

Early Years - Nursery Overview

The Early Years curriculum is child led, following the interests of the children, therefore some elements within this overview may be adapted across the year. We incorporate the skills and elements below into our half term topics. **Please see our half term topic maps.** Topics are chosen in discussion with the children and we work towards a voting system to decide our next topic, embracing the British Value of democracy. Some areas of learning such as Personal, Social and Emotional Development follow additional own mini topics.

Area of Learning	Autumn	Spring	Summer
Communication and Language CL	<p>Listen to simple stories and use pictures to help understanding of what is happening</p> <p>Listen to different songs and rhymes and join in with known nursery rhymes</p> <p>Begin to understand simple instructions and questions e.g. Where is your hat? (Not yet 'why' questions- what, where, who)</p> <p>Begin to follow simple instructions with up to two key words</p> <p>Begin to answer questions using who, what, when, where</p> <p>Listen to others talk and start to join</p> <p>Begin to respond and give attention when someone else speaks (using my name helps)</p>	<p>Listen to longer stories and join in with familiar or repeating parts e.g. The Gruffalo, Bear Hunt etc.</p> <p>Begin to follow instructions with two key words accurately</p> <p>Begin to answer a range of questions. Begin to understand 'why?' in terms of investigations etc.</p> <p>Respond appropriately when spoken to e.g. asked a direct question</p>	<p>Listen carefully to songs, stories and rhymes and respond by joining in</p> <p>Understand and respond to instructions with:</p> <p>*2 key words- Put on your hat</p> <p>*3 key words- Can you wash dolly's face?</p> <p>Understand and respond to 'why' questions</p> <p>Start a conversation and take it in turns to speak</p>

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Physical Development PD	<p>Use the toilet with help</p> <p>Use the toilet independently</p> <p>Begin to climb confidently</p> <p>Move in a range of ways including running, jumping and hopping</p> <p>Climb stairs using alternate feet</p> <p>Begin to use motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.)</p> <p>Begin to show a preference for a dominant hand</p> <p>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</p> <p>Walks down steps, using alternate feet, or slopes whilst carrying a small object, maintaining balance & stability</p>	<p>Manage toileting needs e.g. using the toilet, washing and drying hands</p> <p>Manage some of own hygiene needs e.g. teeth brushing, hand washing</p> <p>Begin to decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc.</p> <p>Begin to eat using a knife and fork rather than a spoon, unaided.</p> <p>Begin to manage fastenings such as buttons and zips.</p> <p>Increasingly able to use & remember sequences & patterns of movements which are related to music & rhythm</p> <p>Use large muscle movements to wave flags & streamers</p>	<p>Use the toilet independently (including hygiene) and am usually dry throughout the day</p> <p>Begin to make healthy choices</p> <p>Balance without support (balance bikes, scooters, climbing)</p> <p>Move in a range of ways including skipping, hopping and stand on one leg</p> <p>Use large scale muscle movements</p> <p>Use one handed tools confidently and with developing control.</p> <p>Use a comfortable grip with good control when using pencils</p> <p>Can grasp & release with two hands to throw & catch a large ball, beanbag or object</p> <p>Runs with spatial awareness & negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>Develop their movement, balancing, riding (scooters, trikes & bikes)</p>

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<p>Personal Social, and Emotional Development PSED</p>	<p>Jigsaw units - Being Me in my World, Celebrating Difference Express a range of emotions and start to talk about them Begin to share and take turns with the support of an adult Explore the setting confidently knowing that a familiar person is close by. Begin to feel confident with unfamiliar people in the safe context of the setting Enjoy the company of other children Begin to play with others extending and elaborating play ideas Enjoys a sense of belonging through being involved in daily tasks Shows confidence & self-esteem through being outgoing towards people, taking risks & trying new things or social situations & being able to express their needs & asks adults for help Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing & drying hands Make healthy choices about food, drink, activity & tooth brushing</p>	<p>Jigsaw units - Dreams and Goals, Healthy Me Identify feelings using words like happy, sad, angry Begin to follow rules and not always need adult support to do so. Become more confident in new social situations and with new people Manage my toileting needs e.g. using the toilet, washing and drying hands Become more outgoing with unfamiliar people, in the safe context of their setting Develop appropriate ways of being assertive Talk with others to solve conflicts Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings Shows interest in the lives of people who are familiar to them Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p>	<p>Jigsaw units - Relationships and Changing Me Talk about my feelings and feelings of others Start to handle new experiences with more confidence Play with others cooperatively Use the toilet independently (including hygiene) and am usually dry throughout the day Develop a sense of responsibility & membership of a community Increasingly follow rules, understanding why they are important Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</p>

