

**Year Nursery Curriculum Overview 2021-22**

Subject	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
<b>Values &amp; Virtues</b>	Eloquent and Truth			Faith-filled and hopeful			Curious and Active			Intentional and Prophetic			Grateful and Generous			Attentive and Discerning		
<b>Religious Education</b>	Creation People who help us			People who help us Advent			Christmas Baptism			Lent People who help us			Easter Pentecost			Mary Mother of Jesus The Bible		
<b>Phonics</b>	<b>Phase One phonics:</b> Listening to stories and changes in tone and voice during story time. Nature listening walks. Listening games; Simon says, Kyms game, What's in the box, Weekend news, Sticky Kids. Listening to and comparing sounds around us						<b>Phase One phonics:</b> Listening to and joining in with singing songs and rhymes. Clapping along to words/syllables and songs. Introducing a rhyming string. Listening for initial sounds in words.						<b>Phase One/Two Phonics:</b> Introduce oral blending and segmenting of words. Play "Metal mike" to sound out words e.g.; "c-a-t." Introduce Phase 2 phonic sounds; s,a,t,p,l,n					
<b>Topic and Key Texts</b>	<b>Ourselves;</b> Ten Little Fingers and Ten Little Toes What I like about me Making Faces Ravi's Roar			<b>Celebrations;</b> Ganesh finds his groove Lighting a lamp Hovis the Hedgehog You must bring a hat Happy Birthday Lulu Happy Birthday Hugless			<b>Traditional Tales;</b> The Enormous Turnip Goldilocks and the Three Bears The Billy Goats Gruff The Three Little Pigs			<b>Nursery Rhymes;</b> Hickory Dickory Dock Incy Wincy Spider 5 Current Buns Wheels on the Bus			<b>Growing</b> Jasper's Beanstalk The Very Hungry Caterpillar. Eddie's Garden and how to make things grow I really wonder what plant I'm growing Supertato We found a seed			<b>Land and Sea Creatures</b> Rainbow Fish Dear Zoo Hooray for Fish Tiddler		
<b>Reading</b>	Children will be encouraged listen to and engage with stories by joining in with repeated refrains and asking questions about the book. They will be encouraged to hold a book correctly and learn that print has meaning.			Children will be encouraged to begin to recognise their own name. In a morning they will participate in "self-registration." Children will also learn that print can have different purposes and that, in English, print is read from left to right and top to bottom.			Children will listen to a wide range of traditional tales. They will learn how a story is structured and they will begin to engage in extended conversations about stories offering their own thoughts and questions.			Children will join in with and learn a large repertoire of traditional nursery rhymes and songs.			Children will begin to answer why questions about stories, such as "why did the caterpillar get fat?" Children will be able to talk at length about a familiar story and they will begin to be able to tell a long story independently.			Children will learn to spot rhymes and suggest rhymes of their own. Children will begin to segment the sounds in individual words and blend them together. Children will begin to read some individual letters by saying the sounds for them.		
<b>Mathematics</b>	Children will develop an understanding of number order through rhymes, number songs and games. Children will recite numbers past 5 Children will talk about and explore 2d and 3d shape.			<b>Numbers 1-5</b> Each week we will have a different "Number of the week." The children will learn to show that number using objects, their fingers and marks on paper that they can interpret. Children will show the right number of objects for each numeral to 5.			Children will continue to be taught about the representation of numbers using fingers, objects and marks on paper. Children will learn to compare quantities of objects using "more than and fewer than" Children will be encouraged to use positional language.			Children will be focusing on shape. We will be talking about and exploring 2D and 3D shapes and their properties. Children will also be talking about and identifying patterns around us and learning to extend and create a repeating pattern			Children will be encouraged to count objects and say one number for each object when counting. We will play number recognition games. Children will also be learning to make comparisons between objects relating to size, length, weight and capacity.			Children will be learning to solve real world problems with numbers to 5. Children will be learning how to describe a familiar route and discuss locations by using phrases such as "in front of" and "behind."		
<b>Understanding of the world</b>	<b>Science</b>	<b>History</b>	<b>Geography</b>	<b>Science</b>	<b>History</b>	<b>Geography</b>	<b>Science</b>	<b>History</b>	<b>Geography</b>	<b>Science</b>	<b>History</b>	<b>Geography</b>	<b>Science</b>	<b>History</b>	<b>Geography</b>	<b>Science</b>	<b>History</b>	<b>Geography</b>
