

Warren Wood Primary Academy Nursery Curriculum Overview

<u>Long Term Plan</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topic Subject to change dependent on children's interests.	All about me and my family. Marvellous Materials. Magic, Witches, and Wizards. Autumn	Traditional Tales Nativity Christmas celebrations Toys	People who help us. Transport Investigation Week Winter	Spring Time Animals Minibeasts Gardening	Our world around us. Space Dinosaurs	Fantasy: aliens/superheroes/pirates Fantastic Food
Celebrations and festivals	Harvest festival Sept 23 rd Halloween Oct 31 st Diwali Nov 10 th St Andrews Nov 30 th	Diwali 10 th Nov Bonfire Night Nov 5 th Remembrance Nov 11 th Hanukah 7-15 Nov 24 th Christmas Dec 25 th	New Year Jan 1 st Valentines Feb 14 th Chinese New Year Feb 10 th St David's March 1 st St Patricks 17 th march	Pancake Day Feb 13 th World Book Day March 7 th Mother's Day March 10 th Easter Sunday, April 4 th St Georges April 23 rd	Earth Day April 22 nd National Pet April 11 th Eid April 9 th – 10 th World Turtle Day May 23 rd	Father's Day June 18 th Chocolate Day July 7 th Bastille Day July 14 th World Giraffe Day 21 st June World Oceans Day 8 th June Make music Day 21 st June Sports day - picnic
Supporting Text	All about me What I like about me. I like myself. It's okay to be different. We all have different families. I'm starting nursery. The three little pigs Room on the broom Meg and Mog No matter what. This is not a stick. This is not a box.	Goldilocks Red Riding Hood The gingerbread man The enormous turnip Jack and the Beanstalk One snowy night Nativity I'm a little firework The Nativity	The naughty bus The train ride Emergency Flashing the fire engine. Peppa Pig and the fire engine. Maisie goes to hospital A Day in the Life of... Maisie, Charlie the wobbly tooth. How things work	Jaspers beanstalk Oliver's garden How will I grow? The princess and the pea Superworm Dear zoo Oi frog Farmer Duck What the ladybird heard. A year on the farm Spinderella Mad about minibeasts The very hungry caterpillar	My World your World What a wonderful world Meet the planets Zoom to the moon Look inside space. Out of this world Ten little aliens Mad about dinosaurs That's not my dinosaur Stomp dinosaur stomp My small world How to spot a dinosaur	Not now Bernard Where the wild things are. Good night dragons The chocolate monster The Gruffalo Ten Little superheroes Daisy superhero Ten little pirates Pete the Cat and the Treasure map Giraffes can't dance.
Characteristics of Effective Learning	<p>Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</p> <p>Creating and thinking critically: Children develop their ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences that help them to solve problems and reach conclusions.</p>					
Communication and Language: Listening, attention, and understanding. Speaking	<p>To explore a variety of stories, rhymes, poems, and fiction linked to our themes and the children's interests, sharing books throughout the session and during our daily story time.</p> <p>To develop their listening and attention during story times.</p> <p>To learn to focus on the story and speaker.</p> <p>To learn our good sitting, good listening, and good talking prompts.</p> <p>To learn new vocabulary that is explored through texts.</p> <p>To offer children a language-rich environment in which adults talk with children throughout the day.</p>	<p>To follow two-part instructions.</p> <p>To take part in short exchanges with others.</p> <p>To take turns in conversation</p> <p>To join in with repeated refrains in rhymes and stories/ re-tell recite some familiar songs/ rhymes/ stories.</p> <p>To engage in daily shared book-reading.</p> <p>To extend children's vocab exploring unfamiliar words and concepts and gaining an understanding of what they mean through stories and other activities.</p> <p>To explore new vocabulary which occurs frequently in books and other contexts.</p> <p>to encourage children to talk about what is happening and give their ideas.</p> <p>To give children opportunities to follow their interests, encouraging them to ask questions.</p>	<p>To become familiar with and grow to love a variety of books, songs, and rhymes.</p> <p>To become engaged in a variety of story-retelling activities to help children retell, invent, and tell their rhymes, songs, and stories:</p> <p>Small world-based play Helicopter stories Story sacks Puppet shows Hot seating Role play/dressing up</p> <p>To engage in scientific investigations to explore their own 'thinking'.</p>	<p>To hear correct pronunciations/tenses modelled to them by teachers and staff members.</p> <p>To become engaged in a variety of story-retelling activities to help children retell, invent, and tell their rhymes, songs, and stories:</p> <p>Small world-based play Helicopter stories Story sacks Puppet shows Hot seating Role play/dressing up</p>	<p>To engage in back-and-forth interactions with adults.</p> <p>To encourage children to have 'thinking time' before responding.</p> <p>To begin to work together in an intellectual way to solve a problem, clarify a concept, evaluate activities, and extend a narrative.</p> <p>To learn to talk with a partner before sharing ideas during our altogether learning time.</p>	<p>To explore 'I wonder' questions to encourage and promote thinking and challenges.</p> <p>To engage in scientific investigations to explore their own 'thinking'.</p>

