



Nursery Curriculum Overview 2016 -17:

Please note that due to the nature of Nursery (cyclical, termly intake, etc), learning objectives are revisited constantly and are often decided on a week to week basis. This will be dependent on the interest and needs of individual children and the cohort as a whole. Also children learn and develop at different rates and planning will be altered to suit the needs of individual children.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy – Key Texts supplemented with additional books for story time and songs/rhymes	I wish I had a monster. Where's Spot? Who's there Spot? Spot goes to School.	Oh dear! I like it when... That's not my reindeer That's not my snowman	Julia Donaldson -focus on rhyme and rhythm One Mole digging a hole Hippo has a hat Toddle Waddle	The Big Carrot The Very Hungry Caterpillar The very busy spider	Goldilocks and the Three Bears Brown Bear, Brown Bear what do you see?	Are you my Mummy? Dear Zoo Silly Suzy Goose
<p>Listening and Attention: Children can listen attentively in a range of situations. Listen to stories with increasing attention and recall. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Follow directions (if not intently focused on own choice of activity).</p> <p>Understanding: Understand more complex sentences, e.g. 'Put your toys away and then we'll read a book.' Understand 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). Show developing understanding of simple concepts (e.g. big/little). Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Respond to simple instructions, e.g. to get or put away an object.</p> <p>Speaking: Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Learn new words very rapidly and use them in communicating. Use simple sentences (e.g. 'Mummy gonna work.)/ Begin to use more complex sentences to link thoughts (e.g. using and, because). Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Use a range of tenses (e.g. play, playing, will play, played). Use intonation, rhythm and phrasing to make the meaning clear to others. Use language to imagine and recreate roles and experiences in play situations</p>						



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Literacy – Reading:

Show awareness of rhyme and alliteration.

Recognise rhythm in spoken words.

Listen to and join in with stories and poems, one-to-one and also in small groups.

Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.

Listen to stories with increasing attention and recall.

Show interest in illustrations and print in books and print in the environment.

Recognise familiar words and signs such as own name and advertising logos.

Hold books the correct way up and turn pages.

Segment the sounds in simple words and blend them together and know which letters represent some of them.

Link sounds to letters, naming and sounding the letters of the alphabet.

Begin to read words and simple sentences.

Literacy – Writing:

Give meaning to marks they make as they draw, write and paint.

Ascribe meanings to marks that they see in different places.

Hear and say the initial sound in words.

Segment the sounds in simple words and blend them together.

Link sounds to letters, naming and sounding the letters of the alphabet.

Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Write own name and other things such as labels, captions.



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Subject	Autumn	Spring	Summer
Mathematics	<p>Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.</p> <p>Recites some number names in sequence.</p> <p>Creates and experiments with symbols and marks representing ideas of number.</p> <p>Begins to make comparisons between quantities.</p> <p>Uses some language of quantities, such as 'more' and 'a lot'.</p> <p>Learn counting songs and number rhymes, working and playing with numbers</p> <p>Number Recognition to 5 then 10.</p> <p>Continue simple patterns and begin to understand positional vocabulary - Positional vocabulary games e.g. Simon says...</p> <p>Days of the Week</p> <p>Measures: Exploring capacity/weight/height/etc</p> <p>Making simple estimates of objects and sort them.</p> <p>Show interest in shape and space by playing with shapes or making arrangements with objects</p> <p>Show an interest in representing numbers</p> <p>Notices simple shapes and patterns in pictures.</p> <p>Beginning to categorise objects according to properties such as shape or size.</p> <p>Begins to use the language of size.</p>	<p>Begin to represent numbers using fingers, marks on paper or pictures</p> <p>Uses some number names accurately in play.</p> <p>Recites numbers in order to 10.</p> <p>Know that numbers identify how many objects are in a set</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Use everyday language related to time.</p> <p>Begin to solve own problems.</p> <p>Shape pictures</p> <p>Matches numeral and quantity correctly</p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows awareness of similarities of shapes in the environment.</p> <p>Uses positional language.</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>Shows interest in shapes in the environment.</p> <p>Uses shapes appropriately for tasks.</p> <p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'</p>	<p>Shows an interest in representing numbers.</p> <p>Count objects to 10, and beginning to count beyond 10.</p> <p>Realises not only objects, but anything can be counted, including steps, claps, or jumps.</p> <p>Capacity.</p> <p>Name and describe 2D shapes and begin to describe 3D shapes</p> <p>Patterns.</p> <p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity.</p> <p>Money in play.</p> <p>Can describe their relative position such as 'behind' or 'next to'</p> <p>Number Recognition 10 to 20</p> <p>Recognise the number before and begin to find one more and one less from a group of objects.</p> <p>Weight- use non- standard units and order 3 objects by weight.</p> <p>Order 2/3 objects by height and use language such as, 'tall', 'tallest', 'short' and 'shortest'.</p> <p>number problems</p> <p>Counts an irregular arrangement of up to ten objects.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p>



