

Curriculum Overview for Nursery
2020 - 2021



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|--|--|---|--|--|---|
| Topic | All About Me | Muck, Mess and Mixtures | Time to Grow | Heroes and Villains | Out and About | Sailing the Seven Seas |
| Spine Books | Where's Spot Each Peach Pear Plum | Dear Zoo Hug | You Choose Jasper's Beanstalk | We're Going on a Bear Hunt The Very Hungry Caterpillar | Brown Bear Brown Bear, What Do You See? The Train Ride | Hairy MaClary Come On Daisy |
| Talk For Writing | Mr. Wiggle and Mr. Waggle Old Mac's Farm | The Squeaky Story Dear Zoo | Little Red Hen The Enormous Turnip | The Runaway Pancake Bear Hunt | The 3 Billy Goats Gruff Visit | A Mouse Called Maisie. Visit |
| Phonics | Environmental Sounds | Instrumental Sounds | Body Percussion Rhythm and Rhyme | Alliteration and Voice Sounds | Oral Segmenting and Blending | Phase 2 phonics |
| RE | Special People | Christmas | Celebrations | Easter | Stories | Special Places |
| PSHE Jigsaw | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Maths | Children to recite numbers in order using a range of number songs. To show an interest in numbers in the environment. | Children to recite numbers to 10 Children to begin to count objects Children to use everyday language related to size: | To count using accurate one to one correspondence. Matching and Sorting, Children to use everyday language related to time. | To recognise numbers 1-5 confidently and begin to match objects to quantity. Exploring patterns | To subitise numbers to 5. Comparing amounts. To investigate 3D shapes to build models. | To recognise numbers 1-10 confidently and match quantity of objects. Mass & Capacity |

| | | | | | | |
|-----------------------|---|--|---|---|---|---|
| | To show an interest in shapes in the environment and use these during play. | big/little / small/tall etc... Children to begin to learn names of shapes during focussed activities | | Positional Language | | |
| DT | Construct with a purpose in mind, using a variety of resources Use simple tools and techniques competently and appropriately Build and construct with a wide range of objects, selecting appropriate resources and adapting their work when necessary Select the tools and techniques they need to shape, assemble and join materials they are using | | | | | |
| Possible Texts | Starting School, Maisy Goes to Nursery, The Leaf Man, Kippers Birthday, Peace at Last, The Very Helpful Hedgehog. | Sam's Sandwiches, Bubble Trouble, Mix it up, Spells and Smells, The Jolly Christmas Postman, Snowflakes, The Santa Trap. | When will it be Spring? Oliver's Vegetables, The Tiny Seed, Ten Seeds, Sam plants a Sunflower, A Seed in Need, Jack and the Beanstalk. | Little Red Riding Hood, Superworm, Highway Rat, Zog, Super Daisy, Superkid, Midnight Superhero Max. | Mr Gumpy's Outing, Oi! Get off our Train, On the Way Home, Lost and Found, Off to the Park, How Big is the World? | Commotion in the Ocean, Pirate Pete, Pizza for Pirates, Rainbow Fish. |
| PE | Gross motor skill development through movement and games Dough Disco Squiggle Whilst You Wiggle Funky Fingers | | | | | |
| DT | Construct with a purpose in mind, using a variety of resources. Use simple tools and techniques competently and appropriately. Build and construct with a wide range of objects, selecting appropriate resources and adapting their work when necessary. Select the tools and techniques they need to shape, assemble and join materials they are using. | | | | | |
| Music | Singing Focus (Introduce singing songs and nursery rhymes. These activities will continue throughout the year.) | Explore Instruments (including percussion, video/ audio recordings of musical instruments not in school, all resources with | Body Percussion and Rhythm. | Voice Sounds: pitch, volume. | Ring Games and Dance Focus | Composition Focus |

| | | | | | | |
|---------------------------------|--|--|---|--|---|--|
| | | sound making possibilities such as pots and pans, wooden spoons) | | | | |
| Whole school music genre | African Jazz and Ragtime Big Band and Swing Soul Blues and 1940's R n B Calypso and Reggae Rock and Roll | Classical - Orchestral War songs Asian music Wind or Brass Band Scottish Folk/ Scottish Dance Christmas - Pop/Films/ TV Christmas - Choral | Charleston/ Lindy Hop/Jive March Flamenco/ Greek Dance Tango/ Salsa/ Rumba Country Ballard or Waltz | String Quartet Welsh Choral music A cappella and Barbershop Irish Folk or Irish Dance Jewish music Gospel / Spiritual Music | English folk / country dancing music Rap/Chant Musical Film Music Opera Rock | Pop Funk Disco Hip Hop Indie Contemporary R 'n' B Teacher's own choice |
| School events | | Stay and Play | | | | |
| Visits and visitors | | Christmas visit | | Farm visit Firefighter/Police visit | Librarian visit Insect man | |