



Nursery curriculum provision 2022-23

Area of Learning	Autumn 1 - Marvellous Me!	Autumn 2 - Colours of the Rainbow	Spring 1 - Winter Wonderland	Spring 2 - The Great Outdoors	Summer 1 - Animal Kingdom	Summer 2 - Under the Sea & Pirates
Other Possible Themes	Pets Superheros Looking after ourselves People Who Help Us Our Local Area Our Families	Autumn Firefighters Diwali Nursery Rhyme Week Christmas Remembrance Day Bonfire Night Halloween	Valentine's Day Chinese New Year Arctic Animals Around the World!!!	Pancake Day Easter	Journeys Transport Safari Life cycles	Holidays Lifeguards Mermaids Looking after the ocean Rock pools.
Enrichment Activities	Messy Play Day Walk around our Local Area Visit from a Vet	Nursery Rhyme Week Visit from a Firefighter <i>Christmas Jumper/Dinner Day</i> <i>Baking Christmas cookies</i> <i>Autumn tuff trays - sensory play with pumpkins.</i> <i>Visit to post office</i>	Ice Experiments <i>Chinese New Year afternoon</i> <i>Theme day</i>	Walk around island pond wood Growing flowers (sunflowers, daisies) Vegetable Patch Cress Heads <i>World Book Day</i> <i>Easter Bonnet Parade</i> <i>Easter cooking</i>	'Flying' to a different country. Animal Cam/ Virtual Zoo Trip Bird Watching Tiger Tea Party	Pirate Picnic Flying to the beach, sand & water play Water Day Tuff tray rock pools. <i>World Music Day</i>
Possible books to use	Elmer The Rainbow Fish Titch Super duper you The colour monster	Funny bones Mog Winnie the witch The very busy Spider Tree A walk into the woods	It was a cold dark night One snowy night Polar bear, polar bear what do you see? Stick man A ticket around the world. What a wonderful world	The Tiny Seed The Very Hungry Caterpillar Handa's Surprise Easter story We're going on an egg hunt.	We're going on a bear hunt The Gruffalo The Tiger Who Came to Tea Giraffes Can't Dance Goldilocks & The Three Bears Dear Zoo	Commotion in the ocean Sharing a shell Tiddler Pirate Boy Shark in the park
Communication and Language  Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions.	Listening, Attention and Understanding Children will be able to listen during group games and stories. Start with expectation of listening for a short amount of time and continue to lengthen over time. Understand two part instructions. Play games and with daily interactions. Children will begin to understand why questions. When reading ask lots of why questions. Ask questions about why we do things such as wash our hair, eat dinner etc. Speaking Children will be able to start conversations with peers and teachers. Children begin to take turns when speaking to a group - during games and carpet time.		Listening, Attention and Understanding Children will be able to pay attention to more than one thing at once. Thinking about pronouns - emphasis on using correct terms. Play games to reinforce this. Children will begin to listen for longer stories/rhymes. Use posters/cards/visual aids to help remind children of "good sitting". Speaking Children will know a range of songs and rhymes that they can perform. Add to our "songs we are learning" board by the screen. Children will learn new vocabulary and begin to use these. Continue to build and add visual vocabulary around the classroom.		Listening, Attention and Understanding Children will be able to understand more complex instructions. Children will ask lots of questions and be curious around them. They will understand some reasons why it is important to listen to adults. Speaking Children will use talk in full sentences that are clear. Children will be confident and clear when speaking both on play and in conversation with adults.	
	Listening, Attention and Understanding: enjoys listening to different stories, rhymes and songs. They will be able to use pronouns correctly and ask lots of questions. They will use sentences of around 4-6 words.		Speaking: will speak differently in different contexts, including when talking to peers, adults and in their play. They can describe what is happening, express ideas and start conversations.			
Personal, Social and Emotional Development  Children develop their personal, social and emotional skills throughout the year through, circle times, social stories, diversity stories, continuous provision opportunities and P4C.	Encouraging children to use their words instead of physical actions to express themselves. Small group games to practice turn taking and sharing. Board games and whole class physical games. Continually adapt the home corner to create opportunities for lots of make-believe play. Begin to build positive relationships with adults and peers. Beginning to use appropriate behaviour - indoor voice, understanding quiet time on the carpet. Will begin to take turns in small groups with less adult input. Will be forming positive relationships with peers and begin to show a preference of who to play with. Introducing rules of the class and daily routines.		Can name some different feelings. Use emotion cards/stones in conversations with children and to access during play. Read stories such as The colour monster so we can identify our emotions. Can use the toilet independently. Encourage September starters to 'toilet train' alongside their parents. Shows and understanding that you need money to buy things. Include more play money/tills in their make-believe play. Can explain why they feel a certain way "I am sad because I want mummy". Play games and during daily discussions with children. Is starting to cope with delays in having their needs met - waiting their turn. Explaining that sometimes adults are already doing something and cannot be with them immediately. Ensure them you will be with them shortly.		Can identify basic character virtues - kindness. Ensure that this is talked about when stories are being read. Will show a good understanding of school rules. Children will be used to knowing their routine. Prompt cards, now and next board and daily timetable during class inputs. Can explain how characters in a story are feeling - sad, happy, calm. Read lots of social stories that discuss sharing, turn taking, kindness etc.	