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Literacy L	<p>Start to make marks with a variety of materials e.g. sticks in mud, flour, paint, etc.</p> <p>Demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc.</p> <p>Tune into sounds during listening games</p> <p>Tune into the sounds in words- showing understanding e.g. Phase 1</p> <p>Add marks to pictures giving meaning to them</p> <p>Make marks to show my name</p> <p>Write the first letter of my name</p>	<p>Demonstrate good fine motor control when using tools e.g. scissors, threading, etc.</p> <p>Use a wider print knowledge for writing</p> <p>Write some of my name e.g. first two letters</p>	<p>Write some letters with good formation e.g. the letters from my name</p> <p>Hear the initial sounds in some CVC words</p> <p>Apply print knowledge to my emergent writing</p> <p>Write my own name</p> <p>Show awareness of alliteration e.g. the ssssliperry ssssnake</p>
Maths M	<p>Count in play</p> <p>Recite numbers to 5 and beyond</p> <p>React to changes in amounts e.g. hiding and returning rhymes- two dicky birds</p> <p>Begin to subitise up to two</p> <p>Compare sizes using some gesture and language e.g. bigger, longer, taller, smaller, etc.</p> <p>Make comparisons between objects- size, length, weight and capacity</p>	<p>Say one number name for each item</p> <p>Show 'finger' numbers to 5</p> <p>See 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting</p> <p>Make comparisons between quantities</p>	<p>Count, order, recognise and use numbers to 5</p> <p>Subitise up to 3 objects (recognise up to 3 objects quickly without counting)</p> <p>Compare quantities using the vocabulary of greater, less, more, fewer and the same</p>

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<p>Understanding the World UW</p>	<p>Begin to retell past events in correct order</p> <p>Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</p> <p>Remembers and talks about significant times or events for family and friends</p> <p>Begin to make sense of own life-story and family's history</p> <p>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Talk about some of the things they have observed in different places</p> <p>Begin to use programmable device such as a Beebot</p>	<p>Festivals around the world -</p> <p>Recognises and describes special times or events for family or friends</p> <p>Question why things happened and give explanations</p> <p>Understand why and how questions</p> <p>Asks who, what, when and how</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</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>Observe and identify features in the place they live and the natural world.</p>	<p>The World Around Us</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Develop an understanding of growth, decay and changes over time</p> <p>Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world</p> <p>Bring in photographs, videos, visitor</p> <p>Preserve memories of special events e.g. make a book, video, photos</p> <p>Share stories about people from the past</p> <p>Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</p> <p>Understand and use vocabulary such as: how, why, because</p> <p>Use diverse range of props, photos, books to notice & talk about similarities & differences</p> <p>Find out about their environment and talk about features they like and dislike</p> <p>Playing games on the interactive whiteboard</p>

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Expressive Arts and Design EAD	<p>Explore art materials for large and small scale art e.g. drawing, paint, sculpture</p> <p>Use different art materials and start to refine ways of creating art</p> <p>Enjoy joining in with songs, rhymes and music</p> <p>Make rhythmic sounds e.g. banging a drum</p> <p>Remember and sing a range of familiar songs</p> <p>Explore the different sounds musical instruments make</p> <p>Express my ideas through play, particularly pretend play</p> <p>Engage in simple pretend play, using some objects to represent others</p> <p>Join different materials and explore different textures</p> <p>Develop own ideas and decide which materials to use to express them</p> <p>Develop own ideas through experimentation with diverse materials, to express and communicate their discoveries and understanding</p>	<p>Use self- chosen materials to create my own ideas</p> <p>Sing my own created songs and follow pitch, melody and tone</p> <p>Play musical instruments with greater control and purpose</p> <p>Create more complex small world set ups to adapt and create stories</p> <p>Discuss likes and dislikes about artwork</p> <p>Respond imaginatively to artworks and objects</p>	<p>Use a range of art materials, joining and colour mixing purposefully and freely</p> <p>Sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm</p> <p>Begin to develop own stories through small world play</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>