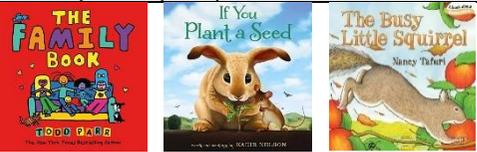
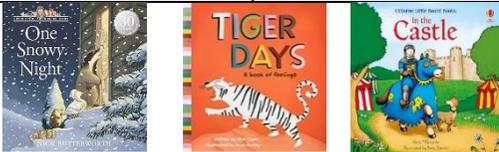
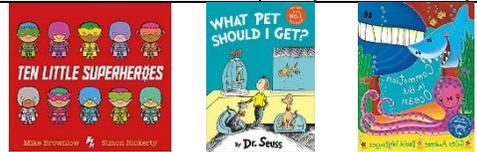


## Nursery Curriculum Overview 2022/2023

	Autumn		Spring		Summer	
Topic title	<p><b>Recurring Themes</b> Getting to know you Autumn Bonfire Night Changing seasons (Autumn to Winter) Celebrations (See RE)</p>	<p><b>Child led Topics</b> Into the Forest-Autumn Woodland</p>	<p><b>Recurring Themes</b> Celebrations (See RE) Changing seasons (Winter to Spring) Winter Wonderland- New life-Spring animals</p>	<p><b>Child led Topics</b> Dino Discovery Once Upon a time-A Long Time ago Jungle Adventure Let's Build it</p>	<p><b>Recurring Themes</b> Changing seasons (Spring to Summer)</p>	<p><b>Child led Topics</b> Furry friends (Pets) Summer fun Under the Sea Superheroes (Community helpers/Fictional)</p>
Texts						
Communication and Language	<p><b>Birth to three</b></p> <ul style="list-style-type: none"> <li>* Listen, understand and respond to a simple instruction.</li> <li>* Enjoy singing, music and toys that make sound.</li> <li>* Use intonation, pitch and changing volume when talking.</li> </ul> <p><b>3-4 year olds</b></p> <ul style="list-style-type: none"> <li>* Listen to and follow instructions.</li> <li>* Learn and sing a large repertoire of songs.</li> <li>* Listen to stories with increasing attention.</li> <li>* Developing conversations.</li> <li>* Developing language during pretend play.</li> </ul>		<p><b>Birth to three</b></p> <ul style="list-style-type: none"> <li>* Recognise and identify objects when they are described.</li> <li>* Develop pretend play.</li> <li>* Understand and act on longer sentences.</li> <li>* Listen to simple stories and understand what is happening with the help from pictures.</li> </ul> <p><b>3-4 year olds</b></p> <ul style="list-style-type: none"> <li>* Understand a question or instruction that has two parts.</li> <li>* Enjoy listening to longer stories and can remember much of what happens.</li> <li>* Ice exploration - Understand 'why' questions, like: "Why has the ice melted?".</li> <li>* Winter items discussion and Snowy landscapes art discussion - Use longer sentences of four to six words.</li> <li>* Treasures stuck in ice activity - Use talk to organise themselves and their play.</li> <li>* Knows many rhymes, able to talk about familiar books and tell a long story.</li> </ul>		<p><b>Birth to three</b></p> <ul style="list-style-type: none"> <li>* Start to say how they are feeling use actions and words.</li> <li>* Start to develop conversation.</li> <li>* Understand simple questions who, what, where.</li> </ul> <p><b>3-4 year olds</b></p> <ul style="list-style-type: none"> <li>* Understand a question or instruction that has two parts.</li> <li>* Enjoy listening to longer stories and can remember much of what happens.</li> <li>* Develop their pronunciation and use a wider range of vocabulary, such as the different types of pets and adjectives.</li> <li>* Use longer sentences of four to six words, such as a describing game using photos of the children's pets.</li> <li>* Develop their communication, working on tenses and plurals.</li> <li>* Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>	
PSED (Personal, social, emotional development)	<p><b>Birth to three</b></p> <ul style="list-style-type: none"> <li>* Find ways to calm themselves by being comforted by their key person.</li> <li>* Engage with others through gestures and gaze.</li> <li>* Find ways of managing transitions.</li> </ul> <p><b>3-4 year olds</b></p>		<p><b>Birth to three</b></p> <ul style="list-style-type: none"> <li>* Play with increasing confidence on their own and with other children.</li> <li>* Express preferences and decisions.</li> <li>* Are talking about their feelings in more elaborate ways.</li> </ul>		<p><b>Birth to three</b></p> <ul style="list-style-type: none"> <li>* Develop friendships with other children.</li> <li>* Notice and ask questions about differences such as skin colour, types of hair, gender etc.</li> <li>* Feel confident when taken around the local area and enjoy exploring new places with key person.</li> </ul>	

