

Nursery Overview 23/24

Term/Area of Learning	<u>PSED</u> <u>Prime Area</u>	<u>PD</u> <u>Prime Area</u>	<u>C&L</u> <u>Prime Area</u>	<u>Lit</u> <u>Specific Area</u>	<u>Maths</u> <u>Specific Area</u>	<u>UfW</u> <u>Specific Area</u>	<u>EAD</u> <u>Specific Area</u>
<u>Rationale:</u> Here at St Martin's our curriculum has been designed to give all of our pupils the best start to their school lives. We have focused on all 7 areas of learning, and broken them down into skills which have been carefully mapped out over the half terms, each term building on prior learning. Our topics have been designed to inspire learning and promote awe and wonder, with topics linked to stories to provide imagination and vocabulary. Schemes such as Japanese, Kawaii, Letters and Little Wandle are used to alongside our EYF5 curriculum to develop children's PSED and phonic development.	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait or what they want and direct attention as necessary. Through adult modelling and guidance they will learn how to look after their bodies, including healthy eating and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, cooperate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.	Physical activity is vital in children's all-round development. Gross and fine motor experiences develop incrementally throughout early childhood. GPS help develop the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with handwriting co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop precision, control and confidence.	The development of children's spoken language underpins all seven areas of learning and development. Children's background-rich interactions from an early age form the foundations for language and cognitive development. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.	Reading consists of two dimensions: language comprehension and word reading. Comprehension develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).	Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and less formal pre-organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.
<u>Au1</u> Me and my family (8 weeks) Suggested Texts: Lulu's First Day 10 little fingers and 10 little toes All About me Lola Goes to Nursery School The Hugasaurus Love makes a family All kinds of families My Grandma and me Harry and the Dinosaurs Go to school.	Begin to show confidence in new social situations Becomes more outgoing with unfamiliar people in the safe context of their setting Begins to understand classroom rules Play with one or more children Begins to talk about their feelings <u>JIGSAW: Being me in my world</u> Self Identity Understanding feelings Being in a classroom Being gentle	<u>Gross Motor:</u> Develop ways to move Learn how to stop Develop independence at meeting own care needs (toilet) <u>Fine Motor:</u> Uses one handed tools or equipment Copies circles with mark making tools Consistently uses one hand	<u>Listening:</u> Listen to simple stories with a picture stimulus Shows an interest in songs and rhymes Begins to listen to adults and other children <u>Speaking:</u> Talks to others Can sort objects by name Putting sentences together orally.	<u>Word Reading</u> Little Wandle Phonic Programme <u>Comprehension</u> Listen and join in with stories Listen and join in with nursery rhymes <u>Writing</u> Uses different tools to make marks Representing objects /words with marks.	<u>Number</u> Reciting numbers in order. Number rhymes / songs Subitise to 3 Begin to count to 3 Link numerals to amounts of 3 <u>Space, Shape and Measure</u> Visual timetable Days of the week song Date/month/season Yesterday / tomorrow Sequence events and use linked vocabulary Explore shapes	Talk about themselves and their families Begins to have a sense of their own family Makes friends Can name peers and friends in class Shows an interest in ICT Exploring the Nursery environment. Explore the school site Learn where things belong and tidy away using signs/pictures/ symbols. Learn routines and use visual timetables. Positive attitudes about difference – we are all unique.	<u>Creating</u> Mark makes on paper using paint, crayons Drawing people – themselves -own family. Simple representations <u>Music</u> Sings nursery rhymes Explores how sound can be changed <u>Movement</u> Moves to music <u>Imagination</u> Takes part in role play and reenacts own experiences
<u>Au2</u> Celebrations (8 weeks) What do you celebrate? Whitney Stewart -Non-fiction texts about celebrations The jolly postman The first Christmas The Christmas Nativity	<u>Shows more confidence in social situations</u> <u>Increasingly follows rules and understands why they're important</u> <u>Selects and uses resources with help when needed</u> <u>Develops a sense of responsibility</u> <u>Develops ability to talk about own feelings</u>	<u>Gross Motor</u> Negotiate space successfully without bumping into obstacles. Walk, run, jog, crawl, roll etc. ride a bike ride a scooter develop balance <u>Fine Motor</u>	<u>Listening:</u> Listen to longer stories without being distracted. Follows simple instructions <u>Speaking:</u> Sing a large repertoire of songs Know many rhymes Uses words to communicate wants and needs	<u>Word Reading</u> Can count and clap syllables in words Recognise name in the environment <u>Comprehension</u> Name parts of a book e.g. cover, pages, Title, author etc. knows how to turn pages of a book enjoys listening to longer stories <u>Writing</u> Help to compose	<u>Number</u> Count /order up to 3 objects. Conservation of numbers to 3 Marks representing numbers and numerals to 3 touch count to 3 recites number songs <u>Space, Shape and Measure</u> Compare objects by size (big/little) Combines shapes to make a picture	Uses senses to explore Explores collections of materials Develops a positive attitude to the differences between people Can talk about celebrations such as Christmas and Diwali- explore cooking foods to do with these festivals and changing states Can discuss important	<u>Creating</u> Making cards to celebrate Deciding on own materials. Rangoli patterns Mendhi patterns <u>Music</u> Learning / remembering songs for festivals including

