

Nursery Curriculum Overview

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Core book focus	<p>Bears</p> <p>The Everywhere Bear</p> <p>We're Going on a Bear Hunt</p> <p>Whatever Next</p>	<p>Julia Donaldson</p> <p>Room on the Broom</p> <p>The Gruffalo</p> <p>The Nativity</p>	<p>Traditional Tales</p> <p>Goldilocks and the Three Bears</p> <p>The Three Little Pigs</p>	<p>Traditional Tales</p> <p>The Gingerbread Man</p> <p>The Runaway Chapati</p> <p>The Little Red Hen</p>	<p>Interesting Insects</p> <p>The Hungry Caterpillar</p> <p>What the Ladybird Heard</p> <p>Non-fiction texts</p>	<p>Under the Sea</p> <p>Sharing a shell</p> <p>The Lighthouse Keepers Lunch</p> <p>Non-fiction texts</p>
Celebrations	<p>Diwali 24th October</p> <p>Halloween 31st October</p>	<p>Bonfire Night 5th November</p> <p>St Andrew's Day 30th Nov</p> <p>Christmas</p>	<p>Shrove Tuesday 21st Feb</p> <p>Chinese New Year Sunday 22nd January</p>	<p>St David's Day 1st March</p> <p>World Book Day 2nd March</p> <p>St Patrick's Day 17th March</p> <p>Mother's Day 19th March</p> <p>Easter 9th April</p>	<p>St George's Day 23rd April</p>	<p>Father's Day 18th June</p>
Communication and Language	<p>Introduce the class bear. Children will have the opportunity to take home the bear and add to the journal. Children will be encouraged to talk about the experiences they shared with the class bear over the weekend.</p>	<p>Talk about the feelings of the characters in the story. Can you tell me a time when you felt sad/worried? What makes you happy/angry? How do you feel today? Encourage the children to talk in detail e.g. "I am</p>	<p>The children will be encouraged to join in with the repeated refrains of the stories to demonstrate listening and attention skills.</p> <p>Adults will model and encourage use of language relating to size e.g. giant, huge, tiny,</p>	<p>We will discuss the characters in the story. Should the Little Red Hen have shared the bread. Should the Gingerbread Man have ran away from the Little Old Lady? We will encourage the children to listen and respond to</p>	<p>We will introduce the children to various fruits and vegetables to encourage use of a wider vocabulary as well as new vocabulary related to growing.</p> <p>We will be supporting the children to respond to who,</p>	<p>We will listen and respond to each other's opinions when discussing key events in our story 'Sharing a Shell'.</p> <p>We will be using our listening and attention skills to follow instructions to build our own Lighthouses.</p>

		happy/sad because ...".	miniature to describe various sizes.	each other's ideas and opinions.	what, where and why questions relating to the story 'What the Ladybird Heard'. E.g Who was trying to steal the fine prize cow?	
Personal, Social and Emotional Development	<p>Discuss the bear in 'We're Going On a Bear Hunt'. How do you think he feels? How would/what would you do to make friends with the bear? What is a good friend?</p> <p>We will be encouraging the children to engage in small world role play with one or more children with our story puppets and props from both stories.</p>	<p>Discuss the witch from 'Room On The Broom' and how she was kind because she shared her broom with all of the characters. Talk about how they helped her at the end of the story because she had been so kind to them. Encourage and support the children with sharing and turn taking, relating to the witch in the story.</p>	<p>The children will be left materials to build the own house. Encourage the children to work together, listening to each other's ideas to build their house.</p>	<p>Following the story 'The Gingerbread Man', discuss the moral of the story, 'stranger danger'.</p> <p>Reflecting on the story 'The Little Red Hen' discuss the importance of sharing and helping each other.</p>	<p>We will discuss the importance of being healthy and what are healthy foods and which are not. We will talk about the importance of having a healthy mind. What can we do to keep our minds healthy? E.g. yoga, relaxation, positivity.</p> <p>We will discuss the importance of helping friends and how Hefty Hugh and Lanky Len were wrong to try and take the cow from the farm because it did not belong to them. We will encourage</p>	<p>We will talk about the importance of friendship and being kind and sharing with each other relating to the story 'Sharing A Shell'.</p> <p>We will talk about the character Mr Grinling in the story 'The Lighthouse Keepers Lunch' and how he felt when the seagulls kept taking his lunch. How would you feel if you were Mr Grinling?</p>

