



Curriculum Overview 2020-21

Year: FS - Nursery

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Church school value	Truth	Compassion	Perseverance	Trust	Forgiveness	Peace
British value	Democracy	Mutual respect	Tolerance of other beliefs	Mutual respect	Individual Liberty	All British Values
Theme	Who am I?	Celebrations	Heroes	Growing	Characters	Minibeasts
Communication & language	Baseline assessments Daily singing – nursery rhymes Action songs Daily story time	Sings songs – Nativity Respond to instructions Talk about what I am doing.	Respond to instructions Talk about what I am doing. Developing vocabulary	Talk for writing Retell stories Sing familiar songs Ask questions	Story language Talk for writing Retelling stories Narrative in talk during play Ask questions Talking in front of others	Speak in a range of tense Complex vocabulary Prepositions Rhyming Retelling Role play Talking confidently in different situations

Physical development	<p>Developing independence in self-care – toileting Developing control over gross movements. Marking making – fine motor</p> <p>Gross motor – outside negotiating space</p>	<p>Developing independence in self-care – toileting Developing control over gross movements. Marking making – fine motor ad gross motor outside Dough disco</p> <p>Gross motor - outside climbing</p>	<p>Developing independence in self-care – washing hands. Safe use of equipment Developing control over gross movements and negotiating space. One handed tools – fine motor Dough disco Marking making – fine motor ad gross motor outside Gross motor – moving to music</p>	<p>Developing independence in self-care – washing hands and dressing (coats) Safe use of equipment Developing control over gross movements and negotiating space. One handed tools and tripod grip of pencil – fine motor Name writing Gross motor - balancing</p>	<p>Developing independence in self-care – washing hands and dressing (coats) Catch balls One handed tools and tripod grip of pencil \– fine motor Name writing</p> <p>Gross motor – ball skills</p>	<p>Developing independence in self-care – washing hands and dressing (shoes) Catch balls One handed tools and tripod grip of pencil \letter formation – fine motor</p> <p>Gross motor – running sports day</p>
Personal, social and emotional development	<p>Settling in Building relationships Social interactions</p>	<p>Building confidence Dealing with conflict Dealing with change</p> <p>Turn taking</p>	<p>Settling in Building relationships Social interactions</p> <p>Independence Empathy Feelings Learning about others</p>	<p>Caring for others Consideration of feelings Interacting appropriately</p>	<p>Settling in Building relationships Social interactions</p> <p>Healthy bodies Healthy minds</p>	<p>Preparing for next year Transition</p> <p>Developing confidence in new situations Dealing with change</p>
Reading	<p>Baseline assessments Book corner Visits to the library Daily story time</p>	<p>Independently looking at books in the book corner Listen to daily stories Daily story time Nursery Library book going home.</p>	<p>Awareness of Rhyme Poetry and extended rhymes. Retell traditional tales Talk for writing Daily story time Nursery Library book going home.</p>	<p>Awareness of rhyme and alliteration Rhyming stories Jack and the beanstalk Talk for writing Bible stories Daily story time Nursery Library book going home.</p>	<p>Alliteration in stories Story structure and characters Talk for writing Talk for writing– story sequencing Phonics Rhyming Daily story time Nursery Library book going home.</p>	<p>Retell stories Alliteration and rhyme in stories. Research minibeasts Non-fiction books Phonics Daily story time Nursery Library book going home.</p>

