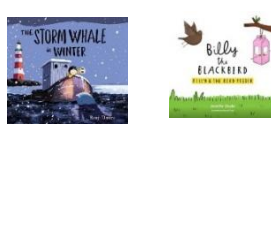
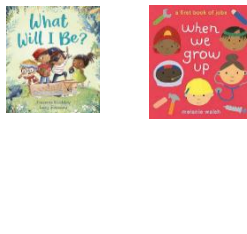


St George's Central CE Primary School and Nursery

Nursery Curriculum Overview (3 – 4 year olds)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	This is me	Bang, Crackle, Pop	Winter	New life and change	Jolly jobs	Ticket to ride
Questions	What makes me special?	What is there to celebrate?	Why is it cold?	What new life can I see?	What can I be when I grow up?	What journeys will I go on?
Key Focus	Getting to know themselves Learning about their family School community Learning about St George's Church	Harvest Birthdays Bonfire Night Remembrance Sunday Christmas Autumnal changes	Weather changes Winter clothing Natural ice exploration Winter animals	Comparing being a baby to now Baby animals New plants	Jobs in their families Jobs in the community People who help us	Journey to school Journey of water Forms of transport Journey into Reception
Experience	Home visit Making biscuits Family picnic and sharing experience School Tour Church coffee morning Forest school Swimming	Baking bread Birthday jelly Chocolate apples Making a poppy Christmas singing stay and play Christmas card printing Decoration for school Christmas Tree Forest school Swimming	Weather chart Winter home corner Melting ice Freezing water Animal spotting Making bird feeders Forest school Swimming	Sharing a baby picture Planting seeds and observing growth Gardening in the Jubilee Garden Mini-beast hunt Easter egg hunt Easter crispy cake Farm visit Forest school Swimming	Visits from police, nurse, vet and parents Emergency service role play Local walk What I want to be when I grow up – video for parents Forest school Swimming	Placing objects to match buildings in the community on a map Walk to Lancaster Avenue Making a boat to float Building vehicles in construction Transport role play Forest school Swimming
PSED:	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Building Relationships	*Forming good relationships with peers and adults *Learning to adapt to new environment. *Circle time in key worker groups – get to know each other. *Friendship Week		*Sharing and playing co-operatively e.g. building up a role play *Begin to talk about others and their feelings. *Circle time – begin to explore feelings in more detail and how others feel.		*Listening to peers and taking account of what they say *Circle time – Learning about others needs and feelings. Begin to show understanding. *Transition to Reception – Meeting new staff.	

Self Regulation	*To be able to separate from main carer. *Asking adults for help. *Select own resources. *Learn new rules and routines. *Learn about feelings – The Colour Monster story.	*Confident to talk about home and community to adults *To know our rules help us keep happy and safe.	*Become more responsible for their actions and develop strategies to deal with them. *To recognise why we have consequences for some behaviours.
Managing Self	*Learning new routines. *To try new activities. *To know they can ask adults for help. *Begin to manage own coat and toileting.	*Learn about healthy food and drink choices – Growth and Change *To know the importance of tooth brushing. – Growth and Change. *To become more independent when following rules. *To build confidence in new situations	*To talk about what they are good at and choose appropriate activities. *Develop confidence to have a go at more challenging activities. *Continue to be increasingly independent in managing own clothes and hygiene.
<u>Communication and Language:</u>	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.		
Listening and Attention Speaking	*Welcome to Nursery. *Settling in activities. *Making friends. *Show an interest in the lives of other people. *Respond to own name and change activity when encouraged. *Use everyday words to talk about people. *Follow simple instructions with visuals. *Listen and respond to adults and peers. *Follow two-step simple instructions with visuals. *Concentrate for slightly longer periods. *Join in with a small group. *Remember and join in with stories and rhymes. *Join in with the repeated lines and refrain. *Show and Tell – talking to a group about something of interest.	*Speak in 2/3/4 word sentences. *Understand more simple questions and answer appropriately. *Express desires, feelings and needs. *Begin to hold two-way conversations with adults and peers. *Begin to understand and ask why and how questions. *Remember and use new words. *Engage in imaginary role-play sometimes building stories around objects and toys. *Join in with the repeated lines and refrains. *Show and Tell – talking to a group about something of interest.	*Explain own thinking/ideas. *Describe the story settings and characters. *Use language as a powerful means of widening contacts and sharing feelings. *Communicate effectively with my peers and adults. *Follow three-step simple instructions, sometimes without visuals. *Anticipate key events in stories. *Take turns in small groups. *Ask simple questions and wait for a response. *Show and Tell – talking to a group about something of interest.
<u>Physical Development:</u>	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.		

