



## Nursery Curriculum Overview for Academic Year 2020-21

Subject	Autumn	Spring	Summer
<b>Overarching Themes*</b>	Autumn / Winter (About Me / Wild Animals)	Winter / Spring (Healthy Eating / Changes)	Summer (Growing & Living / Seaside / Water)
<b>Literacy</b>	<p><b>Class Texts:</b> ‘Going on a Bear Hunt’ by Michael Rosen            Going on a Journey (non-fiction)            Joining in with repeated refrains            ‘Peace at Last?’ by Jill Murphy            Solving a problem            Information about bears (non-fiction)            General sound discrimination – environmental and instrumental sounds.</p>	<p><b>Class Texts:</b>            ‘Handa’s Surprise’ by Eileen Browne            Steps to make a fruit smoothie / salad (non-fiction)            Story structure, setting &amp; characters            ‘Goldilocks and the Three Bears’            Apology Letter to the Bears (non-fiction)            Recognises rhythm in spoken words            General sound discrimination – body percussion            Rhythm and Rhyme</p>	<p><b>Class Texts:</b>            ‘I Don’t Want to be a Frog’ by Devorah Petty            Begin to identify adjectives and verbs in stories.            How are we the same / different? (non-fiction)            ‘Sharing a Shell’ by Julia Donaldson            Sharing &amp; working together            Why is it better to work as a team? (non-fiction)            Alliteration            Voice Sounds            Oral Blending and Segmenting</p>
<b>Maths</b>	<p><b>Maths No Problem</b>            Recites some number names in order            Uses positional language            Shows an interest in shapes            Matches numeral &amp; quantity correctly</p>	<p><b>Maths No Problem</b>            Begin to use the language of size            Knows numbers identify how many objects are in a set            Compares two groups of objects            Number problems</p>	<p><b>Maths No Problem</b>            Numerals in the environment            Represent numbers using marks, fingers, pictures            Orders two things by length or height            Use addition &amp; subtraction vocabulary</p>
<b>PSED</b>	Settling / routines Friendship	Taking Turns & Sharing Healthy Eating	Feelings – own and others New Beginnings / Transition
<b>Knowledge and Understanding</b>	A sense of immediate family and relations. In pretend play, imitates everyday actions and events To begin to understand how we know that we belong to a family and groups, including	Notice detailed features of the local environment Talk about some of the things observed such as plants, animals etc. What makes an object special.	Developing an understanding of growth, decay & changes over time To develop respect for their own cultures and beliefs, and those of other people Remembers and talks about significant events

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	<p>religious groups, and the signs of belonging both in and out of school.</p> <p>To share the enjoyment of celebration and talk about celebrations of special occasions in their own lives, in those of others significant to them and in religious communities.</p>	<p>To understand that some places are special to different people and describe some features of a special place.</p>	<p>in their own experience</p> <p>To understand that the world is a place of wonder and to show that they can care for the world around them.</p>
<b>Expressive Art and Design</b>	<p>Experiments with blocks, colours and marks.</p> <p>Beginning to use representation to communicate</p>	<p>Uses lines to enclose a space and then begin to use these shapes to represent objects.</p> <p>Uses various construction materials.</p> <p>Explores colour and how colours can be changed.</p> <p>Realises tools can be used for a purpose.</p>	<p>Uses available resources to create props to support role play</p> <p>Realises tools can be used for a purpose</p> <p>Explores colours and how colours can be changed</p> <p>Uses simple tools &amp; techniques</p>

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