

Nursery Curriculum 2023-2024

Term	Autumn		Spring		Summer	
Value	Aspiration	Empathy	Independence	Resilience	Respect	Citizenship
Question/	What makes me special? (Myself/My family) (Who lives with me in my home?)	How do we celebrate? (Families and community)	What is in a story? (Traditional tales)	Where have we been? (Journeys and transport)	Who lives here? (Animals and Homes) (How does where I live compare with other homes and families around the world?)	How do things change? (Growing/Plants/Lifecycles)
Immersion	Home visits prior to starting Nursery. Family photos for display 'All about me' bags - Sharing toys and special objects from home Signs of autumn walk around school	Adults in to talk about family traditions and celebrations. Share photos of children celebrating special times Decorating the Christmas tree/classroom Christmas Party – make buns for the party	Making Pancakes Lunar New Year Make stir fry vegetables and noodles Make Porridge Signs of Winter walk around school	'Bear hunt' around the wider school World Book Day Share photos of children visiting new places/going on holiday Signs of Spring walk around school	Looking after chicks. Miniature gardens Making bread Fruit kebabs	Baby Photos Minibeasts roadshow Caterpillars Growing plants Make a minibeast hotel Signs of Summer walk around school Sports Day
Core Texts Stories for Talking	Peace at Last Maisy's going to Nursery Lima's Red Hot Chilli (Family) Nursery rhymes	Maisy's Birthday So much Happy Christmas Maisy Samira's Eid Rama and Sita Story	Goldilocks and the Three bears The 3 Little Pigs The 3 Billy Goats Gruff	We're Going on a Bear Hunt Rosie's walk We're going for a picnic Whatever Next	Walking Through the Jungle Handa's Surprise We're Going on a Lion Hunt	The Very Hungry Caterpillar The Enormous Turnip Jack and The Beanstalk

<p>Any Role Play Enhancement</p>	<p>Keep as it is for continuity/familiarity for new starters (also links to setting of 'Peace at Last')</p>	<p>Birthday Party Christmas Celebrations</p>	<p>Three Bears House</p>	<p>Travel items – suitcases, bags etc</p>	<p>Jungle Explorer props/vets</p>	<p>–</p>
<p>Outcomes</p>	<p>Follow the rules and routines of nursery with support or independently.</p> <p>Begin to explore a variety of activities with their peers and familiar adults.</p> <p>Talk about themselves positively.</p> <p>Begin to verbally share experiences, ideas and thoughts.</p>	<p>Begin to notice similarities and differences between themselves and others.</p> <p>Talk about a special event from their own past.</p> <p>Begin to take part in conversations about things that are important to them.</p>	<p>Retell a familiar story, using vocabulary such as first, next, then.</p> <p>Create a simple story map through drawing or talking.</p> <p>Remember familiar songs and rhymes and fill in missing words/key phrases.</p>	<p>Draw a simple map (fictional or real) and use directional language when talking about it.</p> <p>Talk about a journey they have been on.</p> <p>Understand the purpose of a map.</p> <p>Follow a simple map.</p>	<p>Show care and concern for living things.</p> <p>Understand that different animals live in different places.</p> <p>Recognise and describe some similarities and differences between where they live and where children around the world live.</p>	<p>Talk about how they have changed since they were a baby.</p> <p>Talk about lifecycles using specific vocabulary.</p> <p>Make a minibeast hotel using the plan, do, review model.</p> <p>Follow instructions to plant seeds.</p>

<p>Communication and Language:</p>	<p>Shows interest in familiar rhymes and songs.</p> <p>Listen to simple stories and understand what is happening with the help of the pictures.</p> <p>Talk about themselves and their families.</p> <p>Express things that they like and dislike.</p> <p>Follow simple directions.</p> <p>Use talk in their play.</p>	<p>Join in with actions and words of familiar rhymes and songs.</p> <p>Join in with key words and phrases of familiar stories.</p> <p>Understand and use simple 'who,'what' and where questions.</p> <p>Take part in short exchanges with others, listening and responding to adults and peers.</p> <p>Talk about experiences that are familiar to them.</p> <p>Use talk in their play.</p>	<p>Listen to stories and show an understanding of what happened through discussion or sequencing.</p> <p>Identify characters and settings in familiar stories.</p> <p>Hear and use new vocabulary from stories, rhymes and poems.</p> <p>Begin to answer 'why' questions in response to familiar stories.</p> <p>Act out familiar stories, using key phrases from the story.</p> <p>Use storylines in play.</p> <p>Follow instructions to make playdough.</p> <p>Start a conversation with an adult or friend.</p>	<p>Answer 'why' questions in a range of contexts.</p> <p>Use a wider range of vocabulary, ie, describe a familiar journey.</p> <p>Listen to longer stories.</p> <p>Retell/recite familiar stories.</p> <p>Hear and use new vocabulary from stories, rhymes and poems.</p> <p>Start a conversation with an adult or friend.