

### Nursery Curriculum Overview - 2024-25

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Focus	Be Happy	Be Included	Be Ambitious	Be Healthy	Be Confident	Be Safe
Overarching Theme	Getting to Know You	Celebrations / Festivals <i>Remembrance (11/11/24)</i> <i>Diwali (1/11/24)</i> <i>Hanukkah (starts 25/12/24)</i> <i>Christmas (25/12/24)</i>	Dinosaurs	Animals  <i>Shrove Tuesday (4/3/25)</i> <i>Passover (starts 12/4/25)</i> <i>Easter (18/4)</i>	Where in the World?	Forest Growing
Key Texts	Rosie's Walk The Lost Acorn Mogs' Birthday Colours Colours Everywhere  NF books about seasons	The Enormous Turnip Pumpkin Soup Dear Santa Little Robin Red Vest  NF books about Christmas and Hanukkah	Tyrannosaurs Drip Meet the Dinosaurs Zoom Dinosaur Adventure  NF books about dinosaurs	The Three Little Pigs Handa's Surprise What the Ladybird Heard  NF Books about Passover and Easter	<u>Penguins</u> Lost and Found <u>Kangaroos</u> I love you Blue Kangaroo <u>Tigers</u> Mr Tiger Goes Wild  NF books about animals and a world atlas	Superworm Show me the Honey \ bees 10 Little Tadpole How does a Tadpole Grow.  NF books on worms, tadpoles and bees
Enrichment	Hamish's Birthday Party	Christmas Crafts Day	Dig for Dinosaurs Day	Bushey Library Visit ( with Reception)	Parents /family visitors to talk about other countries	Make our own wormery to observe <i>Cassiobury Park Trip</i>
Communication and Language Skills	Shows interest in play with sounds, songs and rhymes  Understands simple sentences.  Identifies action words by following simple instructions.  Beginning to talk about people and things that are not present.	Recognises and responds to many familiar sounds. ( eg sound of door opening)  Identifies action words by following simple instructions.  Beginning to ask simple questions.	Listens to familiar stories with increasing attention and recall.  Beginning to understand more complex sentences.  Understands who, what , where in simple questions.  Uses language to share feelings,experiences and thoughts.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  Single channelled attention; can shift to a different task if attention fully obtained  Listens to others 1 - to -1 or in small groups, when conversation interests them.  Holds a conversation, jumping from topic to topic.  Learns new words very rapidly and is able to use them in communicating	Understands use of objects. (Which one do we cut with?)  Listens to familiar stories with increasing attention and recall.  Developing understanding of simple concepts ( fast/slow good/bad)  Uses a variety of questions ( what, where, who)  Uses longer sentences and beginning to use word endings.  Able to use language to recall past experiences.	Focus attention - can still listen or do but can change their own focus of attention.  Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting the correct picture.  Beginning to use more complex sentences to link thoughts ( eg using and /because).  Can retell a simple past event in correct order.
Phonics (English)	Phase 1 listening activities:  Wk 1: Environmental sounds Wk 2: Environmental sounds Wk 3: Instrumental sounds Wk 4: Instrumental sounds Wk 5: Body percussion sounds Wk 6: Body percussion	Phase 1 listening activities:  Wk 7: Rhythm and rhyme Wk 8: Rhythm and rhyme Wk 9: Alliteration Wk 10: Alliteration Wk 11: Voice sounds Wk 12: Voice sounds Wk 13: Oral blending	Phase 2 introduction:  Wk 1: s Wk 2: a Wk 3: t Wk 4: p Wk 5: i Wk 6: n	Phase 2 introduction:  Wk 7: m Wk 8: d Wk 9: g Wk 10: o Wk 11: c Wk 12: k	Phase 2 introduction:  Wk 1: e Wk 2: u Wk 3: r Wk 4: h Wk 5: b Wk 6: f Wk 7: l	Phase 2 introduction:  Wk 8: j Wk 9: v Wk 10: w Wk 11: x Wk 12: y Wk 13: z Wk 14: qu

