

Nursery Curriculum Overview

Our Nursery curriculum is based and planned upon children's interests and next steps in learning hence, our long-term plan is flexible.

| | Autumn | | Spring | | Summer | |
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| Personal, Social and Emotional Development Scheme: SCARF | Me and My Relationships Marvellous me! I'm special | Valuing Difference Me and my friends Friends and family Including everyone | Keeping Myself Safe People who help to keep me safe (including Listening to my feelings) Safety Indoors and Outdoors What's safe to go into my body | Rights and Responsibilities Looking after myself Looking after others Looking after my environment | Being My Best What does my body need? I can keep trying I can do it! | Growing and Changing |
| Physical Development (Also see SCARF for PD links) Schemes/Resources: Healthy Movers Write Dance | Healthy Movers Yoga Write Dance | Fundamentals of Movement Yoga Write Dance | Gymnastics Yoga Write Dance | Dance Yoga Write Dance | Games Yoga Write Dance | Early Years Sports Day games and preparation Yoga Write Dance |
| | Fine motor skills activities practised daily through handwriting, funky fingers, construction, threading, dressing and undressing, dough disco, cutting and art & craft activities etc. | | | | | |
| Communication & Language | Daily Activities that help children to: NELI Project Makaton (sign of the week) Story Time Learning songs and Rhymes Vocabulary section on all CP planning grids to highlight new vocabulary Daily interaction and modelling of language | | | | | |
| Literacy <i>Reading- see Phonic Overview and Reading Scheme</i> Letters and Sounds Phase 1 – 2 Half-termly name writing assessment Proud Cloud Resources: LCP Phonics | 'All About Me/Seasons' We are Special Elmer Hedgehogs – How Can I Help Roly the Hedgehog Seasons - Tree | 'Special times/Night time' Bonfire/Diwali Space – Whatever Next Mog in the Dark Stick Man Christmas Story | 'People who help us/Dinosaurs' Transport/Travel Naughty Bus Dinosaurs Harry and his Bucket Full of Dinosaurs | 'On the Farm/In our Garden' Old MacDonald Had a Farm The Enormous Turnip Little Red Hen Sam Plants a Sunflower Mad About Minibeasts | 'Traditional Tales' The Three Little Pigs The Gingerbread Man Goldilocks and the Three Bears The Three Billy Goats Gruff | 'Exploring Our World' We're Going on a Safari Handa's Surprise Rumble in the Jungle Under the Sea Sharing a Shell The Snail and the Whale |
| Mathematics: There will be many opportunities for maths skills to be revisited throughout the academic year to ensure children have a secure knowledge and understanding of mathematical concepts. | | | | | | |
| Mathematics | Daily whole class sessions, group work Number: Learning number names 1-5 (number of the | Number: Revisit numbers 1-5, Experiment with own symbols and marks as well as numerals. | Number: Reciting numbers past 5, linking numerals to amounts | Number: Learning numbers 6-10 (number of the day) Revisit reciting numbers past 5 | Number: Revisit learning of numbers 6-10 Beginning to solve real | Number: Revisit cardinal principle and linking numerals to amounts. Subitising numbers. |

