

## Nursery Curriculum Overview

<b>Characteristics of Effective Learning</b>	<p><b>Playing and exploring – engagement:</b> finding out and exploring, playing with what they know, being willing to have a go.</p> <p><b>Active learning – motivation:</b> being involved and concentrating, keeping trying, enjoying achieving what they set out to do.</p> <p><b>Creating and thinking critically- thought:</b> having their own ideas, making links, choosing to do things, problem solving.</p>
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### Book Hooks (2-year rolling programme)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	Farm Animals Stories  Oh Dear! Say Hello to the Animals Fergus’s Upside Down Day Run, Rabbit, Run The Fox in the Dark Marvin Wanted More! Listen, Listen Chickens Can’t See in the Dark	Seasonal Stories  Meg’s Eggs Lighting a Lamp Pocket’s Christmas Wish Hurry Santa Little Robin Red Vest Mog’s Christmas Maisy’s Christmas Eve Dear Santa	Space Stories  Welcome to Alien School Q Pootle 5 Whatever Next Aliens Love Underpants Goodnight Spaceman Beegu The Smeds and the Smoos How to Catch a Star	Fairy Stories  Little Red Riding Hood The Gingerbread Man Goldilocks and the Three Bears The Enormous Turnip Jack and the Beanstalk The Billy Goats Gruff Charlie Cook’s Favourite Book The Giant of Yum	Minibeast Stories  The Bumble Bear Superworm Walter’s Wonderful Web The Very Hungry Caterpillar What the Ladybird Heard + CD Aaaarrgghh, Spider! Twist and Hop Minibeast Bop First Day at Bug School	Journey Stories  We’re Going on a Bear Hunt The Train Ride Duck in the Truck Sharing a Shell What the Ladybird Heard at the Seaside We’re Going on a Treasure Hunt The Highway Rat Hurry Up and Slow Down
<b>Year 2</b>	Autumn Stories  Maisy Goes to Nursery	Seasonal Stories  Rosie’s Walk Tree	Winter Stories  Let’s Go Home, Little Bear	Spring Stories  Owl Babies Titch	Dinosaur Stories  Ten Little Dinosaurs Dinosaur Rescue	Jungle Animal Stories

	Ten in the Bed Shark in the Park! You and Me, Little Bear Little Acorn Oliver's Vegetables Squirrels Busy Day The Giant Turnip	Oh No! Shark in the Snow Stickman Lost in the Snow The Jolly Pocket Postman The Nativity Story Aliens Love Panta Claus	Little Deer Lost The Gruffalo's Child Bear Snores On Winter Elmer in the Snow The Snowman Big Bear, Little Bear	Rabbits Don't Lay Egg I Am a Frog Jasper's Beanstalk Hooray for Hoppy! Ed's Egg Wow! Said the Owl	Pete's Magic Pants – The Lost Dinosaur 1, 2, 3, Do the Dinosaur Dinosaur Roar! Knock Knock Dinosaur How to Grow a Dinosaur Harry and the Dinosaurs at the Museum	Slowly, Slowly, Slowly, Said the Sloth Panda Bear, Panda Bear, What Do you See? Beautiful Bananas The Short-Sighted Giraffe Rumble in the Jungle + puppets Dear Zoo + puppets Giraffes Can't Dance Supermarket Zoo
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## Prime Areas

### Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>  Communication and Language (CL) - Listening, attention, understanding - Speaking.	Develop use of language through play.  Use language for simple requests and develop basic manners.	Develop use of language through play.  Use language for simple requests and develop manners and build	Further develop use of language through play.  Use language for simple requests and develop manners	Further develop use of language through play.  Use language for simple requests and develop manners and build	Further develop use of language through play.  Follow two / three- part instructions.	Further develop use of language through play.  Follow two / three- part instructions.  Enjoy listening to longer stories and

