**Curriculum Overview 2022/23 Year: Nursery**

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| **Subject** | **Autumn 1****(7 weeks)** | **Autumn 2****(7 weeks)** | **Spring 1****(6 weeks)** | **Spring 2** **(6 weeks)** | **Summer 1****(6 weeks)** | **Summer 2****(6 weeks)** |
|  | **‘I am…Unique’** | **‘I am…Creative’** | **‘I am…Kind’** | **‘I am …exploring’** | **‘I am…Discovering’** | **‘I am…Ready’** |
| **School Value** | **Thankfulness** | **Trust** | **Perseverance** | **Justice** | **Service** | **Truthfulness** |
| **Literacy- Writing*** Write some familiar letters accurately
* Orally segment words with single sounds and identify the initial sound in words
* Apply some print knowledge to writing including writing own name
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| **Literacy- Reading** * Write some familiar letters accurately
* Orally segment words with single sounds and identify the initial sound in words
* Apply some print knowledge to writing including writing own name
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| **Maths- Number*** Strong understanding of numbers to 5
* Noticing and commenting on patterns in the environment and other places e.g. books
* Able to compare quantities using the correct mathematical vocabulary
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| **Maths- Numerical patterns** * Explain, continue and create patterns
* Sequencing events using time language
* Talk about and explore 2D and 3D shapes
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|  | **(3 weeks settling in Baseline assessments)****Week 1:** Objectives - Recognise up to 3 objects / Recite numbers past 10 **Week 2-**Objectives - Know that the last number reached when counting a small set of objects **Week 3-** Objectives -Solve real world maths problems up to 5, compare quantities using more than and fewer than language**Week 4** –Objectives - Talk about and explore 2D and 3D shapes/positioning |  **Week 5** – Objectives - Make comparisons **Week 6** – Talk about and identify the patterns around them **Week 7** – Objectives - Recognise up to 3 objects / Recite numbers past 10**Week 8** – Objectives - Make comparisons**Week 9** – Objectives - Know that the last number reached**Week 10** – Objectives - Experiment with their own symbols and marks as well as numerals**Week 11** – Objectives - Talk about and explore 2D and 3D shapes  | **Week 12** – Objectives - Make comparisons between objects**Week 13** – Objectives - Talk about and identify the patterns around them**Maths Week 14** – Objectives - Recognise up to 3 objects, recite numbers past 10**Week 15** – Objectives - Know that the last number reached**Week 16** – Objectives - Experiment with their own symbols**Week 17** – Objectives - Talk about and explore 2D and 3D shapes | **Week 18** – Objectives - Talk about and identify the patterns around them**Week 19** – Objectives - Develop fast recognition **Week 20** – Objectives - Develop fast recognition**Week 21** – Objectives - Links numerals to amounts**Week 22** – Objectives - Experiments with their own symbols**Week 23 –** Objectives - Experiments with their own symbols | **Week 24** – Objectives - Compare quantities**Maths Week 25 –** Objectives - Talk about and explore 2D shapes**Week 26** – Objectives - Make comparisons between objects***Week 27* –** Objectives - Talk about and explore 3D**Week 28** – Objectives - Experiments with their own symbols**Week 29** – Objectives - Solve real world mathematical problems | **Week 30** – Objectives - Say one number for each item in order, recites numbers past 5**Week 31** – Objectives - Understand position through words alone**Week 32** – Objectives - Understand position through words alone**Week 33** – Objectives - Solve real world mathematical problems**Week 34** – Objectives - Talk about and identify the patterns around them**Week 35** – Objectives - Counts objects, actions and sounds |
| **Understanding the World- Science*** Have awareness of the natural world and show care and concern for the environment
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|  | **Humans*** Learn about the life cycle of humans
* Learn about how to take care of themselves
* Learn about their senses
 | **Materials*** Explore a range of materials
* Shape and join materials
* Combine and mix ingredients
* Change materials by heating mixing and cooling
 |  **Electricity*** Explore light sources
* Shine light through different materials
 | **Plants*** Grow plants
 | **Animals, excluding Humans*** Learn about the life cycle of animals
* Compare adult animals to babies
* Observe how baby animals change over time

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 | **Forces*** Feel forces
* Explore how things work
* Explore how objects/materials are affected by forces
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| **Seasonal Change- explore throughout the year**  |
| **Understanding the world -History****Understand own life story and some of the ways they have changed** |
|  | * I can start to show I know who I am in terms of preferences
* I can talk about myself and my immediate family
* I can talk about some of the ways I have changed over my life
* I can talk about some of my own and my family’s history (grandparents, parents, etc.)
