



St James' C of E Infant and Nursery School

Curriculum Overview Nursery Minus 1

Cycle 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Would you like to snuggle up with a book?</u>	<u>What is your favourite toy?</u>	<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 Structured story time books	Little Red Riding Hood Gingerbread Man Chicken Licken Nursery not Today The Gingerbread Man Three Little Pigs You Choose Fairy Tales Goldilocks and the Three Bears	Kipper's Toybox Just Like Jasper This is the bear! Home is where the bird sings Bear shaped	Humpty Dumpty Twinkle Twinkle Hickory Dickory Dock Nursery Rhymes 2-3 Each Peach Pear Plum Ladybird Favourite Nursery Rhymes A Great Big Cuddle	The Shopping Basket Don't Forget the Bacon The Shopping Expedition All through the night Mr Wolf's Pancake The Good Egg Tidy	Bears, Bears, Bears The Everywhere Bear This is the bear! Winnie the Pooh and the Bees The Suitcase I want my hat back Oi Frog	The Very Busy Spider Twist and hop, Minibeast Hop Minibeasts Under a stone Oliver's Vegetables Errol's Garden Tad Worrysaurus
Focus themes Possible ideas / lines of enquiry These mini themes may be changed or replaced depending on child interest or fascination	Traditional tales and story telling	How toys work What toys we like	Rhyme and alliteration	Different occupations Shops	Animals	Minibeasts
Christian Values	Friendship Paralysed Man	Kindness Good Samaritan	Forgiveness Prodigal Son	Justice Jonah and the Whale	Respect Ten Commandments	Trust David and Goliath



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Hooks, Enrichment activities, Visitors or trips	Library Visit	Toy sharing circle time	Humpty Dumpty crime scene	Visits to local supermarket	Teddy Bear's Picnic	Bug Hunt and visit from Pet Encounters
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Communication and Language


EYFS – Communication and Language	<p>To use talk to organise themselves and their play</p> <p>Pay attention to more than one thing at a time.</p> <p>Baseline checkpoint: Child shifts from one task to another if an adult gains their attention</p> <p>Child shows that they understand action words by pointing to the right picture in a book.</p>	<p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Understand a question or instruction that has two parts</p> <p>Autumn 2 checkpoint: Enjoys listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary.</p>	<p>Use longer sentences of four to six words.</p> <p>Use a wider range of vocabulary linked to new topic</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Sing a large repertoire of songs.</p> <p>Develop their communication, encouraging children to use plurals and irregular tenses correctly</p> <p>Spring 2 checkpoint: Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play.</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their pronunciation, encouraging children to use tricky sounds or multisyllabic words</p>	<p>Understand 'why' questions, like "Why do you think the wheels on the bus are round?"</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>End of Nursery checkpoint: Child uses sentences of four to six words</p> <p>Child uses sentences that are joined up with words like 'because', 'or', 'and'?</p> <p>Child is using the future and past tense</p> <p>Child answers simple 'why' questions</p>
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	<p>Child can shift from one task to another when their attention is fully gained.</p> <p>Child learns new vocabulary</p> <p>Child uses new vocabulary through the day</p>	<p>Understand a question or instruction that has two parts.</p>		<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>		<p>Sings a large repertoire of songs.</p> <p>Develop their pronunciation but may have problems saying some sounds or multisyllabic words</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<u>Would you like to snuggle up with a book?</u>	<u>What is your favourite toy?</u>	<u>Nursery Rhymes</u>	<u>Where do you like to shop?</u>	<u>Bears, bears, bears!</u>	<u>What lives in the garden?</u>
	Personal, Social and Emotional Development					
<p>EYFS –</p> <p>Personal, Social and Emotional Development</p> 	<p>Recognise that there are differences and similarities between themselves</p> <p>Celebrate their friends and include them</p> <p>Understand people have different cultures and religions.</p> <p>Baseline checkpoint: Enjoys the company of others and plays with others.</p> <p>Shares and takes turns with others, with adult guidance</p>	<p>Take care of their home, their learning environment and the natural environment.</p> <p>Autumn 2 checkpoint: Select and use activities and resources, with help when needed.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Recognise that we are unique</p> <p>Describe different feelings and use this skill to manage relationships</p> <p>Understand that some families are different from theirs, but these families also love and care for one another</p>	<p>Learn about taking some responsibility for their own health</p> <p>Describe ways in which they can help others and why they would do so</p> <p>Spring 2 checkpoint: Become more outgoing with unfamiliar people, in the safe context of their setting</p> <p>Show more confidence in new social situations.</p> <p>Develop appropriate ways of being assertive.</p>	<p>Talk about healthy choices and activities</p> <p>Develop resilience and persistence in their learning</p> <p>Working cooperatively with others when faced with a challenge.</p>	<p>Growing and Changing</p> <p>Talk about change in the environment</p> <p>Describe the changes in babies, young animals and plants as they grow</p> <p>Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like.</p> <p>End of Nursery checkpoint: Develop their sense of responsibility and</p>



