**Curriculum Overview 2022/23 Year: Nursery**

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| **Subject** | **Autumn 1**  **(7 weeks)** | **Autumn 2**  **(7 weeks)** | **Spring 1**  **(6 weeks)** | **Spring 2**  **(6 weeks)** | **Summer 1**  **(6 weeks)** | **Summer 2**  **(6 weeks)** |
|  | **‘I am…Unique’** | **‘I am…Creative’** | **‘I am…Kind’** | **‘I am …exploring’** | **‘I am…Discovering’** | **‘I am…Ready’** |
| **School Value** | **Thankfulness** | **Trust** | **Perseverance** | **Justice** | **Service** | **Truthfulness** |
| **Literacy- Writing**   * Write some familiar letters accurately * Orally segment words with single sounds and identify the initial sound in words * Apply some print knowledge to writing including writing own name | | | | | | |
| **Literacy- Reading**   * Write some familiar letters accurately * Orally segment words with single sounds and identify the initial sound in words * Apply some print knowledge to writing including writing own name | | | | | | |
| **Maths- Number**   * Strong understanding of numbers to 5 * Noticing and commenting on patterns in the environment and other places e.g. books * Able to compare quantities using the correct mathematical vocabulary | | | | | | |
| **Maths- Numerical patterns**   * Explain, continue and create patterns * Sequencing events using time language * Talk about and explore 2D and 3D shapes | | | | | | |
|  | **(3 weeks settling in Baseline assessments)**  **Week 1:** Objectives - Recognise up to 3 objects / Recite numbers past 10  **Week 2-**Objectives - Know that the last number reached when counting a small set of objects  **Week 3-** Objectives -Solve real world maths problems up to 5, compare quantities using more than and fewer than language  **Week 4** –Objectives - Talk about and explore 2D and 3D shapes/positioning | **Week 5** – Objectives - Make comparisons  **Week 6** – Talk about and identify the patterns around them  **Week 7** – Objectives - Recognise up to 3 objects / Recite numbers past 10  **Week 8** – Objectives - Make comparisons  **Week 9** – Objectives - Know that the last number reached  **Week 10** – Objectives - Experiment with their own symbols and marks as well as numerals  **Week 11** – Objectives - Talk about and explore 2D and 3D shapes | **Week 12** – Objectives - Make comparisons between objects  **Week 13** – Objectives - Talk about and identify the patterns around them  **Maths Week 14** – Objectives - Recognise up to 3 objects, recite numbers past 10  **Week 15** – Objectives - Know that the last number reached  **Week 16** – Objectives - Experiment with their own symbols  **Week 17** – Objectives - Talk about and explore 2D and 3D shapes | **Week 18** – Objectives - Talk about and identify the patterns around them  **Week 19** – Objectives - Develop fast recognition  **Week 20** – Objectives - Develop fast recognition  **Week 21** – Objectives - Links numerals to amounts  **Week 22** – Objectives - Experiments with their own symbols  **Week 23 –** Objectives - Experiments with their own symbols | **Week 24** – Objectives - Compare quantities  **Maths Week 25 –** Objectives - Talk about and explore 2D shapes  **Week 26** – Objectives - Make comparisons between objects  ***Week 27* –** Objectives - Talk about and explore 3D  **Week 28** – Objectives - Experiments with their own symbols  **Week 29** – Objectives - Solve real world mathematical problems | **Week 30** – Objectives - Say one number for each item in order, recites numbers past 5  **Week 31** – Objectives - Understand position through words alone  **Week 32** – Objectives - Understand position through words alone  **Week 33** – Objectives - Solve real world mathematical problems  **Week 34** – Objectives - Talk about and identify the patterns around them  **Week 35** – Objectives - Counts objects, actions and sounds |
| **Understanding the World- Science**   * Have awareness of the natural world and show care and concern for the environment | | | | | | |
|  | **Humans**   * Learn about the life cycle of humans * Learn about how to take care of themselves * Learn about their senses | **Materials**   * Explore a range of materials * Shape and join materials * Combine and mix ingredients * Change materials by heating mixing and cooling | **Electricity**   * Explore light sources * Shine light through different materials | **Plants**   * Grow plants | **Animals, excluding Humans**   * Learn about the life cycle of animals * Compare adult animals to babies * Observe how baby animals change over time  |  | | --- | |  | | **Forces**   * Feel forces * Explore how things work * Explore how objects/materials are affected by forces |
| **Seasonal Change- explore throughout the year** | | | | | |
| **Understanding the world -History**  **Understand own life story and some of the ways they have changed** | | | | | | |
