

## Knutton, St Mary's C of E Academy Nursery Curriculum Overview

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Title</b>	I am Amazing	Let's Celebrate!	What a wonderful World	Our community	Growing	The great outdoors
<b>Core Text</b>	<ul style="list-style-type: none"> <li>Owl Babies</li> <li>Each peach pear plum</li> <li>Were going on a Bear Hunt</li> </ul>	<ul style="list-style-type: none"> <li>Whatever next?</li> <li>The Tiger that came to tea</li> <li>Dear Santa</li> </ul>	<ul style="list-style-type: none"> <li>Penguin</li> <li>The train ride</li> <li>Walking through the jungle</li> <li>Elmer</li> </ul>	<ul style="list-style-type: none"> <li>Emergency</li> <li>The Naughty Bus</li> <li>Shark in the park</li> </ul>	<ul style="list-style-type: none"> <li>Jaspers Beans</li> <li>Olivers Vegetables</li> <li>Rosies Walk</li> </ul>	<ul style="list-style-type: none"> <li>The Hungry caterpillar</li> <li>10 Pirates</li> <li></li> </ul>
<b>Core Poems and Rhymes</b>	Head shoulders knees and toes. If your happy and you know it.	Five current buns Twinkle Twinkle Hickory Dickory Dock	Down at the station The wheels on the bus	Miss Polly had a dolly, Doctor Foster	I went to visit a farm one day, Incy Wincy	The Grand old duke of York. One finger one thumb Ten Green bottles
<b>COMPREHENSION</b>	Listen and enjoy sharing familiar book with an adult. Hold a book with interest. Has a favorite book and seeks them out to share with others? Listens with interest in small groups to rhyme, songs, and poems.	Enjoys illustrations in books pointing out things of interest. Can identify objects and people in the book. , with prompts. Talks about characters and events in familiar stories.	Relates events and characters on stories to their own experience. Engages in extended conversations about stories learning new vocabulary. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience from familiar books (small world, role play).	Recalls familiar events from class core stories. Suggest how a familiar story read aloud to them might end. Talk about books they like and don't like. Suggest reasons Play influenced by experience of books	Talk about what happens in the end of a familiar story. Make simple, plausible suggestions about what will happen next in a book they are reading. Answer simple yes and no questions with visual prompts. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	Talk about the beginning and end of a familiar story. When prompted, say whether they liked or disliked a book, and give a simple justification.

<b>WORD READING</b>	Print has meaning	Print can have different purposes. Reading English text from left to right and top to bottom.	The names of different parts of a book.	Page sequencing.	Hear general sound discrimination and be able to orally blend and segment.	Read individual letters by saying the sounds for them
<b>Writing</b>	<b>Emergent writing:</b> Enjoys making marks in a variety of media. <b>Handwriting:</b> Makes marks with a confident grip and good pressure.	<b>Emergent writing:</b> Makes marks and drawings using increasing control. <b>Handwriting:</b> Draws simple recognizable pictures.	<b>Emergent writing:</b> Uses emergent writing for a specific purpose. E.g. a shopping list, card for a friend <b>Handwriting:</b> Using a dominate hand In a comfortable grip.	<b>Emergent writing:</b> Build words using letter sounds in writing. Write their name copying it from a name card or try to write it from memory. <b>Handwriting:</b> Zig zags and anti-clockwise circles.	<b>Emergent writing:</b> Give meaning to marks they make <b>Composition:</b> Begin to write a simple sentence/caption may include a full stop. <b>Handwriting:</b> Draws lines and circles. Copies some letters from a name card.	<b>Emergent writing:</b> Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. <b>Handwriting:</b> Uses an emergent tripod grip. Forms some recognizable letters.
<b>Core vocabulary</b>						
<b>Communication and language Ongoing</b> *Learn new vocabulary *Use new vocabulary in different contexts. *Use new vocabulary through the day in discussions and conversations. *Learn new rhymes, poems, and songs.	<b>Listening:</b> Understands why listening is important and to look at the person that is speaking. <b>Attention:</b> <i>Enjoys stories in small groups.</i> <b>Respond:</b> Answers simple yes and no questions. <b>Understanding:</b>	<b>Listening:</b> Listen in familiar situations. Engage in stories that are familiar with pictures. <b>Attention:</b> Maintain attention in familiar settings. Can shift attention when required with prompting. <b>Respond:</b>	<b>Listening:</b> Enjoys listening to longer stories. <b>Attention:</b> <b>Respond:</b> Make predictions about what might happen next. <b>Understanding:</b> Understands simple questions. <b>Speaking:</b>	<b>Listening:</b> Understand why listening is important. <b>Attention:</b> Maintain attention in Familiar contexts, attend to peers and adults that are familiar. <b>Respond:</b> Ask simple questions and listens to responses. <b>Understanding:</b>	<b>Listening:</b> Listen to and understand simple questions <b>Attention:</b> Pays attention to more than one thing. <b>Respond:</b> Keep play going in response to others and engage in conversation. <b>Understanding:</b>	<b>Listening:</b> Listen to others 1:1, in small groups <i>Enjoy listening to stories and can remember what happens.</i> Listen carefully to rhymes and songs, paying attention to how they sound. <b>Attention:</b>