</p> <p>Follow instructions to make pancakes.</p>	<p>Listens to longer stories and talks about what happened.</p> <p>Begin to predict what might happen next in stories.</p> <p>Answer 'why' questions in a range of contexts.</p> <p>Understand questions or instructions that have two parts.</p> <p>Continue conversations for several turns, listening and responding appropriately.</p> <p>Ask questions ('who', 'what', 'when' and 'how') in a range of contexts.</p> <p>Hear and use new words from stories and non-fiction books.</p> <p>Express thoughts and ideas to others, using words and actions.</p> <p>Use longer sentences in a range of contexts.</p> <p>Sing familiar songs by heart.</p>	<p>.Listens to longer stories and talks about what happened.</p> <p>Begin to predict what might happen next in stories.</p> <p>Answer 'why' questions in a range of contexts.</p> <p>Understand questions or instructions that have two parts.</p> <p>Continue conversations for several turns, listening and responding appropriately.</p> <p>Hear and use new words from non-fiction books.</p> <p>Question why things happen and begin to give explanations.</p> <p>Express a point of view and begin to debate when they disagree with an adult or a friend, using words as well as actions.</p>
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						<p>Use longer sentences in a range of contexts.</p> <p>Sing familiar songs by heart.</p>
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<p>Personal, Social and Emotional Development:</p>	<p>Access resources in the classroom with support when needed.</p> <p>Join in with familiar routines at nursery.</p> <p>Begin to get to know the other children through play and small group interactions.</p> <p>Explore emotions through play and stories.</p> <p>Can tell an adult when they are hungry, thirsty or wet.</p> <p>Washes and dries own hands.</p> <p>Dresses with support.</p>	<p>Express their own preferences, choosing where and how to play with increasing independence.</p> <p>Become familiar with the rules and routines at nursery with adult support when needed.</p> <p>Begin to play with increasing confidence in a small group or one-to-one with another child.</p> <p>Explore emotions through play and stories.</p> <p>Can tell an adult when they are hungry, thirsty or wet.</p> <p>Washes and dries own hands.</p> <p>Dresses with support.</p>	<p>Choose where and how to play with increasing independence.</p> <p>Follow the rules and routines at nursery with adult support when needed.</p> <p>Talk about their feelings with support.</p> <p>Resolve disagreements with the help of an adult</p> <p>Take turns with the help of an adult if needed.</p> <p>Show more confidence in new social situations.</p> <p>Understands and attends to own needs such as hunger, toileting and personal hygiene, with support when needed.</p>	<p>Access activities with increasing independence, choosing resources with purpose.</p> <p>Follow the rules and routines at nursery with increasing independence.</p> <p>Talk about why rules are important.</p> <p>Talk about their feelings and recognise others may feel the same as them.</p> <p>Show more confidence in new social situations.</p> <p>Resolve disagreements with the help of an adult.</p> <p>Be increasingly independent in meeting their own care needs, using the toilet, washing and drying their hands.</p>	<p>Carry out their own ideas/plans and talk about what they are doing, asking for help if needed.</p> <p>Talk about their feelings and explore different situations from different points of view.</p> <p>Play cooperatively in a group, making up games and suggesting ideas of things to do.</p> <p>Include others ideas in their activity.</p> <p>Begin to resolve disagreements independently, exploring and suggesting ideas to solve conflicts. (Finding compromise)</p> <p>Takes on responsibility, given by adults.</p> <p>Adjust behaviour to different situations.</p>	<p>Carry out their own ideas/plans and talk about what they are doing, asking for help if needed.</p> <p>Talk about their feelings and explore different situations from different points of view.</p> <p>Play cooperatively in a group, making up games and suggesting ideas of things to do.</p> <p>Include others ideas in their activity.</p> <p>Begin to resolve disagreements independently, exploring and suggesting ideas to solve conflicts. (Finding compromise)</p> <p>Takes on responsibility given by adults.</p> <p>Adjust behaviour to different situations.</p>
