

Nursery Curriculum 2022-2023

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topics	Tell me a story	Let's celebrate	Let's imagine	New beginnings	The great outdoors	Amazing animals
Possible themes <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	Traditional Tales Families All about me My home Things I enjoy doing Things I am good at What can I do now? What would I like to do in the future? How I have changed	Harvest/Autumn Diwali Remembrance Day Bonfire Night Advent and Christmas Hanukah Light and dark Road safety	What is a castle? Kings, queens, princes and princesses Design a dragon What are fairies? Mermaids St George's day Pirate adventure	Easter Spring Growing	Mini beasts including butterflies/caterpillars Sea life animals life cycles Features of the environment Camping Favourite places Local places	Pets Habitats - local and woods. Animal habitats - jungle Birds Sea life animals
Texts	3 little pigs 3 Billy Goats Gruff Goldilocks and the three bears Gingerbread man	Room on the broom Special wish Owl babies Kipper's birthday How to catch a star	My very first Castles Book non-fiction castles texts including Usborne	Jack and the beanstalk When will it be Spring?	The Hungry caterpillar Cautious caterpillar (Twinkl) Tadpole's Promise Tiny seed The Enormous Turnip Jaspers beanstalk	We're going on a bear hunt The great pet sale Dear Zoo The deep blue sea Animal Boogie

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	The Gruffalo The Ugly Duckling	Q Bootle 5 Whatever Next Stickman The story of Christmas	George and the dragon Puff the magic dragon That pesky dragon Supertato Smoky Dragon The trouble with dragons The paper bag Princess		Bad tempered ladybird What the Ladybird Heard Mad about minibeasts Baby chimps big book Edward's Adventure	Six dinner Sid Going on a bear hunt Apple tree farm Rumble in the jungle Monkey Puzzle
Fab Five	1,2,3 do the Dinosaur Brown Bear Brown Bear The Gruffalo Supertato The Big Red Bath	Hair Love Polar Bear Polar Bear Owl Babies StickMan Three Billy Goats				
Wow moments/ Enrichment opps	Autumn walk	Christmas party Christmas performances Kipper's Birthday Party Campfire	Castle making morning Winter walk Valentine's Day	Easter celebrations Spring walk Mothering Sunday	Planting sunflowers Father's Day Science day	Summer walk Outdoor learning week Sports week Transition activities

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Curriculum Challenges	<ul style="list-style-type: none"> To access resources independently To make playdough independently To take care of an animals To take part in a performance 	<ul style="list-style-type: none"> * To make a model in our workshop * To make a card and give it to someone * To re-enact familiar and unfamiliar roles and experiences 				
Areas of learning and key skills Key skills chosen as priorities for each topic.						
	<p>CL The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>Statutory framework -</p>					
CL	<p>To ask for help</p> <p>To listen and follow simple instructions</p> <p>To listen to a story</p>	<p>Can start a conversation with an adult or friend and continue it for many turns.</p>	<p>To talk about familiar stories.</p>	<p>Understand why questions.</p>	<p>To be able to express a point of view</p>	<p>To talk about familiar stories</p>
CL Ongoing areas of focus		<p>Uses a wider range of vocabulary</p> <p>Use longer sentences (4-6 words)</p> <p>Use talk to organize themselves and their play</p>				

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PSED	To separate from parent To play alongside others and begin to join in. To select resources to play with.	To play with one or more other children extending and elaborating play ideas. Talk about their feelings using words	Increasingly follow rules and understand why they are important. Understand how others feel.	Develop sense of community-tidy up	Make healthy choices.	To help to find solutions to conflicts and rivalries. Develop appropriate ways of being assertive.
		Talk about their feelings using words Become more outgoing with unfamiliar people. Increasingly follow rules.				
PD	Change their own shoes Use the toilet and wash their hands independently. Start to have a preference of dominant hand. Independently eat snack/ lunch.	Develop Fundamental skills To put on/ take off their coat Hold a pose-musical statues Use one-handed tools and equipment	Dance- increasingly able to use remember sequences and patterns of movement. Get changed for PE.	Gym Match their physical skills to the task-for example to crawl, walk along a plank. Carry low level apparatus collaboratively and safely.	Develop Fundamental skills	Swimming Get into and out of the pool safely. Move in the water and begin to swim with a floatation aid. .

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	To balance on one leg.					
		Develop their movement, balancing, riding and ball skills. Choose the right resources to carry out their own plan. Use a comfortable grip with good control when holding pens and pencils.				
L	Talk about books, including the front cover. Explore story language.	To know the role of the author and illustrate.	Count and clap syllables in words Write some of their name.	Spot and suggest rhyme	Recognise some letter sounds	Write some letters accurately
		Engage in extended conversations about stories, learning new vocabulary.				
M	Fast recognition of 3 objects Understanding position words Combine shapes to make new ones. Make comparison of size.	Talks about and identifies the patterns around them. patterns around Selects shapes appropriately.	Begin to sequence events Extend and create ABAB patterns. Understands position by words alone.	Experiments with their own symbols. Compare quantities Know the last number reached when counting quantities tells you how many there are.	Solves real world maths questions. Link numerals to amounts	Describe a familiar route. Discuss routes and locations. Explore 2D/ 3D shapes.
		Develop fast recognition of up to 3 objects without having to count them individually. Say one number of each item in order Recite numbers past 5				

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	<p>UW - Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
<p>UW</p>	<p>Talk about their families. To talk about differences. Show an interest in different occupations. Begin to make sense of own life story.</p>	<p>Develop positive attitudes about the differences between people.</p>	<p>Understand the differences forces they can feel.</p>	<p>Understand life cycle of a plant Plant seeds and care for a plant.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced and seen in photos. Explore collections of materials with similar and/or different properties.</p>	<p>Understand life cycle of an animal.</p>
<p>UW Ongoing areas of focus</p>	<p>Outside Learning Use hands on experiences to explore natural materials. Talk about what they see using a wide vocabulary Explore how things work</p>					

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<p>EAD</p>	<p>Take part in pretend play</p> <p>Sing familiar songs</p> <p>Listen to and recognize familiar sounds</p> <p>To begin to use shapes to draw recognizable objects.</p>	<p>Plays instruments with increasing control.</p> <p>Explore colour mixing</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls etc.</p> <p>Make imaginative small worlds</p> <p>Show different emotions in their drawings.</p> <p>To use powder paints</p>	<p>Begin to add more details to their drawings.</p> <p>Use drawing to represent ideas like movement and loud noises.</p>	<p>Develop own ideas and decide which materials to use to express them.</p>	<p>Respond to what they have heard expressing their thoughts and feelings.</p> <p>Join different materials- puppets</p>
<p>EAD- Ongoing areas of focus</p>		<p>Explore different materials freely</p>				