<p>*Listen to and talk about stories to build familiarity and understanding.</p>	<p>Cooperates with routines in the classroom. <b>Speaking:</b> Will make responses to familiar adults.</p>	<p>Comments on non fiction text. <b>Understanding:</b> <i>Follow instructions in familiar situations.</i> <b>Speaking:</b> <i>Start a conversation with peers</i></p>	<p>Expresses points of view to familiar people. Talks about 4 to six words in a sentence.</p>	<p>Understands why questions. Ask questions to clarify understanding of a text or task. <b>Speaking:</b> Users talk to organize the selves.</p>	<p>Understands questions with more than one part. <b>Speaking:</b> Recount an event from their own experience.</p>	<p>Maintain attention in small group contexts for a short time. <b>Respond:</b> Make comments about what they have heard to show thinking. <b>Understanding:</b> Understands simple questions. <b>Speaking:</b> Begin to use social phrases.</p>
<p><b>Mathematics</b></p>	<p>Explore and match objects which are the same. Explore collections that can be sorted into sets based on attributes such as colour, size or shape. Sort collections into sets and learn that these sets can be compared and ordered Sort objects that can be compared and ordered according to their size. Children copy, continue and create their own patterns.</p>	<p>Composition of 1,2,3. Children identify, representations of 1,2,3. Subitise or count to find out how many and make their own collections of 1,2 and 3 objects. They match the number names we say to numerals and quantities. They count up to 3 objects in different arrangements by touching each object as they count and recognise that the final number they say names the set. They use their own mark making to represent 1,2 and 3</p>	<p>Children to subitise to 5 and begin to explore more and less than numbers to five. Explore 1 more/1less to five. Children continue to subitise up to 5 items and to count forwards and backwards using the counting principles. They represent up to 5 objects on a 5 frame and understand that if the frame is full then there are 5. Children talk about night and day and order key events in their daily routines.</p>	<p>Children to continue to embed subitising to five. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts to five. 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'.</p>	<p>Continue with subitising to five and move onto numbers to ten. Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a set of objects to ten tells you how many there are in total ('cardinal principle'). Continue to experiment with their own symbols and marks as well as numerals. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>

			Children begin to measure time in simple ways	Make comparisons between objects relating to size, length, weight and capacity.	Begin to link events to days of the week and measure time. Combine two groups to find the total.	
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<p><b>Science</b></p> <p><b>Communication:</b> Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</p> <p><b>Observation:</b> Explore the natural world around them by taking part in weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural</p>	<p>Compare materials found in nature collected from our environment.</p> <p>Uses their senses to explore.</p> <p><b>Skills builder step 0- listen as they express preference.</b></p>	<p>Explore and talk about how different toys work.</p> <p>Observe the changes in day and night and the habits of different animals.</p>	<p>Explore collections of materials with different properties.</p> <p>Look at how materials change and are affected by heat and cold.</p> <p>Talk about the differences between how heat affects materials. Melting, mixing and heating.</p>	<p>Comment and ask questions about their immediate environment.</p> <p>Observe and compare animals and plants, drawing with care and attention to detail.</p>	<p>Identify key features of a life cycle of a plant and animal, explain what plants need</p> <p>Plant seeds and care for them.</p>	<p>Observe which materials float and sink and notice the difference in the materials.</p> <p>Look at different focus in a park and how they feel.</p> <p>Explore and observe mini beast habitats.</p> <p>Look at the life cycle of a caterpillar.</p>