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<p>Physical Development:</p>	<p>Explore the climbing equipment outside, safely.</p> <p>Play running and chasing games.</p> <p>Explore mark making tools and resources.</p> <p>Holds a pencil.</p>	<p>Explore the climbing equipment with increasing confidence and independence.</p> <p>Move in a variety of different ways.</p> <p>Holds a pencil.</p> <p>Snips with scissors, using hand over hand help if needed.</p>	<p>Pull up a fastened zip.</p> <p>Play racing games and movement games, ie, 'What's the time Mr wolf?'</p> <p>Play catching and throwing games.</p> <p>Talk about the different ways they can move using key vocab.</p> <p>Choose the right resources to carry out their own plan, ie, crates to make a house and triangular blocks to make a roof.</p> <p>Understands Equipment needs to be used safely.</p> <p>Learns to collaborate with others when managing large items.</p> <p>Begin to show preference for a dominant hand</p> <p>Snips with scissors.</p> <p>Show increasing control when mixing, stirring, kneading and moulding materials. ie, ingredients for play dough.</p>	<p>Pull up a fastened zip.</p> <p>Continue to develop their movement skills in a range of contexts.</p> <p>Play catching and throwing games.</p> <p>Choose the right resources to carry out their own plan, ie, making a route/course to travel along.</p> <p>Understands equipment needs to be used safely.</p> <p>Learns to collaborate with others when managing large items.</p> <p>Show a preference for a dominant hand.</p> <p>Snips with scissors.</p>	<p>Be increasingly independent as they get dressed and undressed.</p> <p>Use tools safely and for a purpose, ie, chop vegetables and fruit.</p> <p>Play team games, and begin to suggest their own ideas for games.</p> <p>Continue to develop their movement, balancing and ball skills.</p> <p>Collaborate with others to manage large items.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Cut along a line and around a shape.</p>	<p>Be increasingly independent as they get dressed and undressed.</p> <p>Use tools safely and for a purpose, ie digging holes, planting seeds.</p> <p>Play team games, and begin to suggest their own ideas for games.</p> <p>Continue to develop their movement, balancing and ball skills.</p> <p>Collaborate with others to manage large items.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Cut along a line and around a shape.</p>
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<p>Literacy</p>	<p>Stories for talking 2 week cycle (see separate planning)</p> <p>Listen to stories one to one and in small groups.</p> <p>Look at books independently or with a friend.</p> <p>Handle books with care, turning the pages one at a time and holding the book the right way.</p> <p>Notice some print such as their name or familiar logos.</p> <p>Phonological awareness - Explores and listens to sounds around them. Make observations about different sounds.</p> <p>Explore a wide range of mark making - draw circles and dots.</p>	<p>Stories for talking 2 week cycle (see separate planning)</p> <p>Listen to stories and talk about the pictures.</p> <p>Look at books independently or with a friend.</p> <p>Handle books with care, turning the pages one at a time and holding the book the right way.</p> <p>Notice some print such as their name or familiar logos.</p> <p>Phonological awareness - Explores, listens to and compares a variety of instruments and noise makers. Make loud and quiet sounds.</p> <p>Explore a wide range of mark making - draw circles, dots and lines.</p>	<p>Stories for talking 2 week cycle (see separate planning)</p> <p>Talk about key events and characters from familiar stories.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Sequence familiar stories with adult support</p> <p>Identify the different parts of a book – page, cover, title</p> <p>Phonological awareness - Exploring sound and rhythm. Make different sounds with their bodies.</p> <p>Understand the different purposes of print -ie, shopping lists, labels use this knowledge in their early writing, giving meaning to their marks.</p>	<p>Stories for talking 2 week cycle (see separate planning)</p> <p>Talk about stories in more detail, showing understanding of key events, characters and settings.</p> <p>Sequence familiar stories.</p> <p>Identify the different parts of a book – page, cover, title</p> <p>Phonological awareness-Count or clap syllables in words. Spot and suggest rhymes.</p> <p>Understand the different purposes of print -ie, shopping lists, labels use this knowledge in their early writing, giving meaning to their marks.</p>	<p>Stories for talking 2 week cycle (see separate planning)</p> <p>Talk about stories in more detail, showing understanding of key events, characters and settings.</p> <p>Understand that we read English text from left to write and top to bottom.</p> <p>Phonological awareness -Hear and say initial sounds in words. Begin blending sounds in words</p> <p>Begin to copy letters of their name.</p>	<p>Stories for talking 2 week cycle (see separate planning)</p> <p>Understand that non-fiction books look different to story books and we can use them to find things out.</p> <p>Remember new information from non-fiction books we have read, showing an understanding of new vocabulary.</p> <p>Phonological awareness - Blending and segmenting sounds in words</p> <p>Write some or all of their name. Write some letters accurately.</p>
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			Draw zig zags, waves and springs.	Draw zig zags, waves and springs, turrets and spirals.		