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		<p>To become familiar with and grow to love a variety of books, songs, and rhymes.</p> <p>To explore a variety of traditional and fairy tales. To explore events and characters</p> <p>The children to take part in a Christmas Nativity performance.</p>				
Writing	<p>Finger gym activities and exercises to strengthen finger muscles.</p> <p>Climbing, swinging, messy play, and parachute games.</p> <p>Level 1 phonics (Twinkl)</p>	<p>Provide opportunities for writing in a wide range of ways:</p> <p>Christmas cards</p> <p>Invitations</p> <p>Nativity Tickets</p> <p>Lists for Father's Christmas</p> <p>Use a variety of materials to explore:</p> <p>Pencils, Crayons, Chalks, Paint, Ink</p> <p>Level 1 phonics (Twinkl)</p>	<p>Provide writing opportunities within the role-play areas:</p> <p>Post office, police station, hospital, transport services: garage etc</p> <p>Level 1 phonics (Twinkl)</p>	<p>Provide writing opportunities within the role play areas: shopping lists, gardening, and growing instructions booklets use photographs and videos over tapestry for children to tell their own stories.</p> <p>Level 1 phonics (Twinkl)</p>	<p>Use name cards to encourage children to write some of the letters of their names/all their names.</p> <p>To write postcards from around the world.</p> <p>Level 1 and 2 phonics (Twinkl)</p>	<p>Encourage children to write some letters accurately. Encourage children to use the language 'up, down, round, back, etc.) to help them when writing.</p> <p>Use name cards to encourage children to write some or all of their names.</p> <p>Level 1 and 2 phonics (Twinkl)</p>
Comprehension	<p>To explore a wide range of examples of print with different functions: signs, menus, logos, lists, vocab pictures with text</p> <p>To explore a variety of stories, rhymes, poems, and fiction texts.</p> <p>To explore the different parts of a book: the cover – front and back, the author, the illustrator, and page number.</p> <p>To learn how to handle books with care.</p> <p>To learn how to turn the page of a book.</p> <p>To begin to explore the meaning of text.</p> <p>To explore how we read books in English print.</p> <p>To follow a two-part instruction.</p>					
<p>Personal, Social and Emotional Development:</p> <p>Self-management</p> <p>Build relationships.</p>	<p>To establish routines and boundaries within the nursery environment.</p> <p>To become familiar with our routines.</p> <p>To independently explore the nursery environment. Select and use activities and resources asking for help if needed.</p> <p>To give children appropriate tasks to carry out to develop a sense of responsibility and membership in the community:</p> <p>Self-registration.</p> <p>Self-care routines: hang up own coat, and bottle placement.</p> <p>Tidy away resources during key group routines.</p> <p>Pour your drink during snack time.</p> <p>I can use kind hands.</p>	<p>To reflect on the rules and routines we have been learning to follow.</p> <p>To create our visual reminders: take photos of the children following rules: lining up, sitting nicely on the carpet, working in small groups, circle time, etc</p> <p>To create visual reminders of our daily routines: visual timetable.</p> <p>To talk about the and share as a group.</p> <p>I can use words to stand up for myself.</p>	<p>To invite professional people into the setting to talk about the work they do.</p> <p>To involve children in creating a role-play area linked to a theme.</p> <p>To encourage children to share ideas within their group: for example, which profession to focus on</p> <p>To encourage talk about what we might see in there and what we might do in there.</p> <p>I can feel proud when I achieve a goal.</p>	<p>To learn simple Yoga techniques to calm down through breathing, quiet spaces, and listening to calming music.</p> <p>To talk about solving conflicts, and being kind to others.</p> <p>To begin to learn how to share and take turns.</p> <p>Explore 'what if' questions.</p> <p>To support children through back chaining when developing self-help and independence skills: undoing and doing up buttons, taking off jumpers; putting on coats, zipping zips, etc.</p> <p>To gradually reduce help until children can do each step independently.</p> <p>To provide lots of opportunities and time for practise.</p> <p>I know what a stranger is and can say no.</p>	<p>To learn simple Yoga techniques to calm down through breathing, quiet spaces, and listening to calming music.</p> <p>To begin to talk about feelings and explore different views and different situations.</p> <p>To talk about how others may feel.</p> <p>Talk together about how others might be feeling.</p> <p>To talk about healthy eating and brushing teeth.</p> <p>I know what to say and do if someone is mean to me.</p>	<p>To learn simple Yoga techniques to calm down through breathing, quiet spaces, and listening to calming music.</p> <p>To continue to talk about feelings and explore different views and different situations.</p> <p>To talk about how others may feel.</p> <p>Talk together about how others might be feeling.</p> <p>To bring ideas of feelings into children pretend to play</p> <p>To continue to talk about healthy eating and brushing teeth.</p> <p>I know that I grow and change.</p> <p>Review school readiness targets and support those who need extra self-help skills.</p>