	<p>Enjoy listening to stories.</p> <p>Begin to follow a one-part instruction.</p> <p><b>At Sprowston Infant school children may also need to use sign and visuals to support communication and to build listening and attention skills.</b></p>	<p>on conversational skills.</p> <p>Enjoy listening to longer stories.</p> <p>Follow one -part instructions.</p>	<p>and build on conversational skills.</p> <p>Enjoy listening to longer stories and begin to remember some of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Begin to build a repertoire of songs and rhymes.</p> <p>Follow two-part instructions.</p>	<p>on conversational skills.</p> <p>Enjoy listening to longer stories and remember some of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Increase their repertoire of songs and rhymes.</p> <p>Follow two-part instructions.</p>	<p>Enjoy listening to longer stories and remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Increase their repertoire of songs and rhymes.</p>	<p>remember much of what happens.</p> <p>Use a wide range of vocabulary.</p> <p>Have a large repertoire of songs, poems, and rhymes.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PHSE themes –	World	Difference	Aspirations	Being Healthy	Relationships	Changes
<p><b>Nursery</b></p> <p>Prima Area</p> <p>Personal, Social &amp; Emotional Development (PSED) -Self-regulation - Managing self - Building relationships.</p>	<p>Know how to play safely</p> <p>Be aware that children have similarities and differences</p> <p>Know the rule on kind hands</p> <p>Identify feelings associated with belonging.</p> <p>Skills to play co-operatively with others.</p> <p>Be able to recognise their own feelings</p>	<p>Know what being unique means.</p> <p>Know the names of some emotions such as happy, sad, frightened, angry.</p> <p>Know how to make friends</p> <p>Know some qualities of a positive friendship.</p> <p>Know that they don't have to like the same to be a friend.</p> <p>Recognise emotions when they or someone else is upset, frightened or angry. Identify and use skills to make a friend.</p>	<p>Know that is ok to find things hard</p> <p>Know that it is important to keep trying.</p> <p>Start to learn what a goal is?</p> <p>Understand that challenges can be difficult – building perseverance and resilience</p> <p>Recognise some of the feelings when things get hard</p> <p>Recognise how positive words</p>	<p>Know things that can keep us healthy</p> <p>Can give examples and try healthy food.</p> <p>Recognise how exercise makes them feel.</p> <p>Name some parts of their body.</p> <p>Know when and how to wash their hands properly and other elements of self-care.</p>	<p>Know who is in their family and families are all different</p> <p>Know some of the characteristics of healthy and safe friendships.</p> <p>Know that friends can fall out and how to talk to friends and how to help friends</p> <p>Know to use kind words</p> <p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings.</p>	<p>Know the names and functions of some parts of the body.</p> <p>Know that we grow from baby to adult.</p> <p>Know who to talk to if they are feeling worried.</p> <p>Recognise that changing class can elicit happy and/or sad emotions.</p> <p>Can say how they feel about changing class/ growing up.</p> <p>Understand and accept that change is a natural part of getting older.</p> <p>Can suggest ways to manage change, e.g. moving to a new class.</p>

		<p>Identify some ways they can be different and the same as others.</p> <p>Identify and use skills to say no and/ or stop</p>	<p>can help you keep going</p>	<p>Know how to say no to strangers.</p>	<p>Can recognise what being angry feels like.</p>	<p>Can say who they would go to for help if worried or scared.</p> <p>Can say what types of touch they find comfortable/uncomfortable.</p> <p>Can identify how they have changed from a baby.</p>
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## Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>  Physical Development (PD) - Gross motor skills - Fine motor skills	General physical development				More specific physical skills: focus on games (summer 1) and ball skills (summer 2)	
	Focus on balance and co-ordination		Focus on dance			
	Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills.  Go up steps and stairs, or climb up apparatus, using alternate feet.  Skip, hop, stand on one leg, and hold a pose for a game like musical statues.  Use large-muscle movements to wave flags and streamers, paint and make marks.  Take part in simple pretend play, using an object to represent something else even though they are not similar.  Play with one or more other children, extending and elaborating play ideas.  <b>Use small apparatus, tools, manipulatives, small world, construction, writing/painting materials to develop fine motor skills across the year.</b>				Start taking part in some group activities which they make up for themselves, or in teams.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	