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<p style="text-align: center;">Personal, Social and Emotional Development</p>	<p>Separate from main carer with support and encouragement from a familiar adult. Begin to develop good relationships with peers and familiar adults. Seek out others to share experiences. Begin to ask for help when needed. Begin to understand the expectations of the nursery – boundaries and routines With support, begin to take turns and share fairly Begin to recognise and express own feelings, and begin to recognise that their actions can hurt/upset others. Begin to sit quietly and maintain attention.</p>	<p>With support, select and use activities and resources. Begin to show sensitivity towards others, responding to their feelings and wishes.. Express and contribute own thoughts, feelings and ideas to group discussions. Begin to adapt behaviour to different events and changes in routine. Begin to work well as part of a group. Develop cooperation skills</p>	<p>Moving on – getting ready for Reception (older children) Begin to initiate conversations, attend to and take account of what others say. Become more confident to speak to others about own needs, wants, interests and opinions. Begin to take steps to resolve conflicts with other children, e.g. finding a compromise.</p>
<p style="text-align: center;">Physical Development</p>	<p>Recognise and clearly indicate their need for toilet and begin to develop independent self-care skills e.g. toileting. Begin to help with clothing e.g. puts on hat Improve fine motor and gross motor skills. Use tools to develop fine motor skills. Beginning to tune pages in a book Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Move freely and with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping etc. Can tell adults when hungry or tired or when they want to rest or play Learn to jump and land safely.</p>	<p>Can usually manage washing and drying hands. Further develop fine motor skills. Travel with confidence on climbing equipment. Begin to recognise the effects of physical activity on their bodies. Travelling and direction- negotiate space safely. Develop ability to drink without spilling Develop an effective pencil grip and scissor control. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.</p>	<p>Experiments with different ways of moving Develop an effective pencil grip and scissor control. Games e.g. duck, duck goose Throwing and catching skills. Adjust speed and change direction to avoid obstacles. What makes me stay healthy? Sports Day- Practice different skills. Can copy some letters, e.g. letters from their name. Understand the contribution exercise can make to our health. Dress with help e.g. puts on trousers, pulls up zipper</p>



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the World</p>	<p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others. Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment. Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p>	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Recognises and describes special times or events for family and friends. Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>Developing an understanding of growth, decay and changes over time. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Knows that information can be retrieved from computers Completes a simple program on a computer.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive Arts and Design</p>	<p>Joins in singing favourite songs Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound. Experiments with blocks, colours and marks. Explore malleable materials. Make cards for celebrations. Use various construction materials Work with a variety of materials to create collages. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p>	<p>Enjoys joining in with dancing and ring games Joins construction pieces together to build and balance Sing familiar songs and learn new songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Beginning to be interested in and describe the texture of things.</p>	<p>Begins to build a repertoire of songs and dances. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Realises tools can be used for a purpose. Constructs with a purpose in mind, using a variety of resources. Create simple representations of events, people and objects. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Chooses particular colours to use for a purpose.</p>



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	<p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Beginning to make-believe by pretending</p> <p>Imaginative role play of Talk 4 Writing story.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>	<p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Uses movement to express feelings.</p> <p>Creates movement in response to music.</p> <p>Sings to self and makes up simple songs. Makes up rhythms.</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p> <p>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>Uses available resources to create props to support role-play.</p>	<p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p>
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