Self-Regulation	<p>To control own feelings and behaviours.</p> <p>To begin to curb impulsive behaviours.</p> <p>To be able to concentrate on a task.</p> <p>To delay gratification.</p> <p>To persist when things are more difficult.</p> <p>To be able to apply personalized strategies to return to a state of calm.</p>					
Physical Development	<p>To make snips in paper. To tear paper. To dig, scoop, and pour in sand/water/other(buckets, spades, jugs, etc)</p> <p>To use a spoon to feed oneself/cups to drink.</p>	<p>To make snips in paper/playdough. To dig, scoop, and pour in sand/water/other(buckets, spades, jugs, etc)</p> <p>To use a spoon to feed oneself/cups to drink.</p>	<p>To make snips in paper/playdough. Moving onto the thick card/following lines on sugar paper. To dig, scoop, and pour in sand/water/other(buckets, spades, jugs, funnels, etc)</p>	<p>Practice activities to cross the midline of the body – using a ball moving from left to right.</p> <p>To dig, scoop, and pour in sand/water/other(buckets, spades, jugs, funnels, etc)</p>	<p>Cutting paper, using lines/wavy lines. Practice activities to strengthen bilateral coordination, e.g lacing cards.</p> <p>Practice activities to cross the midline of the body –</p>	<p>Cut a straight line with increasing accuracy</p> <p>To dig, different size scoops, pipets, syringes etc</p> <p>To use a spoon to feed oneself/cups to drink.</p>

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<p>Fine motor</p>	<p>Paint brushes: large/small/circular/up and down movements/large brushes/large sheets of paper/ground. Use tweezers to pick up/move objects egg pasta Thread large objects onto pipe cleaners. Manipulate playdough using a variety of tools. Use a glue spreader.</p> <p><u>Pencil control</u> – Mark making using tools such as chunky chalks, mark makers in sand, mud, etc Predominantly using a fist grip.</p>	<p>Paint brushes: large/small/circular/up and down movements/large brushes/large sheets of paper/ground. Use tweezers to pick up/move objects eg pompoms Thread large objects onto pipe cleaners. Manipulate playdough using a variety of tools. Use a glue spreader.</p> <p><u>Pencil control</u> – Mark making using tools such as chunky chalks, mark makers in sand, mud, etc Predominantly using a fist grip.</p>	<p>To use a spoon to feed oneself/cups to drink. Paint brushes/chalks large/small/circular/up and down movements/large brushes/chalks/smaller sheets of paper/ground. Use tweezers to pick up/move smaller objects eg pompoms Thread large objects onto laces. Manipulate playdough using a variety of tools. Use a glue spreader.</p> <p><u>Pencil Control</u>: Mark makers with developing tripod grip and dominant hand to follow large pattern outlines such as wavy lines or straight lines.</p>	<p>To use a spoon to feed oneself/cups to drink. Paint brushes/chalks large/small/circular/up and down movements/large brushes/chalks/smaller sheets of paper/ground. Use tweezers to pick up/move smaller objects eg pompoms Thread large objects onto laces.</p> <p><u>Pencil Control</u>: Mark makers with developing tripod grip and dominant hand to follow large pattern outlines such as wavy lines or straight lines.</p>	<p>using a ball moving from left to right. To dig, scoop, and pour in sand/water/other(buckets, spades, jugs, funnels, etc) To use a spoon to feed oneself/cups to drink. Paint brushes/chalks large/small/circular/up and down movements/large brushes/chalks/smaller sheets of paper/ground. Use tweezers to pick up/move smaller objects eg pompoms Thread large objects onto laces. Paint brushes/chalks large/small/circular/up and down movements/large brushes/chalks/smaller sheets of paper/ground. Use tweezers to pick up/move smaller objects, eg pompoms Thread large objects onto laces.</p> <p><u>Pencil Control</u>: using mark makers with a developing tripod grip and dominant hand to form some letter shapes.</p>	<p>Paint brushes/chalks large/small/circular/up and down movements/large</p> <p>Use tweezers to pick up/move smaller objects, eg pompoms, etc Peg onto paper/material. Thread large objects onto laces/cards.</p> <p><u>Pencil Control</u>: using mark makers with a developing tripod grip and dominant hand to form some letter shapes.</p>
