



## Curriculum Overview for: Nursery Academic Year 2018\_19

Subject	Autumn	Spring	Summer
<b>Overarching Theme*</b>	<b>Autumn / Winter (About Me / Changes)</b>	<b>Winter / Spring (Animals / Transport)</b>	<b>Summer (Growing &amp; Living / Seaside &amp; Water)</b>
<b>Literacy</b>	<p>Going on a Bear Hunt – joining in with repeated refrains</p> <p>Where’s Spot – understanding prepositions (under, over, through)</p> <p>Letters &amp; Sounds – environmental sounds / sound discrimination</p>	<p>Mr Gumpy’s Outing –sometimes gives meaning to marks</p> <p>The Train Ride –recognises rhythm in spoken words</p> <p>Letters &amp; Sounds – body percussion / rhythm &amp; rhyme / oral blending</p>	<p>The Very Hungry Caterpillar – listens with increasing attention &amp; recall</p> <p>The Tiger Who Came to Tea – story structure, setting &amp; characters</p> <p>Letters &amp; Sounds - alliteration / oral blending &amp; segmenting / voice sounds</p>
<b>Maths</b>	<p>Begin to use the language of size</p> <p>Recites some number names in order</p> <p>Uses positional language</p> <p>Shows an interest in shapes</p>	<p>Matches numeral &amp; quantity correctly</p> <p>Knows numbers identify how many objects are in a set</p> <p>Compares two groups of objects</p> <p>Number problems</p>	<p>Numerals in the environment</p> <p>Represent numbers using marks, fingers, pictures</p> <p>Orders two things by length or height</p> <p>Use additional &amp; subtraction vocabulary</p>
<b>Personal, Social and Emotional Development</b>	<p>Settling / routines</p> <p>Friendship</p> <p>‘Teamwork Toucans’</p> <p>‘Proud Peacocks’</p>	<p>Taking Turns &amp; Sharing</p> <p>Healthy Eating</p> <p>‘Have a Go Hippo’</p> <p>‘Curious Cat’</p>	<p>Feelings – own and others</p> <p>New Beginnings / Transition</p> <p>‘Persistent Penguin’</p> <p>‘Resilient Rhino’</p>
<b>Communication and Language</b>	<p>Shows an interest in songs, sounds and rhymes</p> <p>Developing understanding of simple concepts (e.g. big / little)</p> <p>Can retell a simple past event in correct order</p>	<p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Beginning to understand 'why' and 'how' questions</p>	<p>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others</p>
<b>Physical Development</b>	<p>Clearly communicates their need for the toilet</p> <p>Moves freely with pleasure and confidence in a range of ways</p> <p>Uses one handed tools and equipment</p> <p>Dresses with help</p>	<p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>Understands that equipment and tools have to be used safely</p>	<p>Holds pencil near point between first two fingers and thumb and uses it with good control</p> <p>Can copy some letters, e.g. letters from their name</p> <p>Can catch a large ball</p>

Subject	Autumn	Spring	Summer
<b>Understanding the World</b>	Has a sense of immediate family and relations Seeks to acquire basic skills in turning on and operating some ICT equipment Knows some of the things that make them unique and can talk about similarities and differences in relation to friends and family	Remembers and talks about significant events in their own experience Shows skill in making toys work by pressing parts or lifting flaps to achieve effects Shows interest in different occupations and ways of life	Talks about why things happen and how things work Shows care and concern for living things in the environment Develop understanding of growth, decay and changes over time
<b>Expressive Arts and Design</b>	Engages in imaginative role-play based on own first-hand experiences Beginning to be interested in and describe the texture of things Shows an interest in the way musical instruments sound	Explores and learns how sounds can be changed Beginning to move rhythmically Explores colour and how colours can be changed Taps out simple repeated rhythms	Realises tools can be used for a purpose Engages in imaginative role play, builds a story around this and uses available resources to create props Creates movement in response to music

\*Themes / Topics will also be taken from observations and children's interests.