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	<ul style="list-style-type: none"> <li>* Learn the classroom rules and expectations.</li> <li>* Play in a group, elaborating and extending ideas of others.</li> <li>* Find solutions to conflicts such as sharing and turn taking.</li> <li>* Develop their sense of responsibility and membership of the class.</li> <li>* Demonstrating friendly behaviour towards others.</li> <li>* Follow toilet and washing hands routines independently.</li> <li>* Building relationship with key person.</li> <li>* Talk about healthy foods we like to eat.</li> <li>* Talk about their feelings using words like happy, sad, angry, worried.</li> <li>* Be more outgoing with unfamiliar people within the safety of Nursery – Christmas storyteller visiting.</li> </ul>	<p><u>3-4 year olds</u></p> <ul style="list-style-type: none"> <li>* Embed the classroom rules and expectations.</li> <li>* Play with one or more other children, extending and elaborating play ideas.</li> <li>* Find solutions to conflicts and rivalries through games.</li> <li>* Select and use activities and resources with help when needed.</li> <li>* Talk about their feelings using words like happy, sad, angry, worried.</li> <li>* Understand gradually how others might be feeling.</li> <li>* Learning how to look after ourselves in the winter weather - Be increasingly independent in meeting their own care needs.</li> <li>* Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.</li> </ul>	<p><u>3-4 year olds</u></p> <ul style="list-style-type: none"> <li>* Increasingly follow rules, understanding why they are important.</li> <li>* Remember rules without needing an adult to remind them.</li> <li>* Talk about their feelings using words like happy, sad, angry, worried.</li> <li>* Play with one or more other children, extending and elaborating play ideas such as pet role play and Vets.</li> <li>* Understand gradually how others might be feeling, including what could they do to help the pet feel safe and happy.</li> <li>* Develop their sense of responsibility and membership of a community, by exploring local animal charities or animal shelters.</li> </ul>
<p><b>Physical</b></p>	<p><u>Birth to three</u></p> <ul style="list-style-type: none"> <li>* Clap and stamp to music.</li> <li>* Fit themselves into spaces, like tunnels, dens and large boxes and move around in them.</li> <li>* Build independently with a range of appropriate resources.</li> <li>* Enjoy starting to kick, throw and catch balls.</li> </ul> <p>Walk, run, jump and climb</p> <p><u>3-4 year olds</u></p> <ul style="list-style-type: none"> <li>* Developing fine motor control.</li> <li>* Strengthen hands by rolling, pinching, patting, squeezing using malleable materials.</li> <li>* Using climbing and balancing equipment.</li> <li>* Continue to develop their movement, balancing, riding (scooters, bikes, trikes) and ball skills.</li> <li>* Matching their physical skills to tasks and activities in the setting.</li> <li>* Be increasingly independent as they get dressed and undressed such as putting coat on, doing up zip, pushing foot in shoe.</li> </ul>	<p><u>Birth to three</u></p> <ul style="list-style-type: none"> <li>* Spin, roll and independently use ropes and swings at Forest school.</li> <li>* Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> <li>* Use large and small motor skills to do things independently such as buttons, zips, pour drinks.</li> </ul> <p><u>3-4 year olds</u></p> <ul style="list-style-type: none"> <li>* Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>* Show a preference for a dominant hand.</li> <li>* Use a comfortable grip with good control when holding pens and pencils.</li> <li>* Continue to develop their movement, balancing, riding (scooters, bikes, trikes) and ball skills.</li> <li>* Collaborate with others to manage large items, such as moving a long plank (building a jungle bridge).</li> <li>* Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> </ul>	<p><u>Birth to three</u></p> <ul style="list-style-type: none"> <li>* Start eating independently and learning how to use a knife and fork.</li> <li>* Develop manipulation and control.</li> <li>* Explore different materials and tools</li> </ul> <p><u>3-4 year olds</u></p> <ul style="list-style-type: none"> <li>* Use a comfortable grip with good control when holding pens and pencils.</li> <li>* Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>* Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>* Continue to develop their movement, balancing, riding (scooters, bikes, trikes) and ball skills.</li> <li>* Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm, including moving around a large space like a pet.</li> <li>* Use large-muscle movements to make marks, such as using chalk or water to draw or trace over outlines of different pets on the ground outside.</li> <li>* Start taking part in some group activities in teams (Sports day).</li> </ul>