<p>Gross Motor</p>	<p>To begin to build strength and balance.</p> <p>To begin to ride and develop ball skills.</p> <p>To explore climbing confidently, safely, and independently.</p> <p>To use large muscle movements, large shoulder and arm movements, chalkboards, whiteboards, floor, ribbons, and flags.</p>	<p>To begin to join in simple games. To introduce new vocabulary for movement. To introduce different music genres for rhythm. To encourage children to play with a variety of finger-strengthening activities. To use large muscle movements, climb stretch, and balance. To introduce throwing skills.</p>	<p>To use outdoor loose parts, large and small to create with a purpose in mind.</p> <p>To encourage different ways of moving: crawling, walking, running, etc.</p> <p>To learn about safety when handling tools, moving equipment, and materials.</p> <p>To create clear and sensible rules as a group.</p> <p>To learn to collaborate when managing large items.</p> <p>To show a dominant hand and can use the basis of a 3-finger pencil grip.</p>	<p>To introduce a range of one-handed tools.</p> <p>To use hand over hand to help chn use them until chn can use them independently.</p> <p>To encourage chn to join in with a range of pencil control activities.</p> <p>To provide lots of opportunities for writing through all areas of the nursery.</p> <p>To show a dominant hand and can use the basis of a 3-finger pencil grip.</p>	<p>To introduce a range of one-handed tools.</p> <p>To continue to introduce new team game opportunities.</p> <p>To continue to introduce ball game opportunities.</p> <p>To continue to introduce opportunities to develop gross motor skills: balance, movements, stretching, climbing, etc.</p> <p>To show a dominant hand and can use the basis of a 3-finger pencil grip.</p>	<p>To continue to encourage chn to use a range of one-handed tools.</p> <p>To continue to introduce new team game opportunities.</p> <p>To continue to introduce ball game opportunities.</p> <p>To continue to introduce opportunities to develop gross motor skills: balance, movements, stretching, climbing, etc.</p> <p>To show a dominant hand and can use the basis of a 3-finger pencil grip.</p>
<p>Physical development Skills overview</p>	<p style="text-align: center;">Movement (Gross Motor Skills)</p> <p style="text-align: center;">Use 2 hands to pick up heavy objects, and with support, seek assistance to move heavier objects.</p> <p style="text-align: center;">Balance on one foot for a short time.</p> <p style="text-align: center;">Be able to climb up/ walk across/ jump off climbing equipment with support.</p> <p style="text-align: center;">Be able to throw and catch a large ball</p> <p style="text-align: center;">Run in a straight line</p> <p style="text-align: center;">Confidently ride the bikes and scooters.</p> <p style="text-align: center;">Sit on balance bikes and scoot yourself along</p> <p style="text-align: center;">Gallop (pre-skipping)</p> <p style="text-align: center;">Large up and down/ circular movements</p>					
<p>Literacy Phonics</p>	<p><u>Focus: Environmental sounds</u> – see plan</p> <p>To notice sounds around them</p> <p>To recognize that different objects make different sounds.</p> <p>To begin to identify and name different sounds.</p> <p>To begin to describe compare the sounds in the environment.</p>	<p><u>Focus: Instrumental Sounds</u></p> <p>To explore instrumental sounds.</p> <p>To build awareness of how instruments make sounds.</p> <p>To begin to identify the sounds of familiar instruments and name them.</p> <p>To talk about different instrumental sounds, describing and comparing them.</p> <p>To use instruments to recreate a sound from a given instruction, e.g. tap the drum, or shake a tambourine quietly.</p>	<p><u>Focus: Body Percussion</u></p> <p>To explore the sounds our bodies can make.</p> <p>To join in and copy actions of familiar sounds.</p> <p>To build awareness of how they can change percussion instruments.</p> <p>To create their body percussions.</p> <p>To join in with longer sequences of body percussions.</p> <p>To describe body percussion.</p> <p>To follow instructions to recreate percussion sounds, e.g. stamp feet loudly. Clap hands softly.</p>	<p><u>Focus: Rhythm and Rhyme</u></p> <p>To create their beat.</p> <p>Join in with songs and rhymes.</p> <p>Recognize familiar rhythms and rhymes.</p> <p>To recognize words that rhyme.</p> <p>To copy and keep a simple beat.</p> <p>To join in and copy breaking words into syllables with a beat.</p> <p>Play with rhyme.</p> <p>Make up their own rhyming words.</p> <p>Complete sentences with their rhyme orally.</p> <p>Break words down into syllables with a beat.</p>	<p><u>Focus: Alliteration</u></p> <p>To explore initial sounds with words.</p> <p>To be able to select objects with a given initial sounds from a set of two.</p> <p>To identify initial sounds in words.</p> <p>Match to objects with the same initial sound.</p> <p>To play with alliteration.</p> <p><u>Focus: Voice sounds</u></p> <p>To explore different mouth movements and sounds.</p> <p>To copy different mouth movements and sounds.</p> <p>To recognize different voice sounds.</p> <p>To make a variety of different voice sounds</p>	<p><u>Focus: Oral blending and segmenting</u></p> <p>To identify the initial sounds in words.</p> <p>Build awareness that words can be broken up into sounds broken into single sounds.</p> <p>Choose the correct object when hearing the word.</p> <p>Blend and say a simple CVC and VC word after hearing it broken down into its sounds.</p> <p>Segment CVC and VC words into their sounds.</p> <p>Start to blend the sounds of longer words. Identify how many sounds are in a CVC or CV word.</p>

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					including a variety of different animal sounds. To say speech sounds clear. To create their ideas for the voices of characters/imitating voices.	