## Specific Areas

### Literacy

At Sprowston Infant School and Nursery Literacy is covered in whole class carpet sessions, group or 1:1 adult led activities and in continuous provision.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>  Literacy (L) - Comprehension - Word reading - Writing	<b>Word Reading:</b>  1. Use a wider range of vocabulary. 2. Understand the five key concepts about print: print has meaning print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing 3. Develop their phonological awareness, so that they spot and suggest rhymes, count, or clap syllables in a word, recognise words with the same initial sound, such as money and mother.  <b>At Sprowston Infant and Nursery we use FFT Success for all Phonics.</b>  <b>In Nursery we use the First Steps to Phonics programme – see this for more detailed progression.</b>			<b>Comprehension:</b>  1. Enjoy listening to longer stories and can remember much of what happens. 2. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. 3. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” 4. Sing a large repertoire of songs. 5. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 6. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. 7. Engage in extended conversations about stories, learning new vocabulary.		
	<b><u>Writing</u></b>  <b>Transcription:</b> <b>Spelling</b>					

	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <ul style="list-style-type: none"> <li>• Write their first name accurately</li> <li>• Secure 'First Steps to Phonics' as outlined in the Success for all Phonics Scheme</li> </ul> <p><b>Transcription:</b></p> <p><b>Handwriting</b></p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks (PD)</p> <ul style="list-style-type: none"> <li>• Show preference for a dominant hand</li> <li>• Use a comfortable grip with good control when holding pens and pencils (PD)</li> <li>• Write some letters accurately (L)</li> </ul> <p><b>Composition:</b></p> <p>Enjoy listening to longer stories and can remember much of what happens (C&amp;L)</p> <ul style="list-style-type: none"> <li>• Use a wide range of vocabulary (C&amp;L)</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a story (C&amp;L)</li> <li>• Understand the five key concepts about print (L) - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing - Know that words have meaning</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy (L)</li> </ul> <p><b>Vocabulary, Grammar, and Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Use a wide range of vocabulary (C&amp;L)</li> <li>• Engage in extended conversations about stories, learning new vocabulary (L)</li> </ul>					
	<p>Listen to stories.</p> <ul style="list-style-type: none"> <li>• Learn rhymes.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <ul style="list-style-type: none"> <li>• Show a preference for a dominant hand.</li> </ul>	<p>Enjoy listening to longer stories.</p> <ul style="list-style-type: none"> <li>• Be able to talk about many books.</li> <li>• Knows many rhymes.</li> <li>• Show a</li> </ul>	<p>Develop their phonological awareness.</p> <ul style="list-style-type: none"> <li>• Write some of their first name.</li> </ul>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <ul style="list-style-type: none"> <li>• Use a wide range of vocabulary.</li> <li>• Be able to tell a</li> </ul>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing. For</li> </ul>



		<ul style="list-style-type: none"> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Understand the five key concepts about print.</li> <li>• Write the first letter of their first name.</li> </ul>	preference for a dominant hand.		<p>story.</p> <ul style="list-style-type: none"> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> </ul>	<p>example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <ul style="list-style-type: none"> <li>• Write some letters accurately</li> <li>• Write their first name accurately.</li> </ul>
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## Mathematics

We follow the White Rose medium term plan for Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	More than, fewer than, same.	Begin to order number names.	Show me 1,2, 3.	Take and give 1, 2, 3.	Lead on own repeats.	Show me 5.
Mathematics (M)	Explore and build with shapes and objects.	I see 1, 2, 3.	Move and label 1, 2, 3.	Match, talk, push and pull.	Start to puzzle.	My own pattern.
Number	Explore repeats.	Join in with repeats.	Explore position and routes.	Talk about dots.	Making patterns together.	Stop at 1, 2, 3, 4, 5.
Numerical patterns	Hear and say number names.	Explore position and space.	Explore patterns.	Compare and sort collections.	Make games and actions.	Match, sort, compare.

## Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Nursery</p> <p>Understanding the World (UTW)</p> <p>Past and present</p> <p>People, culture, and communities</p> <p>The natural world</p>	<p><b>Past and Present</b></p> <p><b>History:</b>            Enjoy listening to longer stories and can remember much of what happens.            Pay attention to more than one thing at a time, which can be difficult.            Use a wider range of vocabulary.            Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.            Understand ‘why’ questions.            Use longer sentences of four to six words.            Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.            Begin to make sense of their own life-story and family’s history.            Show interest in different occupations.</p>					
	<p><b>People, Culture and Communities</b></p> <p><b>Geography:</b>            Use all their senses in hands-on exploration of natural materials.            Use a wider range of vocabulary.            Learn new vocabulary.            Use new vocabulary through the day.            Talk about what they see, using a wide vocabulary.            Select and use activities and resources, with help when needed.            Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.            Describe what they see, hear, and feel whilst outside.            Understand position through words alone – for example, “The bag is under the table,” – with no pointing.            Talk about and identify the patterns around them.</p> <p><b>R.E:</b></p>					

	<p>Recognise simple religious beliefs or teachings.  Talk about some aspects of a religious or belief story.  Talk about what concerns them about different ways in which people behave.  Say what matters to them or is of value.  Identify simple features of religious life and practice in a family context.  Talk about religious events that they see or hear about e.g. festivals, ceremonies.  Talk about what people wear because of their beliefs.</p>
	<p><b>The Natural World</b>  <b>Working Scientifically:</b>  Show curiosity and ask questions including understanding 'why' questions.  Make observations using their senses and simple equipment.  Record their observations by drawing, taking photographs, using sorting rings or boxes.  Use their observations to help them answer their questions.  Identify, sort and group.  Talk about what they see, using a wide vocabulary.</p> <p><b>Plants, Living things and their habitats, Seasonal changes:</b>  Explore the natural world around them.  Describe what they see, hear, and feel whilst outside.  Begin to understand the need to respect and care for the natural environment and all living things.  Explore the natural world around them and begin to notice change e.g weather  Experience some changes of state e.g baking, ice</p> <p><b>Animals including humans:</b>  Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Describe what they see, hear, and feel whilst outside.</p> <p><b>Materials:</b></p>

	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>		
<p>Enhancements to Continuous Provision</p>	<p><b>The World On Our Doorstep</b></p> <p>Taking care of the Nursery environment</p> <p><b>What makes people special to me and others?</b></p> <p>How we celebrate: Diwali (Hinduism) Bonfire night Remembrance Sunday Halloween</p> <p><b>What is Christmas to me and others?</b> Christmas celebrations</p> <p>Children in need. (Here and other countries)</p> <p>Natural world: Woodland animals Nocturnal animals</p> <p><b>What is the weather like?</b> Weather (Feeling forces) – noticing changes - windy day activities – umbrellas in rain with foil What we wear for the weather</p>	<p><b>The World Around Me:</b></p> <p>Where can you live that is cold? Look at Iceland and animals that live there too.</p> <p>Where can you live that is really hot? Look at Australia and animals that live there too.</p> <p>Animals in different countries</p> <p>My family</p> <p><b>How do I and other people celebrate?</b></p> <p>How we celebrate: Chinese New Year Pancake day Mother’s Day Comic Relief</p> <p><b>What is Easter to me and others?</b> – Easter celebrations</p> <p><b>What is the weather like?</b> Weather (Feeling forces) – noticing changes - ice activities outside Signs of spring What we wear for the weather</p>	<p><b>Time for a Holiday:</b></p> <p>Where have you been on holiday, planning to go?</p> <p>Tapestry posts – look at what we do on holidays</p> <p><b>What makes places special to me and others?</b></p> <p>Planting and growing vegetables, herbs</p> <p>How things work - in role-play and construction</p> <p>How we celebrate: Father’s Day</p> <p>Floating/sinking</p> <p>Transitions – moving on to school</p> <p><b>What is the weather like?</b></p> <p>How do we keep sun safe What we wear for the weather Signs of summer</p>

