



Nursery Long Term Curriculum Overview

Topics titles/term		Autumn 1 'It's All About Me'	Autumn 2 'I Can See A Rainbow'	Spring 1 '3 Is the Magic Number'	Spring 2 'Everything Changes'	Summer 1 'The Circle of Life'	Summer 2 'Artistic Impressions'
Book titles		When I go to Nursery Kippers Toy Box (Mick Inkpen)	Celebration (non-fiction) no particular titles Selection of Christmas fiction inc Thread Bear	Traditional Tales Genre: Goldilocks, 3 Little Pigs, 3 Billy Goats Gruff	We're Going on a Bear Hunt Non-fiction Chinese New Year Plus others	Jasper's Beanstalk A seed in Need and other non-fiction Growing The Very Hungry Caterpillar Titch	My Mum & Dad Make Me Laugh Non-fiction Artists including Van Gogh
Focus Author/Genre		Mick Inkpen (Kipper Stories)	Celebration Books	Traditional Tales	Growing fiction and non-fiction Celebration Books		
Trip or visitor		Settling period	Road safety children to go out ratio 1:2	Short trips to Sainsburys	Freshwater Theatre Company visit to school	Barleylands Farm visit	Zoo lab/or similar into school
Learning Area	Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prime Areas	Personal, social and emotional	Children will: Separate from their main carer with support and begin to develop relationships with their Key Person. Explore their new environment.	Children will: Separate from their main carer. Continue to develop relationships with their key person. Begin to accept changes to the regular routines when practicing for	Children will: Separate from their main carer. Show care and concern for their environment. Continue to follow the classroom rules and expectations.	Children will: Be given the opportunity to carry out small tasks as 'Helper of the Day'. Continue to show care and concern for their environment by looking after the outdoor area.	Children will: Continue to be responsible for carrying out small tasks as 'Helper of the Day'. Continue to negotiate and solve minor problems independently.	Children will: Begin to discuss forthcoming changes and have the opportunity to pay short visits to their new classrooms. Work towards a 'Head Teacher' golden sticker by earning

		<p>Begin to express their own needs and feelings.</p> <p>Begin to understand the expectations of the classroom by being introduced to 'Good to be Green'.</p> <p>Take part in short carpet sessions.</p> <p>Begin to develop relationships within the classroom.</p> <p>Join in with familiar nursery rhymes and songs.</p>	<p>Christmas concerts, and visits to the hall for PE.</p> <p>Will begin to follow simple instructions when collecting their belongings.</p> <p>Use simple sentences to express their needs.</p>	<p>Share and take turns when playing with their peers.</p> <p>Develop listening skills during circle time.</p> <p>Begin to recall favourite stories in a range of ways, through role play, art, music and shared writing.</p>	<p>Begin to negotiate and solve minor problems independently.</p> <p>Share and take turns when playing with their peers.</p> <p>Continue to develop listening skills when working in a group.</p> <p>Have the opportunity to recall past events as they share their Learning Journeys with an adult.</p>	<p>Share and take turns when playing with their peers.</p> <p>Develop an understanding of 'How' and 'why' questions?</p> <p>Link statements and stick to a main theme or intention.</p> <p>Develop their understanding of how to transport and use tools safely when preparing the garden for planting.</p> <p>Change their clothes with increasing independence.</p> <p>Begin to hold writing implements correctly and use them to form some recognisable letters.</p> <p>Use tools and equipment safely to complete a task.</p>	<p>rewards for 'doing the right thing'.</p> <p>Continue to try and sort out minor disputes when playing with others.</p> <p>Begin to respond to more complex instructions.</p> <p>Use talk to organise and sequence their feelings and events.</p> <p>Change their clothes independently and begin to attempt fasteners such as buttons and zips.</p> <p>Hold tools for writing correctly in a tripod grip and use them to form recognisable letters. Develop PE skills to work as a team for 'Sports Day'.</p> <p>Introduce children to the large apparatus.</p>
	<p>Communication and language</p> <p>Physical development</p>	<p>Begin to develop gross motor skills in the outdoor environment and by taking part in short PE sessions.</p> <p>Take part in activities to develop fine motor control. (Busy Writers display)</p>	<p>Take part in circle games and group activities as an early introduction to PE.</p> <p>Remove shoes/socks and jumpers with support.</p> <p>Engage in a wider range of activities to develop fine motor control including scissors for cutting snips in paper.</p>	<p>Increase their self-help skills when changing for Forest School and P.E. (kits to be worn from sp1)</p> <p>Continue to develop gross motor control, including stopping and changing direction on request.</p> <p>Begin to practice some appropriate safety measures when using tools and equipment.</p>	<p>Change their clothes with increasing independence.</p> <p>Begin to hold writing implements correctly and use them to form some recognisable letters.</p> <p>Use tools and equipment safely to complete a task.</p>	<p>Change their clothes with increasing independence.</p> <p>Hold writing implements correctly and use them to form some recognisable letters not in their own name.</p> <p>Experiment with different ways of moving.</p>	

