



Early Years Curriculum Overview: Nursery

AREAS OF LEARNING	Autumn Term 1 <u>PWP:</u> <u>TOPIC:</u> Traditional Tales	Autumn Term 2 <u>PWP:</u> <u>TOPIC:</u> When I Grow Up	Spring Term 1 <u>PWP:</u> <u>TOPIC:</u> Down in the Jungle	Spring Term 2 <u>PWP:</u> <u>TOPIC:</u> Stepping Into Spring	Summer Term 1 <u>PWP:</u> <u>TOPIC:</u> Under the Sea	Summer Term 2 <u>PWP:</u> <u>TOPIC:</u> Around the World
CL 1 Listening & Attention COMMUNICATION & LANGUGAE	22-36 -Listens with interest to noises when stories are read -responds to familiar sounds -shows interest in play with sounds/songs -single channeled attention.	30-50 - Listens when conversation interests them	30-50 - Joins in with rhymes and stories - Listens to stories with attention/recall All statements apply.		30-50 - Follows direction - Focusing attention	
CL 2 Understanding COMMUNICATION & LANGUGAE	22-36 -identifies action words -understands more complex sentences -understands 'who' 'what' 'where' in sentences -developing simple concepts (big/little)	30-50 - Understands use of objects - Responds to simple instructions	30-50 - Understands prepositions All statements apply.		30-50 - Understands why/how	
CL 3 Speaking COMMUNICATION & LANGUGAE	22-36 - uses language as a powerful means to widen contacts, share feelings, experiences/thoughts -holds conversation, jumping topic to topic - uses gestures, limited talk -uses questions ('what' 'where' 'who') -learns new words rapidly -use simple sentence - beginning to use word endings (going, cats)	30-50 - Uses 'and'/'because' - Uses talk to connect ideas	30-50 - Questions: why/what/when/how - Uses a range of tenses All statements apply.		30-50 - Uses vocabulary focused on objects reflecting their experiences/importance - Uses talk in pretend	

<p>PD 1 Moving & Handling</p> <p>PHYSICAL DEVELOPMENT</p>	<p>22-36</p> <ul style="list-style-type: none"> -Runs safely on whole foot -squats with steadiness -Climbs confidently <ul style="list-style-type: none"> -Can kick ball -turns pages in a book -shows control holding and using jugs/hammers/books and mark making tools -beginning to use three fingers (tripod grip) -imitates drawing simple shapes (circles/lines) <ul style="list-style-type: none"> -walks upstairs /downstairs holding onto a rail -beginning to show preference for dominant hand 	<p>30-50</p> <ul style="list-style-type: none"> -Can stand momentarily on one foot - Can catch a large ball - Holds pencil between thumb/two fingers - Draws lines/circles 	<p>30-50</p> <ul style="list-style-type: none"> - Uses one-handed tools -Holds pencil near point, uses good control 	<p>30-50</p> <ul style="list-style-type: none"> -Mounts stairs/steps/climbing equipment using alternate feet -Walks downstairs, two feet to each step while carrying a small object - Moves freely/negotiates space -Can copy some letters
<p>PD Health & Self-Care</p> <p>PHYSICAL DEVELOPMENT</p>	<p>22-36</p> <ul style="list-style-type: none"> - Drinks well without spilling -Communicates need for toilet -Beginning to recognize danger -Helps with clothing -Beginning to be independent in self-care 	<p>30-50</p> <ul style="list-style-type: none"> - Independently uses toilet/wash hands/dress self 	<p>30-50</p> <ul style="list-style-type: none"> -Understands tools to be used safely 	<p>30-50</p> <ul style="list-style-type: none"> -Can tell adults when hungry or tired -Observes the effects of activity on body
<p>PSED 1 Making Relationships</p> <p>PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT</p>	<p>22-36</p> <ul style="list-style-type: none"> - Interested in others play and starting to join in - Seeks out others to share experiences - Shows affection and concern for those special to them - Forms special friendship with another child 	<p>30-50</p> <ul style="list-style-type: none"> -Play in a group, extending and elaborating play ideas. -Initiates play. -Keeps play going by responding to others. -Demonstrates friendly behavior, forming good relationships with adults and peers. 	<p>30-50</p> <p>All statements apply.</p>	<p>30-50</p> <p>All statements apply.</p>