environment and all living things						
<b>History</b> <i>Throughout the year build up a visual timeline of what we do in school throughout the seasons.</i>	<ul style="list-style-type: none"> <li>Talk about their families Begin to make sense of their own life-story.</li> <li>Name and describe their family. Skills builder 1 listen and remember instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about why we have poppies and highlight things</li> <li>Look at the tiger who came to tea and compare it to how we have tea now?</li> <li>Talk about past Christmases. What can they remember?</li> </ul>	<ul style="list-style-type: none"> <li>Look at transport from the past. Compare and describe them.</li> <li>Look at clothes and sort to who they will fit. Which fit them now (future and past)</li> </ul>	<ul style="list-style-type: none"> <li>How has our local area changed? Compare pictures of the area. Compare buildings how do we know which are old and new?</li> </ul>	<p>When I was a baby, think about how they have changed and what they now do. Set up a baby clinic and share photos of adults as babies.</p>	<p>How have we changed this year? What can we remember and sequence?</p>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Talk about their families and where they live.</li> </ul>	<p>Compare their families and those from stories. Understand that there are many different families.</p> <ul style="list-style-type: none"> <li>Skills builder Speaking step 1</li> </ul>	<p>Through stories and activities observe and discuss how countries differ from home.</p>	<p>Go on a walk in our local area and create a journey stick.</p> <p>Sequence pictures of a journey and talk about the different places visited.</p>	<p>Talk about the different jobs that people in our community do. Challenge gender stereotypes.</p>	<p>Talk about different family visits and holidays.</p> <p>Use a simple map to show where class members have been.</p>
<b>Creating with Materials</b>	<ul style="list-style-type: none"> <li>Paul Klee</li> <li>Colour, Printing</li> <li>Select a colour for a purpose</li> <li>Investigate colour mixing and know how to mix secondary colours. Skills builder 1 listen and remember instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Jackson Pollock</li> <li>Process art</li> <li>Use a variety of paint types and processes to make marks with paint.</li> </ul>	<ul style="list-style-type: none"> <li>Tiger in a Tropical Storm; painting by Henri Rousseau</li> <li>Texture</li> <li>Explore ways of creating texture, mixing medias and using fabrics and materials to represent what they see.</li> </ul>	<ul style="list-style-type: none"> <li>Georgia O'Keefe</li> <li>Observational drawing and printing.</li> <li>Use objects to print to create effects.</li> <li>Create a simple lino style print.</li> </ul>	<ul style="list-style-type: none"> <li>Henri Matisse</li> <li>Collage</li> <li>Select materials to create effects and represent images.</li> <li>Use tools to manipulate materials to create effects.</li> </ul>	<ul style="list-style-type: none"> <li>Hepworth</li> <li>Sculpture and line</li> <li>Use line and colour to record observations from real life.</li> <li>Select and mix colours for a purpose.</li> <li>Create two shades and compare them</li> <li>Tone.</li> </ul>