					the children to talk about how they or others might feel if someone took something that belonged to them in longer sentences e.g. "I would feel sad because ..."	
Physical Development	<p>Supporting the children with independence skills i.e putting on the own coat, shoes apron.</p> <p>Story related activities to encourage the children to snip with scissors.</p> <p>Self-portrait display- Support children through modelling and verbal instruction to draw a person with a head and usually two features.</p> <p>Large scale rocket ship building in the outdoor area.</p>	<p>Gruffalo yoga</p> <p>Gruffalo movement to music- moving like the characters.</p> <p>Encourage children to hold a pencil between first two fingers and thumb.</p> <p>Cauldron, pegs and 'magic pom poms' to encourage pincer grip.</p>	<p>I cut with scissors.</p> <p>Self-portrait display- Support children through modelling and verbal instruction to draw a person with a head, body and legs and usually arms and fingers.</p> <p>Draw wanted posters for Goldilocks</p>	<p>Develop finger strength by using rolling pins, cutters and manipulating dough between fingers to create Gingerbread Men using playdough.</p> <p>We will be encouraging the children to copy letters and words of the characters in the story 'The Little Red Hen' e.g. hen, cat, dog.</p> <p>Threading farm animal cards.</p> <p>We will be encouraging the children to copy</p>	<p>I use scissors to cut out</p> <p>Self-portrait display- Support children through modelling and verbal instruction to draw a person with a head, body and legs and usually arms and fingers adding personal features or details.</p> <p>We will be supporting the children to draw the characters from the stories 'The Very Hungry Caterpillar and What the Ladybird Heard and encouraging the</p>	<p>We will be supporting the children to hold their scissors correctly to cut out the characters from the stories and attach them to lollipop stick to make their own puppets.</p> <p>The children will use cardboard boxes to work together to build their own lighthouse in the outdoor area.</p> <p>We will continue to support the children to write their names independently.</p>

				letters from their names.	children to hold their pencils using thumb and two fingers with control.	
Literacy	<p>Hook- Introduce the class bear, share story. Hook- 'We're Going On A Bear Hunt', outdoor walk through of the story.</p> <p>Make a collective story map of 'We're Going On a Bear Hunt' using pictures and our own drawings in small groups.</p> <p>Hook- Introduce 'Whatever Next' story by climbing aboard a rocket ship (cardboard box) to journey to the moon.</p>	<p>Hook- ROTB story to be read by 'The Witch'.</p> <p>Hook- Outdoor walk through of the story 'The Gruffalo'.</p>	<p>Hook- Invite a theatre company to perform a traditional tale for the children.</p> <p>Hook- Read the story to the children. Read a letter written by The Three Little Pigs explaining that they have left the children building materials to build a house of their own.</p>	<p>Hook- The Gingerbread Man has left a gift of gingerbread for the children to eat while they listen to his story but first, we must follow clues to find the book.</p> <p>Hook- Read the story then collect a surprise delivery of ingredients to make some bread sent by The Little Red Hen. Who will help me make the bread?</p>	<p>Hook- 'The Very Hungry Caterpillar'. Introduce the story and show the class the caterpillars.</p> <p>Hook- Visit to a farm. Share story.</p>	<p>Hook- Invite the Rockpool School into Nursery to show the children the different sea creatures then introduce the story.</p> <p>Hook- Set up and outdoor Lighthouse scene and share the story.</p>
<p>Practise name writing Words cards linked to story added to writing area</p>						

