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| Image result for rhodes avenue | **Nursery Curriculum Overview 2020 - 2021** |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic | Marvellous Me! | Autumn &Autumn Festivals | Favourite stories & traditional tales | Mini Beasts | Growing Up  |
| Key Questions | Who am I?Are my new friends the same? | What is happening to our natural world around us?How are special times celebrated? | What do we love about stories and books?How do we count? | How should I care for living things? | What happens next? |
| Core Texts | * *I’m starting Nursery*
* *My Nose, Your Nose*
* *All about Me*
 | * *Autumn in the woods*
* *We’re going on a leaf hunt*
* *Autumn festivals and celebrations*
 | * *Brown bear Brown bear*
* *The Gruffalo*
* *The Three Bears/Three Little Pigs*
 | * *The Very Hungry Caterpillar*
* *Caterpillar to Butterfly*
 | * *Jack and the Beanstalk*
* Titch
* You’ll Grow into it Titch
* Going to Big School
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| Key vocabluary | * *Same*
* *Different*
* *Features*
* *Growth*
 | * *Seasons*
* *Weather*
* *Changes*
* *Celebration*
 | * *Beginning/middle/end of story*
* *Alliteration & repetition*
* *Rhymes & sounds*
* *Characters*
 | * *Growth*
* *Life cycle*
* *Changes*
* *Healthy eating*
 | * *Planting*
* *What do plants needs to grow?*
* *Growing*
* *Moving on*
 |
| Sentence stems | * *Please*
* *Thank you*
* *Hello*
* *Goodbye*
 | * *Please can you help me?*
* *Can I go to the toilet?*
 | * *I would like……*
* *Please can you help me?*
* *Please, Thank you*
 | * *I can …….*
* *I made……*
* *Please*
* *Thank you*
 | * *I can …….*
* *I like……*
* *My friends are…*
* *Hello, Goodbye*
 |
| PSED | Interested in others and joining inExpressing own preferences and interestsSimilarities & differences  | Demonstrating friendly behaviourTalk to other children about their community | Elaborate play ideasKeeping play going and responding to others ideas | Select and use activities and resources independently | Demonstrate friendly behaviour,Initiate conversations,Form good relationships |  More confident in new social situationsUnderstanding and cooperating with boundaries and routines  |
| PD | Moving freely and confidentlyWhat can I do with my body?Beginning to be independent in self care | Running, Negotiating spaceImitates drawing simple shapesHolding simple toolsRecognising danger | Drawing lines and circles using gross motor skills | Handling tools to effect changes to material’s Understanding that they need to be used safely.  | Moving freely with pleasure and confidenceUnderstanding need for safety when tackling new challenges | Using one handed tools and equipment Observes the effects of exercise on their bodies |
| CLL | Listen with interestResponding to simple instructionsRetelling simple past events in correct order | Listening to othersInterested in different soundsUnderstands simple questionsHold a conversation  | Joining in with repeated refrainsAnticipating key events and phrases in rhymes and stories.  | Use talk to connect ideas, anticipate what might happen nextRecall and relive past experiences | Focusing attentionUnderstanding prepositions such as ‘under’, ‘on top’, ‘behind’ | Able to follow a story without picturesListening and responding to ideas expressed by others |
| Literacy | Rhyming and rhythmic activitiesMaking marks Enjoying books and stories  | Listening and joining in with stories and poemsFilling in missing words or phrases in favourite songs and rhymes  | Being aware of how stories are structuredDescribing stories, settings and characters | Ascribing meanings to marks they see in different places & marks they make and draw | Rhyme and alliterationRecognising familiar words and signs  | Showing an interest in illustrations and printLearning about print and knows that it carries meaning |
| Maths | Using number namesCountingUsing language of quantity | Making comparisons in quantities Shape and spaceUsing language of size | Understanding that numbers identify how many objects in a set.Reciting numbers to 10 | Using positional languagePlaying & making arrangements with shapes. | Beginning to represent numbers using fingers, marks on paper or picturesOrdering Numbers from 1 – 10 Sequences/events | Recognising not only objects but anything can be countedOrdering by height/length |
|  UTW | Noticing similarities and differences Talking about the things we have observedOperating mechanical toys | Beginning to have own friendsPlaying with small world toys Operating simple equipment | Shows interest in the lives of people who are similar to themComment and ask questions about their familiar world | Talking about how things happen and how things workKnowing how to operate simple equipment | Remembering and talking about events in own experienceCaring for living things and the environment | Developing an understanding of Growth and changes over timeShowing an interest in Technological toys and real objects  |
| EAD | Joining with favourite songsMake-believe by pretending | Autumn Crafts and picturesJoining in with dancing and singingBeginning to represent ideas  | Singing a few familiar songsExploring and learning how colours and sounds can be changed. | Developing preferences for forms of expressionEngaging in imaginative play | Using a variety of construction materialsRealising tools can be used for a purpose  | Using available resources to create props to support role playCapturing experiences with a range of media |
| Forest | Exploring the environmentLearning to be safe | Observing the changes in the seasonFinding a good stick! | Noticing the different sights & sounds in the forestLooking for different creatures living there | Observing the changes in the seasonFinding forest treasures and creating models together | Fining mini beasts and observing habitatsMaking bug hotels | Observing changes in the season Finding sticks that are as big as usMaking Stick Men |