<b>Imagination (Role Play)</b>	<ul style="list-style-type: none"> <li>Doctors/shoe shop</li> </ul>	<ul style="list-style-type: none"> <li>Bakery/ Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>Castle</li> </ul>	<ul style="list-style-type: none"> <li>Pirates</li> </ul>	<ul style="list-style-type: none"> <li>Superheroes</li> </ul>	<ul style="list-style-type: none"> <li>Cafe</li> </ul>
<b>Fine Motor skills</b>	<ul style="list-style-type: none"> <li>Cuts on line continuously</li> <li>Copies cross</li> <li>Copies square</li> <li>Handedness well established</li> </ul>	<ul style="list-style-type: none"> <li>Writes name</li> <li>Writes numbers 1-5</li> <li>Copies letters</li> </ul>	<ul style="list-style-type: none"> <li>Dresses and undresses independently</li> <li>Colours within lines</li> <li>Uses a 3 fingered grasp of pencil and uses fingers to generate movement</li> </ul>	<ul style="list-style-type: none"> <li>Can draw basic pictures</li> <li>Cuts out simple shapes</li> <li>Copies triangle</li> <li>Pastes and glues appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Forms most letters and numbers correctly</li> <li>Can build Lego, knex and other blocks independently</li> </ul>	<ul style="list-style-type: none"> <li>Writes consistently on the lines</li> <li>Demonstrates controlled pencil movement</li> <li>Good endurance for writing</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>Me!</li> <li>Explore and Create; through copycat rhythm games and listen to high and low pitch sounds.</li> <li>Singing; introduce, listen to and sing along with nursery rhymes. Add in actions to perform.</li> <li>Key Artists: Pharrell Williams, Peggy Lee &amp; Stevie Wonders</li> </ul>	<ul style="list-style-type: none"> <li>Nativity</li> </ul>	<ul style="list-style-type: none"> <li>My stories.</li> <li>Explore and Create; though finding a pulse to simple nursery rhymes, copycat rhythms, exploring high and low pitch using improvisation with voices and creating their own sounds using instruments.</li> <li>Singing - listen to and sing along with a variety of nursery rhymes.</li> <li>Key Artists: Elton John, Kiki Dee, MC Yogi, Earth, Wind &amp; Fire and Michael Bublé</li> </ul>	<ul style="list-style-type: none"> <li>Everyone!</li> <li>Explore and Create; finding a pulse to simple nursery rhymes, rhythms games.</li> <li>Singing; share and perform nursery rhymes with percussive accompaniment.</li> <li>Key Artists: The Jackson 5, Zain Bhikha, Mozart and Sister Sledge.</li> </ul>	<ul style="list-style-type: none"> <li>Our World</li> <li>Explore and Create; Finding a pulse to simple nursery rhymes and a variety of rhythms games. Exploring high and low pitch using improvisation with voices and creating their own sounds using instruments.</li> <li>Singing - Share and Perform nursery rhymes, action songs and worship songs with percussive accompaniment</li> <li>Key Artists: Bill Withers, Robbie Williams, Holst, Marvin Gaye, Tammi Terrell and Gene Kelly</li> </ul>	<ul style="list-style-type: none"> <li>Listen and Respond</li> <li>Music from the classical era, romantic era, the early 20th century and contemporary era.</li> <li>Respond verbally through description and movement (dance).</li> <li>Key Artists: Rossini, Tchaikovsky, Rimsky-Korsakov, Holst, Ralph Vaughn Williams and John Williams.</li> </ul>
<b>Musical Genre</b>	<ul style="list-style-type: none"> <li>Mixed Genre</li> <li>Nursery Rhymes and action songs</li> </ul>	<ul style="list-style-type: none"> <li>Mixed Genre</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Mixed Genre</li> <li>Nursery Rhymes and action songs</li> </ul>	<ul style="list-style-type: none"> <li>Mixed Genre</li> <li>Nursery Rhymes and action songs</li> </ul>	<ul style="list-style-type: none"> <li>Mixed Genre</li> <li>Nursery Rhymes and action songs</li> </ul>	<ul style="list-style-type: none"> <li>Classical</li> <li>Nursery Rhymes and action songs</li> </ul>



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<b>Phonics</b>	<b>Phase 1</b> General sound discrimination- Environmental Sounds. <b>Intent:</b> Getting to know you. Learning to listen and follow instructions.	<b>Phase 1</b> General sound discrimination- Environmental Sounds. <b>Intent:</b> Getting to know you. Learning to listen and follow instructions.	<b>Phase 1</b> General Sound Discrimination - Body Percussion. Tuning into sounds. <b>Intent:</b> To develop awareness of sounds and rhythms. <b>Rhyme and Rhythm</b> Tuning into sounds <b>Intent:</b> To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech.	<b>Phase 1</b> Alliteration tuning into sounds. <b>Intent:</b> To develop understanding of alliteration. Oral blending and segmenting Talking about sounds	<b>RWI-Nursery Phonics.</b>	<b>RWI-Nursery Phonics</b>
<b>Trips/Visitors/parent involvement</b>	<ul style="list-style-type: none"> <li>• Phonics and reading workshop</li> <li>• Tapestry workshop</li> <li>• My Neighborhood walk</li> <li>• Harvest Church visit</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas craft</li> <li>• Nativity</li> <li>• Santa visit</li> </ul>	<ul style="list-style-type: none"> <li>• Maths Workshop</li> <li>• Whole school project sharing assembly</li> <li>• Fire station visit</li> </ul>	<ul style="list-style-type: none"> <li>• Morrisons visit</li> <li>• Easter church service</li> <li>• Bonnet parade</li> <li>• Mothers' day Service</li> </ul>	<ul style="list-style-type: none"> <li>• Parent garden party</li> <li>• Peak wildlife visit</li> <li>• Sports day</li> </ul>	<ul style="list-style-type: none"> <li>• Teddy bears picnic</li> <li>• Foundation stage Festival</li> </ul>
<b>Legacy Learning</b>	EYFS garden and community sharing of our harvest.					
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Speech and language</li> </ul>	<ul style="list-style-type: none"> <li>• Physical</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language</li> <li>• RWI</li> </ul>