	sounds	Wk 14: Oral blending				
Literacy (English)	<p>Handle books with increasing care and holds books the correct way up when looking at them.</p> <p>May have favourite books.</p> <p>Begin to join in with actions in familiar songs and stories. Knows the marks that they make are of value.</p> <p>Explore mark-making and how marks can be made in different ways, e.g. paint, sand, mud.</p>	<p>Express feelings about which books they like or do not like.</p> <p>Fills in the missing word or phrases from familiar stories.</p> <p>Begins to recognise familiar logos from their experience, e.g. 'm' for McDonalds.</p> <p>Begin to recognise their name (without a photo).</p> <p>Sometimes talks about their drawings and paintings.</p> <p>Includes mark making in their play.</p>	<p>Listens to and joins in with familiar stories, poems and rhymes when 1:1 or in a small group.</p> <p>Join in with repeated refrains of familiar stories.</p> <p>Begin to talk about who the characters in a story are.</p> <p>Recognises that print is all around us and identifies some print in the environment (they do not need to be able to read this!)</p> <p>Imitates adults' writing by making continuous lines, circles and curves, or other letter-type shapes.</p>	<p>Use role play props to retell familiar stories alone or with their peers.</p> <p>Begins to navigate apps and websites (under supervision) with support.</p> <p>Recognise their name independently and consistently.</p> <p>Begin to ascribe meaning to marks that they make, through any medium, e.g. sand.</p> <p>Begins to make letter-type shapes to represent the initial sound of their name.</p>	<p>Able to retell familiar stories, poems and rhymes.</p> <p>Begins to write the letters of their name; these may not always be in the right order.</p> <p>Know that when we write, we start at the top of the page and on the left-hand side, e.g. when writing a shopping list.</p>	<p>Looks at and enjoys print and other books independently.</p> <p>Begins to navigate apps and websites (under supervision) independently.</p> <p>Makes a plausible attempt at writing their name, with each letter identifiable.</p>
Expressive Arts and Design (Art)	<p>Continues to explore and experiment with an increasing range of media through multi-sensory exploration and expression.</p> <p>Media includes paint, pencils, mud, chalk.</p>	<p>Notices and becomes interested in the transformative effect of their action on materials and resources.</p> <p>Recognises and names the three primary colours and can talk about other colours - which they like and don't like.</p>	<p>Increasingly confident in selecting different media and how to use and hold a paintbrush or pencils or crayons.</p> <p>Being able to give meaningful details in their mark making.</p>	<p>Experiments with ways to enclose a space, shapes and represent actions, sounds and objects.</p> <p>Use 2D shapes to make pictures and simple patterns</p>	<p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours.</p> <p>Use scissors confidently to cut pictures / specific items out of paper - ie cut around a shape.</p>	<p>Has a go at a 'self portrait' using a variety of media.</p> <p>Enjoys being expressive in depicting a set 'still life' picture eg flowers, animals.</p>
Expressive Arts and Design (Music)	<p>Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments</p> <p>Joins in singing well known songs</p> <p>Introduction to singing; tapping out rhythms</p>	<p>Sings/vocalises whilst listening to music or playing with instruments/sound makers</p> <p>Creates sounds by rubbing, shaking, tapping, striking or blowing</p> <p>Classical music</p>	<p>•Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow</p> <p>Rock music</p>	<p>Taps out simple repeated rhythms</p> <p>Traditional songs from around the world</p>	<p>•Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</p> <p>Taps out simple repeated rhythms</p> <p>Pop songs</p>	<p>•Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</p> <p>Music we like</p>
Mathematics	<p>Weeks 1- 3 : Getting to know you (counting rhymes and games; informal assessment).</p> <p>Week 4 - Comparison 1: More than, fewer than, same.</p> <p>Week 5 - Shape, Space and Measure 1: Explore and build with shapes and objects</p>	<p>Week 8: Counting 2: Begin to order number names.</p> <p>Week 9: Subitising 1, 2, 3.</p> <p>Week 10: Pattern 2: Join in with Repeats.</p> <p>Week 11: Shape, Space and Measure 2: Explore Position and Space.</p>	<p>Week 1: Subitising 2: Show me 1, 2, 3.</p> <p>Week 2: Counting 3: Move and Label 1, 2, 3.</p> <p>Week 3: Shape, space and measure 3: Explore position and routes</p> <p>Week 4: Pattern 3: Explore Patterns</p>	<p>Week 7: Counting 4: Take and give 1, 2, 3</p> <p>Week 8: Shape, Space and measure 4: Match, Talk, Push and Pull.</p> <p>Week 9: Subitising 3: Talk about dots.</p> <p>Week 10: Comparison 2: Compare and Sort</p>	<p>Week 1: Pattern 4: Lead on own Repeats.</p> <p>Week 2: Shape, SPace and Measure 5: Start to Puzzle.</p> <p>Week 3: Pattern 5: Making Patterns together.</p> <p>Week 4: Subitising 4: Make games or actions.</p>	<p>Weeks 6: Counting: Show me 5.</p> <p>Week 7: Pattern 6: My Own Pattern.</p> <p>Week 8: Counting 6: Stop at 1, 2, 3, 4, 5.</p> <p>Week 9 Comparison 3: Match, Sort, compare</p>