Writing	To mark make using mark making tools in trays of sand etc. Use larger paintbrushes to paint with. Use chunky chalk on the ground outside. To manipulate play dough with a variety of tools Some marks on paper, are not always distinguishable	To mark making using mark makers such as chunky chalks, paintbrushes, pens To follow large pattern templates To draw some marks on paper, not always distinguishable shapes/ can copy or write their name/ writes for a range of purposes i.e. shopping list, letter, a picture (not always using correct letters.)	To make using pens/ pencils/ chalks/ paintbrushes To follow large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make.	To make using pens/ pencils/ chalks/ paintbrushes To follow large pattern outlines such as wavy lines or straight lines / can give meaning to the marks they make.	To use pens/ pencils/ paintbrushes with a developing tripod grip. To draw some recognizable pictures and give meaning to the marks they make	To use pens/ pencils/ paintbrushes with a developing tripod grip. To form some letter shapes/ can copy or write their name/ writes for a range of purposes i.e. shopping list, letter, a picture (not always using correct letters.)
Mathematics	<u>Early Mathematical Experiences / Number Rhymes</u> To explore the simple composition of numbers through number rhymes. To have numbers around the Nursery environment i.e. displays. To know and sing a selection of number rhymes. <u>Numbers to 5</u> To practice counting aloud to 5. To show 'finger numbers' to three. Baseline	<u>Numbers to 5</u> To subitize small amounts of up to 3 objects. To link numeral and quantity to 3. <u>Shape and Space</u> To explore 2D and 3D shapes. To create patterns/ as construction resources. To select shapes appropriately, i.e. triangular prism for a roof. <u>Number Patterns</u> Days of the week, seasons To sequence daily events	<u>Numbers to 5</u> To count reliably to 5, and beginning to count beyond 5. To say one number name for each item in order– 1, 2, 3, 4, 5. <u>Compare Quantities</u> To sort objects by a variety of criteria To describe similarities and differences.	<u>Numbers to 5.</u> To know the last number reached when counting a set of objects tells you how many there are ('cardinal principle') <u>Shape and Space</u> To talk about and explore 2D and 3D shapes, using informal mathematical language i.e. sides/ corners. To understand and use positional language.	<u>Numbers to 5</u> To solve real-world mathematical problems up to 3. To experiment with symbols and marks as well as numerals. To verbally rote count to 10 <u>Number Patterns</u> To extend and create simple 'ABAB' patterns. To spot and explore errors in repeating patterns. <u>Shape and Space</u> To make comparisons between objects relating to size, length, weight, and capacity.	<u>Numbers to 5 and beyond</u> To solve real-world mathematical problems up to 5. To experiment with own symbol and marks as well as numerals. To verbally rote count to 10. <u>Compare Quantities</u> To compare quantities by using the terms 'more than', 'less than', and 'the same'. <u>Number Patterns</u> To begin to describe a sequence of events (real or fictional) using words such as first, then, etc...
Understanding the World	To use their senses to explore a range of natural resources. To make collections of natural materials to investigate. To use magnifying glasses and to talk about what they see, using a wide vocabulary. To encourage chn to recognize the daily weather. To talk about the trees are changing in the local environment. To begin to understand the season of autumn.	To encourage chn to talk about family celebrations. To encourage chn to talk about photos and memories. Ask parents to post photos of Christmas memories, for chn to retell within their groups. To encourage chn to investigate how different toys work: e.g pulleys, sets of cogs and pulleys, pegs with boards. To encourage chn to notice how the weather is changing. To understand that as the weather is getting colder we are having to change how we dress.	To experience visits from a range of occupations, such as firefighters, police, paramedics, farmers, hairdressers, etc Invite parents to come and talk about their professions. To plan and introduce new vocab related to occupations. To encourage chn to use it in their play. To plan and take part in a variety of investigations such as: Melting and freezing; Cooking; colour mixing To discuss and talk about what they have observed or found. To notice and discuss the different types of weather we may be having. To talk about the trees in the local environment and discuss the season of winter.	To explore growth and decay over time linked to plants in the garden. To plant seeds and vegetables and learn how to care for them. To explore the natural world around them. To identify a variety of different insects that live in the garden. To use all their senses with hands-on exploration of natural materials and animals To explore natural resources in the outdoor environment to investigate and talk about. To learn the life cycle of a farm animal/insect. To create a suitable habitat for garden insects. To learn to identify a variety of farm animals, matching adult with their young. To talk about the changes in the weather.	The children will learn that there are different countries in our world and be able to talk about the differences that they have experienced or seen in photographs. To explore fossils in different areas in the environment e.g. sand, using magnifying glasses. discuss how they relate to dinosaurs To build and expand this vocabulary through dinosaurs. To notice how the weather is changing and what is happening in the environment around us.	To learn about a variety of foods and the importance of healthy eating and good dental care. To visit a local supermarket. To notice the weather and why it is important to be careful in the sun.
Expressive Arts and Design	To explore a range of different materials using all their senses to investigate them. To manipulate and play with different materials. To explore a range of found materials: blocks, clay, softwood, off offcuts of fabric with different textures.	To support children to engage in a variety of role-play experiences. To provide chn with a range of flexible and open-ended resources to encourage imaginative play.	To support children to engage in a variety of role-play experiences. To continue to support children to explore and recount narratives and stories with peers.	To encourage and support children to develop their drawing and model-making skills. To encourage children to give meaning to their models and drawings. To draw their own mini-beasts and farm animals.	To support and encourage children to draw from their imagination and observations. To draw their dinosaurs. To encourage children to add features/details to their drawings by selecting	To encourage children to explore a range of emotions. To encourage children to show different emotions within their drawings and paintings. To support chn to develop their listening skills through a range of activities.

