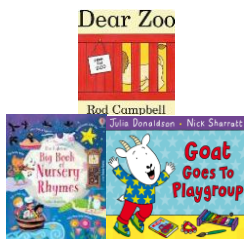
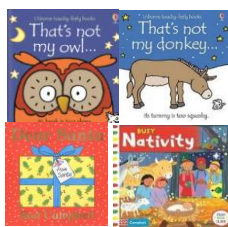
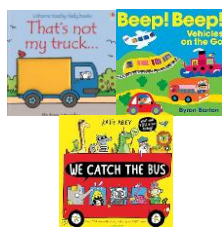


St George's Central CE Primary School and Nursery

Nursery Curriculum Overview (2 – 3 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
Key Focus	Me, my family, familiar people.	Simple celebrations	Weather and changes	Growing and change	Familiar people	Movement and transport
Experience	Look at photos of self and family Talk about who is in my family Learn names of familiar adults Explore classroom and routines Begin to play alongside others Visiting local community centre play sessions Forest school	Join in celebrations (birthdays, Christmas) Explore lights, sounds, colours Listen to simple celebration stories Join in songs and actions Notice special events Make Christmas decorations Visiting local community centre play sessions Forest school	Feel cold/warm weather Explore ice and water Notice winter clothing Talk about what we see outside Explore winter animals Visiting local community centre play sessions Forest school	Look at baby photos Talk about "baby" and "now" Plant seeds and watch them grow Notice baby animals Use words: grow, change, baby Make Easter Card Forest school	Join in role play (doctor, police) Notice different jobs Talk about what people do Forest School	Talk about journeys (home to nursery) Play with cars, buses, trains Car wash role play Explore moving objects Go on short walks Notice what we see outside Forest school
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	*Build attachments with key adults. *Engage with others through simple interactions and play alongside peers. *Show interest in familiar adults and children.		*Show increasing interest in peers' play. *Begin to join in simple shared activities. *Start to form early friendships.		*To have developed a sense of assurance. For example, developing relationships with other adults and peers. *To have established friendships with peers. *To begin to demonstrate taking a turn independently. *To notice and ask questions about differences with others.	
Self-Regulation	*Begin to be comforted by familiar adults when upset. *Express emotions through behaviour, gesture and simple words. *Begin to manage transitions with adult support.		*Separating from main carer with reduced support from key person during transitional periods. *Begin to use familiar adults to help regulate emotions. *Start to wait briefly and respond to simple boundaries. *Begin to calm with support in familiar routines.		*Separating from main carer without support from key person during transitional periods. *Begin to talk about feelings with support. *Explore emotions and feelings beyond the normal range through stories and their play.	

		*To begin to explore emotions and feelings through stories and their play. *To begin to learn to express a range of emotions using mirrors to practise making faces such as happy, sad, excited and angry.	*Show increasing ability to wait, share and manage impulses. *Begin to understand simple rules and expectations.
Managing Self	*Show preferences and begin to make simple choices. *Begin to try new activities with encouragement. *Begin early self-care routines with support (e.g. feeding themselves, washing hands). *Start to take part in dressing routines (e.g. putting arms into coat). *To be comfortable when going on local walks to the community centre and enjoy exploring new places with a key person.	*Show growing independence. *Begin to manage self-care with increasing support: - feeding independently with utensils -beginning toileting awareness/routines with adult support -attempting to put on and take off simple clothing (e.g. coat with help) *Show willingness to try new tasks and persist briefly. *To be confident when going on local walks to the community centre and enjoy exploring new places with a key person.	*Show independence within their play and making choices. *Develop greater independence in self-care routines: - feeding themselves confidently - toileting with increasing independence (with reminders/support) -dressing skills (e.g. putting on coat, attempting fastenings) *Show resilience when faced with challenges. *Begin to understand healthy routines (handwashing, eating).
<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, Attention and Speaking	*Welcome to Nursery *Settling in activities *To begin to join in with some songs and nursery rhymes, even if only with actions. *To begin to change attention to follow a prop or prompt. *Listen to short stories in a small group. *Understand frequently used words, such as, 'all gone', 'no', 'bye bye'. *Understand single words in context – 'cup', 'milk', 'teddy'. *Use some single words to express their wants, needs and feelings. *Use gestures like waving and pointing to communicate. *Copying gestures and words, and constantly using single words during play. *Recognise familiar objects to develop their vocabulary.	*Recognise familiar environmental sounds and say what they can hear. *Listen to some longer stories and join in with some key words and phrases in familiar stories. *Build on their repertoire of nursery rhymes and begin to sing them unprompted. *Begin to understand and act on longer sentences like, 'find your coat' and 'make teddy jump'. *Begin to put a few words together and speak in short phrases to express their wants, needs and feelings. *Name familiar people and objects	*To be able to shift to a different task if attention fully obtained. *Listen and follow one step instructions. *Listen and join in during circle times, taking a more active role in participating. *Know and sing a wide variety of Nursery Rhymes and songs. *Express themselves using a wider range of vocabulary and speak in longer phrases or sentences. *Role play familiar scenarios, communicating with one another, for example, going to the shops or the doctors. *Develop vocabulary linked to pretend play like 'putting baby to sleep', *Begin to take turns in conversation, often jumping from topic to topic.