Writing	<p>Baseline Assessments</p> <p>Writing area</p> <p>Colouring</p> <p>Mark making opportunities</p> <p>Pencil control</p>	<p>Writing area</p> <p>Colouring</p> <p>Mark making opportunities</p> <p>Talk about marks made</p> <p>Pencil control</p> <p>Fine motor activities</p> <p>Dough disco</p> <p>Writing patterns</p> <ul style="list-style-type: none"> • Sometimes gives meaning to the marks they make • Ascribe meaning to the marks they see in different places. 	<p>Writing area</p> <p>Colouring</p> <p>Mark making opportunities</p> <p>Pencil control</p> <p>Name writing</p> <p>Outside mark making – gross motor skills</p> <p>Dough disco</p> <p>Writing patterns</p> <ul style="list-style-type: none"> • Sometimes gives meaning to the marks they make • Ascribe meaning to the marks they see in different places. 	<p>Writing area</p> <p>Colouring</p> <p>Mark making opportunities</p> <p>Pencil control</p> <p>Name writing</p> <p>Independent mark making for a purpose</p> <p>Writing patterns</p> <ul style="list-style-type: none"> • Sometimes gives meaning to the marks they make • Ascribe meaning to the marks they see in different places. 	<p>Writing area</p> <p>Colouring</p> <p>Mark making opportunities</p> <p>Pencil control</p> <p>Name writing</p> <p>Independent mark making for a purpose</p> <p>Forming numerals</p> <p>Writing patterns</p> <ul style="list-style-type: none"> • Sometimes gives meaning to the marks they make • Ascribe meaning to the marks they see in different places. 	<p>Writing area</p> <p>Colouring</p> <p>Mark making opportunities</p> <p>Pencil control</p> <p>Writing patterns</p> <p>Name writing</p> <p>Independent mark making for a purpose</p> <p>Letter formation</p> <p>Collaborative story maps</p> <p>Writing patterns</p> <ul style="list-style-type: none"> • Sometimes gives meaning to the marks they make • Ascribe meaning to the marks they see in different places.
Mathematics	<p><u>Baseline: Getting to know your learners</u></p> <p>Counting rhymes.</p> <p>Counting aloud 0-10.</p> <p>Using fingers to represent the correct number during counting rhymes.</p> <p>1:1 counting a variety of objects.</p> <p>Making shape arrangements.</p> <p>Recognising 2D shapes.</p> <p>Days of the week</p>	<p>Recognising numerals to 5/10.</p> <p>Counting aloud 0-10.</p> <p>Using fingers to represent the correct number during counting rhymes.</p> <p>Counting small sets of objects accurately, saying total.</p> <p>Begin to use the vocabulary more and less.</p> <p>Making shape arrangements.</p> <p>Recognising 2D shapes.</p> <p>Days of the week</p>	<p>Recognising numerals to 5/10.</p> <p>Continue with counting rhymes and counting aloud to 10.</p> <p>Continue to use fingers to represent the current number during counting rhymes.</p> <p>Begin to recognising numerals to 5/10.</p> <p>Count small sets from a larger set of objects.</p> <p>Recognise that a set of objects is the same when arranged differently.</p> <p>Recognising 2D shapes and describing some of their properties.</p> <p>Days of the week.</p>	<p>Recognising numerals to 5/10.</p> <p>Continue with counting rhymes and counting aloud to 10.</p> <p>Continue to use fingers to represent the current number during counting rhymes.</p> <p>Recognising numerals to 5/10.</p> <p>Matching numerals and quantity.</p> <p>Begin to represent numbers</p> <p>Use the vocabulary more and less accurately. (HA)</p> <p>Recognising 2D shapes and describing some of their properties.</p> <p>Measuring heights and lengths.</p>	<p>Reciting numbers to 10 and beyond.</p> <p>Recognising numerals to 5/10.</p> <p>Ordering numbers.</p> <p>Counting larger sets of objects accurately.</p> <p>Fine 1 more /1 less than a given number (HA)</p> <p>Compare quantities using vocabulary more or less.</p> <p>Positional language.</p> <p>Measuring and ordering.</p> <p>Capacity.</p>	<p>Reciting numbers to 10 and beyond.</p> <p>Recognising numerals to 5/10/20.</p> <p>Counting larger sets of objects accurately.</p> <p>Fine 1 more /1 less than a given number (HA)</p> <p>Use mathematic vocabulary to solve problems.</p> <p>Representing data – simple pictograms.</p> <p>Measuring a ordering.</p> <p>Capacity.</p> <p>Positional language.</p>

Understanding the world	<p>My Family Local area Homes</p>	<p>Family customs Bonfi night Diwali Christmas</p>	<p>Fire, police, nurse visits Learning about other people</p>	<p>Plants Gardening Changes in the environment</p>	<p>Different environments Book settings Gardening</p>	<p>Minibeasts Habitats</p>
Expressive arts and design	<p><u>Who am I?</u> Sensory exploration of a range of media. Understanding what different tools are used for. Understanding how to make marks. Independently accessing and using creative (ART)</p> <p>Sing Nursery rhymes and routine songs</p>	<p><u>Celebrations</u> Choosing colours and material for a purpose. Learning to use tools correctly – scissors/painting brushes ,glue spreaders, fingers, pastels and chalks. Understand and use printing technique. Naming colours</p> <p>Printing Cards Decorations using a range of tools and joining techniques Diwali candle holders - clay</p> <p>Ipad firework images</p> <p>Sing Nursery rhymes and routine songs Exploring instruments outside</p>	<p><u>Heroes</u> Learning how to paint sequence – water/sponge/paint/pallet/ paper. Representing people. Using imagination. Choosing materials for a purpose.</p> <p>Painting superheros Making 3d heroes (Supertato from potatoes) Making masks</p> <p>Discuss artist of the week</p> <p>Sing Nursery rhymes and routine songs Exploring sounds and how they can change.</p>	<p><u>Growing</u> Observational drawings. Control of tools Develop preference for materials and media within mark making. Mixing shades of the same colours</p> <p>Drawing of flowers. Printing leaves Colour walks Matching colours – greens for leaves Van Gogh - Sunflowers</p> <p>Discuss artist of the week</p> <p>Sing Nursery rhymes and routine songs Exploring sounds with different objects and how they can change.</p>	<p><u>Storybook Characters</u> Mixing a range of colours Predicting colours. Talk about their own pictures. Use pictures as a means of communication ideas about stories.</p> <p>Paintings of characters Creating settings Story maps</p> <p>Discuss artist of the week</p> <p>Sing Nursery rhymes and routine songs Exploring sounds and how they can change.</p> <p>Keeping the beat.</p>	<p><u>Minibeasts</u> Plan what they are making. Collage techniques - refined cutting and joining skills. Refine printing skills. Choose colours for a purpose</p> <p>3d minibeasts Painting of minibeasts Stone ladybirds Handprint spiders Collage caterpillar life-cycles Folded butterflies</p> <p>Discuss artist of the week</p> <p>Sing Nursery rhymes and routine songs Exploring sounds and how they can change.</p> <p>Making instruments and songs.</p>