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<p><b>Maths</b></p>	<p><u>Birth to three</u></p> <ul style="list-style-type: none"> <li>* Combine objects like stacking blocks.</li> <li>* Take part in finger rhymes with numbers.</li> <li>* React to changes of amount in a group of up to 3 items.</li> <li>* Compare sizes using gestures and language. (bigger, smaller, tall, heavy).</li> </ul> <p><u>3-4 year olds</u></p> <ul style="list-style-type: none"> <li>* Recite numbers past 5 in order.</li> <li>* Show finger numbers up to 5</li> <li>* Make comparisons between size and length.</li> <li>* Link numerals and amounts.</li> <li>* Use language of more than/fewer than to describe quantities.</li> <li>* Explore some common 2d shapes.</li> <li>* Select shapes appropriately during activities, such as a triangle for a roof.</li> <li>* Combine shapes to make new ones or pictures.</li> <li>* Talk about and explore patterns around them.</li> </ul>	<p><u>Birth to three</u></p> <ul style="list-style-type: none"> <li>* Compare amounts (lots, more, same).</li> <li>* Develop counting-like behaviour, such as pointing, making sounds.</li> <li>* Count in everyday contexts.</li> <li>* Notice patterns and arrange things in patterns.</li> <li>* Complete inset puzzles.</li> </ul> <p><u>3-4 year olds</u></p> <ul style="list-style-type: none"> <li>* Develop recognition of up to 3 objects without counting.</li> <li>* Counting songs.</li> <li>* Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>* Experiment with their own symbols and marks as well as numerals.</li> <li>* Solve real world math problems.</li> <li>* Extend and create ABAB patterns – stick, leaf, stick, leaf.</li> <li>* Talk about and explore patterns around them.</li> <li>* Understand positions through words.</li> </ul>	<p><u>Birth to three</u></p> <ul style="list-style-type: none"> <li>* Climb and squeeze themselves into different shapes.</li> <li>* Build with a range of resources.</li> <li>* Complete inset puzzles.</li> </ul> <p><u>3-4 year olds</u></p> <ul style="list-style-type: none"> <li>* Recite numbers past 5.</li> <li>* Describe a familiar route.</li> <li>* Discuss routes and locations using words such as 'under'.</li> <li>* Solve real world mathematical problems with numbers up to 5.</li> <li>* Experiment with their own symbols and marks as well as numerals.</li> <li>* Understand position through words alone.</li> <li>* Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>* Extend and create ABAB patterns with coloured pawprints.</li> <li>* Notice and correct an error in a repeating pattern.</li> <li>* Begin to describe a sequence of events using words such as first and last.</li> </ul>
<p><b>Literacy</b></p>	<p><u>Birth to three</u></p> <ul style="list-style-type: none"> <li>* Enjoy and join in with songs and rhymes.</li> <li>* Make marks with meaning when drawing pictures.</li> <li>* Say some words in songs and rhymes.</li> <li>* Copy finger movements and gestures in singing.</li> <li>* Notice some print such as the first letter in their name, a door number or logo.</li> <li>* Enjoy drawing freely.</li> </ul> <p><u>3-4 year olds</u></p> <ul style="list-style-type: none"> <li>* Recognising own name.</li> <li>* Engage in conversations about stories, learning new vocab.</li> <li>* Write some or all of their name.</li> <li>* Use some print and letter knowledge in early writing.</li> <li>* Join in with speaking &amp; listening games.</li> <li>* Understand print has meaning &amp; different purposes.</li> </ul>	<p><u>Birth to three</u></p> <ul style="list-style-type: none"> <li>* Enjoy sharing books with adults.</li> <li>* Pay attention and respond to the pictures or words.</li> <li>* Repeat words and phrases from familiar stories.</li> <li>* Ask questions about the book, make comments and share ideas.</li> <li>* Enjoy drawing freely.</li> <li>* Sing songs and say rhymes.</li> </ul> <p><u>3-4 year olds</u></p> <ul style="list-style-type: none"> <li>* 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.</li> <li>* Recognising and writing own name.</li> <li>* Engage in extended conversations about stories, learning new vocabulary. (One Snowy Night' by Nick Butterworth Focus)</li> </ul>	<p><u>Birth to three</u></p> <ul style="list-style-type: none"> <li>* Develop play around favourite stories using props.