Where's Lenny? By Ken Wilson-Max Poems out Loud!-By Laurie Stansfield Kipper's Birthday <i>Mick Inkpen</i> Is it Christmas yet? <i>Jane Chapman</i> Lots of Lights <i>Kavita Sahai</i>	Jigsaw -Celebrating difference Identifying talents Being special Families, where we live. Making friends Standing up for yourself	Using one hand consistently for most activities. Paints using wrist action. Copies circles with crayons. Creates dots with mark making tools. Begin to show control when drawing lines and circles		sentences for adults to scribe. Copies circles with Crayons Enjoys mark making	Talks about and identifies patterns that surround them	events in their own lives – birthdays / Christmas / bonfire Night/diwali celebrations etc. Understands we all celebrate different things in different ways. Changing matter – cooking special celebration foods.	Christmas. <u>Movement</u> Move like different objects: move like a firework <u>Imagination</u> Re enact scenes from memory with another
<u>Sp1 stories and rhymes</u> <u>5 weeks</u> Goldilocks and The Three Bears This zoo is not for you There's a mouse in my house The Gingerbread Man The Three Little Pigs Humpty Dumpty 5 little speckled frogs 1,2,3,4,5 once I caught a fish	<u>Remembers rules without adult prompts</u> <u>Develops confidence and resilience</u> <u>Shares and takes turns</u> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. <u>Jigsaw: Dreams and Goals</u> Dreams and Goals Challenges, Perseverance, Goal setting, Overcoming obstacles, seeking help, jobs, Achieving goals	<u>Fine Motor:</u> Snips with scissors with one handed grip. Building towers with small balancing blocks. Use glue spreaders with some control. Copies pre writing patterns with control. <u>Gross Motor:</u> Ride (scooters, bikes and bikes). Climbing – pulling up onto equipment. Crawling through Tunnels. Develop movement and balancing	<u>Speaking:</u> Uses talk to communicate specific needs Talk about familiar books or events or what they have observed. Retell a story. <u>Listening:</u> Follows simple instructions with support Can recall parts of a story	<u>Word Reading:</u> Recognises own name Counts and claps syllables in a word <u>Comprehension:</u> Enjoys listening to longer stories and responds Knows how to hold a book and turn the pages correctly <u>writing:</u> enjoys mark making Copying pre-writing patterns with good control.	<u>Number</u> Represent numbers using fingers Knows the last number they reached is how many there are Recognises some numbers up to 5 Count objects to 5. Compare quantities Match numerals to quantities <u>Space shape pattern</u> Sorts items by colour and pattern Can compare by size: big/small and short and tall Selects shapes appropriately Patterns – errors. Repeating patterns Explore 2D / 3D shape - everyday language	<u>UW</u> Talking about materials they see and investigate. What does it look like? Feel like? Etc. Spotting patterns in nature. Forces – magnetism. Colours and light – naming colours – exploring mirrors reflections and shadows. Transparent / opaque.	<u>Creating</u> Join materials in different ways in order to create pictures and models with different types of material. Free choice explorations of colour, texture, and size when creating. Colour mixing <u>Music</u> Copying patterns, they hear in sound. After listening carefully. <u>Movement</u> Coloured scarf dancing and responding to music. <u>Imagination</u> Making up stories and ideas based on colour stories.
<u>Sp2 – Healthy me</u> <u>5 weeks</u> Naughty Bus The Runaway Pea Topsy and Tim go to the dentist Going to the doctors The firefighters Going to hospital Healthy Me The Easter story	<u>Jigsaw: Healthy Me</u> Healthy me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	<u>Fine Motor:</u> Holding pencils / crayons with a three fingered grip. Copying circles and crosses. Begin to form recognisable letters. Use non dominant hand to assist and stabilize materials. <u>Gross Motor:</u>	<u>Speaking</u> Use talk to organise themselves and / or others. Using connectives <u>Listening</u> Pay attention to more than thing at a time understands questions (who what where when)	<u>Word reading:</u> Uses print and letter knowledge Recognises some graphemes <u>Comprehension</u> Different purposes of print – e.g. leaflets, posters, recipes, books, stories, lists, labels, instructions etc. <u>Writing:</u> Copying circles and	<u>Number</u> Subitise up to 3 Link numerals and amounts <u>Space shape measure</u> Understands positional language (next to/on top of/under/behind) Compare weight and mass- uses heavy/light Uses ordinal language (first/last)	Care for the natural environment / naming plants trees / woodland animals and birds. Explore textures in nature etc leaves / bark / grass / sensory plants / edible things in the forest. Natural materials and using them to make things – snapping	<u>Creating</u> Building with natural materials. Making dens and shelters for the forest. Making choices about what to use to construct with. Creating collaboratively on a large scale. <u>Music</u>

