

Nursery Curriculum Overview 2020 – 2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	3 Sept to 23 Oct 7 weeks Settling in	3 Nov to 18 Dec 6 weeks	4 Jan to 12 Feb 6 weeks	22 Feb to 31 March 5 weeks	19 April to 27 May 6 weeks	7 June to 16 July 6 weeks
Unit title Cornerstones	Why do leaves go crispy?	Is it shiny?	Families	Can I have a dog?	Can we explore	How high can I jump?
Talk for writing Text	That's not my hedgehog	Twinkle Twinkle little star	Owl babies	Dear Zoo	The great explorer	Giraffes can't dance
Other texts	That's not my squirrel Stanley's stick Guess how much I love you	Ten shiny Snowflakes Ten shiny shells	Who's in a Family? The Great Big Book of Families All Kinds of Families	Animals Dogs I want a pet	Lost and found Where's spot Whatever next!	Kicking a ball The sports day From head to toe
Memorable moment	Autumn walk or stick collecting: Week beg 22 nd September Or 28th September depending on children settling.	3 Nov Hide shiny objects from Rainbow fish	4 th of Jan Pictures of children's families.	24 th of Feb Reptile man	20th of April Cooking on a camping stove	7th June Obstacle course
Visits/Visitors	Autumn Walk Bread in a bag ASDA			See website Bluecross.org/ learnwithdogstrust.org.uk Vet/vet nurse	Rspb.org.uk Insect lore caterpillars	WFC to support
Value of the Month	September: Resilience October: Responsibility	November: Respect December: Caring	Road Safety January: Unity February: Tolerance World Religion Day	February: Tolerance March: Quality	April: Friendship May: Courage	June: Honesty July: Freedom
Themed days/weeks	UN International Day of Peace Healthy Living Week	Anti-bullying Week		International Week		Feeling Good Week My Money Week

		UK Parliament Week				
Festivals	Islamic New Year 19.08.20 Equinox 22.9.20	Day light saving time ends 25.10.20 Guy Fawkes/Bon fire night 5.11.20 Remembrance Sunday 8.11.19 Diwali 14.11.20 Hanukkah 10.12 to 18.12.20 Christmas 25.12.20	New Year 1.1.20 Burn's night 25.1.20 Chinese New Year 12.02.21 Valentine's Day 14.2.20	Shrove Tuesday 16.2.21 Mother's day 14.03.21 Equinox 20.3.21 Holi 28.3.20 Day light saving time starts 28.3.21 Easter 1.4.21 – 4.4.21	Ramadan 12.4.21 – 11.5.21 St Georges Day 23.4.20 Eid ul Fitr 11.5.20 V day 8.5.20	Healthy eating week Father's day 20.6.21 Celebration Assembly
Cooking & food tasting	Making breakfast My favourite meal Baking bread	Winter soup Christmas biscuits Potato latkes (Hanukkah)	Chinese noodles, stir fry	Pancakes Omelette Wraps, sandwiches	Fruit salad, kebabs	Milkshakes Camping food (beans on toast)
Art skill/specific	Self portrait Looking at features, skin tone Use Van Gogh as inspiration/Artist example.	Shiny collage	Papier Mache Roger	Salt dough	Colours and colour mixing with different mediums	Making paintbrushes Painting a summer landscape

Statements linked to Cornerstones coverage.

These are skills that will be focused on and does not represent the whole of the Typical Behaviour statements, but main areas that will be focused on.

22 – 36 months

30 – 50 months

40 – 60 months

Personal Social and Emotional Development	Making relationships	<p>Show interest in others' play and starting to join in.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Interested in others' play and starting to join in.</p> <p>Keeps play going by responding to what others are saying or doing.</p> <p>Initiates conversations, attends to and takes account of what others say.</p>	<p>Seeks out others to share experiences.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Initiates conversations, attends to and takes account of what others say.</p>	<p>Show understanding and co-operates with some boundaries and routines.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Aware of the boundaries set, and the behavioural expectations in the setting.</p>	<p>Seeks out others to share experiences.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Initiates conversations, attends to and takes account of what others say.</p>
	Self-confidence & Self awareness	<p>Selecting and using activities and resources with help.</p> <p>Beginning to show confidence in asking adults for help.</p> <p>Beginning to initiate conversations, attends to and takes account of what others say.</p> <p>Beginning to talk about self in positive ways as well as abilities.</p>	<p>Expresses own preferences and interests.</p> <p>Welcomes and values praise for what they have done.</p> <p>Can describe self in positive</p> <p>Beginning to talk about self in positive ways as well as abilities.</p>	<p>Separates from main carer with support.</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Confident to speak to others about own needs, wants, interested and opinions.</p>	<p>Expresses own preference and interests.</p> <p>Can select and use activities and resource with help.</p> <p>Confident to speak to others about own needs, wants, interested and opinions.</p>	<p>Separates from main carer with support.</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Shows confidence in asking adults for help.</p> <p>Confident to speak to others about own needs, wants, interested and opinions.</p>

