



## St James' C of E Infant and Nursery School

### Curriculum Overview Nursery Minus 2

#### Cycle 1




	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Nursery Rhymes</u>	<u>Where do you like to shop?</u>	<u>Bears, bears, bears!</u>	<u>What lives in the garden?</u>
Class focus story books/Rhymes	Humpty Dumpty Twinkle Twinkle Hickory Dickory Dock	The Shopping Basket Don't Forget the Bacon The Shopping Expedition	Bears, Bears, Bears The Everywhere Bear This is the bear!	The Very Busy Spider Twist and hop, Minibeast Hop Minibeasts Under a stone
Structured story time books	Nursery Rhymes 2-3 Each Peach Pear Plum Ladybird Favourite Nursery Rhymes A Great Big Cuddle	All through the night Mr Wolf's Pancake The Good Egg Tidy	Winnie the Pooh and the Bees The Suitcase I want my hat back Oi Frog	Oliver's Vegetables Errol's Garden Tad Worrysaurus
Focus themes	Rhyme and alliteration	Different occupations	Animals	Minibeasts
Possible ideas / lines of enquiry These mini themes may be changed or replaced depending on child interest or fascination		Shops		
Christian Values	Love  Ruth and Naomi	Forgiveness  The Prodigal Son	Respect  The 10 Commandments	Friendship  The Paralysed Man
Hooks, Enrichment activities, Visitors or trips	Humpty Dumpty crime scene	Visits to local supermarket	Teddy Bear's Picnic	Bug Hunt and visit from Pet Encounters



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	<u>Nursery Rhymes</u>	<u>Where do you like to shop?</u>	<u>Bears, Bears, Bears!</u>	<u>Who lives in the garden?</u>
<b>Communication and Language</b> 	<p>Start to develop conversation, often jumping from topic to topic</p> <p>Develop pretend play</p>	<p>Listen to simple stories and understand what is happening, with the help of pictures</p> <p><b>Spring 2 checkpoint:</b> By around 3 years old, can the child shift from one task to another if you get their attention. Using the child's names can help</p>	<p>Identify familiar objects and properties for practitioners when they are described</p> <p>Understand and act on longer sentences</p>	<p>Understand simple questions about 'who', 'what' and 'where'</p> <p><b>Summer checkpoint:</b> Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book.</p>
<b>Personal, Social and Emotional Development</b> 	<p>Begin to show 'effortful' control. <i>For example waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front</i></p>	<p>Be increasingly able to talk about and manage their emotions. Develop friendships with other children</p> <p><b>Spring 2 checkpoint:</b> Does the child start to enjoy the company of other children and want to play with them</p>	<p>Safely explore emotions beyond their normal range through play and stories</p>	<p>Talk about their feelings in more elaborated ways</p> <p>Learn to use the toilet with help and then independently</p> <p><b>Summer checkpoint:</b> Develop friendships Explore their emotions Talk about their feelings</p>
<b>Physical Development</b> 	<p>Build independently with a range of appropriate resources</p> <p>Enjoying starting to kick, throw and catch balls</p>	<p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle</p> <p><b>Spring 2 checkpoint:</b> Can the child climb confidently and balance safely, catch a large ball and pedal a tricycle</p>	<p>Show an increasing desire to be independent</p> <p>Start eating independently and learning how to use a knife and fork</p>	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks</p> <p>Develop manipulation and control</p> <p><b>Summer checkpoint:</b></p>



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				<p>To make marks with increasing control Independently use their fine and gross motor skills</p>
<p><b>Literacy</b></p> 	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Enjoy sharing books with an adult.</p>	<p>Enjoy drawing freely.</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p><b>End of Spring Checkpoint</b></p> <p>Enjoy drawing freely.</p> <p>Enjoy sharing books with an adult.</p> <p>Pay attention and respond to the pictures or the words.</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone</p>	<p>Add some marks to their drawings, which they give meaning to</p> <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book.</p>	<p>Make marks on their picture to stand for their name.</p> <p>Make comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo</p> <p><b>End of Summer Checkpoint</b></p> <p>Add some marks to their drawings, which they give meaning to.</p> <p>Make marks on their picture to stand for their name.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p>



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<p><b>Mathematics</b></p> 	<p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p>	<p>Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</p> <p><b>End of Spring Checkpoint</b> Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</p>	<p>Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p>	<p>Notice patterns and arrange things in patterns</p> <p><b>End of Summer Checkpoint</b></p> <p>Climb and squeezing themselves into different types of spaces.</p> <p>Build with a range of resources.</p> <p>Complete inset puzzles.</p> <p>Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>Notice patterns and arrange things in patterns.</p>
<p><b>Understanding the World</b></p> 	<p>Explore materials with different properties.</p> <p>Repeat actions that have an effect</p>	<p>Notice differences between people.</p> <p><b>End of Spring Checkpoint</b> Repeat actions that have an effect.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside</p>	<p>To explore and enjoy the natural world.</p> <p>Notice features of plants</p>	<p>To explore and have respect for living things.</p> <p>name some familiar animals</p> <p>begin to name some facial features of a human</p> <p><b>End of summer checkpoint</b> Explore and respond to different natural phenomena in their setting and on trips.</p>
	<p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>explore primary paint colours and how these colours can be changed.</p>	<p>Start to develop pretend play, pretending that one object represents another.</p> <p>Express ideas through making marks</p>	<p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials.</p>	<p>Begin to use scissors and Sellotape cutters accurately.</p> <p><b>End of Summer Checkpoint</b></p>



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<b>Expressive Arts and Design</b>		<p>Use basic fixings, e.g. PVA glue, Pritt stick, masking tape, Sellotape (but may still get tangled).</p> <p><b>End of Spring Checkpoint</b> Enjoy and take part in action songs</p> <p>Start to develop pretend play, pretending that one object represents another.</p>	<p>Recognise and name primary colours, black and white and some secondary colours</p>	<p>Use their imagination as they consider what they can do with different materials.</p> <p>Start to make marks using a range of media</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Make simple models, which express their ideas.</p>
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