Specific areas	Maths	<p>Children will: Begin to count and recognise numbers of personal significance. Represent number using their fingers when joining in with number rhymes. Sort objects by colour and into categories. Begin to match 2D shapes and find these in the environment.</p>	<p>Children will: Develop their ability to represent numbers using their fingers when joining in with number rhymes and songs. Begin to use marks on paper to represent number. Begin to recognise numbers in the environment. Sort objects into groups and say which group of two has more or less than the other. Begin to select a named shape and identify some flat shapes independently. (Shape Houses Display)</p>	<p>Children will: Begin to use positional language. Compare groups of objects saying when they have the same number. Be able to count out a given number of objects from a larger group on request. Begin to order two or three objects by size. Recognise some random numerals.</p>	<p>Children will: Use positional language as they re-enact the stories they have been learning. Begin to match numerals to quantity. Will be able to count out a given number of objects from a larger group on request. Will begin to represent numbers 0-5 and then to 10 and beyond.</p>	<p>Children will: Match an increasing amount of numerals to quantity. Be able to count out a given number of objects from a larger group on request. Begin to represent numbers 0-5 and then to 10 and beyond. Begin to use everyday language related to money through Role Play. Begin to understand basic symmetry when painting butterflies.</p>	<p>Children will: Work with numbers to 20. Begin to add two groups of objects together as they use the correct language when discussing addition. Increase their knowledge of shapes when building in the construction area and using recycled materials in the art area.</p>
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	<p>Literacy</p>	<p>Reading Children will: Listen to a variety of story books in particular those by Mick Inkpen. Begin to identify environmental sounds. Be exposed to a range of texts and print in the environment. Have the opportunity to select a book from the library to share at home. Children will be introduced to our classroom library and shown how to return books following our internal library system.</p> <p>Writing Children will: Be taking part in activities to develop fine motor control. Explore a wide range of malleable materials. Be able to make marks using various media and begin to ascribe meaning to these.</p>	<p>Reading Children will: Continue to develop a love for books by taking part in library sessions and story times. Begin to develop an understanding of terminology such as title, author, front cover, back cover, blurb. Learn songs necessary for the Christmas production.</p> <p>Writing Children will: Be given the opportunity to write their name. Each given a writing book and targets to match their current ability. Children to be given next steps to develop this skill. Children will begin by drawing lines and circles. Begin to draw simple representations of people and things.</p>	<p>Reading Children will: Listen to a range of Traditional Tales. Develop an awareness of how stories are structured. Begin to understand that print has meaning. Continue to take part in weekly library sessions to discuss the books they have been sharing at home. Be introduced to the sounds that letters make (RWI).</p> <p>Writing Children will: Take part in activities to further develop fine motor control. Have the opportunity to make marks and give meaning to these marks as they draw, write and paint. Begin to learn the rhymes associated with the letters in their name to assist with forming these letters correctly.</p>	<p>Reading Children will: Listen to a wider range of Traditional Tales. Begin to suggest how a story might end. Begin to identify some letters by the sounds they make. Continue to take part in weekly library sessions to give them the opportunity to enjoy an increasing range of books.</p> <p>Writing Children will: Take part in activities to develop fine motor control for holding writing implements. Have the opportunity to make marks and give meaning to these marks as they draw, write and paint. Continue to learn the rhymes associated with the letters in their name to assist with forming these letters correctly. Be encouraged to develop their name writing skills</p>	<p>Reading Children will: Begin to understand that information can be found in books and on the internet. Begin to suggest how a story might end. Be able to identify some letters by the sounds they make. Show an interest in print in the environment and recognise familiar logos. Sort objects by their initial sounds.</p> <p>Writing Children will: Continue to take part in activities to develop fine motor control for holding writing implements correctly. Have the opportunity to make marks and give meaning to these marks as they draw, write and paint. Continue to learn the rhymes associated with the letters in their name to assist with forming these letters correctly.</p>	<p>Reading Children will: Have learnt a wide range of letters by the sounds they make. They will begin to understand how to blend sounds together to read cvc words. They will be able to identify a word when an adult blends the sounds. Chn will begin to identify rhyming words.</p> <p>Writing Children will: Have a record of their writing this year showing development and next steps to improve this skill. Have the opportunity to practice forming letters correctly.</p>
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Other specific areas	Understanding the world	Children will: Be able to explore ICT by showing skills in making toys and equipment work. They will begin to understand that they have things that make them unique. (Ourselves Display Board).	Children will: Develop an understanding of how to use tools and equipment safely as they take part in cooking activities. Develop ICT skills using age appropriate toys and equipment.	Children will: Begin to use programmable toys (Beebots).	Children will: Be encouraged to talk about past personal experiences when discussing their Wows from home. Children will look at changes to the landscapes when sharing Were Going on a Bear Hunt. Children will discuss the basics necessary to grow plants and will plant a bean after sharing Jaspers Beanstalk. Use a wide range of resources to make Spring greetings and gifts to take home.	Children will: Be looking at growth and changes over time. They will be planting flowers in the garden. Look closely at the changes as we observe the Life Cycle of a Butterfly.	Children will: Have the opportunity to use age appropriate software and applications when using ICT equipment.
	Expressive arts and design	Have the opportunity to explore a wide variety of resources to develop their skills in art, music, role play and dance. Make a paper plate face.	Will have access to a wide range of art resources when making cards and gifts for others to celebrate traditions and festivals. Look at the Artist Kandinsky using circles in a range of ways. Look closely at musical instruments and begin to sort them into groups of ones that you can 'hit' and ones that you can 'shake'. Make a Christmas Card. Make a Kandinsky inspired Calendar. Make a tree decoration.	Begin to use Story language in their play. Explore texture when creating pictures for display. Use instruments as an aid to role play. Three Little Pigs Houses. Chinese Lanterns.			Play with others and begin to introduce a story or narrative into play. Make symmetrical paintings of a butterfly.

