

Newfield Park Primary School

Nursery curriculum overview



<p>Autumn 1</p>	<p>All about Me PSED – Make new friends. Establish routines of school life. Turn taking and sharing. Toileting and washing hands. Begin to initiate play with others. Separate from carer. CLL – Begin to listen to stories. Understand who, what and where questions. Simple conceptual understanding eg big, little, up, down. Understand use of classroom items and appropriate name/build up vocabulary associated with Nursery. Maths – Number: rote counting to 5 and 10. Number rhymes. SSM: simple language around size big, little, small. Make comparisons between quantities – more, give me 2 more etc. Literacy Letters and sounds – sound discrimination, sound walks. Listening to stories, looking at books. Disco dough. PD – FSM: Beginning to have effective pencil grip, dough disco, threading, pouring. HSC: toileting, handwashing, putting on coat.</p>	<p>Nursery Rhymes PSED – Co-operate with boundaries and routines. Establish behaviour/reward charts in school. Play alongside other children, join in play with others. Form relationships with peers. Begin to ask for your help. CLL – Shows an interest in play with sounds, songs and rhymes. Join in with repeated rhymes and stories. Respond to simple instructions. Begin to use more complex sentences to explain events. Build up vocab. Maths – Number: Number rhymes – Dancing in the Sun. Recite to 10. Matching numeral to amount. Count, claps, jumps. SM: categorise objects by size. Anticipate events such as home-time. Make arrangements with shapes and objects. Literacy – Letters and Sounds Phase 1 – rhyme/nursery rhymes. Give meaning to marks made. Join in and anticipate rhyme in nursery rhymes. Listen to nursery rhymes. Begin to describe what has happened.</p>	<p>Dinosaurs PSED – Can play in a group. Can select own resources. More confident in nursery setting. Begin to accept needs of others, as well as being aware of own needs. CLL – Listen to other children at group time. Turn taking in conversation. Show an understanding of simple propositions. Retelling an event from home. Use talk to pretend something represents something else. Build up vocab. Connect ideas. Maths – Number: Focus on simple counting to 10. Subitising to 5. More/less. Literacy – Letters and Sounds Phase 1. Discriminating sounds/rhyme and rhythm. Book focus: Harry and his bucketful of Dinosaurs – suggest how story might end. Recognise own name and advertising logos. PD – FSM: Scissors to make snips in paper. Hold pencil near point between first 2 fingers and thumb. Dough disco.</p>	<p>Christmas PSED – Offer cues for peers to join in play. Respond to peers during play. Ask for help confidently. Take turns and share resources. Talk about how they might hurt other people’s feelings. CLL – Listen to stories with increasing recall. Focus attention in small groups. Understand why and how questions. Extend vocabulary. Use tenses in speech. Ask why what and who questions. Maths – Follow maths progression. Focus: subitising and one more and one less – through rhymes. Representing number in different ways. SSM: 2d shape names. Literacy – Letters and sounds. Rhyme. Initial sounds – alliteration. Book handling and responding to books. Give meaning to marks made. Reading name. PD – FSM: scissors, drawing lines and circles and other patterns, pencil grip – tripod. Dough disco. Using tools in dough. GMS – hop, jump, crawl.</p>
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	<p>UTW: Talk about family and friends – people important to me. Talk about what I like to do and what others like to do. Learning about the school environment.</p> <p>EAD – Make marks with paint chalks, water and crayon. Make marks in dough. Use props to support role play.</p>	<p>PD – FMS: Tripod grip. Making marks. Threading, placing and arranging. Draw lines and circles.</p> <p>UTW – Show care for the school environment.</p> <p>EAD – Create movement in response to music. Sing familiar songs. Explore colour with paint. Interest in using texture. Engage in role play based upon first hand experiences.</p>	<p>HSC: Coats, washing and drying hands independently.</p> <p>UTW – Bonfire night: discuss celebrations and increase language. Know there are differing countries and celebrations.</p> <p>EAD – Explore printing and making marks for effect. Build stories around dinosaurs in small world</p>	<p>UTW – talk about how they celebrate Christmas with their family.</p> <p>EAD – Sing simple song and rhymes. Use movement to express feelings. Capture experience of Christmas in a range of media including music, dance and paint.</p>
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<p>Spring 1</p>	<p>Frozen PSED – Can achieve goal be selected resources. Talk to solve conflict. Show resilience and perseverance when completing tasks. Manage needs and moderate feelings. CLL – Increase vocab around winter – frozen, icy, frosty, freeze, chilly. Understand a 2 part question. Answer why questions. Use the word because as a connective. Develop tense in speech/start a conversation. Maths – Subitising to 5. Recite numbers to 10. Link numerals with amounts. SSM: Select shapes for activity appropriately/names. Literacy – Letters and sounds. Alliteration. Understanding we read words, not pictures. Alliteration/initial sounds. Extended conversations about stories to enhance Language development. Write letters in name. PD – GMS: make up physical group activities.</p>	<p>This is the Bear (book focus) PSED – Develop sense of responsibility: tidying, giving out fruit etc. Discuss feelings and how others might be feeling/think about other’s perspectives. CLL – Can express point of view. Can take turns in conversations/ask questions. Articulate thoughts in sentences and connect ideas. Maths – Solve real-life number problems. More/fewer – language development. SSM: Language of weight – heavy, light, same. Literacy – Letters and sounds – alliteration/initial sounds/rhyme. Read/write name. Give meaning to marks. PD GMS: Climbing apparatus and steps. Balances. Dough disco. Drawing circles and squares, scissors and finger gym. UTW – Explore materials with senses. Make collections of natural materials. Magnet exploration. EAD – Explore using materials.