<p>PSED 2 Self-confidence & Self Awareness</p> <p>PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT</p>	<p>22-36</p> <ul style="list-style-type: none"> - Separates from main carer - Expresses own preferences and interests 	<p>30-50</p> <ul style="list-style-type: none"> - Selects and uses activities - Welcomes praise for what they have done - Enjoys responsibility of carrying out tasks - More outgoing towards unfamiliar people - More confident in unfamiliar situations 	<p>30-50</p> <ul style="list-style-type: none"> - Confident to talk to other children when playing, communicates freely about own home - Shows confidence in asking adults for help 	<p>30-50</p> <p>All statements apply.</p>
<p>PSED 3 Managing Feelings & Behaviour</p> <p>PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT</p>	<p>22-36</p> <ul style="list-style-type: none"> - Seeks comfort from familiar adult - Can express own feelings - Responds to feelings/wishes of others - Aware that actions hurt others - Tries to comfort when others are distressed - Shows understanding and cooperates with boundaries/routine - Can inhibit own actions - Growing ability to distract self if upset 	<p>30-50</p> <ul style="list-style-type: none"> - Begins to accept needs of others/share - Can tolerate delay when needs not immediately met 	<p>30-50</p> <ul style="list-style-type: none"> - Can usually adapt behavior to changes in routine - Aware of own feelings, actions and that words can hurt others 	<p>30-50</p> <p>All statements apply.</p>
<p>L 1 Reading</p> <p>LITERACY</p>	<p>22-36</p> <ul style="list-style-type: none"> - Favourite stories/rhymes - Repeats words/phrases from stories - Fills in missing word/phrase in story 	<p>30-50</p> <ul style="list-style-type: none"> - Enjoys rhyming/rhythmic activities - Listens to/joins in with stories and poems - Joins in with repeated refrains and anticipates key events/phrases. - Handles books independently. - Hold books the correct way up/turns pages. 	<p>30-50</p> <ul style="list-style-type: none"> - Beginning to be aware of how stories are structured - Listens to stories with attention and recall - Recognises familiar signs & logos. - knows information can be relayed in the form of print. - Knows that print carries meaning & in English is read left to right/top to bottom. 	<p>30-50</p> <ul style="list-style-type: none"> - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words - Suggests how a story might end - Describe main story setting, events & characters. - Interest in illustrations/print in books & print in environment. - Handles books carefully.

<p>L 2 Writing</p> <p>LITERACY</p>	<p>22-36</p> <p>-Distinguish between marks</p>	<p>30-50</p> <p>- Give meaning to marks different marks. -Ascribe meaning to</p>	<p>30-50</p> <p>All statements apply</p>	<p>30-50</p> <p>All statements apply</p>
<p>M 1 Numbers</p> <p>MATHEMATICS</p>	<p>22-36</p> <p>- Selects a small number of objects from a group when asked - Recites number names in sequence - Creates/experiments with marks representing number - Begins to make comparisons between quantities - Use language such as 'more' and 'a lot' - Knows a group of things changes when something is added or taken away</p>	<p>30-50</p> <ul style="list-style-type: none"> •Use number names/number language spontaneously •Use number names accurately in play. •Recite numbers to 10. •Represent numbers using fingers, marks, pictures. •Show interest in representing numbers. 	<p>30-50</p> <ul style="list-style-type: none"> •Know numbers identify how many objects in a set. •Compare two groups of objects, saying when they are the same. •Show interest in numerals in the environment. •Realises not only objects, but anything can be counted, including steps, claps or jumps. •Match numeral and quantity correctly. •Show curiosity about numbers by offering comments or asking questions. •Shows interest in number problems. •Separates a group of objects in different ways, beginning to recognise that the total is still the same. 	<p>30-50</p> <p>All statements apply.</p>
<p>M 1 Shape, Space & Measure</p> <p>MATHEMATICS</p>	<p>22-36</p> <p>-Notices simple shapes -Categorise objects making arrangements. by shape or size -Use the language of Size -understands about Immediate, past, future -Anticipates time based Events -Shows an interest in shapes and patterns playing with shapes</p>	<p>30-50</p> <p>-Shows an in sustained construction activity/ talking about shapes. -Shows an interest in shape and space by playing with shapes or making arrangements with objects</p>	<p>30-50</p> <p>-Shows awareness of similarities of shapes in environment. -shows interest in shapes in the environment. -Beginning to talk about shapes eg round & tall. -Uses positional language. -Uses shapes appropriately for tasks.</p>	<p>30-50:</p> <p>All statements apply</p>

