




## Curriculum Overview



### Nursery



The curriculum overview contains the summary goals for assessment each 6 weeks. The benchmark spread sheet gives more detail for how to ensure children achieve the benchmark summary goal. For children accessing Nursery for 5 terms, please see benchmark spread sheet for individual starting points.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Main Theme</b>  <i>Once upon a Time!</i>  <i>Traditional Tales</i>	<i>Once upon a Time!</i>  <i>Traditional Tales</i>	<i>Walking around the Zoo!</i>  <i>Zoo animals</i>	<i>Travel through London!</i>  <i>Transport/local area/cities</i>	<i>We are Explorers!</i>  <i>Pirates/Space</i>	<i>Under the Sea</i>  <i>Underwater animals and habitats</i>	<i>We could be heroes!</i>  <i>People who help us and healthy eating</i>
<b>Communication and Language</b>  	<p>Starts to listen to adults around them and will respond to very simple requests, usually on their own terms.</p> <p>Pupils are starting to communicate through words and gestures.</p>	<p>More likely to listen to and respond to a simple request or instruction. Starts to understand more of the 'F1-specific' vocabulary.</p> <p>Regular plural forms are consistent. Uses 'is', 'are', 'am' in a sentence.</p>	<p>Responds to simple questions and attempts to answer by speaking, pointing or gesturing.</p> <p>Pupils are starting to engage in longer dialogues.</p>	<p>Can listen for a longer period of time but will need prompting to maintain focus. Will use characters in their play but not necessarily the features of the characters or the events from a story.</p> <p>Pupils are starting to engage in longer dialogues.</p>	<p>Is starting to use some new vocabulary and join in with songs, stories and rhymes.</p> <p>Pupils are more confident when using fantasy language in play.</p>	<p>Can remember the main events in a story and will follow a single instruction with little support. Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory).</p> <p>Knows some colours and prepositions.</p>
<b>Personal, Social and Emotional</b>  	<p>Knows what is expected in school in very simple terms for example, knows where to put their coat. Has some awareness of self and others.</p> <p>Shows more independence and more confidence to make choices for themselves.</p>	<p>Asserts themselves as an individual person with likes and dislikes.</p> <p>Shows awareness that things don't always go their way and has more flexibility when things are different.</p> <p>Plays alongside other children.</p>	<p>Finds what they want to play with and stays with the activity for longer periods of time. Accepts help from adults when they need it.</p> <p>Starts to comply with the boundaries of school knowing there are rules. Shows an awareness of how their choices may effect and involve others around them.</p>	<p>More aware of other children around them and starts to interact. Is able to make simple choices.</p> <p>Seeks out adults for specific help. Begins to accept the needs of others.</p> <p>Shows more awareness of others in the setting</p>	<p>Starts to be more confident to play with others and is beginning to self-regulate in play situations.</p> <p>More aware of others around them and the need to take account of others around them. Has some accountability for their actions.</p>	<p>Starts to show responsibility for their own feelings and their own play.</p> <p>Able to manage a task seeing it through from beginning to end. Showing independence in their choices.</p> <p>Joins in with others' play.</p>