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| | day) Saying one number name for each item counted, subitising numbers to 5 and matching numerals to quantities. Shape, space and Measure: Talk about and explore 2d shapes and learning about their basic properties. | Shape, Space and Measure: Revisit 2d shapes and their properties, begin to learn about patterns (ABAB), constructing and utilising shapes. Make comparisons between objects relating to size, length, weight and capacity. | Shape, Space and Measure: Introducing positional language, discussing and describing familiar routes and locations using positional language. | Shape, Space and Measure: Comparing quantities such as more and fewer. Revisit comparing objects relating to size, length, weight and capacity. | world maths problems up to 5. Shape, Space and Measure: Talk about and explore 3d shapes and their properties. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. | Secure counting knowledge, counting objects, actions and sounds. Shape, Space and Measure: Learn to describe a sequence of events using mathematical vocabulary | | | | | | | | | | | | | | | |
| Understanding the World (Also see RE section below) | Myself/My life/My special things/People who are special to me: Share All About Me boxes to share special things about ourselves and our families. Autumn Hunt in our Nursery garden Observe seasonal changes Use all their senses in hands-on exploration of natural materials (this will be supported through half termly visual and sensory display) Talk about what they see, using wide vocabulary Discuss weather | Special times: Diwali, Bonfire night, Christmas, Nocturnal animals: Hedgehogs Recycling-caring for our environment Observe daily weather Explore how things work. Begin to make sense of their own life-story and family history. The Christmas story | People who help us/Our community: Special times: Chinese New Year, Shrove Tuesday Show interest in different occupations. Continue to develop positive attitudes about the differences between people. Visit from police/nurse/firefighter. | The natural world: Special times: St Pirans day, Mothing Sunday Easter Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Grow our own sunflowers and vegetables. | Stories: Links to RSED within traditional tales e.g. ‘The Three Little Pigs’ Begin to make sense of their own life story and family’s history. Explore and talk about the different forces they can feel. | Special places/The natural world/Our community Special Times: Fathers day, Holidays Explore the local area in which we live. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | | | | | | | | | | | | | | | |
| RE See Cornwall agreed syllabus | <div><div>RE in the nursery</div><div>Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children, and providing lots of hands-on activities and learning are an important part of children's learning at this stage. Some ideas for religious education in the nursery can include:<ul style="list-style-type: none">• creative play, make-believe, role play, dance and drama• dressing up and acting out scenes from stories, celebrations or festivals• making and eating festival food• taking and listening to each other, hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination• exploring authentic religious artefacts, including those designed for small children such as ‘soft toy’ artefacts or story books• seeing pictures, books and videos of places of worship and meeting believers in class• listening to religious music• starting to introduce religious vocabulary• work on nature, growing and life cycles or harvest• seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet• starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions</div><div>Themes which lend themselves to opportunities for RE work include the following:<table><tr><td>Myself</td><td>People who help us</td><td>Special times</td></tr><tr><td>My life</td><td>Friendship</td><td>Our community</td></tr><tr><td>My senses</td><td>Welcome</td><td>Special books</td></tr><tr><td>My special things</td><td>Belonging</td><td>Stories</td></tr><tr><td>People special to me</td><td>Special places</td><td>The natural world</td></tr></table> Good teaching in the EYFS will always build on children's interests and enthusiasms as well as their learning and development needs, and themes should be developed accordingly.</div></div> | | | | | | Myself | People who help us | Special times | My life | Friendship | Our community | My senses | Welcome | Special books | My special things | Belonging | Stories | People special to me | Special places | The natural world |
| Myself | People who help us | Special times | | | | | | | | | | | | | | | | | | | |
| My life | Friendship | Our community | | | | | | | | | | | | | | | | | | | |
| My senses | Welcome | Special books | | | | | | | | | | | | | | | | | | | |
| My special things | Belonging | Stories | | | | | | | | | | | | | | | | | | | |
| People special to me | Special places | The natural world | | | | | | | | | | | | | | | | | | | |
| Expressive Arts & Design | Activities based on topic work, seasonal changes and children’s interests that promote the following skills Small world topic based play experiences. Model and teach using resources appropriately such as, scissors and glue sticks. Explore different materials such as long strips of paper, boxes and different surfaces to work on. Free painting. Vegetable printing. Leaf hedgehogs. Cotton bud acorns. | | Activities based on topic work, seasonal changes and children’s interests that promote the following skills Create and make their own ‘small worlds’ with blocks and construction kits. Join different materials and explore different textures. Continue to model correctly using resources such as, scissors and glue. Draw with increasing complexity and detail, such as representing a face. Show different emotions in their drawings. | | Activities based on topic work, seasonal changes and children’s interests that promote the following skills Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses. Develop their own ideas and then decide which materials to use to express them. Use drawing to represent ideas like movement or loud noises. Music lessons planned through Charanga- play instruments with increasing control to express their | | | | | | | | | | | | | | | | |

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| | <p>Begin to develop their own ideas about what to make and how to choose resources for purpose.</p> <p>Identify meaning to marks which they draw and paint.</p> <p>Explore colour mixing.</p> <p>Join different materials and explore different textures.</p> <p>Music sessions through Charanga- Listen with increased attention to sounds.</p> <p>Remember and sing entire songs, sing the pitch of a tone sung by another person ('pitch match').</p> | | <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Junk modelling.</p> <p>Music sessions through Charanga – respond to what they hear by expressing their thoughts and feelings, sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> | | <p>feelings and ideas, create their won songs, or improvise a song around one they know.</p> | |
| Trips, visits & Visitors | Autumn Hunt around our Nursery garden. | Hedgehogs visit (Prickles and Paws) | Visit from Fire engine/ Police/Nurse | Visit from Farmer/Gardener | Forest school activities in sensory garden | Zoo visit |