</li> <li>* Enjoy drawing freely.</li> <li>* Make marks on their picture to stand for their name.</li> </ul> <p><u>3-4 year olds</u></p> <ul style="list-style-type: none"> <li>* Engage in extended conversations about stories, learning new vocabulary. ('The Great Pet sale' by Mick Inkpen, 'Six Dinner Sid' by Inga Moore, 'Not Norman: 'A Goldfish Story' by Kelly Bennett, 'Hooray for birds' by Lucy Cousins and 'Hairy Maclary Rumpus at the Vets' By Lynley Dodd).</li> <li>* Use some of their print and letter knowledge in their early writing. (write lists of animals in a pet shop).</li> <li>* Write some letters accurately and write some or all of their name.</li> </ul>

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		<p>*Develop their phonological awareness (rhyme, count syllables) * Understand we read left to right.</p>	<p>* Develop their phonological awareness (count syllables &amp; initial sounds). * Understand the names of the different parts of a book. * Understand page sequencing.</p>
Phonics	<p><b>Phase 1</b> <b>Aspect 1 (Environmental sounds)</b> * Identify sounds they hear inside/outside * Make noises on different surfaces using hands or drumsticks. * Sing at different volumes. * Be able to recreate a simple sequence of sounds. * Identify some sounds they prefer from a choice. * Add appropriate sound effects to stories and songs with support</p> <p><b>Aspect 2 (Instrumental sounds)</b> * Identify an instrument being played behind a screen. * Play an instrument louder or quieter. * Stop and start playing an instrument at a signal. * Play instruments in from of others alone or as part of a group * Choose instruments to complement animal sounds.</p>	<p><b>Phase 1</b> <b>Aspect 3 (Body percussion)</b> * Copy a body sound such as a clap. * Join in with action songs. * Identify a body sound. * Suggest times to be noisy or quiet. * Move their body in response to music/sounds.</p> <p><b>Aspect 4 (Rhyme and Rhythm)</b> * Join in with repetitive story/song refrains. * Move in time with a beat. * Play rhyming bingo. * Match rhyming items. * Complete a familiar rhyme.</p> <p><b>Aspect 5 (Alliteration)</b> * Match two items that have the same initial sound. * Copy exaggerated sounds such as ssssss. * Suggest a person person/object when given an initial sound. * Suggest non-words beginning with a selected initial sounds. * Practise correct mouth movements for simple sounds.</p>	<p><b>Phase 1</b> <b>Aspect 6 (Voice sounds)</b> * Explore mouth movements such as blowing, sucking and wiggling their tongue. * Make voice sounds such as weeeeeee. * Experiment with their voice sounds such as shouting, whispering and squeaking. * Experiment with different animal sounds. * Copy robot talk such as c-a-t. * Describe a sound e.g. high, loud, short, quiet. * Copy sound talk e.g. p-i-n.</p> <p><b>Aspect 7 (Segmenting and blending)</b> * Identify items by blending e.g. t-a-p ....tap! * Speak in sound talk e.g. t-a-n. * Count or clap out phoneme sounds in CVC words. * Experiment with different animal sounds.</p> <p><b>Phase 2</b> *Introduce the sounds/letters for s a t p i n (Only with students who are ready and secure in blending/segmenting). * Introduce Rocket Phonics – Lilac books shared with adults in nursery.</p>
Understanding the World	<p><b>Birth to three</b> * Explore materials with different properties. * Make connections between the features of their family and other families. * Notice differences between people. * Explore and respond to different natural phenomena in their setting and or on trips.</p> <p><b>3-4 year olds</b> * Continue to develop positive attitudes about the differences between people. * Begin to make sense of their own life-story and family's history. * Use all their senses in hands-on exploration of natural materials.</p>	<p><b>Birth to three</b> * Explore and respond to different natural phenomena in their setting and or on trips. * Explore natural materials indoors and outside.</p> <p><b>3-4 year olds</b> * Explore collections of materials with similar and or different properties. * Talk about what they see, using a wide vocabulary. *Plant seeds and care for growing plants. * Understand the key features of the life cycle of a plant and an animal. * Explore how things work. * Celebrate Chinese New Year and Easter.</p>	<p><b>Birth to three</b> * Explore and respond to different natural phenomena in their setting and or on trips. * Explore natural materials indoors and outside. * Notice differences between people.</p> <p><b>3-4 year olds</b> * Explore and talk about different forces they can feel such as magnetism by play a pet-themed game. * Show interest in different occupations, such as a Vet. * Begin to understand the need to respect and care for the natural environment and all living things at Forest school.</p>