Maths	<p>Practise counting aloud to 5 (through number songs)</p> <p>To subitise up to 3 objects.</p> <p>Give up to 3 objects when asked.</p> <p>Touch count up to 3 objects.</p> <p>Understand and follow positional instructions related to the daily routine – <i>Put your coat <u>on</u> your peg, Get the toys from <u>under</u> the table</i></p>	<p>Recite numbers (forwards and backwards) in to 5 when singing counting songs.</p> <p>Recognise how many spots on a dice /candles on a cake without counting when playing games. (Subitise)</p> <p>Touch count objects to 5.</p> <p>To recognise Numicon shapes 1-5.</p> <p>Begin to represent numbers on fingers when singing counting songs.</p> <p>Explore 2D and 3D shapes to create patterns and arrangements and as construction resources.</p>	<p>Count reliably to 5 and begin to count beyond 5.</p> <p>Match amounts to correct Numicon pieces.</p> <p>Touch count objects to 5 and say total.</p> <p>Continues to represent numbers on fingers when singing counting songs and during play.</p> <p>Compare and order objects by size.</p> <p>Use vocabulary such as big, medium, small to describe familiar objects.</p> <p>Select shapes with purpose – build a house for the three bears / three little pigs.</p> <p>Begin to describe a sequence of events from a familiar story using words such as first, then, next (fictional)</p>	<p>Count reliably to 5 and beyond.</p> <p>Touch count objects to 5 and beyond and say total.</p> <p>Say how many are left when 1 is taken away or added.</p> <p>Compare and order objects by length.</p> <p>Understand positional words to follow instructions – put the hen under mill, on top of the hay</p> <p>Discuss the location and route of Rosie, using words like ‘in front of’ and ‘behind’.</p> <p>Describe a sequence of real events using words such as first, then, next etc – to recall how they made pancakes / the journey of the bear.</p>	<p>Count reliably to 10 forwards and backwards.</p> <p>Explores showing numbers using their own symbols and marks, sometimes including numerals.</p> <p>Match numerals to correct amounts.</p> <p>Compare quantities using language: ‘more than’, ‘fewer than’, the same.</p> <p>Solve mathematical problems in a variety of contexts.</p> <p>Compare and order objects by weight.</p> <p>Explore and talk about 3d shapes using everyday language. Explore and talk about 3d shapes using mathematical language.</p> <p>Recognise similarities and differences of shapes in the environment.</p>	<p>Count reliably to 10 forwards and backward</p> <p>Explores showing numbers using their own symbols and marks, sometimes including numerals.</p> <p>Match numerals to correct amounts.</p> <p>Compare quantities using language: ‘more than’, ‘fewer than’, the same.</p> <p>Solve mathematical problems in a variety of contexts.</p> <p>Describe a sequence of events, (life cycle of a caterpillar) using words such as ‘first’, ‘then...’</p>

		Extend and create repeating patterns.			Explore, create and correct repeating patterns.	