	Forms an attachment with an adult in the setting.		Starts to 'dip' into others' play.	and starts to interact during play.	Shows interest in other children's play and may start to observe with interest and join in the game.	
<b>Physical Development</b> 	Can use their strength to move from one thing to another.	Shows some control over their choice of tools.	Shows increasing development of control over trickier tools, e.g. a flag, a spade.	Starts to control the body to work with others.	Shows good control in large movements like changing direction when running.	Begins to control smaller tools.
	Uses a range of tools and equipment.	Uses a range of tools and equipment with some control.	Starts to recognise the changes they can make using tools and equipment.	Shows more fine motor control with tools.	Shows finer control with smaller tools whilst still needing some help with tricky things like buttons.	Be more in control of the tools being used, e.g., can make some more-controlled marks with crayons and pencils.
<b>Literacy</b> 	 Key texts:  Jack and The Beanstalk by Mara Alperin  Goldilocks and the Three Bears by Mara Alperin  Three Little Pigs by Mara Alperin	 Key texts:  Dear Zoo by Rod Campbell  Rumble in the Jungle by Giles Andreae  The Christmas Story by DK	 Key texts:  Maisy Goes to London by Lucy Cousins  Peppa Goes to London  You Can't Take an Elephant on the Bus by Patricia Cleveland-Peck	 Key texts:  Whatever Next! By Jill Murphy  Pirates Love Underpants by Claire Freedman  Pirates in Classroom 3 by Alison Donald	 Key texts:  Commotion in the Ocean by Giles Andreae  The Rainbow Fish by Marcus Pfister  Tiddler by Julia Donaldson	 Key texts:  When We Grow Up by Melanie Walsh  Zog and the Flying Doctors by Julia Donaldson  Masie Goes to the Dentist
	Likes to read a book with an adult.	Will talk about the pictures and what is happening.	Knows where to find the story on the page.	Can identify some signage in the classroom.	Can talk about the characters in a story.	Can talk about the story events in simple terms.
	Identifies environmental sounds and can copy/repeat some.	Identifies instrumental sounds and can copy/repeat some.	Explores different ways of making sounds with their bodies, sings songs and rhymes independently.	Hears initial sound phonemes and applies knowledge to alliteration.	Explores and creates sound words. Claps syllables in words.	Reads some meaningful key words and can orally segment and blend words.
	Mark making and drawing with a range of tools and equipment.	Can say what their marks mean.	Shows consideration when mark making. Starts to take their time	Can copy with increasing control.	Starts to make shapes that are recognisable as pre-letter shapes. Can start to write name as a shape.	Writes their name and identifies their name.

