

Nursery Curriculum

| | Autumn | Spring | Summer |
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| Personal, Social and Emotional Development - Self-regulation, Managing Self & Building Relationships | | | |
| PSHE | Separating from carers, expressing interests, rules and routines, recognising adults and peers To start to use the toilet independently and understand that private parts are private To be able to form friendships and engage with others through play | Feelings, playing cooperatively, speaking to others, respecting others To start to use the toilet independently and understand that private parts are private To be able to form friendships and engage with others through play | Learn independently, resolving conflict, positive relationships, adapting to change To start to use the toilet independently and understand that private parts are private To be able to form friendships and engage with others through play |
| Communication & Language - Listening & Attention, Understanding and Speaking | | | |
| Speaking and Listening | Interacting with others listening to sounds, songs and rhymes Sharing thoughts and feelings Answering simple questions | Asking questions Joining in with stories Sequencing thoughts Linking sentences Talking about stories | Starting to understanding how and why questions Participating in small groups Maintaining attention Use imaginative language |
| Literacy - Comprehension, Word Reading and Writing | | | |
| Phonics | Phase 1 - exploring environmental sounds, instrumental sounds, body, animal and voice sounds rhyme and alliteration | Phase 1 - exploring rhyme, initial sounds and oral blending/segmenting | Phase 1 - initial sounds, oral blending and segmenting, exploring rhyming strings, linking sounds to letters, name and cvc words |
| Reading/Writing | Vocabulary Print in the environment Mark Making listening to stories Recognising own name | Vocabulary Print in the environment Mark Making; beginning letter formation ascribe meanings to marks handling books | Vocabulary Print in the environment Mark Making; letter formation Drawing and labelling Writing own name Writing simple words |

| Maths - Number and Numerical Pattern | | | |
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| Maths | Sequencing numbers 1 -3 Recognising numbers 1 - 3 comparing numbers 1 - 3 identifying circle, triangle Use of the vocabulary height and length | Sequencing numbers 1 -5 Recognising numbers 1 - 5 comparing numbers 1 - 5 using more or less Sequence daily routines Use of full and empty sing number rhymes compare height and length | Recognising numbers of personal significance (e.g., house number) Counting forward/backwards 1 -5 Represent numbers in different ways Beginning to introduce simple calculations Compare quantities compare items by weight beginning to estimate quantities Beginning to count out from a larger group |
| Physical Development - Gross Motor & Fine Motor | | | |
| PE | Gross Motor: running, climbing, balancing Large mark making Dressing with help Fine Motor: sand, mark making tools, managing risks | Gross Motor: moving in different ways, spatial awareness, obstacles, throwing and catching Fine Motor: mark making – large circles and line patterns | Gross Motor: jumping, hopping, balance, changing speed and direction, pushing, throwing, catching coordination, building strength and stamina. Fine Motor: tripod grasp, beginning handwriting |

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| Understanding the World - Past & Present, People, Culture & Communities and Natural World | | | |
| Science | Natural world – exploring the outdoors through forest school activities; Body parts Exploring our senses | Natural world – notice and describe features of the immediate environment (natural/manmade materials, weather, changes over time) How things work, mechanical toys Healthy Eating | Natural world – plants (seeds to plant), life cycle of plants and animals; explore floating and sinking; light and shadows; magnetism, decay Healthy Lifestyle |
| Geography | Immediate environment (home and school); natural world (home and school) Seasonal changes | Features of the immediate environment; seasons and the weather | Plants and where they grow around the world, habitats around the world |
| History | Past and present – order the day; changing self | Past and present – special times and significant experiences | Past and present – compare old to new |
| RE | People, culture and communities – families and experience/festivals (Halloween, Bonfire Night, Remembrance Day, Advent, Christmas) | People, culture and communities – Chinese New Year & Easter – similarities and differences | People, culture and communities – occupations |
| Expressive Arts & Design - Creating with Materials and Being Imaginative & Expressive | | | |
| Art/DT | Mark making, using a range of media (chalk, printing, collage, self-portraits) | Explore colour and how they change, describe shape and textures, create 3D | Observations drawings/painting, modelling and manipulation of dough, combine media, use tools and techniques |
| Music | Sing nursery rhymes, explore sounds | Move to music, explore the sounds of instruments, build up repertoire of songs and rhymes | Sing favourite songs, play instruments with control |
| Computing | Mechanical Toys | Using technology | Operate simple equipment |