



Nursery Curriculum Overview 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Knowledge and Skills	<p>To be able to mark make and identify their marks. (Au1)</p> <p>To recognise familiar logos and labels within the environment. (Au1)</p> <p>Listening to and identifying sounds in the environment. (Au1)</p> <p>To know that print can be used to give information. (Au1)</p> <p>To know that print has a meaning. (Au1)</p> <p>To know that print is read from left to right and top to bottom in English. (Au1)</p> <p>To learn a range of Nursery Rhymes and fill in the missing words. (Au1)</p>	<p>To begin to find and recognise own name. (Au2)</p> <p>To learn and repeat phrases from stories and rhymes. (Au2)</p> <p>To begin to explore initial sounds in familiar words. (Au2)</p> <p>To mark make for a purpose and be able to talk about the marks. (Au2)</p> <p>To know that text is read from left to right and top to bottom in English. (Au2)</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages (Au2)</p>	<p>To begin to attempt writing familiar letters, e.g. letters in their name. (Sp1)</p> <p>Adults begin to use the mnemonics linked to correct letter formation in RWI. (Sp1)</p> <p>To find and identify familiar letters, e.g. letters in their names. (Sp1)</p> <p>To begin to distinguish drawing from writing. (Sp1)</p> <p>Beginning to recall rhymes independently. (Sp1)</p> <p>To be able to talk about different parts of the story. (Sp1)</p>	<p>To be able to mark make and give meaning to their marks. (Sp2)</p> <p>To identify the pictures linked to RWI sounds. (Sp2)</p> <p>To begin to form some letters correctly, e.g. initial sounds. (Sp2)</p> <p>To talk about and retell a range of familiar stories. (Sp2)</p> <p>To create letters and marks which resemble letter-like shapes. (Sp2)</p> <p>To count or clap syllables in a word. (Sp2)</p> <p>To be able to talk about their marks with confidence. (Sp2)</p>	<p>To identify the pictures linked to RWI sounds. (Su1)</p> <p>Children will begin to identify some sounds during oral blending games. (Su1)</p> <p>To begin to make predictions about a story, and how a story might end, sometimes supported by an adult with vocabulary. (Su1)</p> <p>Children create letter strings not necessarily linked or phonetically correct and may still contain some symbols. (Su1)</p> <p>To use one handed tools and equipment, for example, making snips in</p>	<p>Lots of Fred games focusing on oral blending. (Su2)</p> <p>Children are able to identify initial sounds and blend familiar CVC words orally. (Su2)</p> <p>Make predictions about a story using the relevant vocabulary with independence. (Su2)</p> <p>Children begin to label pictures and marks with initial sounds which are sometimes accurate. Could be oral but letters written may not match sounds said. (Su2)</p>



		To begin to acknowledge initial sounds and their relevance in the environment (Au2)		To talk about the sounds they have identified from the RWI program. (Sp2) To learn that stories have a sequence; beginning, middle and end. (Sp2)	paper with scissors. (PD – Su1) To know that blending sounds makes words. (Su1) To identify the pictures with corresponding sounds. (Su1) To learn that stories have a sequence; beginning, middle and end.	To identify CVC words orally. (Su2) To be able to segment sounds in CVC words. (Su2) To know that letters make sounds. (Su2) To join in with repetition within stories. (Su2) To engage in extended conversations about stories. (Su2)
Reading	Phase 1 phonics. Tuning into sounds (auditory discrimination). Acknowledging pictures that represent sounds in Set 1 and emphasising the initial sound when name the picture (e.g. mmmmmountain) – looking at both real and cartoon images that represent initial sounds. Aspect 7/Fred Talk.		Listening to and remembering sounds. Introducing two sounds a week from Set 1 – Speed sound lessons. Fred talk – verbally segmenting and blending.		Continue to introduce two sounds a week. Introduce writing sounds (Gross Motor). Fred talk – physical cards available. HA – Introduce one sound per day and introduce 1.1 green words.	
Maths	Counting songs, rhymes, Rote count to 5 Counting songs, rhymes, Rote count to 5	Recap of 1,2 Cardinality, 1:1 Correspondence Understanding the number 3	Understanding 1 Mark making of numeral Understanding 2	Comparison using language more/fewer Visual representations	Composition of numbers 2 Making 2 in different ways	Recap numbers 0-5 Comparison using one more Staircase pattern



