, moving large blocks and planks.</p>
<p>Specific Areas of Learning (Progression in line with age related expectations- see differing progression if not on track)</p>			
<p>Literacy Writing:</p>	<p>Gives meaning to their marks and in different textures such as sand, playdough making different patterns and shapes- zig zag, spiral etc. Develop print knowledge.</p>	<p>Identify and write some letters accurately- ones in their name specifically. Giving meaning to their marks.</p>	<p>Use print and letter knowledge using initial sounds such as .m. for mummy. Write some or all of their name.</p>
<p>Literacy Reading:</p>	<p>Listen and join in with stories and poems in small groups. Handles books carefully and the correct way up.</p>	<p>Understand 5 concepts of print. Looks and enjoys prints and digital books independently. Engage in extended conversations about stories, including new vocabulary.</p>	<p>Join in with repeated refrains and rhymes in stories. Begin to tell their own stories. Develop phonological awareness so they can spot letters/sounds. Clap syllables in a word.</p>
<p>Phonics (Little Wandle-Phase 1)</p>		<p>Listening, Syllables, Rhyme & Alliteration: 1,2,3,4,5 Once I caught a fish alive! Baa, Baa Black Sheep. Down at the Station. Hey, Diddle, Diddle. Humpty, Dumpty. Jack and Jill. Pat-a- Cake. One, Two, Buckle My Shoe! The Wheels on the Bus. Twinkle, Twinkle Little Star!</p>	<p>Listening, Syllables, Rhyme & Alliteration: A sailor went to sea. Incy, Wincy Spider! Mary, Mary, Quite Contrary. Hickory, Dickory, Dock! Miss Molly Had a Dolly. Ring-a-ring-a-roses. Row, Row, Row Your Boat. Round and Round the Garden. Wind the Bobbin Up. The Grand Old Duke of York.</p>
<p>Poetry Basket Focus Poems</p>	<p>Falling Apples. Breezy Weather. Wise Old Owl. Cup of Tea.</p>	<p>Hungry Birdies. Mrs Bluebird. Popcorn. Stepping Stones.</p>	<p>Dance. Sliced Bread. Five Little Peas. The Fox.</p>
<p>Mathematics:</p>	<p>Colours Matching- buttons, colours, towers, shoes, shapes. Sorting- colour, size, shape. Number 1 & 2- subitising, counting, numeral. Patterns- AB patterns- following on and spotting a mistake and correcting it.</p>	<p>Number 3,4,&5- subitising, counting, numeral and composition. Shapes- squares, triangles, rectangles and pentagon. Height & Length- tall and short, long and short, tall, long and short. Mass. Capacity.</p>	<p>More than/ fewer than within 5. One more & one less within 5. Revisit of shape and pattern. Revisit of composition of numbers 1-5. Night & Day. Positional language- in, out, in front, behind.</p>



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<p>Knowledge and Understanding of the World:</p> <p>People, culture and Communities & Past and Present.</p> <p>(History & Geography links)</p>	<p>Talk about themselves and their immediate family. Talks about some of the ways they have changed over their life so far.</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Recognises and describes special times or events with families or friends.</p>		<p>Remembers and talks about significant events in their experience.</p> <p>Show interest in different occupations.</p>		<p>Knows some of things that make them unique and can talk about some similarities and differences in relation to friends or family.</p> <p>Make sense of their own life-story and family's history.</p> <p>Know that there are different places in the world.</p>
<p>Celebrations:</p> <p>(Religious Education links)</p>	<p>Harvest</p>	<p>Christmas Diwali Hanukkah</p>	<p>Lunar New Year</p>	<p>Eid Easter</p>	
<p>Knowledge and Understanding of the World:</p> <p>The Natural World:</p> <p>(Science links)</p>	<p>Melting & Freezing Light & Dark exploration</p>		<p>The Life Cycle of a Chick. Cooking- What happens to food when it is cooked? For example, Chocolate & Marshmallows.</p>		<p>The Life Cycle of a Sunflower. Shadows. Sinking & Floating</p>
<p>Continually through weekly/seasonal focuses: Explore the natural world around them- finding different materials such as leaves, bark, shells and sticks and discussing their properties. Understand the effect of changing seasons on the natural world around them.</p>					
<p>Knowledge and Understanding of the World:</p> <p>Technology:</p> <p>(Computing links)</p>	<p>Shows an interest in technological toys and works them by pressing parts etc to achieve effects.</p>		<p>Shows interest in technological toys, using knobs/pulleys and real objects such as cameras/touch screen devices such as tablets.</p>		<p>Knows how to operate simple equipment. For example, cd player/iPad.</p>
<p>Expressive Art and Design:</p> <p>(Art & Design links)</p>	<p>Explore materials freely to develop ideas how to use them and what to make. Create closes shapes with continuous lines and begin to use these shapes to represent objects.</p>		<p>Draw with increasing complexity and detail such as representing a face with a circle and including details. Explore colours and colour mixing- exploration. Show different emotions in drawings for example, happiness and sadness etc. Use various construction materials for example, joining pieces, stacking vertically/horizontally, balancing etc.</p>		<p>Explore colours and colour mixing- knowing what colours make what. Develop ideas and decide which materials to use to express them. Use drawing to represent movement or loud noises. Join different materials and explore different textures.</p>



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<p>Expressive Art and Design:</p> <p>(Music & Role Play links)</p>	<p>Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously.</p> <p>Plays alongside other children engaged in the same theme.</p>	<p>Uses available props or creates imaginary ones to support play.</p> <p>Take part in simple pretend play, using objects to represent something else.</p> <p>Create their own songs to improvise a song around one they know.</p>	<p>Begin to develop complex stories using small world equipment- animals, dolls etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits such as buildings.</p> <p>Use movement and sounds to express experiences, ideas and feelings.</p> <p>Remember and sing entire songs.</p> <p>Play instruments with increasing control to express feelings and ideas.</p> <p>Explore and learn how sounds and movements can be changed.</p> <p>Tap out simple repeated rhythms.</p>
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