	Seasons- Autumn and Winter activities – noticing the differences in trees etc	Seasons- Winter and Spring activities – noticing the differences in trees, plants etc	
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## Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Nursery</b></p> <p>Expressive Arts and Design (EAD)</p> <p>Creating with materials</p> <p>Being imaginative and expressive</p>	<p><b>Creating with materials:</b></p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Choose the right resources to carry out their own plan.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explain what they are making and which materials they are using.</p> <p>Create their own songs or improvise a song around one they know.</p>

	<p><b>Being imaginative and expressive:</b> Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Explore colour and colour mixing.</p> <p>Explore and play with clay and playdough to make child-led creations.</p>	<p>Explore colour and colour mixing.</p> <p>Explore and play with clay and playdough to make child-led creations.</p> <p>Sing a large repertoire of songs.</p> <p>Remember and sing entire songs.</p>	<p>Explore colour and colour mixing.</p> <p>Explore and play with clay and playdough to make child-led creations.</p> <p>Sing a large repertoire of songs.</p> <p>Remember and sing entire songs.</p>	<p>Explore colour and colour mixing.</p> <p>Explore and play with clay and playdough to make child-led creations.</p> <p>Sing a large repertoire of songs.</p> <p>Remember and sing entire songs.</p>	<p>Explore colour and colour mixing.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Explore and play with clay and playdough to make child-led creations.</p> <p>Sing a large repertoire of songs.</p> <p>Remember and sing entire songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore and play with clay and playdough to make child-led creations.</p> <p>Explore how things work. Explore and talk about different forces they can feel.</p> <p>Sing a large repertoire of songs.</p> <p>Remember and sing entire songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
Enhancements to Continuous Provision	<p>Exploring colour – matching and naming colours</p> <p>Autumnal collage – using natural resources</p> <p>Exploring media – firework art and Diwali patterns</p>	<p>Spring time art – painting flowers</p> <p>Painting, collage linked to books and Chinese New Year</p> <p>Songs, rhymes, and percussion linked to animals</p>	<p>Minibeast and plant-based art and craft – painting a stone, modelling clay minibeasts</p> <p>Shape – exploring shape and pattern - Symmetrical patterns, Shape pictures</p> <p>Book hook related music opportunities and emotion paintings</p>			

	<p>Music- songs about ourselves, percussion</p> <p>Christmas activities: cards, paper chains, salt dough Xmas tree decorations</p> <p>Learning songs – to perform in Nursery and at whole school performances</p>	<p>Easter art – egg printing</p> <p>Fruit and veg printing</p> <p>Learning songs and rhymes</p> <p>Using percussion to express emotions</p> <p>Junk modelling - instrument making a shaker</p>	<p>Fruit salad – children to chop soft fruits and taste/ smell to create a fruit salad</p>
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### In addition

#### Computing and Online Safety

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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**Nursery**

Choose the right resources to carry out their own plan.

Develop their own ideas and then decide which materials to use to express them.

Understand and follow a basic instruction.

Explore the outcomes when pressing buttons on toys and resources.

Match their developing physical skills to tasks and activities in the setting.

Explore how things work.

Understand that cameras can take still and moving images.

Select and use activities and resources, with help when needed.

Use one-handed tools and equipment, such as a mouse.

Recognise the letters in their name on a computer keyboard.

Discuss and identify information technology in school.

I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed, or upset.

I can recognise some ways in which the internet can be used to communicate.

I can give examples of how I (might) use technology to communicate with people I know.

I can identify rules that help keep us safe and healthy in and beyond the home when using technology.

I can give some simple examples of these rules.

I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).

I know that work I create belongs to me.

I can name my work so that others know it belongs to me.