	<p>Week 6: Pattern 1: Explore repeat patterns.</p> <p>Week 7: Counting 1: Hear and Say Numbers.</p> <p>Week 8</p>	<p>Week 12-13: NCETM resources to address any areas of misconceptions/ further exploration.</p>	<p>Week 5-6: NCETM resources to address any areas of misconceptions/ further exploration.</p>	<p>COLlections.</p> <p>Week 11-12: NCETM resources to address any areas of misconceptions/ further exploration.</p>	<p>Week 5: NCETM resources to address any areas of misconceptions/ further exploration.</p>	<p>Week 10-12: NCETM resources to address any areas of misconceptions/ further exploration.</p>
Understanding the World (Science)	<p>Looking at the natural world around us and see the seasons change.</p>	<p>Know that we can take vegetables and turn them into soup through cooking.</p>	<p>Thinking about Fossils and know that they were made a long time ago.</p>	<p>Think about different forces and materials - linked to the Three Little Pigs.</p>	<p>Compare different kinds of animals and their different habitats. Eg - Penguins live in the cold</p> <p>Know that there are different types of places to live eg Arctic, desert, jungle.</p>	<p>Know about the life cycle of a frog: frogspawn, tadpole and frog.</p> <p>Make and observe our own wormery.</p>
Expressive Arts and Design (Design Technology)	<p>Make a birthday card and decorations for Hamish the dog's birthday party.</p>	<p>With adult supervision make some soup. Cut or grate our vegetables and mix them together.</p>	<p>Using different tools to explore fossils.</p>	<p>Make our own houses out of different materials.</p> <p>Make our own maps.</p>		<p>Make our own frogs out of air dry clay.</p>
Physical Development (PE)	<p>Fundamentals 1: Movement and Balance - Weekly PE Lesson with Reception</p> <p>Navigating the space around us confidently - in our play ground / on the field and in the woods.</p>	<p>Ball Skills 1: Throwing and Catching -Weekly PE Lesson with Reception</p> <p>Start taking part in some group activities which they make up for themselves.</p>	<p>Dance 1: Responding to different kinds of music --Weekly PE Lesson with Reception</p> <p>Be increasingly independent as they get dressed and undressed for example putting clothes on and doing up zips.</p>	<p>Gymnastics 1: Balance and connecting movements--Weekly PE Lesson with Reception</p> <p>Collaborate with others to manage to large items, such as moving a long plank safely or carrying large hollow blocks.</p>	<p>Games 1: Throwing and Catching Games -Weekly PE Lesson with Reception</p>	<p>Fundamentals 2: Moving Safely - -Weekly PE Lesson with Reception</p>
Personal Social and Emotional Development (PSHE)	<p>Being Me in My World</p>	<p>Celebrating Difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me</p>
Understanding the World (RE)	<p>Talking about our birthdays and how we celebrate.</p> <p>Beliefs and practices: Explore different ways of living, including beliefs and festivals (Diwali).</p> <p>Prayer, worship and reflection: Experience periods of stillness and reflection (weekly Jigsaw circle times).</p>	<p>Source of Wisdom: Listen and respond to religious stories (Hanukkah and Christmas).</p> <p>Beliefs and practices: Explore different ways of living, including beliefs and festivals (Hanukkah and Christmas).</p> <p>Prayer, worship and reflection: Experience periods of stillness and reflection (weekly Jigsaw circle times).</p>	<p>Beliefs and practices: Explore different ways of living, including beliefs and festivals (Shrove Tuesday).</p> <p>Prayer, worship and reflection: Experience periods of stillness and reflection (weekly Jigsaw circle times).</p>	<p>Source of Wisdom: Listen and respond to religious stories (Passover and Easter).</p> <p>Beliefs and practices: Explore different ways of living, including beliefs and festivals (Passover and Easter).</p> <p>Prayer, worship and reflection: Experience periods of stillness and reflection (weekly Jigsaw circle times).</p>	<p>Prayer, worship and reflection: Experience periods of stillness and reflection (weekly Jigsaw circle times).</p>	<p>Human responsibility and values: Explore how people show concern for each other and the world around them (Community action week).</p> <p>Prayer, worship and reflection: Experience periods of stillness and reflection (weekly Jigsaw circle times).</p>
Understanding the World (History)	<p>Talking about our families and what and who is important to us.</p>	<p>Begin to make sense of their own life-story and families history.</p>	<p>Know that dinosaurs lived a long time ago.</p>			

<p>Understanding the World (Geography)</p>	<p>Explore the world around them.</p> <p>Be able to talk about the change in the seasons from Summer to Autumn.</p>	<p>Be able to talk about the change in the seasons from Autumn to Winter .</p>		<p>Be able to talk about the change in the seasons from Winter to Spring.</p> <p>Talk about where different fruit may grow ( in a hot or rainy place) linked to Handa's Surprise.</p>	<p>Know and name some different countries in our world ( linked to the three animals from our topic work).</p> <p>Compare different kinds of animals and their different habitats. Eg - Penguins live in the cold</p> <p>Know that there are different types of places to live eg Arctic, desert, jungle.</p>	<p>Be able to talk about the change in the seasons from Spring to Summer.</p>