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| **Historic and cultural Celebrations**  | * **Remembrance Day**
* **St Georges day**
* **Bonfire Night**
* **Diwali**
* **Valentine’s Day**
* **Shrove Tuesday**
* **Harvest**
* **Eid Ramadan**
* **Mother’s Day/ Father’s Day**
* **Easter**
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| **Expressive Art and design- Art & DT** **Explore and use a range of art materials and start to join them together** |
| **Creating with Materials**  | * I can explore art materials for large- and small-scale art e.g. drawing, paint, sculpture
* I can use different art materials and am starting to refine my ways of creating art
* I can use self- chosen materials to create my own ideas
* I can use a range of art materials, joining and colour mixing purposefully and freely
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| **Being imaginative and expressive** | * I can express my ideas through play, particularly pretend play
* I can engage in simple pretend play, using some objects to represent others
* I can create more complex small world set ups to adapt and create stories
* I can start to develop my own stories linked to what I know through role & small world play
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| **Expressive Art and Design-Music** **Sing, respond to and create music** |
|  | * I enjoy joining in with songs, rhymes and music
* I can make rhythmic sounds e.g. banging a drum
* I can remember and sing a range of familiar songs
* I can explore the different sounds musical instruments make
* I can sing my own created songs and follow pitch, melody and tone
* I can play musical instruments with greater control and purpose
* I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm
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| **Being imaginative and expressive** | * I can express my ideas through play, particularly pretend play
* I can engage in simple pretend play, using some objects to represent others
* I can create more complex small world set ups to adapt and create stories
* I can start to develop my own stories linked to what I know through role & small world play
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| **Physical Development** **Manage toileting and related hygiene independently****Develop gross motor skills and large-scale muscle movements****Develop fine motor skills and one handed tool control (inc. pencil control)** |
| **Gross Motor** | * I can climb confidently
* I can run, jump and hop
* I can climb stairs using alternate feet
* I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc.
* I can balance (balance bikes, scooters, climbing)
* I can skip, hop and stand on one leg
* I can use large scale muscle movements
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| **Fine Motor** | * I am starting to use my motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.)
* I can show a preference for a dominant hand
* I can start to eat using a knife and fork
* I can start to manage zips, putting on coats etc.
* I can use one handed tools confidently
* I can use a comfortable grip with good control when using pencils
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| **Healthy living and hygiene** | * I can use the toilet with help
* I can use the toilet independently
* I can manage my toileting needs e.g. using the toilet, washing and drying hands
* I can handle some of my own hygiene needs e.g. teeth brushing, hand washing
* I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day
* I can make healthy choices
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| **Understanding The World- RE**Develop positive attitudes towards other people, cultures and communities |
| **RE Units** | **EYFS 1****I am special** | **EYFS 4****Christmas** | **EYFS 8Friendship** | **EYFS 7Easter** | **EYFS 11Special Times** | **EYFS 2****Harvest** |
| **World Faith Link**  | *I know what names Muslims give to god* | *I know that importance of Hindus at Diwali* |  |  | Sikhism- Vaisakhi Hinduism- Holi Islam- Ramadan Eid al-FitrJudaism- Rosh Hashanah  |  |
| **RE** | * I understand that I am unique and special
* I know that Christians believe that they are loved, valued and made by god
 | * I know that Christmas is a celebration of Jesus birth
 | * I know how to make friends and why friends are important
* I know and understand about Jesus’s special friends
 | * I can explore and understand Easter as a celebration
 | * I can talk of special/holy times
* I can talk about festivals celebrated by people of faith
 | * I understand why Christmas thank god at harvest time
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| **PSED*** Starting to identify feelings and follow rules
* Handling new social experiences
* Form positive relationships with adults and peers through cooperation
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| **PSHE CORAM SCARF UNITS TO SUPPORT PLANNING**  | Me and My Relationships | Valuing Difference | Being My Best | Rights and Responsibilities | Keeping Myself Safe | Growing and Changing |