Fine Motor Skills	*Begin to use one handed tools and equipment e.g. pencil, scissors, various fine motor tools *Explore various new activities relating to fine motor development *Hold a pencil (fisted/digital pronate grip) to make marks *Do up large buttons *Turn the pages in a book *Fit the pieces of a puzzle together *Pick up tiny objects using a fine pincer grasp	*Show preference for a dominant hand *Use fine motor tools with more control e.g. tweezers, pegs *Use tools effectively in playdough (e.g. cutters/rollers) *Take off and put on my own shoes (not laces) *Begin to zip own coat *Show increasing control over tools like pencils and crayons *Use tools for mark making with control *Grip using five fingers or preferably two fingers and thumb for control	*Continue to use fine motor tools with more control *Continue engaging in activities to develop fine motor skills linked to topic and interests *Use a 4 finger grip to hold a pencil *Use pincers, tweezers and threading equipment with increasing control and confidence *Use scissors effectively to cut straight lines in paper *Use 3 fingers (tripod grip) to hold a pencil			
Gross Motor Skills	*Learn about the outdoor environment and how to keep safe *Begin to understand what a space is e.g. PE hall time Squiggle While You Wiggle *Begin to catch and throw a large ball *Using large equipment with control e.g. begin to balance on obstacle course *Explore movements in the hall relating to stories e.g. 3 little pigs *Use large construction to create own structures. *Mindfulness and Movement – PE time. Create a sequence of balanced movements	*Begin to negotiate space and how to move around the areas safely *Play games involving skipping, hopping, standing on one leg *Move freely with confidence in different ways e.g. Squiggle While You Wiggle *Continue to use large construction to create own structures *Move equipment safely *Continue to develop ball skills *Mindfulness and Movement – PE time. Create a sequence of balanced movements.	*Experiment with different ways of moving to music e.g. move like a mini-beast. *Move in different directions and negotiate space safely *Play ball games with more control - PE time *Mindfulness and Movement – PE time. Create sequence of balanced movements			
<u>Literacy:</u>	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Phonics: Little Wandle – Foundations for Phonics Focus on Rhyme time and routines	Phonics: Little Wandle – Foundations for Phonics Sounds focus: s a t p i n m	Phonics: Little Wandle – Foundations for Phonics Sounds focus: d g o c k e	Phonics: Little Wandle – Foundations for Phonics Sounds focus: u r h b f l	Phonics: Little Wandle – Foundations for Phonics Sounds focus: j v w y z q u ch	Phonics: Little Wandle – Foundations for Phonics Sounds focus: ck x sh th ng nk
	Texts: 	Texts: 	Texts: 	Texts: 	Texts: 	Texts: 