	<p>Puppets and props added to reading area to encourage retelling/re-enacting the story. Use 'Pie Corbett' actions and story mapping to retell the story. Encourage children to take on the role of the characters and act out the story in front of the class.</p>					
Literacy (phonics)	<p>Auditory discrimination Visual memory games Auditory memory games Sequential auditory memory games Auditory blending and segmentation of compound words Auditory blending and segmentation of multi-syllable words. Rhymes- Filling in the missing rhyming words of familiar rhyming words. Phoneme identification- identifying what sound our names start with. Visual attention and discrimination- Visual inferencing- lift meaning from a stationary picture and work out activity e.g. "What is he doing?" or "What is happening?"</p>		<p>Rhymes and rhyming words- matching rhyming words lotto games, 'Silly Soup'. Phoneme identification- Identifying words that start with the same sound. Identifying initial phonemes, sorting into groups. Auditory blending cvc words at split digraph level e.g. 'ca-at'. Auditory blending at onset-rime level e.g. 'c-at'. Auditory blending cvc words e.g. 'c-a-t'. Inference & Prediction: lift less obvious meaning from pictures e.g. "Where do you think he is going?" or "What do you think they are making?"</p>		<p>Auditory blending cvc words e.g. 'c-a-t'. Inference & Prediction: lift less obvious meaning from pictures e.g. "Where do you think he is going?" or "What do you think they are making?" Introduce RWI to whole class.</p>	
Mathematics	<p>Using 2D and 3D shapes to create a space craft.</p> <p>Positional language and discussing routes and locations through collective story mapping.</p>	<p>More/less Gruffalo food activity. Encourage use of mathematical language relating to quantity, more/less and comparing sets of up to 4 items by subitising.</p>	<p>Sorting and ordering objects into sizes. Big, middle sized and small- linked to the 'Three Bears'.</p> <p>Counting with sticks</p>	<p>Whole class pictogram to record which part of the gingerbread man they ate first.</p> <p>LRH counting grids. Match the correct numeral and subitising card.</p> <p>Weighing and measuring ingredients to</p>	<p>Linking numerals to the correct quantity- Linked to 'The Very Hungry Caterpillar'.</p> <p>Fruit and vegetable repeated pattern prints.</p> <p>Outdoors mini beast hunt, Children will record findings by</p>	<p>Counting shells, matching correct quantity to numeral. Comparing sizes of shells and ordering them from smallest to biggest.</p> <p>Using large wooden 3D blocks to build lighthouses.</p>

				follow bread recipe.	experimenting with their own symbols and marks as well as numerals e.g. tally chart. Counting spots on Ladybirds comparing number of spots on each side of the wings. How many altogether?	Cutting sandwiches into different shapes. Can the children name/recognise the shapes.
Expressive Art and Design	Painting bear pictures. Junk modelling a cave for the bear using natural materials. Create own 3D rocket using junk modelling.	Creating a home using junk modelling and natural materials for a character from 'The Gruffalo'. Potion making Creating witches hats	Junk modelling the three houses in the story. Painting picture of the characters. Children will be encouraged to choose the appropriate colours. Using various textures to make prints on pig pictures.	Creating our own unique gingerbread people biscuits without using cutters. Children will draw a design of their gingerbread person then create it. Paper plate hens.	Folded symmetry butterfly paintings. Painting farm animals encouraging the children to choose appropriate colours.	Decorating shells and making shell prints. Junk modelling lighthouses
Understanding the World	Learn about facts related to the moon. Who was the first person on	Learn facts about forest animals (characters from the story) and	Porridge making and tasting.	Read 'The Runaway Chapati' and compare it to the story 'The	Grow caterpillar and observing the butterfly cycle.	Learn facts about under the sea creatures.

	<p>the moon? How far away is the moon?</p> <p>Looking at different types of bears and sharing facts about the habitats, diet etc.</p> <p>Learning about the traditions of Diwali. Food tasting and making crafts.</p>	<p>make a class fact book to display in the reading area.</p> <p>Making Gruffalo crumble.</p> <p>Learning about Scotland and Sottish traditions. We will also make crafts.</p> <p>Learning about the Nativity and sharing our own Christmas traditions.</p>	<p>Learning about why we celebrate Shrove Tuesday and make our own pancakes with favourite toppings.</p> <p>Finding out about and celebrating Chinese New Year and Chinese traditions.</p>	<p>Gingerbread Man'. Compare Indian culture to our own.</p> <p>Bread Making</p> <p>We will be celebrating St David's Day and St Patrick's Day, finding out about Wales and Ireland and their traditions and making crafts.</p> <p>We will learn about the importance of Easter and why we celebrate it.</p>	<p>Learn facts about farm animals.</p> <p>Grow our own vegetables and plants.</p> <p>Mini beast hunts around the outdoor area.</p>	<p>Talk about ways we can help to keep our oceans clean.</p> <p>Make a healthy picnic. Sort foods into healthy and unhealthy groups. Discuss why some foods are healthy and some or not.</p> <p>Put under the sea creatures in the water tray and display fact posters about those creatures in the area.</p>
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