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	<p>To use a range of materials to express their ideas and feelings.</p> <p>To explore new vocabulary.</p> <p>To engage in a variety of role-play experiences.</p> <p>To support children to recount narratives and stories with peers.</p> <p>To provide children with a range of flexible and open-ended resources to encourage imaginative play.</p> <p>To learn songs and rhymes and engage in daily singing and rhyming time.</p> <p>To support chn to develop their listening skills through a range of activities.</p>	<p>To explore colour and colour mixing. And talk about the differences between colours.</p> <p>To encourage children to express their ideas and feelings through mark-making marks and sometimes giving meaning to their marks.</p> <p>To support children to remember entire songs and perform these during our Christmas nativity performance.</p> <p>To support chn to recount narratives and stories with peers.</p> <p>To explore and use a variety of percussion instruments through their play and phonic acquisition and free exploration.</p>	<p>To provide children with a range of flexible and open-ended resources to encourage imaginative play.</p> <p>To encourage children to explore different materials freely.</p> <p>To explore design, texture, form, and function.</p> <p>To support and encourage children to begin to plan and build with a purpose in mind.</p> <p>To support exploring how to join materials together.</p> <p>To learn a variety of songs and encourage chn to move to the music/beat/songs.</p>	<p>To support and encourage children to share their ideas and talk together about these meanings.</p> <p>To explore a range of materials, tools, and techniques.</p> <p>To continue to explore design, texture, form, and function.</p> <p>To explore colour and colour mixing and talk about the differences between colours.</p> <p>To learn a variety of songs and movements to the music/songs.</p> <p>To encourage chn to develop their singing voice using a range of pitches.</p> <p>To introduce chn songs and rhymes that engage in pitch-making activities.</p> <p>To continue to support and provide chn with a a range of flexible and open-ended resources to encourage imaginative play.</p>	<p>interesting objects to draw and pointing out any key features and drawing and discussing them, a dinosaur has two or four legs, eyes, and additional features.</p> <p>To encourage chn to develop their singing voice using a range of pitches.</p> <p>To introduce chn songs and rhymes that engage in pitch-making activities.</p> <p>To encourage chn to begin to create their songs and rhymes.</p>	<p>To encourage chn to share and perform a wide variety of music and songs from different cultures and historical periods and from around the world.</p> <p>To support chn to explore musical instruments to express feelings and to tap out different rhythms and pulses to music.</p>
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Warren Wood Primary Academy

Reception Curriculum Overview

Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject to change dependent on children's interests. This is to ensure that teachers have the flexibility to respond to individual needs interests and cultures when appropriate.	Me and my family <ul style="list-style-type: none"> The Colour Monster Owl babies Rainbow Fish Six Dinner Sid The Naughty Bus 4447 s Leaf Man Pumpkin soup 	Celebrations: Diwali <ul style="list-style-type: none"> Stickman Stanley's Stick The Gruffalo The Gruffalo's Child Ravi's Roar 	Minibeasts and Living Things <ul style="list-style-type: none"> Conker the Chameleon Lost and Found Rosie's Walk Goldilocks and the Three Bears Supertato Supertato Veggies Assemble 	Monsters and Aliens <ul style="list-style-type: none"> Aliens love underpants Bedtime for Monsters Emily Brown and the Thing Bog Baby The Selfish Giant Not Now Bernard The Worrysaurus 	Growing and Traditional Tales <ul style="list-style-type: none"> Jack and the Beanstalk The Selfish Giant The Giant Jam sandwich The Three Little Pigs The Invisible String 	Moving on and summer times. <ul style="list-style-type: none"> Look Up Dear Earth Clean Up Someone swallowed Stanley Thumberlina
AREAS OF LEARNING						
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<i>PSED is not specifically planned for across the year, however, there is a focus for circle times. The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour.</i>					
	<ul style="list-style-type: none"> Circle time News time Bring in family/baby photos and discuss home and community. Social skills- making friends, managing feelings and sharing. Whole class/group collaborative games. Puppets/small world based on topic. Role-play area with topic provision. 	<ul style="list-style-type: none"> Book focus on breaking the rules (Williams Winter Wish) Book focus on trying new things and friendship (Elmer in the Snow) 	<ul style="list-style-type: none"> Circle time activities Share achievements/certificates from outside of school. 	<ul style="list-style-type: none"> Book focus on behaviour and helping each other Where do monsters and aliens come from? What question would you ask an alien? 	<ul style="list-style-type: none"> Circle time focus on the Giant – was he good or bad? What have you done that is kind? How do you think the giant felt? Book focus on managing feelings. 	<ul style="list-style-type: none"> Book focusing on understanding of the world (looking at different environments) Human impact on the world Circle time on changes – is it good to always stay the same?
