

NURSERY LONG TERM CURRICULUM OVERVIEW

As children settle into Autumn 1 a recap on Birth to Three will happen however those from Autumn 2 can begin earlier if appropriate. The Three and Four year old statements have been split for a deeper focus but will apply across the year. Summer 2 contains statements from Children in Reception for those HA children.

| Area of Learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|---|--|---|---|
| Possible themes arising from calendar events | All about Me My Family Autumn Halloween | Autumn Bonfire Night Diwali Christmas | Winter Chinese New Year Valentines | Pancake Day Easter Spring New Life | Life Cycles Seaside | Summer Holidays Change |
| Personal, Social and Emotional Development | <p>Birth to Three</p> <p>6. Find ways of managing transitions, for example from their parent to their key person.</p> <p>7. Thrive as they develop self-assurance.</p> <p>9. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>13. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>14. Be increasingly able to talk about and manage their emotions.</p> <p>16. Develop friendships with other children.</p> | <p>Three and Four year olds</p> <p>1. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested.</p> <p>2. Develop their sense of responsibility and membership of a community.</p> <p>3. Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>11. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> | <p>Three and Four year olds</p> <p>4. Show more confidence in new social situations.</p> <p>5. Play with one or more other children, extending and elaborating play ideas.</p> <p>12. Begin to understand how others might be feeling.</p> | <p>Three and Four year olds</p> <p>7. Increasingly follow rules, understanding why they are important.</p> <p>8. Do not always need an adult to remind them of a rule.</p> <p>9. Develop appropriate ways of being assertive.</p> | <p>Three and Four year olds</p> <p>6. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>10. Talk with others to solve conflicts.</p> | <p>Three and Four year olds</p> <p>8. Do not always need an adult to remind them of a rule.</p> <p>11. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Children in Reception</p> <p>13. See themselves as a valuable individual.</p> <p>14. Build constructive and respectful relationships.</p> <p>15. Express their feelings and consider the feelings of others.</p> |
| Communication and Language | <p>Birth to Three</p> <p>19. Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</p> <p>20. Listen to other people's talk with interest, but can easily be distracted by things.</p> <p>24. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops.'</p> <p>25. Use the speech sounds p, b, m and w.</p> <p>26. Are usually still learning to pronounce: l/r/w/y, s/sh/ch/dz/j, f/th - multisyllabic words such as 'banana' and 'computer'.</p> <p>27. Listen to simple stories and understand what is happening, with the help of pictures.</p> <p>30. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> | <p>Three and Four year olds</p> <p>2. Can find it difficult to pay attention to more than one thing at a time.</p> <p>4. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door."</p> | <p>Three and Four year olds</p> <p>5. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>10. Use longer sentences of four to six words.</p> | <p>Three and Four year olds</p> <p>8. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>9. May have problems saying: some sounds r, j, th, ch and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> | <p>Three and Four year olds</p> <p>11. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>12. Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>13. Use Talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> | <p>Three and Four year olds</p> <p>7. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Children in Reception</p> <p>14. Understand how to listen carefully and why listening is important.</p> <p>15. Learn new vocabulary.</p> <p>16. Use new vocabulary through the day.</p> <p>23. Engage in story times.</p> |

Three and Four year olds

| Area of Learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------|---|--|---|--|---|--|
| Physical Development | <p>Birth to Three</p> <p>21. Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>22. Develop manipulation and control.</p> <p>24. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>25. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>26. Learn to use the toilet with help, and then independently.</p> | <p>Three and Four Year Olds</p> <p>2. Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>4. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>12. Start to eat independently and learning how to use a knife and fork.</p> | <p>Three and Four Year Olds</p> <p>5. Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>9. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> | <p>Three and Four Year Olds</p> <p>8. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a hole they dug with a trowel.</p> | <p>Three and Four Year Olds</p> <p>3. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>6. Are increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm.</p> <p>7. Match their developing physical skills to tasks and activities in the setting. For example they decide whether to crawl, walk or run across a plan, depending on it's length and width.</p> | <p>Three and Four year olds</p> <p>15. Be increasingly independent in meeting their own needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>16. Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Children in Reception</p> <p>17. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> |
| | <p>Three and Four Year Olds</p> <p>1. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>10. Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>11. Use a comfortable grip with good control when holding pens and pencils.</p> <p>13. Show a preference for a dominant hand.</p> <p>14. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> | | | | | |
| Literacy | <p>Birth to Three</p> <p>10. Asks questions about the book. Make comments and shares their own ideas.</p> <p>11. Develop play around favourite stories using props.</p> <p>12. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>13. Enjoy drawing freely.</p> <p>14. Add marks to their drawings, which they give meaning to. For example: "That says Mummy."</p> <p>15. Make marks on their picture to stand for their name.</p> | <p>Three and Four year olds</p> <p>2. Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother | <p>Three and Four year olds</p> <p>1. Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and top to bottom | <p>Three and Four year olds</p> <p>3. Engage in extended conversations about stories, learning new vocabulary.</p> | <p>Three and Four year olds</p> <p>4. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy</p> | <p>Three and Four year olds</p> <p>5. Write some or all of their name</p> <p>6. Write some letters accurately</p> <p>Children in Reception</p> <p>7. Read individual letters by saying the sounds for them.</p> |
| | <p>Ongoing throughout the year...</p> <p>3. Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learning...</p> <p>Sharing stories at the end of sessions in group time Stories as a starting point to each week of learning Texts in areas of provision Range of texts in the reading area linked to current topic and child led interests</p> | | | | | |
| Phonics | <p>Sound Play</p> <p>Tiny Tweeties sessions Rhyming stories Nursery rhymes Songs</p> | <p>Sound Play</p> <p>Tiny Tweeties sessions Initial sound games I am an animal sound game Visual and auditory memory games Nursery rhymes</p> | <p>RWI Set 1 m a s d t i</p> <p>Tiny Tweeties sessions Visual and auditory memory games</p> | <p>RWI Set 1 n p g o c k</p> <p>Recap any single sounds from previous half term that evidence gaps in learning Tiny Tweeties sessions Visual and auditory memory games</p> | <p>RWI Set 1 u b f e l h r</p> <p>Recap any single sounds from previous half term that evidence gaps in learning Tiny Tweeties sessions Visual and auditory memory games</p> | <p>RWI Set 1 j v w x y z</p> <p>Oral blending using single letter sounds from Set1 Tiny Tweeties sessions</p> <p>Visual and auditory memory games</p> |