	Poems: Wiggles <i>Nellie Edge</i>	Poems: When Santa Got Stuck Up the Chimney <i>Billy Moore</i>	Poems: Snowflakes, Snowflakes Everywhere <i>Anonymous</i>	Poems: Little Seed <i>Anonymous</i>	Poems: We Can <i>Michael Rosen</i>	Poems: Down at the Station <i>John Ashbury</i>
Maths:	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	*Says number names in order to 5. *Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2. *Take 1 or 2 objects from a larger group. *Subitise to 2. *In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. *Explores and adds to simple linear patterns of two repeating items. *Begins to respond to and uses language of position and direction.		*Says number names in order, to 10. *Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2 and 3. *Take 3 objects from a larger group. *Subitise to 3. *Separates 3 in different ways and knows it's still 3. *Compares 2 groups of objects using more, fewer, same. *In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. *Extends and copies linear patterns with 2 or 3 repeating items. *Responds to and uses language of position and direction. *Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.		*Says number names in order, to 10 and beyond. *Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2, 3, 4, 5 (and beyond). *Take five objects from a larger group. *Links the numeral with the count up to 5 (and beyond). *Subitise to 4. *Separates 4 in different ways and knows it's still 4. *Compares two groups of objects to 5. *In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of three items. *Extends and copies linear or circular patterns with 2 or 3 repeating items. *Responds to and uses language of position and direction including following and giving directions. *Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	
Understanding the World: Links to: Geography History Science Computing	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
The Natural World	*Changing seasons - beginning to explore Autumn – leaf hunt and looking at the natural environment and talking about what they see.	*Changing seasons – continuing to explore Autumn and looking at the natural environment with magnifying glasses and talking about what they see.	*Changing seasons – observe the environment and how it has changed from Autumn to Winter. *Making a weather chart to observe changes with weather.	*Changing seasons – observing signs of new life in the environment. *Plant seeds and care for them as they grow. *Caring for and planting in the Jubilee Garden.	*Changing seasons – observe the changes that are occurring in Summer. *Exploring the natural environment and talking about what they see.	*Changing seasons – observe the changes that are occurring in Summer. *Exploring the natural environment and talking about what they see.

	*Begin to show concern for living things. *Harvest – learn where vegetables come from and how they grow.	*Begin to show concern for living things. *Harvest – learn where vegetables come from and how they grow. *Observe differences between materials and the changes they notice e.g. cooking and melting	*Observing changes with freezing water and exploring melting. *Observing for animals in the local environment, such as bird spotting.	*Compare cress and sunflower seeds. *Observe the seeds growing and learn about how to care for them. *Talk about the lifecycle of a seed. *Visit to farm to observe new life e.g. baby animals. *Talking about the life cycle of an animal.		*Exploring water in different ways such as pouring, floating and sinking. *Investigate how water moves through channels, pipes, gutters etc. *Observe weather linked to water e.g. rain, puddles, evaporation play. *Investigating outdoor puddle exploration and water painting.
People, Culture and Communities	*Comparing similarities and differences between themselves. *Explore x-rays and talk about what's inside our bodies. *Talking about their family and sharing pictures *Family picnic and sharing experience *Learn about our school, including going on a tour around the school building. *Introducing to St George's Church	*Talking about their family and significant events. E.g. Birthdays and Christmas. *Harvest – learn where vegetables come from and how they grow. *Begin to make sense of their own life-story and family's history. E.g. remembrance.	*Lunar New Year traditions and cultures. *Making links with how people dress for winter weather.	*Sharing baby pictures and talking about how they have grown and changed. *Learning about basic Easter traditions.	*Talk about familiar jobs in the community – looking at different people and the jobs they do (doctors, police nurse etc). *Learning about the jobs people do in our school with visits e.g. lollipop person, cook *Comparing jobs of different family members.	*Talk about journeys they make (home, nursery, visits, walk to Lancaster Avenue). *Place objects on a map to match different places they may pass on their journeys round the local area e.g. a book on the library, scissors on the hairdressers etc. *Share experiences of travelling with family (car, bus, walking). *Look at photos from different places around the world (beaches, cities, mountains, villages) and talk about how we might get there. *Begin to understand transition to Reception as a new journey. *Transition days
Past and Present	*Begin to talk about their family, including immediate family and other family members who are important to them.	*Talk about their own experiences and memories of birthdays and Christmases.	*Making links with Lunar New Year and celebrations they have previously celebrated with their	*Look at photos of themselves from birth to current time and talk about changes.	*Show interest in different occupations and how jobs have changed over time.	*Sharing photos of previous holidays and talking about memories from them.

