



## Nursery Curriculum Overview

	Autumn	Spring	Summer
<b>Enrichment (Rhythms of the Year)</b>	Home visits /Stay & Plays Harvest / International day Autumn / Bonfire night / Dussehra / Remembrance Day / Diwali / Bhai Dooj / Hanukkah / Christmas Anti-bullying day Nursery Rhyne week Winter concert	Spring Safer internet Day Lohri / Number day / Chinese New Year / Pancake day / Valentines Day / World Book Day / Mother's Day / Ramadan / Holi / Easter	Summer STEM Week Eid al-Fitr / Passover / Earth Day / May Day / Father's Day / Sports Day Transitioning on
<b>Communication &amp; Language</b>	Listen with interest to stories and begin to join in. Develop understanding of simple concepts including in/on/under big/little. Talk about what they can see and respond to simple questions using simple relevant sentences. To link 4-5 words. To use pronouns (me, him, she) and prepositions (in, on, under). To hold a conversation.	To understand instructions with two parts. To develop attention during a small group story/song session. To understand simple 'who' and 'what' and 'where'. To increase vocabulary and begin to use new words introduced in the correct context. To express emotions towards adults and peers using words. To understand turn taking in conversations.	To pay attention for a small amount of time on a 'guided' activity. To understand why. To begin to be aware of time in relation to past, present and future. To use longer sentences of 6 – 9 words To start a conversation with an adult or a friend and continue it for many turns. To be able to use words to solve disagreements.
<b>End of year goal</b>	Children can listen during Storytime and when being given instructions. They can listen to longer stories and answer questions about a storybook they have just read. They Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". They can answer why questions such as why do we brush our teeth? Children are beginning to have an awareness of past, present and future. Children use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Children use future and past tense e.g. I am going shopping. I walked home (they may still continue to have problems with irregular words e.g. runned' and 'swimmed'). Children can talk about what they see, their experiences and what they are doing. They use language as a means of communicating and a way to express their ideas and feelings.		