THEMES	New beginnings	Getting on and falling out (Kindness week)	Going for goals	Good to be me	Relationships	Changes
PHYSICAL DEVELOPMENT	<ul style="list-style-type: none"> Independent choosing Gross and fine motor activities e.g. Finger gym ball games Construction and malleable activities Pencil grip Mark-making Name writing Tidying up Independent toileting and washing hands. Self-dressing – fastening coats/shoes independently. Carpet skills with increased learning behaviours 	<ul style="list-style-type: none"> Independent choosing Fine Motor activities e.g. Funky fingers Construction and malleable activities. Pencil grip Mark-making Name writing Creative activities-cutting and sticking. Outdoor activities-moving in different ways and managing risks. Use one-handed tools with increased control e.g. pencil, scissors. Five-a-day fitness Carpet skills with increased learning behaviours 	<ul style="list-style-type: none"> Creative activities-cutting & and sticking. Letter formation Outdoor activities-moving in different ways. Hand-eye coordination activities, Ball games Use one-handed tools with increased control e.g. pencil, scissors. Five-a-day fitness Talk about aspects of good health (Supertato) Develop characteristics of effective learning e.g. persistence and motivation. (Dojo videos – Growth Mindset. 	<ul style="list-style-type: none"> Handle equipment and tools effectively, including pencils for writing. Five-a-day fitness Can talk about aspects of good health Develop characteristics of effective learning e.g. persistence and motivation. (Dojo videos – Growth Mindset. Hand-eye coordination activities, Ball games Beat Baby Wake and Shake 	<ul style="list-style-type: none"> Handle equipment and tools effectively, including pencils for writing. considers and manages some risks when tackling new challenges Develop characteristics of effective learning e.g. persistence and motivation. (Dojo videos – Perseverance). Gross motor skills: Preparing for sports day activities. Exceeding- self-dressing successfully managing fastening buttons or laces. 	<ul style="list-style-type: none"> Manipulates objects with good fine motor skills. Uses writing as a means of communicating to an audience. considers and manages some risks when tackling new challenges (in new environments e.g. seaside, on Educational visits) Exceeding- self-dressing successfully managing fastening buttons or laces. Can make healthy choices in relation to, healthy eating and exercise.
COMMUNICATION AND LANGUAGE	<i>C&L is not specifically planned for across the year. All aspects of developing CLL are considered throughout daily classroom practice, continuous provision, sessions such as circle time guided reading and show and tell have a weighty focus on CLL as well as "talking buddies" and clear classroom rules and routines. Observations next steps and target setting support the development of individuals. Intervention programmes such as speech link and nurture groups are designed to support children who are not making the expected</i>					
LITERACY	<u>Reading:</u> <ul style="list-style-type: none"> Nursery Rhymes & Songs Name recognition- self-register, name pegs. Reading initial sound activities 	<u>Reading:</u> <ul style="list-style-type: none"> Home Books 1:1 reading Winter texts Independent reading activities. Reading initial sound activities 	<u>Reading:</u> <ul style="list-style-type: none"> Home Books 1:1 reading Independent reading activities. Reading initial sound activities 	<u>Reading:</u> <ul style="list-style-type: none"> Home Books 1:1 reading Independent reading activities. Reading initial sound activities 	<u>Reading:</u> <ul style="list-style-type: none"> Home Books 1:1 reading Independent reading activities. 	<u>Reading:</u> <ul style="list-style-type: none"> Home Books 1:1 reading Independent reading activities.
	<u>Phonics:</u> <ul style="list-style-type: none"> Level 1 and 2 phonics phonemes Link sounds to letters Letter formation (air writing) Phonics songs & actions Match initial sound activities Phonics play IWB games 	<u>Phonics:</u> <ul style="list-style-type: none"> Level 1 and 2 phonics phonemes Oral segmenting and blending words (Robot arms, etc) Letter formation HFW and tricky words EXT simple sentences. Phonics songs & actions Phonics play IWB games 	<u>Phonics:</u> <ul style="list-style-type: none"> Level 1, 2, and 3 phonics phonemes Blending and segmenting words Letter formation HFW and tricky words Phonics songs & actions Phonics play IWB games 	<u>Phonics:</u> <ul style="list-style-type: none"> Level 1, 2, and 3 phonics phonemes HFW and tricky word Letter formation Phonics songs & actions Phonics phase 3 play IWB games 	<u>Phonics:</u> <ul style="list-style-type: none"> Levels 1-4 phonics phonemes and sentences. HFW and tricky words Letter formation Phonics songs & actions Phonics level 4 play IWB games 	<u>Phonics:</u> <ul style="list-style-type: none"> Levels 1-5 phonics phonemes and sentences. HFW and tricky words Letter formation Phonics songs & actions Phonics level 4 and 5 play IWB games
	<u>Writing:</u> <ul style="list-style-type: none"> Extend spoken vocabulary. Manipulates objects with good fine motor skills. 	<u>Writing:</u> <ul style="list-style-type: none"> EXT Segment & blend Continues a rhyming string Manipulates objects with good fine motor skills. 	<u>Writing:</u> <ul style="list-style-type: none"> Segment & blend Build simple sentences and can read them back. 	<u>Writing:</u> <ul style="list-style-type: none"> Segment & blend Build and write phonetically plausible captions and sentences. 	<u>Writing:</u> <ul style="list-style-type: none"> Write phonetically plausible sentences which can be read by themselves and others. 	<u>Writing:</u> <ul style="list-style-type: none"> Writes for different purposes. Level 2-4 HFW, sentences and tricky words.