|  | * I can start to show I know who I am in terms of preferences * I can talk about myself and my immediate family * I can talk about some of the ways I have changed over my life * I can talk about some of my own and my family’s history (grandparents, parents, etc.) | | | | | |
| **Historic and cultural Celebrations** | * **Remembrance Day** * **St Georges day** * **Bonfire Night** * **Diwali** * **Valentine’s Day** * **Shrove Tuesday** * **Harvest** * **Eid Ramadan** * **Mother’s Day/ Father’s Day** * **Easter** | | | | | |
| **Expressive Art and design- Art & DT**  **Explore and use a range of art materials and start to join them together** | | | | | | |
| **Creating with Materials** | * I can explore art materials for large- and small-scale art e.g. drawing, paint, sculpture * I can use different art materials and am starting to refine my ways of creating art * I can use self- chosen materials to create my own ideas * I can use a range of art materials, joining and colour mixing purposefully and freely | | | | | |
| **Being imaginative and expressive** | * I can express my ideas through play, particularly pretend play * I can engage in simple pretend play, using some objects to represent others * I can create more complex small world set ups to adapt and create stories * I can start to develop my own stories linked to what I know through role & small world play | | | | | |
| **Expressive Art and Design-Music**  **Sing, respond to and create music** | | | | | | |
|  | * I enjoy joining in with songs, rhymes and music * I can make rhythmic sounds e.g. banging a drum * I can remember and sing a range of familiar songs * I can explore the different sounds musical instruments make * I can sing my own created songs and follow pitch, melody and tone * I can play musical instruments with greater control and purpose * I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm | | | | | |
| **Being imaginative and expressive** | * I can express my ideas through play, particularly pretend play * I can engage in simple pretend play, using some objects to represent others * I can create more complex small world set ups to adapt and create stories * I can start to develop my own stories linked to what I know through role & small world play | | | | | |
| **Physical Development**  **Manage toileting and related hygiene independently**  **Develop gross motor skills and large-scale muscle movements**  **Develop fine motor skills and one handed tool control (inc. pencil control)** | | | | | | |
| **Gross Motor** | * I can climb confidently * I can run, jump and hop * I can climb stairs using alternate feet * I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc. * I can balance (balance bikes, scooters, climbing) * I can skip, hop and stand on one leg * I can use large scale muscle movements | | | | | |
| **Fine Motor** | * I am starting to use my motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.) * I can show a preference for a dominant hand * I can start to eat using a knife and fork * I can start to manage zips, putting on coats etc. * I can use one handed tools confidently * I can use a comfortable grip with good control when using pencils | | | | | |
| **Healthy living and hygiene** | * I can use the toilet with help * I can use the toilet independently * I can manage my toileting needs e.g. using the toilet, washing and drying hands * I can handle some of my own hygiene needs e.g. teeth brushing, hand washing * I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day * I can make healthy choices | | | | | |
| **Understanding The World- RE** Develop positive attitudes towards other people, cultures and communities | | | | | | |
| **RE Units** | **EYFS 1**  **I am special** | **EYFS 4**  **Christmas** | **EYFS 8 Friendship** | **EYFS 7 Easter** | **EYFS 11 Special Times** | **EYFS 2**  **Harvest** |
| **World Faith Link** | *I know what names Muslims give to god* | *I know that importance of Hindus at Diwali* |  |  | Sikhism- Vaisakhi  Hinduism- Holi  Islam- Ramadan Eid al-Fitr  Judaism- Rosh Hashanah |  |
| **RE** | * I understand that I am unique and special * I know that Christians believe that they are loved, valued and made by god | * I know that Christmas is a celebration of Jesus birth | * I know how to make friends and why friends are important * I know and understand about Jesus’s special friends | * I can explore and understand Easter as a celebration | * I can talk of special/holy times * I can talk about festivals celebrated by people of faith | * I understand why Christmas thank god at harvest time |
| **PSED**   * Starting to identify feelings and follow rules * Handling new social experiences * Form positive relationships with adults and peers through cooperation | | | | | | |
| **PSHE CORAM SCARF UNITS TO SUPPORT PLANNING** | Me and My Relationships | Valuing Difference | Being My Best | Rights and Responsibilities | Keeping Myself Safe | Growing and Changing |