



St James' C of E Infant and Nursery School

Curriculum Overview Nursery Minus 2

Cycle 1



	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Do you want to be a superhero?</i>	<i>Do you want to be a real life superhero?</i>	<i>What a wonderful world</i>	<i>Under the sea</i>
<p><b>Class focus story books/Rhymes</b></p> <p><b>Structured story time books – one cycle as minus 2 have different stories</b></p>	<p>Supertato Evil Pea rules Superkid</p> <p>Meg and Mog Rain Before Rainbows Mabel and the Mountain</p>	<p>Ness the Nurse Fred the Firefighter Police Cars on Patrol</p> <p>Who Ae You? People Need People I want to be a doctor</p>	<p>One Springy Day Brown Bear, Brown Bear, Jasper's Beanstalk</p> <p>All the Wonderful Ways to Move My First Hero Inventors Hey Water Come Over to My House</p>	<p>Rainbow Fish Tiddler Commotion in the Ocean</p> <p>Wow, said the Owl In Every House on the Street Shark in the Park Ravi's Roar</p>
<p><b>Focus themes</b></p> <p><b>Possible ideas / lines of enquiry</b> These mini themes may be changed or replaced depending on child interest or fascination</p>	STEM activities linked to superhero powers	<p>Different occupations</p> <p>Emergency vehicles</p>	<p>Colours</p> <p>Growth and Change</p>	Sea creatures and the sea as a habitat
<b>Christian Values</b>	Love	Forgiveness	Respect	Friendship
<b>Hooks, Enrichment activities, Visitors or trips</b>	Visit from STEAM Sellafield	Visits from a range of key workers Teddy Bear Hospital visit	Planting with local nursery	Visit to aquarium



St James' C of E Infant and Nursery School

Curriculum Overview Nursery Minus 2

Cycle 1


Nursery Minus 2	Spring 1 <i>Do you want to be a superhero?</i>	Spring 2 <i>Do you want to be a real life superhero?</i>	Summer 1 <i>What a wonderful world</i>	Summer 2 <i>Under the sea</i>
<b>Communication and Language</b>  	Start to develop conversation, often jumping from topic to topic  Develop pretend play	Listen to simple stories and understand what is happening, with the help of pictures  <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	Identify familiar objects and properties for practitioners when they are described  Understand and act on longer sentences	Understand simple questions about 'who', 'what' and 'where'  <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.
<b>Personal, Social and Emotional Development</b>  	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>	Be increasingly able to talk about and manage their emotions. Develop friendships with other children  <b>Spring 2 checkpoint:</b>  Does the child start to enjoy the company of other children and want to play with them	Safely explore emotions beyond their normal range through play and stories	Talk about their feelings in more elaborated ways  Learn to use the toilet with help and then independently  <b>Summer checkpoint:</b>  Develop friendships Explore their emotions Talk about their feelings
<b>Physical Development</b>  	Build independently with a range of appropriate resources  Enjoying starting to kick, throw and catch balls	Sit on a push-along wheeled toy, use a scooter or ride a tricycle  <b>Spring 2 checkpoint:</b> Can the child climb confidently and balance safely, catch a large ball and pedal a tricycle	Show an increasing desire to be independent  Start eating independently and learning how to use a knife and fork	Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks  Develop manipulation and control  <b>Summer checkpoint:</b>



St James' C of E Infant and Nursery School

Curriculum Overview Nursery Minus 2

Cycle 1


				<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.</p> <p>Makes comments and shares their own ideas.</p> <p>Develop play around favourite stories using props.</p>



St James' C of E Infant and Nursery School

Curriculum Overview Nursery Minus 2

Cycle 1

<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. 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>



St James' C of E Infant and Nursery School

Curriculum Overview Nursery Minus 2

Cycle 1

<p>Expressive Arts and Design</p>		<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>
-----------------------------------	--	--	---	---