	Managing feelings & behaviour	<p>Seeks comfort from familiar adults when needed. Can express their own feeling such as happy, sad, cross, scared, worried. <i>Aware of own feelings, and knows that some actions and words can hurt others.</i> <i>Aware of boundaries set, and of behavioural expectations in setting.</i></p>	<p>Beginning to respond to feelings and wishes of others. Beginning to be aware that some actions can hurt others. Tries to help or gives comfort when others are distressed. <i>Can usually tolerate when needs aren't met immediately.</i> <i>Aware of boundaries set, and of behavioural expectations in setting.</i></p>	<p>Shows understanding and cooperates with some boundaries and routines. <i>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</i> <i>Aware of boundaries set, and of behavioural expectations in setting.</i></p>
Communication and language	Listening & attention	<p>Listens with interest to the noises adults make when they read stories. Shows interest in play with sounds, sounds and rhymes. <i>Listens to stories with increasing attention and recall.</i> <i>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</i> <i>Two channelled attention – can listen and do.</i></p>		<p>Single channelled attention. Can shift to a different task if attention fully obtained. <i>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</i> <i>Focusing attention – still listen or do, but can shift attention.</i> <i>Maintains attention, concentrates and sits quietly during appropriate activity.</i> <i>Two-channelled attention – can listen and do for short span.</i></p>
	Understanding	<p>Understands more complex sentences. Developing understanding of simple concepts. <i>Responds to simple instructions.</i> <i>Understand use of objects.</i> <i>Responds to instructions involving a two-part sequence.</i> <i>Listens and responds to ideas expressed by others in conversation or discussion.</i></p>	<p>Understand who, what, where in simple questions. Developing understanding of simple concepts. <i>Listens and responds to ideas expressed by others in conversation or discussion.</i></p>	<p>Understand who, what, where in simple questions. <i>Understand use of objects.</i> <i>Responds to simple instructions.</i> <i>Listens and responds to ideas expressed by others in conversation or discussion.</i></p>

	Speaking	<p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversations, jumping from topic to topic. Learns new words rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk. Using simple sentences. Beginning to use more complex sentences to link thoughts. Builds up vocabulary that reflects the breadth of their experiences. Can retell a simple past event correct in order. Uses vocabulary focused on objects and people that are of particular importance to them. Uses vocabulary focused on objects and people that are of particular importance to them. Build ups vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and sticks to main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>				
	Phonological awareness	Speech	Syllable awareness	Onset and rhyme	Rhyme detection	Initial sounds
Physical Development	Moving & handling fine motor	<p>May be beginning to show preference using a dominant hand. Engages in fine motor skill activities. Uses one handed tools and equipment. Shows preference for using dominant hand.</p>	<p>Imitates drawing simple shapes such as circles and lines. May be beginning to show preference using a dominant hand. Uses one handed tools and equipment. Holds pencil between thumb and two-fingers, no longer using whole hand grasp. Shows preference for using dominant hand.</p>	<p>Imitates drawing simple shapes such as circles and lines. May be beginning to show preference using a dominant hand. Uses one handed tools and equipment. Holds pencil between thumb and two-fingers, no longer using whole hand grasp. Shows preference for using dominant hand.</p>		

	<p>Moving & handling gross motor</p>	<p>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Shows control in holding and using jugs to pour, hammers, books and mark making tools. Moves freely and with confidence and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking Uses tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>Runs safely on whole foot. Shows control in holding and using jugs to pour, hammers, books and mark making tools. Moves freely and with confidence and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking. Experiments with different ways of moving. Handles tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play equipment. Can kick a large ball. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot. Can catch a large ball. Jumps off an object and lands appropriately.</p>
--	--	--	---	--