	Talk about what we can see. What do I look like? My facial features.	My family. Who is in my family? Think about different generations.	Where do I live? What does my house look like?	Exploration of natural resources - Autumn	Make sense of our own life story – Bonfire Night	Know that there are different countries in the world. Christmas around the world.	Plant seeds and care for growing plants. Understand a plants life cycle	Make sense of our life story – Chinese New Year	Care for the natural environment and all living things. Talk about a different country - China	Spiders week. Care for living things and talk about what they can see.	Explore the passage of time. Growing, changing and getting older.	Changing seasons – what happens in spring?	Butterfly Project – Understand the key features of a life-cycle. Care for a living thing	Different occupations. What do different people I know do? Different occupations through role play.	Changing seasons – what happens in summer?	Exotic Zoo visit. Care for living things and talk about what they can see.	My family and friends. Name and describe people who are close to me.	Explore different countries in the world through where different animals live.
<b>PD</b>	<b>Fine Motor:</b> Children will be improving their fine motor skills by doing "dough disco" and "squiggle while we wiggle" along with the "write dance" programme.  <b>Gross Motor:</b> Balancing and riding trikes			<b>Fine Motor:</b> Children will be encouraged to hold a pencil correctly and they will begin to write their own name. Childre will continue to improve their fine motor skills by doing "write dance."  <b>Gross Motor:</b> Skip, hop, stand on one leg and hold a pose for games such as musical statues.			<b>Fine Motor:</b> Children will be encouraged to hold a pencil correctly and all children will be encouraged to write their own name. Use one-handed tools and equipment, for example, snips in paper using scissors  <b>Gross Motor:</b> Sequences of movement to music, for example, Sticky Kids.			<b>Fine Motor:</b> Write some or all of their name. Continue with our range of fine motor programmes; dough disco, squiggle while we wiggle and write dance. <b>Gross Motor:</b> Collaborate with others to move and manage large items. <b>Health and self-care:</b> Increasingly independent in meeting their own care needs e.g. using the toilet and washing their hands.			<b>Fine Motor:</b> Start to eat independently and learn how to use a knife and fork.  <b>Gross Motor:</b> Start to make up their own games and activities which they play with others. <b>Health and self-care:</b> Learn to make healthy choices about food, drink activity and toothbrushing.			<b>Fine Motor:</b> Write some letters accurately.  <b>Gross Motor:</b> Ball skills – throwing, catching and kicking a ball <b>Health and self-care:</b> Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom		
<b>Expressive Art and Design</b>	<b>We will be learning to:</b> Enjoy joining in with dancing and ring games. Remember and sing a few familiar songs. Begin to move rhythmically. Take part in simple pretend play.			<b>We will be learning to:</b> Explore and learn how colours can be changed and mixed. Use mark making to create closed spaces and lines and then use these to represent objects, e.g. "this is Mommy." Listen with increased attention to different sounds.			<b>We will be learning to:</b> Draw with increasing complexity and detail, such as drawing a circle for a face and including facial details. Join different materials and explore different textures. Begin to develop complex stories using small world equipment like animal and doll sets.			<b>We will be learning to:</b> Explore a range of materials and resources and develop their own ideas about how to use them and what to make. Express their own ideas by selecting appropriate materials.			<b>We will be learning to:</b> Begin to create our own songs. Sing the pitch of a tone sung by another person. Show different emotions in their drawings and paintings, e.g. happy face.			<b>We will be learning to:</b> Play instruments with increasing control. Make imaginative and complex "small worlds" with blocks and construction kits, such as a city or a park using blocks or Lego.		
<b>PSED</b>	<b>We will be learning to:</b> Select and use activities and resources and ask for help when needed. Develop appropriate ways of being assertive.			<b>We will be learning to:</b> Play with one or more children and develop play ideas. Show more confidence in new social situations.			<b>We will be learning to:</b> Talk about our feelings and learn to use words such as "happy" "sad" "angry" Talk with others to resolve issues and conflict.			<b>We will be learning to:</b> Understand that we don't always need an adult to remind us of a rule. Think about solutions to resolve conflicts – turn taking.			<b>We will be learning to:</b> Play with others and extend and elaborate play ideas. Develop their sense of responsibility. Increasingly follow rules and begin to understand why they are important.			<b>We will be learning to</b> We will be learning to: Become more outgoing with unfamiliar people in the safe context of our setting.		
<b>Multi-Faith</b>				Thursday 4th November <b>Diwali 2021</b>			Tuesday 1 <sup>st</sup> February <b>Chinese New Year 2022</b>			Saturday 19 <sup>th</sup> March <b>Holi 2022</b>						4 <sup>th</sup> – 6 <sup>th</sup> June <b>Shavuot 2022</b>		
<b>Educational Visits/Workshops</b>				Visit to Ash End House Farm												Exotic Zoo Workshop		

To learn more about our RE curriculum, please click the link on our year group page, titled "R.E in Nursery"

You can also learn more about our year group curriculum by clicking the links on our year group page called '**National Curriculum 2014**'-