Children are beginning to form ideas/feelings about themselves. They will have formed positive relationships with adults and peers and be able to use their words to express their feeling. They will be able to share and take turns when playing and will enjoy make-believe play.

Physical Development



Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco and weekly PE lessons.

Gross Motor
Children will begin to understand what it means to 'find a space'. Play games to encourage this.

Yoga in the hall.

Fine Motor
Children will be shown how to use a tripod grip when using mark making tools.

Gross Motor
Children will be able to travel in different ways. Allowing children to have the freedom to run, jump, climb, hop etc,

Fine Motor
Children will begin to have more control when using scissors and be able to hold them correctly.

Gross Motor
Has more control when catching and throwing a ball/bean bag. Allow children the opportunity to play with balls to develop their control.

Fine Motor
Children will be independent at using a range of objects such as small world figures, building blocks and train tracks. Try to rotate resources so that they have different things available to them.

Gross Motor
Children will jump and land safely from a height. Use the apparatus to create obstacle courses for them.

Fine Motor
Children start to use cutlery with less adult help. Encourage children that have a school dinner but have activities that everyone can take part in.

Gross Motor
Children will move safely with more control of their bodies. Including understanding spatial awareness. Play games as a class to help understand space and careful movement.

Fine Motor
Children will successfully kneed, manipulate and create small things using playdough. Do this throughout the school year. Including baking real food.

Gross Motor
Children can play physical games safely. In small groups and as a class. Use the field to give the children more space to move and play their own child-led games safely.

Fine Motor
Children will start to form some letters of their name. encourage children who are less interested in writing/drawing. Have name mats for each child to practice.

Gross Motor: they will be able to walk backwards and sideways. They show an understanding of spatial awareness. They can walk up stairs and jump on two feet.

Fine Motor: can hold a pencil in the proper grip. They are beginning to cut straight lines using scissors. They can thread beads onto string and can build towers.

Strength: They can take own weight on hands and knees. They can bend down and back up again. They can push tyres and other similar objects around.

Literacy



Children will begin to understand that print has meaning. Introduce written vocabulary around the classroom that is referred to during play and input.

When reading stories, introduce to the children that in English we read from left to right. Discuss different parts of a book. Talk about the front cover, title, blurb etc.

Children can spot and suggest rhymes. Talk part in world nursery rhyme week. Continue to sing songs with rhymes and play clapping games.

Begin to recognise that some words start with the same sounds (socks, sack, sit, smile). Play games that involve initial sounds.

Engage children in conversations about stories. Ask lots of questions and introduce new vocabulary. Add to vocab wall and encourage children to use them.

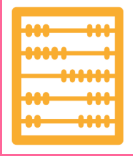
Introduce name writing to the children. Use spelling mats with their names on. Model how to form letters correctly and ensuring everyone has correct pencil grip.

Children will begin to write some letters accurately. Ensure they have access to writing materials to spark interest in writing in all areas of the room (including outside).

Reading/comprehension : will pretend to read books and understand how they should be handled. They can fill in gaps on familiar stories and talk about the characters from the book. They can name objects in the book.

Writing: they can distinguish between the different marks they make and will enjoy writing on different surfaces. They can make wavy lines across a page that resemble writing in a book. They begin to make letter-like forms and take an interest in writing their name.

Mathematics



Children will have a deep understanding of 1-3. Including a fast recognition of objects without needing to count, ordering and subitising.

Begin to understand directional language by playing lots of games and talking about our 'space' when lining up. Children will be able to understand concepts such as 'on top' and 'behind'.

As part of the daily routine the children will always count how many children are present that day, they will change the numerical date on the board and practice using the numberline.

Children will have a deep understanding of numbers 1-5. Including being able to subitise, count and order and answering real world maths problems.

This can be done in small, targeted groups, by indoors and outdoors games, counting songs and other adult led activities.

Children will begin to understand the cardinal principle for counting (understanding that counting a selection of objects will tell you how many you have in total). Play lots of games that model how to do this.

