Year Nursery Curriculum Overview

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hook into learning:		Autumn	Christmas	Winter – Ice	Life Cycles/ Easter	Plants and Growing	Summer
English	**Reading**	Text: Goldilocks and the Three Bears The Gingerbread Man We're Going on a Bear Hunt Leaf Man Funnybones	Text: Sparks in the Sky The Very Helpful Hedgehog We're going on a Leaf Hunt (national nursery rhyme week) Seasons come Seasons go tree One Snowy night Stickman We're going on an Elf Chase	Text: Jack Frost Robins Winter Song Ridiculous The Great Race Snow Bears Say Hello to the Snowy Animals The Emperors Egg Tadpole's Promise	Text: Oh Dear A Squash and A Squeeze What the Ladybird Heard Growing Frogs The Teeny-Weeny Tadpole Every Bunny Count We're going on an Egg Hunt	Text: Text: Jasper's Beanstalk Ten Seeds Oliver's Fruit Salad The Very Lazy Ladybird Super Worm Mr Snail's Counting Trail Walter's Wonderful Web	Text: We're Going on a Picnic Sharing a Shell What the Ladybird Heard at the Seaside Ten Little Pirates Pirates Love Underpants
	Writing	• Gross & fine motor skills • Giving marks meaning	• Gross & fine motor skills • Giving marks meaning	• Gross & fine motor skills • Ascribes meanings to marks that they see in different places • Writing numerals	• Gross & fine motor skills • Rhyme • Writing numerals • Writing name	• Gross & fine motor skills • Saying initial sounds • Writing numerals • Writing name	• Gross & fine motor skills • Orally blending & segmenting • Writing numerals • Writing name
Mathematics		• Number songs • Colours • Matching • Sorting	• Compare amounts • Compare size • patterns	Identify representations of 1, 2, 3. They subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. They match the number names to quantities and numerals. They touch count in different arrangements and recognise the final number is the quantity of the set. • weight	Identify representations of 1, 2, 3. They subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. They match the number names to quantities and numerals. They touch count in different arrangements and recognise the final number is the quantity of the set. count on and back to 4. They subitise sets of up to 4 objects to find out how many make their own collections of objects. They match the number to numerals and quantities and are able	Continue to subitise up to 5 items and to count forwards and backwards to 5 accurately using the counting principles. They represent up to 5 items on a five frame. continue to count, subitise and compare as they explore one more and one less. Prompt children to see the link between counting forwards and the one more pattern and back and the one less pattern. • shape	Children talk about night and day and order key events in their daily routines, such as waking up, coming to school, dinner, bed time. They use language to describe when things happen e.g. day, night, morning, afternoon, before after, today, tomorrow. • Capacity • Positional language

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				to say which sets have more and fewer items. When counting they continue to learn that the final number they say names the set. • Length and height		
Communication and language	Learning new vocabulary Learn rhymes, poems and songs Engage in non-fiction books	Learning new vocabulary Learn rhymes, poems and songs Engage in non-fiction books	Learning new vocabulary Learn rhymes, poems and songs Engage in non-fiction books	Learning new vocabulary Learn rhymes, poems and songs Engage in non-fiction books	Learning new vocabulary Learn rhymes, poems and songs Engage in non-fiction books	Learning new vocabulary Learn rhymes, poems and songs Engage in non-fiction books
Understanding the World The World	Autumn - changes	Light and Dark	Ice and water	Life cycles and farm	Plants and Growing Environments	Minibeasts and seaside
Personal Social and Emotional Development	Families and what makes me special!	Antibullying week Remembrance Day Children in need Christmas	Chinese New Year Red nose day – thinking about others, feelings	Health and well being Easter	People who help us Health and wellbeing	People who help us Health and wellbeing
Physical Development	Squiggle while you wiggle Gross and fine motor skills	Squiggle while you wiggle Gross and fine motor skills One handed tools Developing dominant hand	Squiggle while you wiggle Gross and fine motor skills One handed tools Developing dominant hand	Squiggle while you wiggle Gross and fine motor skills One handed tools Developing dominant hand Self-help skills	Squiggle while you wiggle Gross and fine motor skills One handed tools Developing dominant hand Self-help skills	Squiggle while you wiggle Gross and fine motor skills One handed tools Developing dominant hand Self-help skills
Exploring media and Materials Art and Design	Collage – leaves Painting – paint blacks Small and large construction – continuous Provision Nursery rhymes Musical instruments – continuous provision	Painting- paint blocks Small and large construction – continuous Provision Nursery rhymes Musical instruments – continuous provision	Colour mixing- ready mixed paints Small and large construction – continuous Provision Nursery rhymes Musical instruments – continuous provision	Colour mixing- ready mixed paints Small and large construction – continuous Provision Nursery rhymes Musical instruments – continuous provision	Sculpture / junk modelling Painting- powder paint mixing Small and large construction – continuous Provision Nursery rhymes Musical instruments – continuous provision	Creating Textures Painting- powder paint mixing Small and large construction – continuous Provision Nursery rhymes Musical instruments – continuous provision

EYFS has a range of topics that come up naturally, however the majority of our curriculum is child led. We strive to create a rich and stimulating learning experience for all the children every day. We plan our weeks through topics and we always use high quality texts to introduce this to the children as a way in for their learning to begin. We link all areas and activities as much as possible so the children immerse themselves in new experiences. This reaches all the senses and enables them to develop their communication and language, raising their confidence and feeding

into all areas of their learning and development. We teach the children lots of games and songs, use lots of types of technology and ICT which link directly to their learning.