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<p>Understanding the World:</p>	<p>Talk about themselves, their family and who lives in their house.</p> <p>Know that where they live is called home.</p> <p>Begin to talk about some features of the home in which they live.</p> <p>Know some of the things that make them special.</p> <p>Make connections between the features of their families and other families, noticing similarities and differences.</p> <p>Explore a range of materials using all their senses.</p>	<p>Talk about a special day/celebration they can remember.</p> <p>Through pictures and stories begin to explore how different people celebrate special times such as birthdays, Eid, Diwali, Christmas.</p> <p>Know there are differences in what we believe.</p> <p>Comment on changes they notice in different materials - when mixing together ingredients for baking/making playdough.</p>	<p>Talk about what food they like to eat at home and recognise similarities and differences with their friends.</p> <p>Explore a variety of materials they could use to build a house for the three pigs, thinking about how the materials are the same or different and which would be the best.</p> <p>Talk about different materials using key vocabulary. ie, hard, soft, strong etc</p> <p>Through pictures and stories continue to explore how people from different cultures celebrate in different ways – Lunar New Year</p> <p>New starters: Talk about their family and who lives in their house.</p>	<p>Talk about what food they might make at home.</p> <p>Talk about the changes they notice in ingredients when making pancakes/playdough. What happens when we mix it?/cook it?</p> <p>Talk about a journey they have made, near or far. Where did they go? How did they get there? What did they see? Was it different from where they live?</p> <p>Talk about the different ways we can travel.</p> <p>Understand the purpose of a map.</p> <p>Follow a simple map.</p>	<p>Through stories, pictures and first hand experiences understand that there are different countries in the world and comment on the differences they can see in or have experienced.</p> <p>Talk about what they see, using new and familiar vocabulary.</p> <p>Recognise that other people's homes will have similarities and differences to their own.</p> <p>Compare animals found in our local environment with those found around the world. (Jungle/Africa).</p> <p>Talk about differences between animal patterns and why these patterns are important.</p> <p>Learn about a variety of foods and the importance of healthy eating and good dental care.</p> <p>Respect and care for the chicks and talk about changes they notice as they grow.</p>	<p>Sequence family members by size and name (baby, child, teenager, adult).</p> <p>Understand that they have changed and will continue to change and talk about some of these changes.</p> <p>Talk about what they see in their own environment.</p> <p>Plant seeds and care for growing plants with support.</p> <p>Know some of the things that plants need to grow and talk about how they change over time.</p> <p>Learn about different vegetables and how they grow.</p> <p>Respect and care for the caterpillars and talk about changes they notice as they grow.</p> <p>Know the lifecycle of a caterpillar.</p>
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					Know the lifecycle of a chick.	Talk about pushes and pulls. (Pushing seeds into the ground / pulling the turnip out)
	Exploration, investigation and observation of the weather and changing seasons throughout the year through daily and practical activities i.e. talking about what signs of the seasons do they notice? Identify suitable clothing for different weather.					

<p>Expressive Art & Design:</p>	<p>Explore the various loose parts areas within the classroom to make models and pictures.</p> <p>Explore different materials using all of their senses to investigate them.</p> <p>Recognise colours and choose colours for a purpose.</p> <p>Engage in daily singing and rhyme time.</p> <p>Plays with familiar resources.</p> <p>Responds to music using movement.</p> <p>Explore sounds and developing listening skills (go on a sound walk around school)</p>	<p>Continue to explore different materials freely in order to develop their ideas about how to use them and what to make.</p> <p>Explore the musical instruments, playing with control in response to instructions.</p> <p>Use marks to represent different objects, people and events.</p> <p>Explore colour mixing.</p> <p>Responds to music verbally and through movement.</p> <p>During play develop storylines based on familiar experiences (having a birthday party)</p> <p>Sings a few familiar songs.</p>	<p>Join different materials and explore different textures. plan to build with a purpose in mind (make a house for the three little pigs)</p> <p>Begin to Use marks to represent different objects, people and events.</p> <p>Explore colour mixing; notice and comment on differences between colours.</p> <p>During play develop storylines based on familiar stories</p> <p>Build up their repertoire of songs, singing a selection of songs and rhymes from memory.</p>	<p>Use drawing and/or a variety of materials including loose parts and construction sets to recreate the settings from <i>'We're going on a bear hunt'</i>. (Story map)</p> <p>Add additional textures to models and pictures.</p> <p>Show their ideas and talk together about them.</p> <p>Continue to explore colour mixing; notice and comment on differences between colours.</p> <p>During play develop storylines based on familiar stories</p> <p>Build up their repertoire of songs, singing a selection of songs and rhymes from memory.</p> <p>Use musical instruments to express ideas for example when retelling the story of <i>'We're going on a bear hunt'</i></p>	<p>Explore different materials to develop their ideas about how to use them to make a miniature garden.</p> <p>Join different materials and explore different textures.</p> <p>Draw simple things from memory.</p> <p>Draw own animals and begin to add details (patterns, legs, tail etc)</p> <p>Begin to develop more complex stories in imaginary play.</p> <p>Develop their singing voice.</p> <p>Play instruments with increasing control.</p>	<p>Explore different materials to develop their ideas about how to use them to make a minibeast hotel.</p> <p>Join different materials and explore different textures for their minibeast hotel.</p> <p>Begin to develop more complex stories in imaginary play.</p> <p>Develop their singing voice.</p> <p>Plays instruments to a simple beat.</p> <p>Tap or clap out rhythms or pulses to music.</p> <p>SING UP - Let's Jam</p>
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	SING UP - Let's be friends	SING UP - This is	SING UP - I've got feelings	SING UP - Travel and movement	SING UP - Animal tea party	
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