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	Child settles to some activities for a while			Understand gradually how others might be feeling.		<p>membership of a community.</p> <p>Child plays alongside others, rather than playing alone</p> <p>Child takes part in pretend play</p> <p>Child takes part in other pretend play with different roles</p> <p>Child generally negotiates solutions to conflicts in their play</p> <p>Be increasingly independent in meeting their own care needs</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>
Physical Development						
<p>Physical Development</p> 	<p>Skip, hop, stand on one leg and hold a pose in different games.</p> <p>Baseline checkpoint:</p> <p>Child can climb confidently, catch a large ball and pedal a tricycle</p>	<p>Use large muscle movements to wave flags, streamers, paint and make marks.</p> <p>Autumn 2 checkpoint:</p> <p>Choose the right resources to carry out their own plan.</p> <p>Collaborate with others to manage large items, such as</p>	<p>Continue to develop their movement, balancing, riding and ball skills.</p>	<p>Match their developing physical skills to tasks and activities in the setting</p> <p>Spring 2 checkpoint:</p> <p>Show increased confidence in movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>Start taking part in some group activities, which they make up themselves, or in teams.</p>	<p>Increasingly be able to remember sequences and patterns of movements, which are related to music and rhythm.</p> <p>End of Nursery checkpoint:</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>



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		moving a long plank safely, carrying large hollow blocks.		Go up steps and stairs, or climb up apparatus, using alternate feet.		<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed,</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>
Literacy						
<p>Literacy</p> 	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Develop their phonological awareness, so that they can spot and suggest rhymes.</p> <p>Baseline checkpoint: Enjoy songs and rhymes. Join in with some words in songs and rhymes. Draws freely. Enjoys sharing books with an adult</p>	<p>Understand the five key concepts about print: - Print has meaning - Print can have different purposes - We read English text from left to right and top to bottom - The names of the different parts of a book Page sequencing.</p> <p>Autumn 2 checkpoint: Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom</p>	<p>Develop their phonological awareness, so that they can count or clap syllables in a word.</p> <p>Develop their phonological awareness, so that they can recognise words with the same initial sound, such as money and mother</p>	<p>Use some of their print and letter knowledge in their early writing.</p> <p>Spring 2 Checkpoint:</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word -recognise words with the same initial sound, such as money and mother.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Write some letters accurately.</p>	<p>Write some or all of their name.</p> <p>End of Nursery Checkpoint:</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately</p>



