Curriculum Overview – Year Nursery

Subject	Autumn	Spring	Summer
Personal Social & Emotional Development (Self-Regulation Managing Self, Building Relationships)	Selects and use activities and resources, with help when needed. Develops their sense of responsibility and membership of a community. Becomes more outgoing with unfamiliar people, in the safe context of their setting. Talks about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Plays with one or more other children, extending and elaborating play ideas. Finds solutions to conflicts and rivalries. Increasingly follows rules, understanding why they are important.	Remembers rules without needing an adult to remind them. Develops appropriate ways of being assertive. Talks to others to solve conflicts. Understands gradually how others might be feeling.
Communication & Language (Listening, Attention & Understanding, Speaking)	Enjoys listening to longer stories and can remember much of what happens. Pays attention to more than one thing, which can be difficult.	Uses a wider range of vocabulary. Understands a question or instruction that has two parts, such as: 'Get your coat and wait at the door". Sings a large repertoire of songs. Knows many rhymes. To be able to talk about familiar books and tell a long story.	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran'. Develop their pronunciation but may have problems saying: • Some sounds: r, j, th, ch and sh. Multi-syllabic words such as 'pterodactyl'.
Physical Development (Gross Motor Skills, Fine Motor Skills)	Continues to develop movement, balancing, riding and ball skills. Go up steps and stairs, or climb up apparatus using alternate feet. Uses large-muscle movements to wave flags and streamers, paint and make marks.	Skips, hops, stands on one leg and holds a pose for a game like musical statues. Starts taking part in some group activities which they make up for themselves, or in teams.	Collaborates with others to manage large items. Uses one handed tools and equipment. Uses a comfortable grip with good control when holding pens and pencils.

	Shows a preference for a dominant hand.	Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Chooses the right resources to carry out their own plan.	Becomes increasingly independent as they get dressed and undressed.
Literacy **(Comprehension, Word Reading, Writing)**	Develop their phonological awareness, so that they can: • Spot and suggest rhymes • Count or clap syllables in a word • Recognise words with the same or initial sound, such as money and mother. Phonics Phase 1&2	Understands five key concepts about print: • Print has meaning • Print can have different purposes • We re English text from left to right and from top to bottom • The names of the different parts of a book • Page sequencing Engages in extended conversations about stories, learning new vocabulary. Phonics Phase 2	Uses some of their print and letter knowledge in the early writing. Writes some or all of their name. Write some letters accurately. Phonics Phase 2.
Model Texts	**<u>Autumn Term One</u>** • Alfie at Nursery • The Colour Monster • After the Storm • Ferdie and the Falling Leaves • Hodge the Hedgehog • Room on the Broom **<u>Autumn Term Two</u>** • Pumpkin Soup • Peace at Last • The Owl who was Afraid of the Dark • One Snowy Night • The Gruffalo's Child • Stick Man	**<u>Spring Term One</u>** • One Snowy Night • Big Bear Little Bear • Cleversticks • Pete the Cat • Whatever Next • Alien's Love Underpants **<u>Spring Term Two</u>** • Wake Up Bumble Farm • What the Ladybird Heard • Rosie's Walk • Bog Baby • Farmer Duck • We're Going on an Easter Egg Hunt	**<u>Summer Term One</u>** • The Enormous Turnip • Goldilocks and the Three Bears • The Three Little Pigs • The Rainbow Fish • Sharing a Shell **<u>Summer Term Two</u>** • Pirates Love Underpants • Lucy and Tom at the Seaside • The Lighthouse Keeper's Lunch • The Train Ride • We're Going on a Bear Hunt

Maths **(Number, Numerical Patterns)**	Shows Fast recognition of up to 3 objects, without having to count them individually. Recites numbers past 5 Says one number for each item in order. Knows that the last number reached when counting a small set of objects tells you how many there are in total. Shows 'finger numbers' up to 5. Talks about and identifies the pattern around them. Extends and creates ABAB patterns. Notices and corrects an error in a repeating pattern. **White Rose Maths:** • Colour • Matching • Sorting • Number 1 • Number 2 • Pattern	Links numeral and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiments with their own symbols and marks as well as numerals. Makes comparisons between objects relating to size, length, height, weight and capacity. **White Rose Maths:** • Number 3 • Number 4 • Number 5 • Number 6 • Height • Length • Mass • Capacity	Solves real world mathematical problems with numbers up to 5. Compares quantities using language: 'more than', 'fewer than'. Talks about 2D and 3D shapes using informal and mathematical language. Selects shapes appropriately: flat surfaces for building, a triangular prism for a roof. Combine shapes to make new ones. Understands position through words alone. Describes a familiar route. Discusses routes and locations, using words like 'in front of' and 'behind'. **White Rose Maths:** • More/Fewer • One More • One Less • 2D Shapes • 3D Shape • Number Composition • Night and Day • Positional Language
Understand the world **(Past & Present People, Culture & Communities, The Natural World)**	Uses all their senses in hands-on exploration of natural materials. Explores collections of materials with similar and/or different properties.	Explores how things work. Talk about differences between materials and changes they notice. Continues to develop positive attitudes about the differences between people.	Shows an interest in different occupations. Plants seeds and cares for the growing plant. Understands the key features of the life cycle of a plant.

	Talks about what they see, using a wide range of vocabulary. Begins to make sense of their own life-story and family's history.	Understands the key features of the life cycle of an animal.	Explores and talks about different forces they can feel. Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos.
Expressive Arts & Design **(creating with media, being imaginative and expressive)**	Takes part in simple pretend play, using an object to represent something else even though they are not similar. Explores different materials freely, in order to develop their ideas about how to use them and what to make. Creates closed shapes with continuous lines and begins to use these shapes to represent objects. Explores colour and colour mixing. Listens with increased attention to sounds.	Begins to develop complex stories using small world equipment like animal sets. Develops their own ideas and then decides which materials to use to express them. Draws with increasing complexity and detail, such as representing a face with a circle and including details. Responds to what they have heard, expressing their thoughts and feelings. Remembers and sings entire songs.	Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Joins different materials and explores different textures. Uses drawings to represent ideas like movement or loud noises. Shows different emotions in their drawings and paintings. Sings the melodic shape of familiar songs.