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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 |
| 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 in  Expressing own preferences and interests  Similarities & differences | Demonstrating friendly behaviour  Talk to other children about their community | | Elaborate play ideas  Keeping 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 situations  Understanding and cooperating with boundaries and routines |
| PD | Moving freely and confidently  What can I do with my body?  Beginning to be independent in self care | Running,  Negotiating space  Imitates drawing simple shapes  Holding simple tools  Recognising 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 confidence  Understanding need for safety when tackling new challenges | Using one handed tools and equipment  Observes the effects of exercise on their bodies |
| CLL | Listen with interest  Responding to simple instructions  Retelling simple past events in correct order | Listening to others  Interested in different sounds  Understands simple questions  Hold a conversation | | Joining in with repeated refrains  Anticipating key events and phrases in rhymes and stories. | Use talk to connect ideas, anticipate what might happen next  Recall and relive past experiences | Focusing attention  Understanding prepositions such as ‘under’, ‘on top’, ‘behind’ | Able to follow a story without pictures  Listening and responding to ideas expressed by others |
| Literacy | Rhyming and rhythmic activities  Making marks  Enjoying books and stories | Listening and joining in with stories and poems  Filling in missing words or phrases in favourite songs and rhymes | | Being aware of how stories are structured  Describing stories, settings and characters | Ascribing meanings to marks they see in different places & marks they make and draw | Rhyme and alliteration  Recognising familiar words and signs | Showing an interest in illustrations and print  Learning about print and knows that it carries meaning |
| Maths | Using number names  Counting  Using language of quantity | Making comparisons in quantities  Shape and space  Using language of size | | Understanding that numbers identify how many objects in a set.  Reciting numbers to 10 | Using positional language  Playing & making arrangements with shapes. | Beginning to represent numbers using fingers, marks on paper or pictures  Ordering Numbers from 1 – 10  Sequences/events | Recognising not only objects but anything can be counted  Ordering by height/length |
| UTW | Noticing similarities and differences  Talking about the things we have observed  Operating mechanical toys | Beginning to have own friends  Playing with small world toys  Operating simple equipment | | Shows interest in the lives of people who are similar to them  Comment and ask questions about their familiar world | Talking about how things happen and how things work  Knowing how to operate simple equipment | Remembering and talking about events in own experience  Caring for living things and the environment | Developing an understanding of Growth and changes over time  Showing an interest in Technological toys and real objects |
| EAD | Joining with favourite songs  Make-believe by pretending | Autumn Crafts and pictures  Joining in with dancing and singing  Beginning to represent ideas | | Singing a few familiar songs  Exploring and learning how colours and sounds can be changed. | Developing preferences for forms of expression  Engaging in imaginative play | Using a variety of construction materials  Realising tools can be used for a purpose | Using available resources to create props to support role play  Capturing experiences with a range of media |
| Forest | Exploring the environment  Learning to be safe | Observing the changes in the season  Finding a good stick! | | Noticing the different sights & sounds in the forest  Looking for different creatures living there | Observing the changes in the season  Finding forest treasures and creating  models together | Fining mini beasts and observing habitats  Making bug hotels | Observing changes in the season  Finding sticks that are as big as us  Making Stick Men |