

## Nursery Annual Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
<b>Phonics</b>	Environmental sounds Instrumental sounds  Phase 1	Following little Wandles scheme of work.			
<b>Literacy</b> <b>Books/ Comprehension</b>	Be inquisitive at story times and begin to develop a love or reading.	Engage in story times and begin to develop a love or reading.	Listen to, repeat and begin to have the confidence to explore and then use key vocabulary from familiar stories.  Engage in story time, listening with intent on most occasions.	Continue to explore and then begin to the use of some key vocabulary from familiar stories.  Beginning to reflect on what has been read in order with the prompt of an adult.	Use some key vocabulary from familiar stories/ rhymes/ poems when beginning to retell, looking at books or within role play.  Beginning to sequence simple stories, considering the beginning, middle and end parts using visuals.
	Hold books the right way up	Hold books the right way up and almost always turn pages from left to right.  Pages may not be turned one at a time.	Hold books the right way up and turn pages from left to right.  Turn pages one at a time.	Begin to consider; - that print has meaning and can have different purposes - text is read from left to right and from top to bottom - identify front cover, page/s	Understand the following; - print has meaning and can have different purposes - text is read from left to right and from top to bottom - identify front cover, back page, title
<b>Literacy</b> <b>Word</b>			Develop the skill of counting/ clapping syllables in words.	Begin to recognise words with the same initial sound, such as money and mother.	Recognise words with the same initial sound, such as money and mother.

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		Begin to develop an interest in print in the environment.	Begin to develop an interest in print in the environment and suggest some meanings of print.	Begin to orally blend and segment CVC words consisting of learnt sounds using robot arms and clapping.	Oral blending and segmenting of CVC words consisting of learnt sounds with increasing accuracy.
		Explore print in a variety of contexts, e.g. books, birthday pages, letters.	Look at letter shapes and continue to have a curiosity of print in a variety of contexts, e.g. books, birthday pages, letters.	Have a go at identifying initial sounds of words.	Identify initial sounds of words, accurately of those words that begin with taught sounds
Literacy Writing		Exploring the use of a range of writing tools and developing a natural interest in recording.	Demonstrate early writing skills and exploring the use of a range of writing tools.	Demonstrate early writing skills e.g. writing a pretend shopping list that starts at the top of the page.	Use some of their print and letter knowledge to demonstrate early writing, e.g. writing a pretend shopping list that starts at the top of the page.
			Holding writing tools the correct way up.	Holding writing tools the correct way up and beginning to use a tri-pod grip.	Developing or using a tri-pod grip with age appropriate tools for writing.
		Makes marks and sometimes gives meaning.	Gives meaning to marks made.  Has a go at copying letters using multi- sensory approaches e.g. sand in a tray, shaving foam, etc.	Has a go at copying letters	Has a go at copying letters from own name. Some letters may be formed correctly and are not always in sequence.
Maths Number	Show significant finger numbers, e.g. 3 fingers because they are 3 years old.	Show finger numbers up to 5.	Explore numbers up to 5 using a range of concrete resources and begin to develop the skill of linking numerals and amounts up	Explore numbers up to 5 using a range of concrete resources and link numerals and amounts up to 5.	Continue to explore numbers up to 5 using concrete resources and beginning to consider the

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			to 5, e.g. showing 5 objects for the numeral 5.		composition of numbers to 5.
			Explore the skill of subitising in 'play'.	Explore subitising (recognise quantities without counting) up to 3.	Subitise (recognise quantities without counting) up to 5.
			Beginning to use the language of more/ fewer.	Explore solving maths problems with numbers up to 5 with the support of the teacher and concrete resources.  Using the language of more/ fewer with increasing accuracy.	Solve maths problems with numbers up to 5. This may be aided by concrete/ pictorial resources and experimenting the recording of this.
<b>Maths</b> <b>Numerical Patterns</b>	Listens and begins to join in with counting songs/ rhymes.	Joins in with counting songs/ rhymes and shows an interest in counting and the need for it.	Recites numbers to 5 accurately and is reciting counting to 10 with increasing accuracy.	Recites number to 10.	Consistently recites numbers to 10 accurately and is begging to explore counting beyond 10.
			Begins to develop an understanding of 1:1 correspondence to 3 and is increasingly accurate with this.	Demonstrates an understanding of 1:1 correspondence to 5.	Demonstrates an understanding of 1:1 correspondence to 5 and is beginning to do this beyond 5.
			Begins to understand cardinal principle to 5, knowing that the last number reached when counting a small set of	Demonstrates an understanding of cardinal principle to 5.	Understands cardinal principle to 5 and is beginning to do this beyond 5.

