



Whole School Curriculum Overview

Nursery

Learning to Learn	Perseverance		Listening and Empathy		Collaboration	
Theme	All About Me and My Family	Colours and Patterns	Journeys	The Changing World Around Me	Amazing Animals	Once Upon a Time
Suggested Weekly Topics	<ul style="list-style-type: none"> • My family • My house • My likes and dislikes 	<ul style="list-style-type: none"> • Autumn • Elmer • Fireworks 	<ul style="list-style-type: none"> • Types of transport • Places we go • People who help us get there • Winter 	<ul style="list-style-type: none"> • Baby animals (mammals) • Spring 	<ul style="list-style-type: none"> • Pets • Farm animals 	<ul style="list-style-type: none"> • Traditional tales • Imaginary stories • Tales from around the World • Summer
Big Question	What makes me special?	What colours and patterns can I see in the world around me?	How do we get from place to place?	What changes can we see in the world around us?	What do animals do?	What is your favourite story?
Festival Focus	Harvest Festival	Christmas	Chinese New Year	Easter	Ramadan/Eid	Summer Solstice
Enrichment	Local Walk My Family Booklet Goldilocks Role Play Area	Autumn walk Halloween Party Christmas Performance Pantomime?	Bus ride? Visit from tractor/fire engine Bus/Aeroplane role play	Trip to a Farm Spring Walk	Trip to a Farm or Millets Farm Falconry Animal visit at school	Visit from a story teller Fairy Tale Role Play Area
Outcome	All About Me and My Family Booklets	Christmas Performance	Giant junk modelling - vehicles		Bring in your Pet session with parents	Fairy Tale Dressing Up Day
Traditional Tale	Goldilocks and the 3 Bears	Hansel and Gretel	Little Red Riding Hood	The Ugly Duckling	The 3 Little Pigs	Fairy Tales – Sleeping Beauty, Cinderella, Snow White

<p>Other Texts to support Learning</p>	<p>Gruffalo The Family Book Living With Mum and Living with Dad Here We Are (Diverse family books)</p>	<p>Elmer Brown Bear, Brown Bear, What do you see? The colourful chameleon</p>	<p>N1 We're going on a Bear Hunt Amazing Machines Set (Cool Cars, Amazing Aeroplanes etc...) N2 We All Go Travelling By Red Lorry, Yellow Lorry We All Went on Safari</p>	<p>N1 Are you my Mummy? N2</p>	<p>N1 Stomp, Chomp Big Roars, Here Come the Dinosaurs Farmer Duck N2 Harry and the Dinosaurs Click, Clack Moo: Cows that Type</p>	<p>N1 N2</p>
<p>Communication and Language</p>	<ul style="list-style-type: none"> • To develop and expand vocabulary using multisyllabic words • Expand children's phrases to speak in longer sentences of four to six words • To be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns • To organise themselves and their play with talking to their peers • Use sentences joined up with words like 'because', 'or', 'and'? • Use the future and past tense in conversations • Answer simple 'why' questions • To develop their communication skills by modeling the right irregular tenses and the children use the correct tense in their conversations. • 					
<p>Maths</p>	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. 					

	<ul style="list-style-type: none"> • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 					
<p>Understanding the World</p>	<p>History-How have I changed since I was a baby? PSHE/RE- What makes me special? How are people similar/different? Geography- Where do I live? (my house)</p>	<p>Science – What colours do I know? What happens when I mix colours? What can I see outside? (signs of autumn) RE- How do people celebrate Christmas? How do people celebrate fireworks night? Geography- Autumn walk. Where do I live?</p>	<p>Geography- How do I get to school? Where in the world can I go? Where in the world have I been? Science- What can I see outside? (Signs of Winter) PSHE– What people</p>	<p>Science- What can I see outside? (spring) What types of baby animals can I name? How do baby animals change as they grow up? R.E. – How do we celebrate Easter? Geography- Local area walk. How has this changed?</p>	<p>Science - What animals live on a farm? What animals can we keep as pets? What do you need to do to look after a pet? History – What animals were alive a long time ago? (dinosaurs)</p>	<p>Science- What can I see outside? (signs of summer) Geography – Where is this story set? How is it different from where we live? History – When is this story set? How is it different from how we live? RE - What makes places special?</p>

		What is in my local community? (Human and Physical)	get us from place to place? (Bus drivers, pilots...)	Similarities and differences	<u>PSHE</u> – What people look after animals? (Vets, farmers etc...) <u>RE</u> - What can we learn from stories? <u>Geography</u> - What is in our local area? Journey to falconry Centre	
Physical Development	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. 					
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. 					

	<ul style="list-style-type: none"> • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling.
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.