</p>	<p>On the Farm PSED – Show more confidence in social situations eg going to another class for story/trip. CLL – Listen to stories of greater length. Farm based vocab – barn, yard, cereal, crops. Increased length of sentences. Maths – SSM: Language of capacity full/empty. Making and seeing visual representations of 1 and 2. Accurate counting to 5 and beyond, knowing the last number tells us how many in a set. Literacy – Letters and Sounds initial sounds and oral blending. Making up own endings in stories. Write name/pencil control/grip. PD – GSM – Crawling, making large movements in paint and with flags. Sequences in movement. FMS – finger gym, threading, weaving, write dance. UTW – Show interest in occupation of farmer and farming. Grow and care for plants.</p>	<p>Easter PSED – Select and choose resources and activities. Able to communicate needs to adult independently. CLL – Develop communication, including use of tenses, correctly. Sing Spring songs. Use Connectives in speech. Maths – Numeral recognition and matching to representation. Finger numbers. SSM: Talk about and play with 3D shape/discuss positional language in routes and story – Rosie’s. Literacy – Phase 1 Letters and Sounds – initial sounds oral blending. Name writing. Book knowledge – how we read. PD – GMS: Bikes and scooters. Develop different ways of movement on apparatus. FSM – finger gym activities/s. Pencil grip/assess dominant hand/scribbling. UTW – Talk about what they see in Spring.</p>
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	<p>Ball skills – rolling and throwing. Scissor/pencil grip. Dough disco. Mark making. UTW – Use senses to explore – ice, weather/respect natural environment. Talk about what they see – changes in ice melting. Talk about differences in peoples appearances. EAD – Develop stories based around Frozen. Draw with increasing detail.</p>	<p>Paint on unusual surfaces. Singing songs and rhyme with expression and add instruments for effect.</p>	<p>Name farm animals EAD – Sing farm songs – adding effects. Develop farm stories in small world.</p>	<p>Looking after plants/care for living things. Lifecycle of a hen. EAD – Explore spring colours mixing. Make rain sounds with sound makers/instruments. Sing rain, rain go away adding instrument sounds.</p>
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<p>Summer 1</p>	<p>Transport PSED – Talk to solve conflict and find appropriate ways to express feelings. Take part in pretend play with others. Use longer sentences, including connectives. Develop topic language – tram, ferry, helicopter, zoom, race etc. Answer why questions. Listen to 2 part instructions and follow them. Maths – Numeral recognition and matching to representation. Counting and numeral recognition to 10. SSM: Describe a familiar route using positional language – Bear Hunt, route around school. Literacy – Phase 1 Letters and Sounds – blending and segmenting orally. Name writing including grip. Writing other letter when ‘writing’ in the environment. PD – Up/down and anti-clockwise movement with scarves and paints etc. Write Dance. GMS: Making up to sequence of movements.</p>	<p>Food Glorious Food PSED – Develop a sense of community – cook for others (eg Mr Payne). Become more outgoing in new social situations. CLL – Topic language – bake, mix, stir, healthy. Recall events in a story with increasing detail. Ask questions to find information and to check understanding. Maths – SSM: Develop language around size – long, short, wide and tall. Use scales for real life purpose – weighing. One more 5/one less. Literacy – Phase 1 Letters and Sounds blending and segmenting orally/HA Phase 2 graphemes. Name writing including grip. Writing other letter when ‘writing’ in the environment. PD – Finger gym activities including ‘pick and flick’. GMS: Ball skills – throw and catch kick. UTW – Talk about the changes seen when baking.</p>	<p>The Elves and the Shoemaker PSED – Begin to work on transition to Reception – getting ready for school. Being more outgoing with unfamiliar adults – new staff in Reception. CLL – Telling/retelling stories with detail. Increasing detail in conversations. Debating with adult. Articulate ideas in sentences. Maths – Representation of number with dominoes, dice and pictures. SSM: Language of capacity – full, empty, half, full. Language of money – penny, cost, buy, sell. Real life problems around size, capacity and weight. Literacy – Phase 1 Letters and Sounds, oral blending and segmenting/HA Phase 2 grapheme recognition. Correct formation of some letters other than those in their name/name writing. Writing for purpose – role play etc. Suggesting endings to stories. PD – SSM: Making up team games/competitions.</p>	
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	<p>UTW – Show interest in transport occupations – small world/role play. Explore floating and sinking with boats. Explain how 'wind-up toys' work. Explore forces of push and pull – with toy vehicles. EAD – Represent ideas in art media and talk about them. Create city with blocks. Explore vehicle sounds/develop narrative in role/small world play.</p>	<p>Discuss breads from around the world and the different countries there are in the world. EAD – Observational drawings and painting with greater detail. Paint listening to music – how does the music make</p>	<p>Developing more complete balancing and rolls. Ensuring independence ready for Reception. Fine motor – finger gym, sewing and weaving. UTW – Investigate shadows outside and making puppets. Talk about the importance of families and growing up – stories from their own life. EAD – Joining materials in different ways. Choosing what to make and what materials to use. Develop Pretend play – shoe shop.</p>	
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