	<p>Health & Self care</p>	<p>Beginning to communicate their need for potty or toilet. Beginning to help with clothing. Beginning to tell the adult when hungry or tired or when they want a rest or a play. Beginning to manage to wash and dry their hands. Usually dry and clean during the day.</p>	<p>Beginning to be independent in self care Clear communication when needing the potty or toilet. Can tell the adult when hungry or tired or when they want a rest or a play. Can usually manage to wash and dry their hands. Usually dry and clean during the day.</p>	<p>Helps with clothing. Observes the effects of activity in their body. Shows understanding for the needs of safety when tackling new challenges, and considers and manages taking risks.</p>
--	-------------------------------	--	---	---

Literacy	Reading	<p>Has Some favourite stories, rhymes, poems or jingles. Repeats words or phrases from familiar stories. Joins in with repeated refrains and anticipates key events and phrase in rhymes and stories. Looks at books independently. Enjoys an increasing range of books.</p>	<p>Has Some favourite stories, rhymes, poems or jingles. Repeats words or phrases from familiar stories. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Continues a rhyming string</p>	<p>Has Some favourite stories, rhymes, poems or jingles. Shows interest in illustrations and print in books and print in the environment. Looks at books independently. Handles books with care. Links sounds to letters, naming and sounding the letters of the alphabet. Enjoys an increasing range of books.</p>	<p>Has Some favourite stories, rhymes, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game. Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Shows and interest in illustrations and print in books and print in the environment. Looks at books independently. Handles books carefully. Continues a rhyming string Links sounds to letters, naming and sounding the letters of the alphabet.</p>	<p>Repeats words or phrases from familiar stories. Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Listens to and joins in with stories and poems, one-to one and also in small groups. Listens to stories with increasing attention and recall. Shows and interest in illustrations and print in books and print in the environment. Looks at books independently. Handles books carefully. Knows that print carries meaning and that English is read from left to right and top to bottom. Continues a rhyming string Enjoys an increasing range of books.</p>
----------	---------	--	--	---	---	---

					Enjoys an increasing range of books.	
	Writing	<p>Distinguishes between the marks they make.</p> <p>Sometimes they give meaning to marks as they draw and paint.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Writes own name and other things such as labels.</p>				
Mathematics	Number Also using Maths mastery and Number blocks	<p>Recites number names in sequence.</p> <p>Recites numbers in order to 10.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Sometimes match numeral and quantity correctly.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p>	<p>Recites number names in sequence.</p> <p>Recites numbers in order to 10.</p> <p>Beginning to represent number using fingers, marks on paper or pictures.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Records, using marks that they can interpret and explain.</p>	<p>Recites number names in sequence.</p> <p>Selects a small number of objects from a groups when asked.</p> <p>Knows that numbers identify how many objects in a set.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p>	<p>Recites number names in sequence.</p> <p>Begins to make comparisons between quantities.</p> <p>Selects a small number of objects from a groups when asked.</p> <p>Knows that numbers identify how many objects in a set.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Recognises numbers to 5.</p> <p>Says the number that is one more than a given number.</p>	

	Shape, space and measure	<p>Beginning to categorise objects according to properties such as shape or size. Shows an interest in shape and space by playing with shapes or making arrangements with objects. Orders two or three items by length or height.</p>	<p>Beginning to categorise objects according to properties such as shape or size. Beginning to use language of size. Shows an interest in shape and space by playing with shapes or making arrangements with objects. Uses shapes appropriately for tasks. Beginning to use mathematical names for solid/3D shapes and flat/2D shapes, and mathematical terms to describe shapes.</p>	<p>Beginning to categorise objects according to properties such as shape or size. Beginning to use language of size. Shows an interest in shape and space by playing with shapes or making arrangements with objects. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects. Orders two items by weight or capacity.</p>	<p>Using positional language Orders two or three items by length or height. mathematical names for solid/3D shapes and flat/2D shapes, and mathematical terms to describe shapes.</p>
Understanding the World	Technology	<p>Seeks to acquire basic skills in turning on and operating equipment. Knows how to operate simple equipment. Interacts with age – appropriate computer software.</p>			<p>Seeks to acquire basic skills in turning on and operating equipment. Knows how to operate simple equipment. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>