<b>Personal, Social and Emotional Development</b>	<p>Settle in and separate confidently from their parent at the start of the session</p> <p>Become involved in their play selecting and using resources they like.</p> <p>To put on easy clothing such as jackets without zipping or buttoning them.</p> <p>To use the toilet sometimes with a reminder to go.</p> <p>They access fruit and milk/water independently but may need to be reminded it is available for them.</p> <p>To know that for everyone to feel happy and safe at Nursery there are key rules, and boundaries we all need to follow.</p> <p>They are aware we have a class structure and school values and follow instructions, sometimes requiring a gentle reminder.</p> <p>To make a strong relationship with their key person.</p> <p>To play alongside others showing an interest in the other children around them.</p> <p>To develop their ability to take turns but may need an adult to support this.</p>	<p>To select and use activities and resources, with help when needed.</p> <p>To achieve a goal, they have chosen, or one which is suggested to them.</p> <p>To be able to unzip a jacket and separate the shank and do up button three or four buttons.</p> <p>To be able to pull down simple clothing (i.e. pants with elastic waist band) independently. To know what to do if they are hungry or thirsty.</p> <p>To help at tidy up time.</p> <p>To find solutions to conflicts and rivalries with the help of the adult</p> <p>Children take part in group play, communicating and negotiating.</p> <p>To understand we need to take turns with the different things at Nursery.</p>	<p>To persevere with difficulties.</p> <p>To make comments about their learning and play and show pleasure/pride in what they have done.</p> <p>To be confident and independent when dressing or undressing if necessary</p> <p>Children are aware of why we have fruit and make other food choices to be healthy.</p> <p>To work as part of a team when appropriate.</p> <p>To identify their simple emotion and seek help if needed or begin to think of ways to help themselves.</p> <p>To play with one or more other children, extending and elaborating play ideas.</p> <p>To become more involved in associative play; they play in a group with similar goals (for example: building a tower out of blocks).</p> <p>To be able to take turns and if appropriate use a timer to help them recognise when their turn has ended.</p> <p>To be happy to take part in shared learning opportunities with the adults.</p>
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<b>Jigsaw</b>	Being me in my World	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me
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<b>End of year goal</b>	<p>Children select and use activities and resources spending more time on the ones they are interested in but are willing to try new activities or experiences. Children reflect on their learning through talk. They reflect on what helps them to persevere through difficulties and what helps them when they find things hard. They show they are developing their metacognition. Children know we have a Millbrook Way and try to make good choices. Children are able to find the front side of clothing and dress themselves with supervision. Children can talk about foods choices and know some things should eat a lot of and others are a treat and we should just have a little bit. Children increasingly follow rules understanding why they are important. Children have appropriate ways of being assertive. They are beginning to talk with others to solve conflicts. They identify their feelings using words like 'happy', 'sad', 'angry, or 'worried'. Children play with one or more other children, extending and elaborating play ideas. They are beginning to understand how others might be feeling. They enjoy time with their key person and happily have conversations with them. Children have developed good attitudes towards sharing.</p>
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<b>Physical Development</b>	<p>To run with control and change direction while walking.</p> <p>To roll a ball.</p> <p>To climb onto/down climbing equipment sometimes using an adults hand for balance</p>	<p>To run around with control.</p> <p>To develop their balance on one leg</p> <p>To jump over a line and forwards on 2 feet.</p> <p>To independently get on/off a tricycle or scooter.</p>	<p>To imitate simple bilateral movements of limbs (e.g. arms up together).</p> <p>To pedal a tricycle.</p> <p>To be more confident when using the nursery climbing equipment.</p>
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	<p>and confidence.</p> <p>To build a small tower using blocks.</p> <p>To use one hand consistently in most activities.</p> <p>To imitate circular, vertical, horizontal strokes in a range of mediums.</p> <p>To string four large beads.</p>	<p>To kick a ball.</p> <p>To move to music.</p> <p>To build taller and more complicated structures with the blocks or similar resources.</p> <p>To hold mark making tools with their thumb and fingers.</p> <p>To be able to open zip lock bags, containers and lunch boxes.</p> <p>To trace on thick lines.</p> <p>To be able to turn single pages.</p>	<p>To catch a bounced ball most of the time.</p> <p>To manipulate clay/playdough/plasticine materials (rolls balls, makes snakes, cookies).</p> <p>To copy circles and imitate crosses.</p> <p>To have a go and independently copy handwriting lines.</p> <p>To use construction kits with skill being able to join them appropriately.</p>		
	Introduction to PE Unit 1	Unit 1 Dance	Unit 1 Fundamentals	Unit 1 Gymnastics	Unit 1 Games
<b>End of year goal</b>	<p>Children can climb up/down/under apparatus. They use large muscle movements to wave flags and streamers, paint and make marks. Children can pick up toys from the floor without falling over. They Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Children throw objects with an overarm action at a target. They can catch a ball (using the whole body, not just arms). Children are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Children use one-handed tools and equipment e.g. making snips in paper with scissors. They use a comfortable grip with good control when holding pens and pencils and are beginning to represent letter shapes in their emergent writing.</p>				
<b>Literacy</b>	<p>To use the muscles in their hands and arms to make big movements and bring together hand and eye movements to fix on and make contact with objects.</p> <p>To engage in drawing freely in mark making activities</p> <p>To join in singing nursery rhymes and songs.</p> <p>To have a favourite song and remember some key actions.</p> <p>To sit and respond to a core text.</p> <p>To retell a favourite story using the pictures and their memory, repeating words and phrases from familiar stories. To take part in pretend play, making up or developing a story.</p>	<p>To make random marks with their fingers and some tools.</p> <p>To engage in a variety of ways to make marks e.g. making marks in dough/clay/sand.</p> <p>To hold a paint brush to make marks or using chalk on the ground in the garden etc.</p> <p>To enjoy and recite learned rhyming words or alliterative phrases in familiar storybooks or nursery rhymes.</p> <p>To retell a favourite story using the pictures and their memory.</p> <p>To take part in interactive reading.</p> <p>To respond to the features of the story.</p> <p>To know the correct way to hold and handle a book to 'read'.</p>	<p>To mark make smaller and more controlled movements</p> <p>To draw lines and circles.</p> <p>To distinguish between these marks e.g. 'line, circle, zig zag' etc.</p> <p>To begin to use anticlockwise movements and retrace vertical lines. To look at their name card and attempt to write the letters.</p> <p>To enjoy counting, tapping, blending, or segmenting a word into syllables. To remember the rhyming words to familiar stories and rhymes.</p> <p>To have a developing phonological awareness, recognise words with the same initial sound e.g. money and mother.</p> <p>To recognise their name and key print such as shop logos, cbeebies etc. To begin to match letters sounds to the correct grapheme.</p> <p>To take part in telling a story using props and a given structure with adult help or can create their own story of their day using a visual timetable.</p>		