			changing their tool as the marks progress.			
<b>Key Vocabulary</b>	Beanstalk, Grow, Giant, Poor, Rich, Fairytale, Castle, House, Strong, Material, Build, Forest, Hungry, Tired, Porridge, Big, Medium, Small.	Zoo, Jungle, Rainforest, Ocean, Habitat, Animals, Camouflage, Wild, Map, Joseph, Mary, Angel, Celebration, Christmas.	Travel, London, Winsford, City, Town, Transport, Journey, Big Ben, Buckingham Palace, Underground, Map, River, London Eye, King.	Journey, Adventure, Space, Ocean, Boat, Stars, Planet, Moon, Meteor, Ship, Telescope, Pirate, Treasure, Map, Globe, Captain, Astronaut.	Ocean, Camouflage, Rock Pool, Cliff, Habitat, Coral, Reef, Fish, Octopus, Jellyfish, Seahorse, Shark, Dolphin, Whale, Starfish, Seaweed.	Nurse, Doctor, Vet, Police Officer, Firefighter, Teacher, Dentist, Emergency, Help, Job, Healthy, Food.
<b>Maths</b> 	<p>Start to use some number names and starts to ascribe names to objects in a rhythmical way.</p> <p>Counts rhythmically to 5 and can count in songs and rhymes.</p> <p>Sort using simple criteria.</p>	<p>can identify 1, 2 and 3 objects when asked.</p> <p>Starts to use number comparison language.</p> <p>Talks about their models and what they used to build their models, identifying different bricks, colours and basic shape.</p>	<p>Subitises and counts to 3.</p> <p>Enjoys counting as far as they can and uses numbers in their play.</p> <p>Explore sorting using more complex criteria.</p>	<p>Notifies the last number said when counting. Can match numerals to sets 1-5.</p> <p>Starts to use simple shape names.</p>	<p>Counts up to 5 and is starting to understand cardinal principle.</p> <p>Can use “more than” to identify different groups.</p> <p>Create simple AB patterns.</p>	<p>Uses number in play and begins to count to 10 in songs and rhymes.</p> <p>Can identify when two groups have the same or different numbers.</p> <p>Begin to use mathematical measure / capacity language.</p>
	<p><b>First 4 Maths</b></p> <p><b>Cardinality &amp; Counting</b> 1.1 Accurate and consistent verbal counting to 5</p> <p><b>Measure</b> 1.1 Compare height (taller and shorter)</p> <p><b>Spatial Reasoning</b> 1.1 Understand and use simple positional language (in, on, under, next to)</p> <p><b>Shape</b> 1.1 Explore rotating and flipping objects to make a match (post boxes, inset puzzles and jigsaws)</p>	<p><b>Cardinality &amp; Counting</b> 2.1 One-to-one correspondence and cardinality to 3 2.2 Subitising 1 and 2</p> <p><b>Measure</b> 2.1 Understand and use attributes to compare length (long, short)</p> <p><b>Spatial Reasoning</b> 2.1 Understand and use positional language from viewpoint (in front, behind)</p> <p><b>Shape</b> 2.1 Explore construction with 3D shapes – combining shapes in two dimensions</p>	<p><b>Cardinality &amp; Counting</b> 3.1 One-to-one correspondence and cardinality to 5 3.2 Subitising to 3</p> <p><b>Measure</b> 3.1 Understand and use specific attributes for width and thickness (wide, narrow, thick, thin)</p> <p><b>Spatial Reasoning</b> 3.1 Understand and use everyday language of direction (up, down, through, over, under)</p> <p><b>Shape</b></p>	<p><b>Cardinality &amp; Counting</b> 4.1 Begin to recognise numerals and match to sets</p> <p><b>Measure</b> 4.1 Understand and use specific attributions for weight / mass (heavy, light, heavier, lighter)</p> <p><b>Spatial Reasoning</b> 4.1 Understand and use language of movement (forwards, backwards, sideways, turn)</p> <p><b>Shape</b> 4.1 Begin to notice properties of 3D shapes and find shapes that are the same</p>	<p><b>Cardinality &amp; Counting</b> 5.1 Conservation of number to 5 with order irrelevance</p> <p><b>Comparison</b> 5.1 Compare sets of objects – which has more, fewer – just by looking</p> <p><b>Measure</b> 5.1 Time – sequence of events (first, next, after, before, morning, afternoon, evening, yesterday, tomorrow)</p> <p><b>Spatial Reasoning</b> 5.1 Discuss routes and the order and location of things seen,</p>	<p><b>Cardinality &amp; Counting</b> 6.1 Accurate and consistent verbal counting to 10</p> <p><b>Composition</b> 6.1 Separate a group of 3 or 4 objects in different ways</p> <p><b>Comparison</b> 6.1 making equal sets</p> <p><b>Measure</b> 6.1 Understand and use specific attributes for capacity (full, empty, part full)</p> <p><b>Spatial Reasoning</b></p>