A great big cuddle- By Michael Rosen Pray the Park Keeper Nick Butterworth		Skip, hop, stand on one leg and hold a pose for a game like musical statues.		crosses. Begin to form recognisable letters. First letter of name.		twigs, creating shelters with leaves etc. Growth / change and decay – forest floor.	Creating musical sounds with natural materials. Listening and responding to music with thoughts and ideas. <u>Movement</u> Listening and responding – with thoughts / comments / emotions <u>Imagination</u> Story retelling and acting out e.g. Can't you sleep little bear?
<u>Summer 1 growing 8 weeks</u> Jack and the Beanstalk Jasper's Beanstalk The little red hen and the grains of wheat Big green crocodile-By Malt Goodfellow Lulu loves flowers The extraordinary gardener The Little Gardener	<u>Jigsaw:</u> Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	<u>Fine Motor:</u> Dress and undress independently – some control of zips, buttons, poppers etc. Begin to cut along a line. Opening straw packets and place straws into cartons. Copying letters from own name. <u>Gross Motor:</u> Start taking part in some group activities which they make up for themselves, or in teams. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	<u>Speaking</u> Use longer sentence of four to six words. Conduct a conversation with lots of turn taking. <u>Listening</u> Understand a question has 2 parts	<u>Word reading:</u> Recognises words with the same initial sounds <u>Comprehension:</u> Use nonfiction books / websites to find out facts about animals. <u>Writing:</u> Understand writing has a purpose (e.g. to tell some something) – pretend play Copying letters from their name can write initial sounds	<u>Numbers</u> Numbers within 10 Exploring coins <u>Space, Shape and measure</u> Compare objects by length and weight. Compare and describe capacity (empty/full/half full) Creates a simple repeating ABAB pattern	Naming animals big and small – focus on farm animals How do they help us? What do we get from them? How should we look after them? Show an interest in occupations – farmer. Growth of baby animals into adults – naming baby animals. Research animals using books / websites. Planting food crops – looking after plants	<u>Creating</u> Drawing objects by using lines and enclosing spaces and adding details. Drawing animals Building homes for animals using construction. <u>Music</u> Sing the pitch of a tune matched to another person's singing Old Mac Donald had a farm Tap out simple rhythms <u>Movement</u> The farmer's in his Den Ring games / dances <u>Imagination</u> Making complex small words using construction equipment, blocks and small characters.
<u>Summer 2 animals</u>	<u>Jigsaw:</u>	<u>Fine Motor:</u>	<u>Speaking</u>	<u>Word reading:</u>	<u>Number:</u>	Explore how things	<u>Creating</u>

8 weeks The Little Red Hen Johnathon Allen Farmer Duck Martin Waddell Oh Dear! Rod Campbell Cuddly Dudley The Loudest Roar Walking through the jungle How the elephant got his trunk Deep down in the ocean Tiger has a lantrum This zoo is not for you Dear zoo Wriggle and Roar- By Julia Donaldson	Changing me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Begin use mark making tools to represent objects with some recognisable elements. Write own name without copying. Use (or pretend to use) simple tools with control. Gross Motor: Balls skills – kicking, throwing catching racquet skills. Scoring games. Aiming at a target.	Use multi-syllabic words. Express a point of view and debate with others Listening Understand “why” questions.	Begins to read some phase 2 sounds Begins to orally blend some VC words Comprehension: Where is the story set? What do you think it would be like to go there? How do you know? Writing: Write own name independently. Begin to use letter correspondences in play e.g. m for mummy	Numbers beyond 5 Recognition Creating sets Reciting beyond ten /twenty. Space, shape and measure Position and routes Everyday words to describe position. Describing a route to others.	work – cars – trains – kites – wind up toys, battery operated toys. Remote controlled cars etc. Bee bots. Explore another country. How is it different? Forces – boats on water / floating and sinking. Changing matter-ice melting	Drawing representations of places, they would like to visit. Represent emotions in their work. Return to and build on previous learning. Music Creating own songs using the basis of songs they know. Movement Explore travelling in variety of ways and to music. Imagination Develop complex play with small world. Taking on a role e.g. pilot, travel agent etc.
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