			To become familiar with the way stories are structured.
<b>End of Year Goal</b>	Children use some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list that starts at the top of the page; write m for mummy. Children hold their pen or pencil with a comfortable grip. They write the first two letters of their name clearly and with correct directionality. Children have a developing phonological awareness, and can count or clap syllables in a word, recognise words with the same initial sound e.g. money and mother. They can recognise their name and key print such as shop logos, cbeebies etc. They are beginning to match letters sounds to the correct grapheme. Children use props to develop the character, setting, problem and solution for their story. They tell their story to one or more people.		
<b>Maths</b>	<p>To count in everyday contexts.</p> <p>To join in counting rhymes and begin to act out counting songs.</p> <p>To give you 1 or 2 objects when asked</p> <p>To count 1-5 in sequence with an adult.</p> <p>To notice patterns and arrange things in patterns.</p> <p>To be able to tell you when they have more.</p> <p>To explore shapes when building, doing puzzles, making train tracks and using blocks.</p> <p>To talk about and copy a simple AB pattern by placing items on top.</p> <p>To be able to recognise the specific attributes of length e.g. That a stick is long; adults are tall.</p> <p>To understand the sequence of their Nursery session.</p>	<p>To recite numbers past 5.</p> <p>To enjoy stories with numbers such as 'The 3 Little Pigs'.</p> <p>To understand that you can count things and will have a go with varying success.</p> <p>To begin to notice numbers in the environment and recognise them when singing number songs.</p> <p>To begin to use the language of comparing e.g. now we have less or more.</p> <p>To count on their own in sequence to 5</p> <p>To join in counting to 10 with a grown up. To compare sets and say when there is more or the same.</p> <p>To understand positional language: 'in', 'on', 'under' when playing a game or finding something.</p> <p>To continue the next 2 parts of an AB pattern and say what the pattern consists of.</p> <p>To expand their vocabulary relating to measures and talk about things that are long, tall, high, heavy, full, etc. rather than just 'big'.</p> <p>To sequence simple stories.</p> <p>To talk about something they do in the morning and something they do at night-time</p>	<p>To have fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>To show you the correct amount of fingers when a number is said (up to 5). To act out number rhymes with more accuracy.</p> <p>To be able to recognise numerals 1-5 and count out the correct number of objects to match them.</p> <p>To count in sequence to 10. If you pause they can say the next number.</p> <p>To compare sets saying when they have more, the same and have been introduced to the word fewer.</p> <p>To begin to make up their own AB patterns.</p> <p>To explore shapes and talk about the attributes of particular shapes, and select shapes to fulfil a particular need.</p> <p>To understand the language of direction such as up, down and across.</p> <p>To find something that is longer/shorter or heavier/lighter than a given reference item.</p> <p>To explore volume and use the language full and empty.</p> <p>To sequence familiar events such as brushing their teeth, getting dressed or cooking.</p>

<p><b>End of Year Goal</b></p>	<p>Children can say number words in sequence to 5 or higher. They know that the last number reached when counting a set tells you how many there are in totally (cardinal principle). Children can show 'finger numbers' up to 5. They can link numerals and amounts, e.g. showing the right number of objects to match the numeral, up to 5. Children can compare quantities using language: more than. Children enjoy counting and can confidently count to 10. They can compare sets of objects when singing songs knowing if we now have more or fewer. They can begin to see 1 and 1 makes 2 or 2 and another 1 makes 3. Children can talk about AB patterns and are starting to explore making their own. Children confidently make arrangements with shapes. They can talk about what they look like in simple terms and make references to what they are using them for e.g. it's pointy so it's the roof. Children are beginning to compare different aspects such as length, weight and volume. Children compare sizes, lengths, weights and capacities verbally and begin to use more specific terms, such as 'taller than', 'heavier than', 'lighter than', and 'holds more than', as well as more general comparative phrases, such as 'not enough', 'too much', and 'a lot more'. Children can sequence familiar events.</p>		
<p><b>Understanding the World Past &amp; Present (History/Geography)</b></p>	<p>To talk about their Nursery and where they live. To use all their senses in hands-on exploration of natural materials this could be jumping in puddles, touching trees or smelling the air after rain.</p>	<p>To understand that they were a baby and can talk about some of the things they did especially when looking at a photo of when they were a baby. To talk about a character in a book based in a different country. If appropriate, to talk about holidays they have been on.</p>	<p>To have a developing concept of before, after and next. To know the key places in our local environment (tube station, park, wenzels) and describe them. To look at a story and decide if it is set in a different country.</p>
<p><b>Understanding the World The Natural World (Science)</b></p>	<p>To have planted bulbs and know what will help them to grow. To show an interest in interesting materials such as corn flour, sand and water.</p>	<p>To explore collections of materials with similar and/or different properties such as sticks from the wood. To talk about what they see, using a wide vocabulary. To understand the need to respect and care for the natural environment and all living things, even spiders! To talk about the changing seasons, especially winter. To notice the changes that have happened to the bulbs they have planted. To explore change within materials such as water and sand..</p>	<p>To talk about the minibeasts they find in the garden. To describe how they move, what they look like and how they feel. To have watched how a caterpillar changes into a butterfly. To take an interest in the natural plants growing outside and have grown something. To investigate what happens when they add things to different materials.</p>
<p><b>Understanding the World People Culture &amp; Communities</b></p>	<p>To make connections between the features of their family and other families. To talk about who they are and who they live with. To notice what is different and the same about each other. To talk about what they celebrate and be introduced to celebrations such as Eid, Hanukkah and Christmas.</p>	<p>To talk about the different roles people have in the community. To widen their knowledge of religious celebrations including Chinese New Year. To comment on the previous experiences they have had.</p>	<p>To have developed their understanding of the different jobs people do.</p>