The world	<p>Notices detailed features of objects in their environment. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Developing an understanding of growth, decay and changes over time. Shows care and concern for the living environment. Looking closely at similarities, differences, patterns and change.</p>	<p>Notices detailed features of objects in their environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talk about why things happens and how they work. Developing an understanding of growth, decay and changes over time. Looks closely at similarities, differences, patterns and change.</p>	<p>Notices detailed features of objects in their environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment. Looks closely at similarities, differences, patterns and change.</p>	<p>Notices detailed features of objects in their environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment. Looks closely at similarities, differences, patterns and change.</p>	<p>Notices detailed features of objects in their environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment. Looks closely at similarities, differences, patterns and change.</p>
	People and communities	<p>Has a sense of own immediate family and relations Begin to make their own friends. Shows interest in the lives of people familiar to them. Enjoy joining in with family customs and routines.</p>	<p>In pretend play, imitates everyday actions and events from own family and cultural background. Shows interest in different occupations and ways of life. Enjoy joining in with family customs and routines.</p>	<p>Learns that they have similarities and differences that connect them to and distinguish them from others. Shows interest in different occupations and ways of life. Knows some of the things that make them unique. Enjoy joining in with family customs and routines.</p>	

Expressive Art and Design	Exploring & using media and materials	<p>Experiments with blocks, colours and marks. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Uses various construction materials. Beginning to be interested in and describe the texture of things. Explore what happens when they mix colours. Experiments to create different textures. Manipulates materials to achieve a planned effect.</p>	<p>Joins in singing favourite songs. Experiments with blocks, colours and marks. Sings a few familiar songs. Joins construction pieces together to build and balance. Begins to build up a repertoire of songs and dances. Constructs with a purpose in mind, using a variety of resources.</p>	<p>Experiments with blocks, colours and marks. Uses various construction materials. Joins construction pieces together to build and balance. Realise tools can be used for a purpose. Understand that different media can be combined to create new effects.</p>	<p>Experiments with blocks, colours and marks. Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Uses various construction materials. Realise tools can be used for a purpose. Understand that different media can be combined to create new effects.</p>	<p>Experiments with blocks, colours and marks. Beginning to move rhythmically. Imitates movement in response to music. Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Manipulates materials to achieve a planned effect.</p>
---------------------------	---------------------------------------	--	--	--	---	---

	<p style="text-align: center;">Being imaginative</p>	<p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Create simple representations of events, people and objects.</p>	<p>Beginning to use representation to communicate.</p> <p>Beginning to make-believe by pretending.</p> <p>Builds stories around toys.</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Create simple representations of events, people and objects.</p> <p>Plays alongside children who are engaged in the same theme.</p>	<p>Beginning to make-believe by pretending.</p> <p>Engages in imaginative play based on own first-hand experiences.</p> <p>Introduce a narrative into their play.</p>	<p>Beginning to make-believe by pretending.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Builds stories around toys.</p> <p>Uses available resources to create props to support role play.</p> <p>Introduce a narrative into their play.</p> <p>Plays alongside children who are engaged in the same theme.</p>	<p>Beginning to use representation to communicate.</p> <p>Beginning to make-believe by pretending.</p> <p>Builds stories around toys.</p> <p>Uses available resources to create props to support role play.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Create simple representations of events, people and objects.</p> <p>Plays alongside children who are</p>
--	--	---	--	---	--	--

							engaged in the same theme.	
	SMCS	<p>Spiritual Sense enjoyment and fascinations when learning about themselves, others and the world around them.</p> <p>Social Use imaginations and creativity in their learning. Use a range of social skills in difference contexts. Participate in a variety of communicates and social settings. Reflect willingness on their experience.</p> <p>Cultural Use a range of social skills in different contexts. Cooperate well with others and be able to resolve conflict effectively. Participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p>		<p>Spiritual Sense enjoyment and fascinations when learning about themselves, others and the world around them. Use imagination and creativity in their learning. Reflect on their experiences.</p> <p>Moral Recognise the difference between right and wrong readily apply this understanding in their lives. Understand the consequences of their behaviour and actions.</p> <p>Social Use a range of social skills in different contexts. Participate in a variety of communities and social settings. Cooperate well with others and be able to resolve conflicts effectively.</p> <p>Cultural Participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p>		<p>Spiritual Sense enjoyment and fascinations when learning about themselves, others and the world around them. Use imagination and creativity in their learning. Reflect on their experiences.</p> <p>Social Use a range of social skills in different contexts. Participate in a variety of communities and social settings. Cooperate well with others and be able to resolve conflicts effectively.</p> <p>Cultural Understand and appreciate the wide range of cultural influences that have shaped their heritage and those of others. Participate in and respond positively to artistic, musical, sporting and cultural opportunities.</p>		