<p>UW 1 People & Communities</p> <p>UNDERSTANDING THE WORLD</p>	<p>22-36</p> <ul style="list-style-type: none"> - Sense of immediate family - Imitates every day actions from culture in play - Has own friends - Learns they have similarities/differences to others 	<p>30-50</p> <ul style="list-style-type: none"> - Shows interests in lives of people familiar to them - Talks about their own significant events - Recognises/describes special times or events - Shows interest in different occupations/ways of life - Knows some of the things that make them unique, can talk about this 	<p>30-50</p> <p>All statements apply.</p>		<p>30-50</p> <p>All statements apply.</p>
<p>UW 2 The World</p> <p>UNDERSTANDING THE WORLD</p>	<p>30-50</p> <ul style="list-style-type: none"> - Enjoys playing with small world - Notices features of objects in their environment 	<p>30-50</p> <ul style="list-style-type: none"> - Comments/asks questions about their familiar world - Develops an understanding of growth/decay/change - Shows care/concern for living things and the environment 	<p>30-50</p> <p>Talks about things they have observed</p> <ul style="list-style-type: none"> - Talks about why things happen/how things work 	<p>30-50</p> <ul style="list-style-type: none"> - Develops an understanding of growth/decay/change 	<p>30-50</p> <p>All statements apply.</p>
<p>UW 3 Technology</p> <p>UNDERSTANDING THE WORLD</p>	<p>22-36</p> <ul style="list-style-type: none"> - Acquires basic skills in turning on/operating ICT equipment - Operates mechanical toys 	<p>30-50</p> <ul style="list-style-type: none"> - Knows how to operate simple equipment - Interest in technological toys - Shows skill in making toys work - Knows information that information can be retrieved from computers 	<p>30-50</p> <p>All statements apply.</p>		<p>30-50</p> <p>All statements apply.</p>
<p>EAD 1 Exploring & Using Media & Materials</p> <p>EXPRESSIVE ARTS & DESIGN</p>	<p>22-36</p> <ul style="list-style-type: none"> - Joins in singing favourite songs - Creates sounds - Shows an interest in the way musical instruments sound - Experiments with blocks/colours/marks 	<p>30-50</p> <ul style="list-style-type: none"> - Enjoys joining in with dancing/ring games - Sings a few familiar songs - Moves rhythmically - Imitates movement to music 	<p>30-50</p> <ul style="list-style-type: none"> - Explores different sounds of instruments - Explores/learns how sounds can change - Construct stacking blocks vertically/horizontally to make enclosures/spaces 	<p>30-50</p> <ul style="list-style-type: none"> - Describes the texture of things - Uses various construction materials - Joins construction pieces together to build and balance 	<p>30-50</p> <ul style="list-style-type: none"> - Taps out repeated rhythms - Explores colour and how it can be changed - Understands they can use lines to enclose a space - Realises tools can be used for a purpose

<p>EAD 2 Being imaginative</p> <p>EXPRESSIVE ARTS & DESIGN</p>	<p>22-36</p> <ul style="list-style-type: none"> - Using representation to communicate - Beginning to make believe by pretending 	<p>30-50</p> <ul style="list-style-type: none"> - Developing preferences for forms of expression - Uses movement to express feeling - Imitates adults spontaneously - Role plays based on experiences 	<p>30-50</p> <ul style="list-style-type: none"> - Creates movement in response to music <ul style="list-style-type: none"> - Makes up rhythms - Sings to self/makes up songs - Builds stories around toys - Uses resources as props for role play - Captures experiences with a range of media 	<p>30-50</p>
---	--	--	--	---------------------