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					<ul style="list-style-type: none"> <li>* Talk about the differences between materials and changes they notice.</li> <li>* Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
Expressive arts and designs	<u>Birth to three</u> <ul style="list-style-type: none"> <li>*Join in with songs and rhymes, making some sounds.</li> <li>* Start to make marks intentionally.</li> <li>* Explore paint, using fingers and other parts of their bodies as well as brushes and other tools</li> </ul>		<u>Birth to three</u> <ul style="list-style-type: none"> <li>*Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>* Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>* Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> </ul>		<u>Birth to three</u> <ul style="list-style-type: none"> <li>* Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li> <li>* Use their imagination as they consider what they can do with different materials.</li> <li>* Make simple models which express their ideas.</li> </ul>
	<u>3-4 year olds</u> <ul style="list-style-type: none"> <li>* Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>* Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>* Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>* Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>*Listen with increased attention to sounds.</li> <li>* Sing the pitch of a tone sung by another person ('pitch match').</li> </ul>		<u>3-4 year olds</u> <ul style="list-style-type: none"> <li>* Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>* Explore colour and colour-mixing. (exploring ice with paints).</li> <li>* Explore different materials freely, to develop their ideas about how to use them and what to make. (creating animal shelters for Winter)</li> <li>* Join different materials and explore different textures.</li> <li>* Use drawing to represent ideas like movement or loud noises.</li> <li>*Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>* Remember and sing entire songs.</li> </ul>		<u>3-4 year olds</u> <ul style="list-style-type: none"> <li>* Develop their own ideas and then decide which materials to use to express them.</li> <li>* Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>* Explore mixing colours and which colours they can mix to match their pets.</li> <li>* Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>* Create their own songs or improvise a song around one they know. (Recreate the song 'Old MacDonald Had a Farm', replacing with pet sounds.)</li> <li>* Share photos of their pets and use pencils/crayons to draw pictures of their pets with increasing detail.</li> <li>* Respond to what they have heard, expressing their thoughts and feelings.</li> <li>* Play instruments with increasing control to express their feelings and ideas.</li> </ul>
RE	Harvest	Hannuka Remembrance Day Divali Christmas	Chinese New Year	Mothering Sunday Lent/Shrove Tuesday Easter	Father's Day
Ongoing Enrichment	Forest School Christingle		Forest School		Forest School Sports Day
Values <i>Cycle 2 2021/22</i>	To be explored through class and school collective worship.		To be explored through class and school collective worship.		To be explored through class and school collective worship.
		Cycle 1	Cycle 2		Cycle 1

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	<b>Term 1</b>	Love	Respect	<b>Term 1</b>	Courage	Perseverance	<b>Term 1</b>	Kindness	Trust
	<b>Term 2</b>	Cooperation	Forgiveness	<b>Term 2</b>	Joy	Self-esteem	<b>Term 2</b>	Self-control	Honesty
	Democracy – Election of School and Sports’ Councils. Individual liberty			Mutual respect and tolerance for those of different faiths and beliefs and for those without faith. Individual liberty			Rule of Law		
<b>Enrichment:</b>	Autumn walk in local area Walk to the Village War memorial Christmas Storytelling Visitor			Spring walk in local area			Teddy Bears Picnic Visits from fire services, medical, police Visit from Crocodiles of the world		