Physical Development:	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	*Explore materials through building and combining objects. *Begin to develop hand control through mark-making and manipulation. *Start to use simple tools (e.g. spoons) with support. *Begin to take part in self-care routines (e.g. feeding, dressing with help).		*Develop greater control when using tools and materials. *Build more purposefully with a range of resources. *Begin to manage self-care tasks (e.g. using cutlery, pouring drinks). *Attempt dressing+ skills (e.g. putting on coat, managing simple fastenings).		*Use a range of tools and materials with increasing precision. *Show independence in self-care (e.g. feeding, dressing, pouring). *Develop control in mark-making, tearing and creative activities. *Sit with control and stability during activities.	
Gross Motor Skills	*Move freely in a variety of ways (e.g. walking, running, climbing, rolling). *Explore spaces by climbing, crawling and fitting into tunnels and dens. *Begin to use balls (e.g. kicking, throwing). *Develop core strength through active play (e.g. soft play, slopes).		*Move with increasing coordination (e.g. jumping, spinning, climbing). *Begin to use equipment with control (e.g. balls, ride-on toys). *Explore movement in different environments (e.g. slopes, obstacles). *Begin to understand and manage simple physical risks. *Continue to develop core strength through active play (e.g. soft play, slopes).		*Move confidently and with control in a range of ways. *Use wheeled toys (e.g. scooters, tricycles) with increasing coordination. *Show awareness of safety and their own physical limits. *Use stairs and larger equipment more independently.	
Literacy	Phonics: Little Wandle – Foundations for Phonics Listening and attention	Phonics: Little Wandle – Foundations for Phonics Environmental sounds	Phonics: Little Wandle – Foundations for Phonics Instrumental sounds & body percussion	Phonics: Little Wandle – Foundations for Phonics Rhythm and rhyme	Phonics: Little Wandle – Foundations for Phonics Rhythm and rhyme	Phonics: Little Wandle – Foundations for Phonics Voice sounds and oral blending
	Texts: 	Texts: 	Texts: 	Texts: 	Texts: 	Texts: 

