



## Curriculum Overview for: Nursery Academic Year 2022-23

Subject	Autumn	Spring	Summer
<b>Overarching Themes*</b>	Autumn / Winter (About Me / Wild Animals)	Winter / Spring (Healthy Eating / Traditional tales) Author focus: Eric Carle	Summer (Growing & Living / Seaside / Water) Author focus: Julia Donaldson
<b>Literacy</b>	<p><b>Class Text:</b> 'Going on a Bear Hunt' by Michael Rosen Going on a Journey. (non-fiction) Joining in with repeated refrains. .</p> <p><b>Class Text: Peace at last by Jill Murphy</b> Information about bears (non-fiction) Environmental sounds/sound discrimination/musical instruments</p>	<p><b>Class Text:</b> Handa's surprise by Eileen Browne Steps to make a fruit smoothie / salad (non-fiction).</p> <p><b>Class Text:</b> '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>What the ladybird heard by Julia Donaldson</p>	<p><b>Class Text:</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)</p> <p><b>Class Text:</b> 'Sharing a Shell' by Julia Donaldson Sharing &amp; working together. Why is it better to work as a team? (non-fiction) Alliteration and voice Sounds. Oral Blending and Segmenting.</p>
<b>Complimentary Texts</b>	<p>The Gruffalo &amp; The Gruffalo's Child by Julia Donaldson Room on a Broom by Julia Donaldson Leaf Man by Lois Ehlert Pumpkin Soup by Helen Cooper Whatever Next by Jill Murphy Stick Man by Julia Donaldson Rosie's Walk The train ride Where's Spot?</p>	<p>The Mixed-Up Chameleon by Eric Carle From Head to Toe by Eric Carle The Tiger Who Came to Tea by Judith Kerr The Three Billy Goats Gruff The Three Little Pigs Dear zoo Each peach pear plum You Choose</p>	<p>Titch by Pat Hutchins 'The Smartest Giant in Town' by Julia Donaldson Super Worm by Julia Donaldson Tiddler the story telling fish by Julia Donaldson Jasper's Beanstalk by Nick Butterworth The Rainbow Fish by Marcus Pfister The Snail &amp; the Whale by Julia Donaldson Come on Daisy! The paper dolls Hug</p>

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	Brown Bear		
<b>Maths</b>	<p align="center"><b>Maths No Problem</b></p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising')</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached with counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Begin to understand how many are left when joining in with number rhymes.</p> <p>Can copy an ABAB pattern using everyday objects: pine cones, leaves, stones etc. Can name the pattern.</p> <p>Sorting – organise and categorise objects identifying those that are the same / different.</p> <p>Talk about and explore 2D &amp; 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. Select shapes appropriately; flat surfaces for building, a triangular prism for a roof etc.</p>	<p align="center"><b>Maths No Problem</b></p> <p>Recite numbers in order to 5.</p> <p>Recognises numerals to 5 and can read the numerals 0-3.</p> <p>Begin to represent numbers using fingers up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Through play and exploration, begin to learn that numbers are made up (composed) of smaller numbers.</p> <p>Recognise when there are more than and fewer than when comparing amounts.</p> <p>Understand position through words alone, e.g. 'The bag is under the table'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Talk about and identifies the patterns around them, e.g., stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Can continue a repeated pattern that has been started.</p>	<p align="center"><b>Maths No Problem</b></p> <p>Recite numbers in order to 10 and subitise to 3 with both objects and representations.</p> <p>Can read numerals to 5 and match these to amounts, e.g., showing the right number of objects to match the numeral, up to 5.</p> <p>Have an understanding of numbers to 5 and knows that the amounts stay the same however they are arranged.</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>Begin to have an understanding of number in order to solve practical problems in play and meaningful activities.</p> <p>Describe a familiar route; discuss routes and locations, using words such as 'in front of' and 'behind'.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.'</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p>
<b>PSED</b>	<b>Settling / Routines</b>	<b>Taking Turns and Sharing</b>	<b>Feelings – own &amp; others</b>

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<p><b>School Values</b></p>	<p>Enjoys a sense of belonging through being involved in daily tasks.            Select and use activities and resources, with help when needed.            Expresses a wide range of feelings in their interactions with others and through their play.            Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  <b>Friendship</b>            Seeks out companionship with adults and other children, sharing experiences and play ideas.            Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play.</p> <p><b>School Values</b>            Together – 'Teamwork Toucans'            Perseverance – 'Have a go Hippo' / 'Persistent Penguin'</p>	<p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g., giving up a toy to another who wants it.            Play with one or more other children, extending and elaborating play ideas.            Increasingly follow rules, understanding why they are important.            Develop appropriate ways of being assertive.</p> <p><b>Healthy Eating</b>            Make healthy choices about food, drink, activity and toothbrushing.            Willing to try a range of different textures and tastes and expresses a preference.</p> <p><b>School Values</b>            Together – 'Teamwork Toucans'            Respect – Begin to have an awareness of the needs of others.</p>	<p>Can increasingly recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings.            Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".            Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants.            Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.  <b>New Beginnings / Transition</b>            Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.  <b>School Values</b>            Respect – Begin to understand the effect their behaviour can have on the environment.            Aspirations – 'Proud Peacock'</p> <p>Begin to learn about how to keep safe in the sun.</p>
<p><b>Knowledge and Understanding</b></p>	<p>Explore collections of materials.            Explores how things work.            Observes &amp; talks about the changes in the weather.            Begins to understand the need to respect and care for the natural environment and all living things with support.            Knows where they live (house, flat, bungalow).            Knows that we live in West Molesey in England.</p>	<p>Explore collections of materials, identifying similar and different properties.            Can identify suitable clothes to wear depending on the weather / season.            Begins to talk about the life cycle of plants e.g., sunflower and animals e.g., butterfly            Explores and talks about forces (push and pull).            Knows some key features of other homes.</p>	<p>Plants seeds and cares for growing plants with support            Talks about the life cycle of plants and animals and cares for all living creatures.            Talk about local environments (their road, the park, library, West Molesey, river Thames)            Talk about what they see in their own environment (school/home) using a wide vocabulary.</p>

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	<p>Talks about daily life in our country. Talk about who they are and who they live with, including any pets that they might have. Briefly talks about some members of their family.</p> <p>Begins to understand how we know that we belong to a family and groups, including religious groups, and the signs of belonging both in and out of school.</p> <p>Shares 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>Knows that there are different countries in the world.</p> <p>Talk about how life may be different for other children.</p> <p>Sequence family members by size and name, explaining who they are (baby, toddler, child, teenager, adult, elderly)</p> <p>What makes an object special, including religious artefacts and begin to say why.</p> <p>Understands that some places are special to different people and describes some features of a special place.</p>	<p>Shows an interest in different occupations (nurse, doctor, police, fire) and talks about a wider range (electrician, plumber etc)</p> <p>Develops respect for their own cultures and beliefs, and those of other people</p> <p>Remembers and talks about significant events in their own experience</p> <p>Understands that the world is a place of wonder and shows that they can care for the world around them.</p>
<b>Art and Design</b>	<p>Makes marks; draws circles and lines. Use pre-made paints and name colours. Hold a paintbrush in the palm of hand. Use glue spatulas with support.</p>	<p>Draws things that they observe. Print with large blocks and larger sponges. Explores materials &amp; how to use them with support.</p>	<p>Draws simple things from memory. Enjoys using hands, feet and fingers to paint. Develop own ideas &amp; decide which materials to use to express them. Explore colour and how colours can be changed.</p>

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