



Nursery Curriculum Overview

Foundation Stage planning is used as a guide and not a “tick list”. This is to ensure that teachers have the flexibility to respond to individual needs, interests and cultures when appropriate.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prime areas						
<p>Personal, Social and Emotional Development</p> 	<p>Interested in others’ play and starting to join in.</p> <p>Learn how to play with others.</p> <p>Separating from main carer with support and encouragement from a familiar adult.</p>	<p>Shows affection and concern for people who are special to them.</p> <p>Making friends. Expressing own preferences and interests.</p> <p>Responding to the feelings and wishes of others.</p>	<p>Demonstrating friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p>	<p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Selecting and using activities and resources with help.</p>	<p>Explaining own knowledge and understanding and asks appropriate questions of others.</p> <p>Enjoys responsibility of carrying out small tasks.</p>	<p>Taking steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p>
<p>Physical Development</p> 	<p>Gross motor: Cooperation games i.e. parachute games. Different ways of moving to be explored with children.</p> <p>Fine motor: Showing control in holding and using jugs to pour, hammers, books and mark-making tools. Communicating their need for toilet. Five senses</p> <p>Finger gym station each day</p>	<p>Gross motor: Ball skills- throwing and catching. Crates play- climbing.</p> <p>Fine motor: Turning pages in a book, sometimes several at once. Beginning to use three fingers (tripod grip). Helping with clothing, e.g. puts on hat, unzips zipper on jacket and takes off unbuttoned shirt.</p> <p>Finger gym station each day.</p>	<p>Gross motor: Ball skills- aiming, dribbling, pushing, patting, or kicking.</p> <p>Fine motor: Using one-handed tools and equipment. Managing washing and drying hands.</p> <p>Finger gym station each day.</p>	<p>Gross motor: Balance- children moving with confidence through dance related activities</p> <p>Negotiates space successfully</p> <p>Fine motor: Holding pencil between thumb and two fingers, no longer using whole-hand grasp. Drawing lines and circles using gross motor movements. Understands that equipment and tools have to be used safely</p> <p>Finger gym station each day.</p>	<p>Gross motor: Obstacle activities- children moving over, under, through and around equipment</p> <p>Swimming</p> <p>Fine motor: Growing own cress and learning how to make a cress sandwich – healthy food. Begins to form recognisable letters. Having a better understanding of a healthy lifestyle.</p> <p>Finger gym station each day.</p>	<p>Gross motor: Races to consider for Sports Day- Spider race (children to move on hands and feet), running race (move in a straight line with speed) and egg and spoon (use bat and bean bag- children to put one hand behind back). Extension- Relay (team work passing a baton).</p> <p>Fine motor: Handling tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Finger gym station each day.</p>
<p>Communication and language</p>	<p>Listening to the stories with interest.</p>	<p>Showing interest in play with sounds, songs and rhymes.</p>	<p>Listening to stories with increasing attention and recall.</p>	<p>Listening to others one to one or in small groups, when</p>	<p>Joining in with repeated refrains and anticipates</p>	<p>Maintaining attention, concentrating and sitting</p>



Identifying action words by pointing to the right picture.
Learning new words very rapidly and is able to use them in communicating.
Using a variety of questions.

Understanding more complex sentences.

Understanding use of objects.
Shows understanding of prepositions.
Retelling a simple past event in correct order.

conversation interests them.
Understanding 'who', 'what', 'where' in simple questions.
Understanding small and big.
Using simple sentences.

key events and phrases in rhymes and stories.
Responding to instructions involving a two-part sequence.
Questions why things happen.

quietly during appropriate activity.
Able to follow a story without pictures or props.
Using language to imagine and recreate roles and experiences in play situations.

Specific areas

All About Me

People who help us

Animals

Around the World

Growth

Adventure

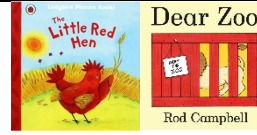
Literacy (key texts)



Owl babies by Martin Waddell
Whoever you are by Mem Fox
Brown Bear, Brown Bear, What can you see? by Eric Carle



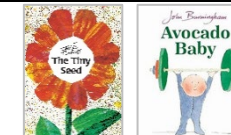
Real Superheroes by DK
A Superhero Like You by Dr Ranj
Firefighters – People Who Help You



The Little Red Hen by Ladybird
The Three Little Pigs
Dear Zoo by Rod Campbell



The Swirling Hijab by Na'ima bint Robert
Handa's Surprise by Eileen Browne
Possum Magic by Mem Fox



Jack and the Beanstalk
The Tiny Seed by Eric Carle
Avocado Baby by John Birmingham



How I became a pirate by Melinda Long
The Gruffalo by Julia Donaldson
We're Going on a Bear Hunt by Michael Rosen

Mathematics



- Comparing a group of objects in terms of shape, size and colour.
- Recites numbers in order to 10

- Showing interest in representing numbers and shapes.
- Identifying simple shapes.
- Being familiar with daily time table.
- Using number names in play.

- Identifying numbers on number line.
- Using positional language.

- Recognise numerals 1 to 5
- Counts up to 3 objects by saying one number after the other
- Finding shapes in their environment.
- Counting numbers

- Finding one more or one less on number line or from a group of objects.
- Ordering items by length or size.
- Using language related to time.
- Measuring plants

- Finding the total number of items in two groups by counting all of them.
- Matching numerals and quantities
- Ordering numbers to 10

Understanding the world



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.
Enjoying playing with small-world models such as a farm, a garage, or a train track.

Showing interest in the lives of people who are familiar to them.
Developing an understanding of growth, decay and changes over time.
Showing skill in making toys work by pressing parts or lifting flaps.

To learn that they have similarities and differences that connect them to, and distinguish them from, others.

To talk about significant events in their own experience.
To talk about some of the things they have observed such as plants, animals, natural and found objects.
Life cycle of a chick

Showing interest in different occupations and ways of life.
Looking closely at similarities, differences, patterns and change.

Expressive Arts and Design

Experimenting with colour, marks and bricks.
Joining in singing favourite songs.

Creating sounds.
Beginning to make-believe by pretending

Creating and exploring different textures.

Singing familiar songs.
Using different construction materials.

Combining different resources and creating with purpose in mind.
Making up rhythms.

Selecting appropriate tools to create their work.



Being able to express themselves through movement.

Developing preferences for forms of expression.

Introducing a storyline or narrative into their play.
Playing alongside other children who are engaged in the same theme.
Creating simple representations of events, people and objects

Characteristics of Effective Learning



Playing & Exploring:

Encourage children to 'have a go' and explore their new environment

Active learning:

Encourage children to learn together and from each other
Encourage children to persist with an activity even when it is challenging

Creating & Thinking Critically:

Encourage open ended thinking
Model being a thinker, showing that you don't always know