Compare quantities using language such as 'more than' and 'less than'. This can be done in a variety of ways through the day but ensure small group activities to support all children.

Discovering shape. Talk about both 2D and 3D shapes with the children. Introduce the names of these shapes. Have out activities such as shape sorting and shape hunts.

Children will begin to explore shapes by using vocabulary such as: sides, corners, straight, flat and round.

They will begin to combine shapes and select the appropriate shapes for their creations when using construction toys.

Make comparisons between objects relating to size, length, weight and capacity. This can be done by lots of water and sand play.

Children will start to notice patterns and will be able to correct an error in a simple pattern and will be able to notice and point out patterns around them.

They will begin to describe sequences of events

Counting - children can count to 10 in order and can point and count a small amount of objects.

Number sense - can subitise up to three or four objects quickly. They can match numeral to quantity up to five and can place numeral cards to five.

Pattern - they can recognise and make A, B repeating patterns and be able to fill in a missing element.

Number operations - children will know a whole is bigger than parts, they can match sets by lining them up with one-to-one correspondence. They can share by dealing objects between two people and will engage in rhythmic counting.

Measurement - identify and explore length, weight and capacity. Describe height and length as measurements as big or small.

Shape - use names of 2D shapes, is beginning to see shapes in the environment and use blocks to build structures.

Understanding the World



Geography:
Explore our local area.

Science/history -
Look at photographs of ourselves as babies - how have we changed?

Geography:
Festivals and celebrations around the world: Diwali, bonfire night, Christmas.

Science/history -
Discuss our families. Who is in our family? (brothers, sisters, mum, dad, grandparents etc).

History:
Talk about old and new things we have in our homes.

Geography:
Festivals and celebrations around the world: Chinese New Year.

Geography:
Festivals and celebrations around the world: pancake day and easter.

Science/history -
Compare old trees and young trees within the school grounds. What do they look like? Take pictures of them in September and display in the classroom. Go out again in December and take another picture to add to the display. Do this for all seasons.

History:
Share favourite toys. Discuss toys from past and present

Geography:
Discuss journeys and transport. Go on a safari!

Science -
How do toys move? What toys do we have in our class the move? What makes them move? do we push

History:
Look at pictures of old pirate ships, sunken ships and new ships.

Geography:
Looking after the ocean. Holidays.

Science -
Look at and explore different animals that live under the sea and in rock pools.

Expressive Arts and Design



Music -
Listen with increased attention to sounds and identifies sounds in the environment.

Daily nursery rhyme time. Introduce children to different songs and learn them so that they know many off by heart.

Art -
Explores different materials freely. Children to always have access to a variety of materials on the art trolley.

Draw and paint self-portraits.

Music -
Create a song board with props/visual aids of nursery rhymes and songs the children know well. They can access this freely to sing their own songs and create new ones.

Daily nursery rhyme time. Introduce children to different songs and learn them so that they know many off by heart.

Art/D.T
Develop their own ideas and then decide which materials to use.

Exploring the artwork of Wassily Kandinsky
Artwork inspired by bonfire night.

Join different materials and explore texture. Christmas craft day and other adult let activities.

Music -
Describe music using feelings. Listen to a variety of music and talk about how it makes us feel.

Daily nursery rhyme time. Introduce children to different songs and learn them so that they know many off by heart.

Art -
Explore the work of Gustav Klimt.

Create pictures using shiny materials.

Music -
Listen to music from different cultures/places. Learn songs from different places around the world.

Daily nursery rhyme time. Introduce children to different songs and learn them so that they know many off by heart.

Art -
Explore the work of Jason Pollock. Explore different ways of creating texture. Eg. Painting with wool, sponges, spray bottles and straws.

Marbling.

Music -
Listen with increased attention to sounds and identify sounds in the environment.

Create their own songs.

Play instruments with increasing control to express feelings and ideas.

Art -
Explore the work of Franz Marc and Eric Carle.

Clay work creating hedgehogs.

Music -
Listen with increased attention to sounds and identifies sounds in the environment.

Daily nursery rhyme time. Introduce children to different songs and learn them so that they know many off by heart.

Art/D.T -
Collage inspired by the theme Under the sea.

Explore the work of Alma Thomas. Create patterns e.g. to resemble waves, using brightly coloured shapes.

Art – they will enjoy experimenting with colour in a variety of ways. They will create their own designs and enjoy cutting/sticking/making their own creations. The children will be able to select the best material for the job.

Music – They will identify sounds within the environment. The children will enjoy listening to songs and will join in with words and actions. They will be able to describe music using an emotion. The children will explore a range of musical instruments and enjoy trying to play them in a rhythm.