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		- the names of the different parts of a book - page sequencing.				
Mathematics						
<p>Mathematics</p> 	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Show 'finger numbers' up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Nursery Baseline:</p> <p>Child says when they have lots or more than someone else.</p> <p>Can complete a simple insert jigsaw.</p> <p>Says some numerals. Interested in sorting objects (colour, type or size).</p> <p>Describes an object by its size, shape or colour</p>	<p>Count 1-10 Copy patterns Recognise groups with one, two or three objects 2D shapes – circle and square</p> <p>Autumn 2 Checkpoint:</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building Combine shapes to make new ones – an arch, a bigger triangle etc.</p>	<p>Count backwards from 5</p> <p>Count one more than up to 5 2D shapes – triangle and rectangle</p> <p>Count reliably up to 3 objects Show awareness of similarities in shapes in the environment</p>	<p>Observe and use positional language</p> <p>Understand 'bigger/smaller than'</p> <p>Count reliably up to 6 objects</p> <p>Use shapes appropriately for tasks</p> <p>Separate a group of three or four objects in different ways, beginning to realise that the total is still the same.</p> <p>Spring 2 Checkpoint: Extend and create ABAB patterns</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.'</p>	<p>Talk about the shapes of everyday objects</p> <p>Recognise groups with one, two or three objects</p> <p>Know one less than a number up to 5.</p> <p>Continue a repeated pattern</p>	<p>Show an interest in number problems</p> <p>Combine and take away objects</p> <p>Have secure understanding of numbers represent quantity</p> <p>Count with confidence back from 10.</p> <p>End of Nursery Checkpoint:</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts</p> <p>Experiment with their own symbols and marks as well as numerals.</p>



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						<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D using informal and mathematical language:</p> <p>Understand position through words alone</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Talk about and identify the patterns around them.</p>
Understanding the World						
<p>Understanding the World</p> 	<p>Begin to make sense of their own life story and family's history.</p> <p>Use all their senses in hands on exploration of natural materials</p> <p>Know the different between night and day</p> <p>Nursery Baseline:</p> <p>Talk about their family and people who are important to them.</p>	<p>Continue developing positive attitudes about the differences between people.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Use all of the senses in hands on exploration</p> <p>Observe and talk about changes in the seasons</p> <p>Know that there are different countries in the world and</p>	<p>Explore collections of materials with similar and/or different properties</p> <p>Explore how things work</p> <p>Explore and talk about forces</p>	<p>Show interests in different occupations and ways of life</p> <p>Spring 2 checkpoint</p> <p>Show interest in different occupations.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>To understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Name physical and human features from stories</p> <p>Know that fruit and vegetables are plants</p>	<p>Explore and talk about different forces they can feel</p> <p>How is one animal different to another</p> <p>Which body parts can you see on this person/animal</p> <p>Begin to recognise that here are in different occupations.</p> <p>Summer 2 Checkpoint:</p>



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	<p>Be interested in finding out how things work.</p> <p>Explore and talk about natural things going on around them</p>	<p>talk about the differences they have experienced or seen in photos</p> <p>Autumn 2 Checkpoint:</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Explore how things work.</p> <p>Use all their senses in hands-on exploration of natural materials.</p>				<p>Plant seeds and care for growing plants</p> <p>Understand the key features of the life cycle.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p>
Expressive Arts and Design						
 <p>Expressive Arts and Design</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Listen with increased attention to sounds.</p> <p>Explore different materials freely to develop their ideas about how to use them and what to make</p> <p>Create pictures using paint and other media</p>	<p>Remember and sing entire songs.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Autumn 2 Checkpoint: Respond to what they have heard, expressing their thoughts and feelings</p> <p>Remember and sing entire songs.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore colour and colour mixing.</p> <p>Sing the pitch of a tone sung by another person ('pitch match')</p>	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Use masking tape, Sellotape (and cutter), elastic bands, Pritt stick and PVA glue accurately</p> <p>Spring 2 Checkpoint:</p>	<p>Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures.</p> <p>Recognise and name a wide range of colours</p> <p>Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs.</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Create closed shapes with continuous lines</p> <p>Explore colour and colours mixing</p> <p>Use scissors accurately. Begin to use cutlery accurately. With supervision, use staplers and hole punches</p>



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	<p>Use various construction materials</p> <p>Make imaginative and complex small world</p> <p>Nursery Baseline: Enjoy moving to music.</p> <p>Enjoy making sounds 'music' with instruments.</p> <p>Enjoy and take part in songs.</p> <p>Enjoy taking part in pretend play.</p> <p>Create pictures using paint and other media.</p> <p>Make simple models.</p>	<p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>		<p>Make imaginative and complex 'small worlds' with blocks and construction kits</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<p>safely. Begin to use treasury tags.</p> <p>End of Nursery Checkpoint: Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore colour and colour-mixing Listen with</p>
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