| Area of Learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|---|---|---|--|--|---|
| Mathematics | <p>Birth to Three</p> <p>5. Counting like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>6. Count in everyday contexts, sometimes skipping numbers - '1, 2, 3, 5'.</p> <p>10. Compare sizes, weights etc.. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>11. Notice patterns and arrange things in patterns.</p> | <p>Three and Four year olds</p> <p>11. Understand position through words alone - for example, "The bag is under the table," - with no pointing.</p> <p>14. Make comparisons between objects relating to size, length, weight and capacity.</p> <p>17. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc..</p> <p>18. Extend and create ABAB patterns - stick, leaf, stick, leaf.</p> <p>19. Notice and correct an error in a repeating pattern.</p> | <p>Three and Four year olds</p> <p>7. Experiment with their own symbols and marks as well as numerals.</p> <p>10. 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'.</p> | <p>Three and Four year olds</p> <p>9. Compare quantities using language: 'more than', 'fewer than'.</p> <p>15. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc..</p> | <p>Three and Four year olds</p> <p>8. Solve real world mathematical problems with numbers up to 5.</p> <p>16. Combine shapes to make new ones - an arch, a bigger triangle etc..</p> | <p>Three and Four year olds</p> <p>12. Describe a familiar route.</p> <p>13. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Children in Reception</p> <p>21. Counts objects, actions and sounds.</p> <p>23. Link the number symbol (numeral) with its cardinal number value.</p> |
| | <p>Three and Four year olds</p> <p>1. Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>2. Recite numbers past 5.</p> <p>3. Say one number for each item in order: 1, 2, 3, 4, 5</p> <p>4. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>5. Show 'finger numbers' up to 5</p> <p>6. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> | | | | | |
| Understanding the World | <p>Birth to Three</p> <p>3. Explore natural materials, indoors and outside.</p> <p>5. Make connections between the features of their family and other families.</p> <p>6. Notice differences between people.</p> | <p>Three and Four year olds</p> <p>4. Begin to make sense of their own life story.</p> <p>12. Continue to develop positive attitudes about the differences between people.</p> | <p>Three and Four year olds</p> <p>11. Talk about the differences between materials and changes they notice.</p> | <p>Three and Four year olds</p> <p>7. Plant seeds and care for growing plants.</p> <p>8. Understand the key features of the life cycle of a plant and an animal.</p> | <p>Three and Four year olds</p> <p>5. Show interest in different occupations.</p> <p>10. Explore and talk about different forces they can feel.</p> | <p>Three and Four year olds</p> <p>13. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> |
| | <p>Three and Four year olds</p> <p>1. Use all their senses in hands-on exploration of natural materials.</p> <p>2. Explore collections of materials with similar and/or different properties.</p> <p>3. Talk about what they see, using a wide vocabulary.</p> <p>6. Explore how things work.</p> <p>9. Begin to understand the need to respect and care for the natural environment and all living things.</p> | | | | | |
| Expressive Arts and Design | <p>Birth to Three</p> <p>11. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>12. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>13. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star.'</p> <p>17. Make simple models which express their ideas.</p> | <p>Three and Four year olds</p> <p>4. Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>5. Develop their own ideas and then decide which materials to use to represent them.</p> <p>10. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc..</p> | <p>Three and Four year olds</p> <p>6. Join different materials and explore different textures.</p> <p>7. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>9. Use drawing to represent ideas like movement and loud noise.</p> | <p>Three and Four year olds</p> <p>8. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> | <p>Three and Four year olds</p> <p>13. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>15. Sing the pitch of a tone sung by another person ('pitch match').</p> | <p>Three and Four year olds</p> <p>17. Create their own songs, or improvise a song around one they know.</p> <p>18. Play instruments with increasing control to express their feelings and ideas.</p> <p>Children in Reception</p> <p>20. Return to and build on their previous learning. Refining ideas and developing their ability to represent them.</p> <p>21. Explore and engage in music making and dance, performing solo or in groups.</p> |
| | <p>Three and Four year olds</p> <p>1. Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>2. Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses.</p> <p>3. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>11. Explore colour and colour mixing.</p> <p>12. Listen with increased attention to sounds.</p> <p>14. Remember and sing entire songs.</p> | | | | | |