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			objects tells you how many there are in total.				
<b>Maths</b>	<b>Shape, space and measure</b>		Explore using 2D/ 3D shapes in play.	Explore using 2D/ 3D shapes using informal and some mathematical language at times.	Begin to discuss 2D/ 3D shapes using informal and some mathematical language.	Discuss 2D/ 3D shapes using informal and mathematical language.	
				Explore using and responding to simple positional language in play.	Respond to and use simple positional language in play with increasing accuracy.	Understand position through words only.	
						Begin to discuss familiar routines using simple time vocab with visuals.	Discuss familiar routines using simple time vocab.
			Explore and begin to use simple mathematical language relating to size, length, weight and capacity. (big/ small, heavy/light, empty/full)	Use simple mathematical language relating to size, length, weight and capacity.	Explore comparisons between objects relating to size, length, weight and capacity	Make comparisons between objects relating to size, length, weight and capacity.	
			Begin to comment on pattern around them, modelled by the teacher.	Comment on patterns around them e.g. 'spotty'	Discuss and notice patterns around them using an increasing amount of detail, e.g. the carpet is orange spotty	Notice and correct an error in a pattern.  Create and then extend an ABAB pattern.	

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<b>Understanding the World</b> <small>Past and Present</small>		Comment on lives of people significant in their life, e.g. mum and dad	Comment on lives of people significant in their life, e.g. mum and dad and have a developing understanding of their own life timeline.	Talk about the lives of the people around them with an adult and peers.	Talk about the lives of the people around them with an adult, considering occupations.
<b>Understanding the World</b> <small>People, culture and communities (Geography &amp; RE)</small>	Explore the environment through both watching and beginning to do, at home and school.	Explore the environment through watching and doing, even if doing is only particular, repeated practises.	Explore the environment using a hands-on approach and is beginning to make comments on it.	Explore the environment using a hands-on approach and making comments on it, sometimes using learnt key vocabulary.	Explore the immediate environment and begin to make comments on it, using a range of appropriate vocabulary.
		Begin to develop positive attitudes through the exploration of differences between people.	Continue to develop positive attitudes through the exploration of differences between people.		
	Explore different religious and cultural communities in this country and other countries, drawing on their own experiences and what has been read in class and videos/ photos.				
<b>Understanding the World</b> <small>The Natural World (Science, Geography)</small>		Begin to understand the need to respect and care for the natural environment and all living things.	Continue to understand the need to respect and care for the natural environment and all living things.	Explore some of the key features of the life cycle of a plant/ animal.	Understand some of the key features of the life cycle of a plant/ animal and use relating key vocabulary.
	Explore the natural environment.	Explore the natural environment and begin to comment on the seasons.	Continue to explore the natural environment and comment on the seasons and seasonal changes.  Beginning to compare the changes between seasons with photos and adults.		Comment on seasons and seasonal changes relating to own experiences.

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<b>Communication &amp; Language</b> <b>Listening, attention and Understanding</b>					Enjoy listening to longer stories and will listen to what has been said, can remember most of what happens/ has been said.
					Beginning to make comments about what they have heard if they hold an interest.
	Beginning to pay attention when name is called on a 1:1 basis or in a small group.	Paying attention when name is called and beginning to pay attention in larger groups.	Beginning to be able to pay attention to more than one thing at a time momentarily and paying attention in larger groups with increasing attention.	Can sometimes pay attention to more than one thing at a time and pays attention on a 1:1 basis in a small group and within a larger group most of the time.	
<b>Communication &amp; Language</b> <b>Speaking</b>	Beginning to participate in small group and one-to-one discussions.			Beginning to participate in small group and one-to-one discussions.	Beginning to participate in small group and one-to-one discussions with increasing relevance of what is said.
	Sharing thoughts and ideas aloud about familiar books, thoughts/ feelings/ experiences, sometimes talking in words/ phrases.	Sharing thoughts and ideas aloud about familiar books, thoughts/ feelings/ experiences, sometimes talking in sentences.	Developing the confidence to share thoughts and ideas aloud about familiar books, thoughts/ feelings/ experiences using longer sentences of 4-6 words.	Developing the confidence to comment in whole class discussions. This comment may or may not be relative.	Will sometimes comment in whole class discussions. This comment may or may not be relative.