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	*Combine objects (filling, emptying, stacking, nesting). *Play freely with a range of objects and notice interesting shapes. *Join in with number rhymes involving hiding and returning. *Experience counting in everyday contexts (songs, routines). *Build with basic resources (blocks, boxes). *Explore space through movement (climbing, squeezing into spaces). *Begin to notice differences in size (big/small).		*Compare small amounts (e.g. more, lots, same). *Begin to match counting words to objects (1–1 correspondence). *Complete simple inset puzzles and jigsaws. *Use simple positional language (e.g. up, down, on top, through). *Compare size and weight (e.g. big/small, heavy/light). *Explore objects with clear size differences. *Begin to notice simple patterns.		*Talk about small quantities (up to 3) with increasing confidence. *Use counting in play and everyday situations. *Build more purposefully with a range of resources. *Use positional language more independently in play. *Notice and begin to create simple repeating patterns. *Talk about patterns using simple language (e.g. same, repeat). .	
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	*Explore the immediate environment using senses. *Notice features of own body (e.g. hands, face). *Exploring natural light and colours through sensory play.	*Notice changes in light and dark. *Explore natural phenomena (e.g. shadows, lights, simple seasonal changes).	*Notice and talk about weather changes (e.g. cold, rain, ice). *Explore natural materials (e.g. water, ice).	*Observe and explore how things grow (plants, living things). *Begin to notice changes over time.	*Explore environments linked to familiar roles (e.g. shops, homes).	*Explore how things move (e.g. cars, bikes, objects on ramps). *Notice features of their environment when moving around.
People, Culture and Communities	*Recognise and respond to familiar people (family, key adults). *Begin to talk about themselves and their family. *Talk about a picture of their family.	*Experience simple celebrations (e.g. birthdays, Christmas). *Begin to notice how people celebrate through different experiences (e.g. cake, lights, balloons)	*Begin to understand how daily routines change with weather (e.g. clothing). *Recognise familiar experiences linked to seasons.	*Talk about familiar life events (e.g. babies, growing). *Recognise similarities and differences between people.	*Talk about familiar people and roles (e.g. family, community helpers). *Engage in pretend play based on real-life experiences (e.g. playing with houses and shops in small world, and dressing up in role play outfits)	*Recognise familiar forms of transport and their uses. *Play with transport toys (e.g. cars, buses, trains, a train track, aeroplanes). *Talk about journeys and experiences (e.g. going to the shops).
Past and Present	*Begin to notice routines and familiar daily events. *Recognise what happens next in familiar routines.	*Recall and talk about recent events (e.g. celebrations). *Begin to recognise special times and routines.	*Begin to talk about what has happened (e.g. “it rained”). *Recognise changes over short periods of time.	*Talk about familiar life events (e.g. babies, growing). *Begin to notice changes in themselves over time. *Talk about recent experiences and changes.	*Recall and talk about familiar experiences (e.g. visits in the community such as a shop, doctor or dentist, routines). *Begin to sequence simple events in play.	*Recall and talk about past journeys or experiences (e.g. journey to/from school). *Begin to understand simple sequences (e.g. “first... then...”).

Expressive Arts and Design Links to: 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	*Explore a range of materials using senses (e.g. paint, playdough, glue). *Make marks with different tools (e.g. crayons, fingers, brushes). *Begin to show interest in what they are making.	*Explore colour, light and texture in creative materials. *Begin to use materials to represent simple celebration ideas (e.g. lights, fireworks). *Experiment with collage, paint and mark-making.	*Explore materials linked to weather (e.g. ice, water, paint). *Make simple representations of weather (e.g. rain marks, snow textures). *Use a range of tools to create marks and textures.	*Making Easter crispy cakes *Explore natural materials (e.g. leaves, flowers, soil). *Begin to represent growth using mark-making and art. *Experiment with colour and texture to show changes in nature.	*Use materials to represent familiar people and roles (e.g. painting familiar people) *Begin to choose materials for a purpose in creative play. *Build simple models linked to real-life experiences (e.g. houses, shops).	*Explore making models of transport using different materials. *Experiment with wheels, movement and tracks in creative play. *Use paint, collage and construction to represent vehicles
Being imaginative and expressive	*To begin to take part in pretend play and use available props. *Explore instruments and the sounds they make. *Learn new songs linked to topic and interests.	*Join in with singing and action songs linked to celebrations. *Use movement to respond to music (e.g. dancing, waving). *Begin to act out simple celebration experiences in play.	*Responds to music and sounds linked to weather (e.g. rain sounds, wind). *Use movement to represent weather (e.g. blowing, stomping like rain). *Begin to act out weather-related experiences in play.	*Act out growing and changing in role play (e.g. seeds growing). *Sing songs and rhymes linked to growth and nature. *Use movement to represent growing (e.g. stretching, standing tall).	*Engage in role play linked to familiar jobs and people. *Use simple props to act out real-life experiences. *Communicate ideas through pretend play with others.	*Act out journeys and transport experiences in play. *Use movement to represent vehicles (e.g. driving, flying, rolling). *Engage in simple role play linked to travel and movement.
RE	Harvest, Christmas and Easter will be celebrated with the children. The children will be encouraged to think about why they are special and why their friends and family are special.					
Forest School	Nursery children will use the forest as a different environment to enjoy, explore and learn about the natural world.					
	Exploring Forest School Collect natural objects (leaves, sticks, stones) and explore textures. Explore “autumn sounds” (crunching leaves, wind, rain listening).	Exploring puddles, rain and early growth in the environment. Investigating insects and minibests safely.			Minibeast hunts using pots, magnifiers and curiosity. Nature art - stick pictures, leaf printing, mud painting. Den building independently or in small groups using tarps, sticks and crates. Role play outdoors (e.g. “camping”, “cooking in the forest kitchen”).	