RE	Special People	Christmas	Celebrations	Easter	Story time	Special Places
<b>Computing</b>	To show an interest in the technology within the nursery. This could be the whiteboard or computer.		To Know that technology can be used to communicate with others such as tapestry is how the adults can see what they have done at nursery. To show an interest in programmable toys such as remote control cars. To begin to know too much screen time is not good for us.		To have experienced searching the net to find things out by watching the practitioner and the practitioner talking through what they are doing. To know how to operate simple equipment, e.g. draw on the whiteboard. To know technology can be used to create pictures, e.g. drawing on IWB using paint tools.	
<b>End of year Goal</b>	Children know that there are many different jobs in society. They are beginning to understand things happened in the past, now and in the future. Children can talk about their local environment and know some of the places. Children know not all places look like where they live and can talk about them e.g. it's really hot where Handa lives. Children are developing their understanding of knowing that there are differences between what people believe and that is ok. Children have an awareness of the different uses for technology around them. They are beginning to know how somethings work and know use/operate them. They can use an iPad to take photo and play with an app. They Have used the touchscreen on the IWB. Children have explored the natural world around them. They are able to make simple representations of what they see. They can talk about what is different between contrasting seasons such as summer and winter / rain and frozen rain and the changes that happening when cooking foods. They are beginning to understand how we can look after the world around us.					
<b>Expressive Art &amp; Design</b>	To make marks intentionally with a range of materials such as pens, crayons, chalk, paint, mud or water. To begin to express their ideas and feelings through making marks, and sometimes give a meaning to the marks they make. To make controlled scribbles, lines and patterns. To begin to draw basic shapes. When drawing and making they can say what they are representing. To develop pretend play, pretending that one object represents another. To engage in imaginative play which is usually based on their own experiences. To use their natural curiosity to explore experiences. To listen with increased attention to sounds. To remember and sing entire songs. To explore a wide range of different instruments.		To make simple models which express their ideas. To explore colour and colour mixing this could be powder paint in puddles or making paints. To talk about their creation and begin to tell you how they made it. Drawings are becoming more detailed and people will start to include features like a nose and ears. To make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings. To use open-ended resources in their imaginative play. To be able to take on a role from a simple story such as the troll in The 3 Billy Goats gruff. To sing the pitch of a tone sung by another person ('pitch match'). To begin to clap or tap to the pulse of songs or music. To begin to experiment with different ways of playing instruments.		To explore different materials freely, in order to develop their ideas about how to use them and what to make. To join materials by using glue, masking tape or cello-tape. To explore different textures such as making thick or lumpy paint. To create closed shapes with continuous lines, and begin to use these shapes to represent objects. To develop more complex stories using small world equipment like animal sets, dolls and dolls houses etc. They either make up their own stories or retell familiar stories. To expand on their pretend play with longer stories and maybe more props. To explore different materials freely, to develop their ideas about how to use them and what to make. To sing the melodic shape of familiar songs. To create their own songs or improvise a song around one they know.	

			To play instruments with increasing control to express their feelings and ideas.
<b>End of year goal</b>	Children have developed their own ideas and then can decide which materials to use to express them. They have some skill in joining materials together. Children can draw with increasing detail, such as representing a face with a circle and including details. They can show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Children are able to act out stories either by themselves playing a part or using small word resources. They use their imagination in the play that they are interested in. Children know and can sing =key nursery rhymes and songs. They can tap to the pulse as they sing along matching the pitch. They can name and play instruments and listen carefully to their music making and value it.		