	*Sharing pictures from when they were a baby and talk about how they have changed.		families, such as birthdays and Christmas.	*Talk about how they have changed from a baby. *Sequence three pictures of themselves in chronological order. *Talking about celebrating easter in the past.	*Talk about jobs their parents and grandparents have or had. *Begin to understand that people have different roles in the community.	*Talk about what they have done at nursery this year and what will happen next. *Begin to understand change and transition (moving to Reception).
Expressive Arts and Design <u>Links to:</u> Art DT Music	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
Creating with materials	*Self-portrait painting using mirrors *Mixing ingredients to make biscuits *Representing a face using circles. *Showing different emotions with colours inspired by The Colour Monster. *Building simple models of familiar places using blocks or junk modelling	*Observing the changes when making jelly *Melting chocolate to make toffee apples *Observing changes when mixing ingredients to bake bread and what's happened when it's been baked. *Paint fireworks and lights using colour mixing and mark-making. *Create leaf rubbings with crayons and paper. *Printing Christmas cards *Combining materials to make a Christmas tree decoration.	*Mixing ingredients to make bird feed. *Mixing 'winter' colours. *Drawing with close shapes and beginning to use continuous lines to represent objects.	*Observational drawing and painting of flowers and plants. *Observe changes when combining ingredients when making Easter crispy cakes. *Drawing pictures with increasing complexity and details. *Drawing a face including detail. *Show different emotions in the drawing and paintings, like happiness, sadness and fear.	*Draw and paint people who help us. *Explore with different materials freely to create a collage such as a name badge. *Continuing this by looking at ways to join the material in different ways.	*Create "dream jars" with glitter, sequins, and water. *Build vehicles using junk modelling (cars, boats, planes). *Combing different materials to make a boat that will float in the water. * Explore printing with wheels and movement. *Create simple maps or journey pictures.
Being imaginative and expressive	*To begin to take part in pretend play and use available props, acting out daily routines. *Sing familiar songs and begin to learn new songs linked to topic and interests. *Explore instruments and the sounds they make.	*To begin to retell a known story. *To begin to develop pretend play to act out birthday parties and celebrations. *Explore instruments and the sounds they make. *Learn new songs linked to topic and interests.	*Retell familiar stories. *Creates props to support role play. *Make up own songs and music. *Copy a dragon dance to accompany music. *Act out winter weather using props and movement e.g. using scarves and fabric to represent the cold.	*Act out growing using movements e.g. a seed growing to plant movement. *Role play farms, gardens and animal care. *Sing songs about animals and growing, copying the pitch of tone sun by another person..	*Role play doctors, vets, firefighters and shop workers. *Use props in real-life job scenarios. *Act out emergency and help situations in play. *Act out narratives with their friends *Begin to play instruments with increasing control.	*Act out narratives with their friends *Act out journeys (bus, train, plane travel). *Role play travel scenarios (packing suitcases, going on holiday). *Use water play for boat journeys and floating stories.

		*Use instruments to accompany a song. *Learn and remember the Christmas Performance songs with actions.	*Sing winter songs and rhymes. *Play instruments loudly/quietly/fast/slow.			*Move like different transport (driving, flying, sailing). *Begin to play instruments with increasing control. *Begin to talk about what they have heard e.g. links to feelings.
RE	Harvest I am Special Christmas		Stories Jesus Heard Stories Jesus told Easter			Special places Special times
Forest School	Nursery children will use the forest as a different environment to enjoy, explore and learn about the natural world.					
	Exploring Forest School Observing Autumnal changes Collecting and sorting leaves Leaf collage		Animal spotting Making bird feeders Looking for new life and observing growth Observational drawings Mini-beast hunt Observing seasonal changes			Transient Art Den building Balancing on logs Mud paintings Observing seasonal changes
Community Care	Planting and maintaining the Jubilee Garden School Community Litter Pick		Planting and maintaining the Jubilee Garden School Community Litter Pick			Planting and maintaining the Jubilee Garden School Community Litter Pick Visit to Hillcrest Residential Home
SGC Life Skill	Children can brush their teeth independently					