	<p>Forest School</p>	<p>Children will: Begin to take part in Forest School by taking part in short visits with JC and a supporting adult. They will begin to develop self-help skills as they learn to put on their forest school clothes and change into their boots.</p>	<p>Children will: Continue to work in small groups for extended periods of time. They will begin to understand that there are rules specific to Forest School. Begin to develop an understanding of how to care for their outdoor space.</p>	<p>Children will: Be able to discuss Forest School rules and begin to use the climbing equipment safely with some support. Use the outdoor environment and resources to retell some of their favourite stories.</p>	<p>Children will: Be able to explain their understanding of Forest School rules to others. Notice and talk about changes to the natural environment.</p>	<p>Children will: Share tasks and experiences with their friends. Notice changes to the environment as they discuss growth and changes over time.</p>	<p>Children will: Observe patterns in the environment. Begin to assess risk as they use available climbing resources.</p>
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Progression of selected skills Nursery

	PSED (Dressing)	PD (Fine Motor)	CL (Listening/attention)	L (Reading phonics)	MD (Number)	UW (ICT)	EAD (Drawing/painting)
Aut 1	Identify personal belongings	Use writing implements in whole hand palm grasp	Develop listening skills Introduction to nursery routines	Develop listening skills (environmental sounds)	Begin to recite numbers	Explore a range of toys with buttons, flaps and simple mechanisms	Simple Representation (draw/paint a line and say that's me)
Aut 2	Put on own coat Begin to practice self-help skills	Develop fine motor control and begin to show a preference for dominant hand	Developing listening skills short circle time sessions	Develop listening skills (environmental sounds)	Represent numbers using fingers, marks on paper or objects	Begin to use simple ICT equipment/toys	Simple Representation (draw/paint a line and say that's me)
Spr 1	Show an interest in changing own clothes	Begin to hold a pencil in a tripod position	Follow simple routine instructions	Begin to learn the sounds that letters make introduction to RWI	Count objects with some accuracy	Develop skills in making toys work for example remote controlled cars	Begin to draw/paint a recognisable person
Spr 2	Assist with changing clothes with adult support	Begin to form recognisable letters	Follow instructions or directions (not in routine)	Begin to sort objects by initial sounds	Begin to recognise random numerals	Use tablets to engage in age appropriate tasks and games	Begin to draw/paint a recognisable person
Sum 1	Attempt to change clothes for PE	Use other tools and equipment with increasing control	Listen for increasing periods in larger groups	Recognise increasing number of letters by the sounds they make	Show an interest in writing numerals	Understand that information can be sought from computers	Create simple representations of people/objects
Sum 2	Independently change clothes and begin to use fasteners	Write own first name Use scissors to cut along a straight line	Listen with increasing attention to comply with instructions and directions and recall key events and information	Begin to blend sounds to read cvc words	Count, recognise and order numbers according to individual abilities	Complete an age appropriate task using the tablets	Create simple representations of people/objects