	<p><b><u>Sorting &amp; Sequencing</u></b> 1.1 Sort by a single property - colour</p>	<p><b><u>Sorting &amp; Sequencing</u></b> 2.1 Sort by 2 properties – colour and size</p>	<p>3.1 Explore pattern and picture making with 2D pattern blocks</p> <p><b><u>Sorting &amp; Sequencing</u></b> 3.1 Sort using different combinations of properties (size attributions linked to measure, shape and colour)</p>	<p><b><u>Sorting &amp; Sequencing</u></b> 4.1 Simple AB sequences varying colour or size (continue and copy patterns)</p>	<p>extending vocab (in between, above, below, around, beside, across, along)</p> <p><b><u>Shape</u></b> 5.1 Explore more complex construction with 3D shapes – combining shapes to make arches and enclosures</p> <p><b><u>Sorting &amp; Sequencing</u></b> 5.1 Simple AB sequences of sounds, actions and objects (making own patterns)</p>	<p>6.1 Understand and use language of distance (far away, near, how far?)</p> <p><b><u>Shape</u></b> 6.1 Begin to notice properties of 2D shapes and find shapes that are the same, including the faces of 3D shapes</p>
<p><b>Understanding the World</b></p> 	<p>Children show an interest in the people in their family and can tell some simple facts about their family. They recognise some families have similar features.</p> <p>Makes connections between the features of their family and other families.</p> <p>Children start to notice when things have changes with support from an adult.</p>		<p>Children start to be curious about the people around them. They show interest in characters in stories and also people in school.</p> <p>Children notice differences in story books etc.</p> <p>Children start to explore the environment around them.</p>		<p>Children start to use simple language about the passage of time. They comment on photographs and images and can talk about similarities and differences in simple terms.</p> <p>Knows simple features of their own environment.</p> <p>Children start to understand they can influence their environment and make changes to the space around them.</p>	
<p><b>Expressive Art and Design</b></p> 	<p>Art: Experiments with paint and colour.</p> <p>D&amp;T: cooking; make cakes.</p>	<p>Art: draw / mark make zoo animals.</p> <p>D&amp;T: Create class book; Dear Zoo using flaps as mechanisms.</p>	<p>Art: Begins to draw basic shapes to represent a bus.</p> <p>D&amp;T: Collaborative build – make a bus.</p>	<p>Art: paint a pirate flag using different techniques e.g. dabs, splodges, sweeps.</p> <p>D&amp;T: Investigate and explore different materials to make a pirate ship.</p>	<p>Art: explore colour and colour mixing to paint fish.</p> <p>D&amp;T: Design and make different patterned fish using different materials (textiles).</p>	<p>Art: Draw super veggies with simple closed shapes and lines and add meaningful colour.</p> <p>D&amp;T: Try and evaluate different exotic fruits with different textures. Design a fruit kebab.</p>
	<p>Enjoys making sounds with musical instruments whilst moving to music. Likes listening to music and responds to songs and music.</p> <p>Shows an interest in making marks and controlling the tools and equipment needed to manipulate marks on the paper.</p>		<p>Imaginatively plays with small world and in the role play developing ideas and scenarios. Listens to music and moves in a way that starts to show interpretation. E.g. this is like a mouse.</p> <p>Experimentation of marks and mark making using colour, texture and senses.</p>		<p>Shows a preference for types and methods of expression and shows more control when expressing themselves.</p> <p>More-deliberate use of materials and colour with more-deliberate exploration of colour and changes.</p>	

<p>RE</p>  <p>RSE/PSHE</p> 	<p><b>Creation and Covenant</b></p> <p><i>'The heavens are telling the glory of God' (Ps 19:1).</i></p> <p>God shows his love by making a wonderful world for us all to live in.</p> <p><b>God is Love</b></p>	<p><b>Prophecy and Promise</b></p> <p>'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1).</p> <p>God shows his love by sending his son, Jesus to live with us.</p> <p><b>God is Love</b></p>	<p><b>Galilee to Jerusalem</b></p> <p>'God's only Son, who is at the Father's side, has made him known' (Jn 1:18).</p> <p>Jesus shows God's love to everyone.</p> <p><b>God is Love</b></p>	<p><b>Desert to Garden</b></p> <p>'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1).</p> <p>Jesus shares how much God loves us by dying and rising again.</p> <p><b>God is Love.</b></p>	<p><b>To the Ends of the Earth.</b></p> <p>'Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit' (Mt 28:19).</p> <p>Jesus sends the Holy Spirit to love us. The Holy Spirit helps us to love one another.</p> <p><b>God is Love.</b></p>	<p><b>Dialogue and Encounter</b></p> <p>'For "in Him we live and move and have our being"' (Acts 17:28).</p> <p>God, Jesus and the Holy Spirit loves us. They help us to go and talk, meet, share and love one another.</p> <p><b>God is Love.</b></p>
	<p><b>Created and Loved by God.</b></p>		<p><b>Created to love others.</b></p>		<p><b>Created to live in community.</b></p>	