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	Begin to use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Start a conversation with an adult or a friend and continue it for many turns.  Begin to be able to express a point of view using words and actions.	Developing their communication and conversation skills but may use irregular tenses and plurals and may find it challenging to say multisyllabic words such as 'pterodactyl'.	Continue to develop their communication skills but may use irregular tenses and plurals and may find it challenging to say multisyllabic words such as 'pterodactyl'.	
<b>PSED</b> <b>Self-Regulation</b>			Beginning to consider how others might be feeling, sometimes with the support of the teacher, using key vocab relating to feelings, e.g. 'happy', 'sad'.	Continue to consider how others might be feeling, still with the support of the teacher, using key vocab relating to feelings, e.g. 'happy', 'sad'.	Continue to have an increasing awareness of the feelings of others and themselves, using a range of key vocab relating to feelings, e.g. 'happy', 'sad', 'worried', 'angry'.
		Be aware and exposed to different social situations, at home and school.	Explore a range of social situations, sometimes with confidence and independence.	Begin to demonstrate more confidence in a range of social situations.	Show more confidence in a range of social situations.
			Begin to carry out tasks of responsibility.	Be age-appropriately responsible on most occasion.	Be age-appropriately responsible.
<b>PSED</b> <b>Managing Self</b>			Beginning to want to try and explore new activities, sometimes with the often with the encouragement of an adult.	Wanting to try and explore new activities, sometimes with the encouragement of an adult.	Wanting to try and explore new activities on own initiatives.
	Exploring the rules and routines and showing a willingness of wanting to	Following rules and routines, with increasing accuracy, sometimes with adult reminders.	Following rules and routines, on most occasions, sometimes with adult reminders.	Follows rules and routines, on most occasions without any prompt.	

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	follow the rules and routines in place.				
	Wash and dry hands independently (with reminding of when to do it by an adult) and attempting to put own shoes on and go to the toilet.	Put own shoes on (not always on the correct feet) and go to the toilet with increasing independence.	Put on and remove own shoes/ wellies, put on and remove puddle suit and go to the toilet independently. These tasks should be done almost always independently.	Mostly manage their own basic hygiene and personal needs, including simple dressing, going to the toilet and beginning to explore food choices.	
<b>PSED</b> <b>Building relationships</b>		Beginning to share resources.	Developing the skill of working and playing cooperatively, taking turns with others, often still supported.	Developing the skill of working and playing cooperatively, taking turns with others, sometimes still supported.	Continuing to develop the skill of working and playing cooperatively, taking turns with others. This may still need support/ intervention from an adult.
		Talking with increasing confidence to familiar adults in the setting and at home.	Confidently talking to familiar adults in the setting and at home.	Developing the confidence to talk to unfamiliar adults in a familiar, 'safe' setting.	Continuing to develop confidence with unfamiliar adults in a familiar, 'safe' setting.
		Share and talk about conflicts with the teacher.	Share and talk about conflicts with the teacher and peers involved.	Solve conflicts with the support of the teacher.	Begin to solve conflicts without the teacher.
<b>Physical Development</b>		Explores familiar spaces safely and is exploring obstacles with increasing safety.	Explores familiar spaces and obstacles safely.	Explores familiar spaces and obstacles safely, sometimes considering others.	



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		Match their own skills to tasks sometimes with the suggestion of an adult.	Matching their own skills (strength, balance and coordination) to tasks and activities, e.g. choosing to crawl or run.	Continue to explore own strength, balance and coordination when playing.	
		Be open to exploring a range of movements on their own and with adult guidance.	Explore a range of movements on their own and with adult guidance.	Continue to explore a range of movements (with increasing skill) including running, jumping, dancing, hopping, skipping, and climbing, including riding bikes and scooters.	
		Explore using large muscle movements with some control.	Using large muscle movements with some control.	Using large muscle movements with control, such as waving flags and streamers.	
Physical Development Fine Motor Skills		Showing a preference for a dominant hand for mark making and using tools.	Has chosen a dominant hand for mark making and is showing a willingness to explore a range of tools/ writing equipment, sometimes with the support/guidance of an adult.	Begin to use a comfortable grip with increasing control, working towards a tripod grip.	Uses a comfortable grip with good control, working towards a tripod grip.
	Exploring the use of tools (small and big), including scissors, spades, jugs and paintbrushes with the support/ guidance where needed by the adult.		Exploring the use of tools (small and big), including scissors, spades, jugs and paintbrushes with less support/ guidance of an adult.		Use a range of tools, including making snips in paper with scissors and having a go at using cutlery with increasing independence.
			Beginning to make marks.	Makes marks- giving meaning on some occasions and marks are beginning to look like what's been suggested.	Makes marks- giving meaning on most occasions and marks sometimes look like what's been suggested.

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<b>Expressive Art &amp; Design</b> <b>Creating with Materials</b>			Explore colour and colour mixing with the teacher and sometimes with independence.	Continue to explore colour and colour mixing with increasing independence and use of tools and materials.	
			Explore joining materials in different ways with the teacher and sometimes with independence.	Continue to explore joining materials in different ways with increasing independence.	
					Engaging in familiar role play.
					Developing the confidence to share creations with familiar adults and/or peers.
<b>Expressive Art &amp; Design</b> <b>Being Imaginative and Expressive</b>					Recounting narratives and stories with peers and their teacher.
					Listens to and sometimes joins in with singing alongside an adult/ group some well-known nursery rhymes and songs.
					Sometimes joins in with performances of songs, rhymes, poems and stories with others and tries to follow in time with music.