	<p>Counting songs, rhymes,</p> <p>Rote count to 5</p> <p>Matching</p> <p>Sorting and matching</p> <p>Subitising Focus - to 3</p> <p>Understanding the number 1</p> <p>Cardinality</p> <p>1 to 1 correspondence</p> <p>Understanding the number 2</p> <p>Cardinality</p> <p>1 to 1 correspondence</p> <p>Subitising 1 and 2</p>	<p>Cardinality</p> <p>1 to 1 correspondence</p> <p>Understanding the number 4</p> <p>Cardinality</p> <p>1 to 1 correspondence</p> <p>Understanding the number 5</p> <p>Cardinality</p> <p>1 to 1 correspondence</p> <p>Shape- basic 2d circle, triangle, square and rectangle.</p> <p>Link to 1 to 1 correspondence counting the 5</p> <p>(mini assessment on counting)</p> <p>1,2,3 that's me!</p> <p>Making links between amounts and recap of prior knowledge.</p>	<p>Mark making of numeral</p> <p>Understanding 3</p> <p>Mark making of numeral</p> <p>Understanding 4</p> <p>Mark making of numeral</p> <p>Understanding 5</p> <p>Mark making of numeral</p> <p>Pattern</p>	<p>Comparison using language</p> <p>more/less</p> <p>Visual representations</p> <p>Pattern</p> <p>Numbers 0-5</p> <p>Address gaps and misconceptions</p> <p>Ordinality</p> <p>Counting backwards</p> <p>Shape-- basic 2d circle, triangle, square and rectangle.</p> <p>Spatial reasoning- shapes inside shapes</p> <p>Recap</p>	<p>Composition of numbers 3</p> <p>Making 3 in different ways</p> <p>Composition of numbers 4</p> <p>Making 4 in different ways</p> <p>Composition of numbers 5</p> <p>Making 5 in different ways</p> <p>Pattern</p> <p>Recap</p>	<p>Visual representations</p> <p>Comparison using on less</p> <p>Shape- Spatial reasoning</p> <p>Recap</p>
--	--	---	---	--	---	--



		<p>Problem solving within 3.</p> <p>Exploring 0 and conservation of number (links to adding objects in and taking objects away)</p>				
History	<ul style="list-style-type: none"> • Understand the language of today, tomorrow and yesterday • Speak about events which have happened in the recent past for example a previous trip or special event. • Discuss a future event for example a Birthday or celebration. • Order a sequence of up to three events within their own timeline e.g. they come to school, go home and then go to bed • Know that some objects are old and some objects are new. 					
Geography	<ul style="list-style-type: none"> • Understand the concept of the world in which we live. • Know where they live - town • Know who they live with • Be able to talk about daily weather and link this to seasons (science link) • Understand and be aware of different modes of transports • Follow simple directions - Backwards and forwards 					
Science		<p>Understanding the world around us Animals and their habitats Visits to the farm, ducks at the park visits to the zoo.</p>		<p>Understanding the world around us Understanding of wildlife and the importance of valuing our environment Mini-beasts Growing plants Using the outdoor environment The hungry caterpillar Jaspers beanstalk Living butterflies</p>		



<p>PSHE</p>	<p>New beginnings - settling in Rules and routines (helping others) Respecting property Personal hygiene - handwashing Manners</p> <p>Key dates World Mental Health Day - 10th October Anti-bullying week 13th - 17th November Road Safety Week - 19th - 25th November</p>	<p>Making friends Keeping safe Personal hygiene - teeth (dentist)</p> <p>Key dates Children's mental health week - 3rd - 9th February Mother's Day - 30th March</p>	<p>Emotional literacy Well-being Transition</p> <p>Key dates Father's Day - 15th June</p>
<p>Ongoing; Manners, taking turns, making friends, feelings, following school rules, listening skills, respect, sitting for longer periods, sharing, responsibility and hygiene.</p>			
<p>Music</p>	<p>EXPRESSIVE ARTS AND DESIGN</p> <ul style="list-style-type: none"> • Being Imaginative and Expressive Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 		
<p>Art</p>	<p>Develops an understanding and awareness of art and the job of an artist. Begins to use a variety of art tools such as pencil, crayons, paint and brushes. Knows primary colours and is becoming confident with more colour words. Drawings show an increasing resemblance to what they should represent Children are able to think about choosing colour for a purpose and talk about what they draw and paint. Make simple marks based on their own experience. Begins to develop discrete skills such as printing.</p>		



DT	<p>Children's experiences of Design and Technology in the Early Years will include: Designing by talking about what they intend to do, are doing and have done; saying who and what their products are for; drawing what they have made with some children drawing what they are going to make before they make it; opportunities to make their own choices and to discuss why they made those choices; learning procedures for safety and hygiene; developing practical skills and techniques using a range of materials, including food, textiles and construction materials; developing their knowledge and understanding in relation to mechanisms, structures, food and textiles; exploring and using a range of construction kits; asking questions about a range of existing products; exploring the designed and made world through the indoor and outdoor environment and through role play; and learning and using appropriate technical vocabulary.</p>					
PE	<p>Outdoor provision -Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Outdoor provision -Creates lines and circles pivoting from the shoulder and elbow</p>	<p>Outdoor provision -Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p>	<p>Outdoor provision -Can balance on one foot or in a squat momentarily, shifting body weight to improve stability -Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilize</p>	<p>EYFS Sports day preparation/races -Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</p>	<p>EYFS Sports day preparation/races -Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. -Develop their understanding of space and moving in a line.</p>
Computing	<p>Technology in continuous provision Use technology in the environment e.g. recording boxes, microphones, metal detectors, beebots, and white board. Mini Mash</p>					
R.E.	<p>What makes people special?</p>	<p>What is Christmas?</p>	<p>How do People Celebrate?</p>	<p>What is Easter?</p>	<p>What can we learn from stories?</p>	<p>What makes places special?</p>
<p>RE will be taught predominantly through continuous provision and adult enhanced activities, but some units may require discrete teaching which will be decided by the class teachers.</p>						