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	<ul style="list-style-type: none"> Develop pencil grip and Letter formation. Ascribe meaning to marks. 	<ul style="list-style-type: none"> Use one-handed tools with increased control. Develop letter formation 	<ul style="list-style-type: none"> Continues a rhyming string Writes for different purposes. Spell some irregular common words correctly. 	<ul style="list-style-type: none"> Writes for different purposes. Spell some irregular common words correctly. Exceeding -use their preferred hand for writing, using a correct pencil grip. Begin to spell phonically regular words of more than 1 syllable 	<ul style="list-style-type: none"> Spell some irregular common words correctly. Exceeding -use their preferred hand for writing, using a correct pencil grip. Begin to be able to control letter size and write on lines spell phonically regular words of more than 1 syllable Use key features of narrative in their own writing 	<ul style="list-style-type: none"> Exceeding -use their preferred hand for writing, using a correct pencil grip. Begin to be able to control letter size and write on lines spell phonically regular words of more than 1 syllable Use key features of narrative in their own writing
MATHEMATICS	<p>Numbers:</p> <ul style="list-style-type: none"> Recognise numerals 1 to 6 (Numeral, more, less, count, forwards, backwards, total, ten frame, numicon.) 7 counting 5 and 2 Grow 7 and flick 7 Number land Numeral, 8 counting and number 5 and 3. Where does 7, 8,9 come on the number line <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> Shapes (Circle, square, oblong, triangle, pentagon, hexagon, sides, corners, vertices) 	<p>Numbers:</p> <ul style="list-style-type: none"> <u>Partitioning 8 and 9 in different ways (part part whole)</u> <u>Systematic partitioning</u> <u>Numeral, numeral name</u> <u>Estimating</u> <u>More/ less</u> <u>1 few 1 greater</u> <u>9 counting</u> <u>Grow 9 and flick 9 number land</u> <u>Where does,9 come on the number line (Part, whole, total, add, altogether, subtract, take away)</u> <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> <u>2D 'flat' Shapes and use mathematical terms to describe them.</u> <u>Use objects and common shapes to create and recreate patterns and build models.</u> 	<p>Numbers:</p> <ul style="list-style-type: none"> <u>Partitioning 10 in different ways (part part whole)</u> <u>Systematic partitioning</u> <u>Numeral, numeral name</u> <u>Estimating</u> <u>More/ less</u> <u>1 few, 1 greater</u> <u>10 counting</u> <u>Grow 10 and flick 10 number land</u> <u>Where does 10 come on the number line</u> <u>Doubling</u> <u>Halving</u> 	<p>Numbers:</p> <ul style="list-style-type: none"> <u>Partitioning 11-20 as 10 and a bit</u> <u>Numeral, numeral name</u> <u>Where does 11-20 come on the number line</u> <u>Estimating</u> <u>More/ less</u> <u>1 few, 1 greater</u> <u>20 counting</u> <u>5 friends counting and cherry model</u> <u>Addition</u> <u>Subtraction</u> 	<p>Shape, Space and Measures</p> <ul style="list-style-type: none"> <u>Use everyday language related to money</u> <u>Children use everyday language to compare quantities and objects and to solve problems.</u> <u>2D 'flat' Shapes and use mathematical terms to describe them.</u> <u>Explore characteristics of everyday objects 2D 'flat' and 3D 'solid' shapes and use mathematical language to describe them.</u> 	<p>Numbers:</p> <ul style="list-style-type: none"> <u>Estimate a number of objects and check quantities by counting up to 20.</u> <u>Using quantities and objects, add and subtract two single-digit numbers.</u> <u>Count on or back to solve problems.</u> <u>Doubling, halving and sharing.</u> <u>Counting in groups of 2, 5 or 10</u> <u>Sharing into equal groups.</u> <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> <u>Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</u>
	<p>People and Communities</p> <ul style="list-style-type: none"> Role-play –Home corner and Supermarket 'About me' Small world Talks about significant events in their own experience. Talk about themselves, Friends and family. They know about similarities and differences between themselves and others, and among families, communities and traditions. <p>Technology</p> <ul style="list-style-type: none"> Introduce IPADS for Bug Club, taking their own photos, learning games, Toys. 	<p>People and Communities</p> <ul style="list-style-type: none"> <u>Role-Play :Christmas & Post office</u> <u>Significant Events and traditions. Trick or treat, Bonfire night, Poppy Day, Christmas, Birthdays, Diwali.</u> <p>The world</p> <ul style="list-style-type: none"> <u>Differences and changes over time. Seasons, weather, animals and plants.</u> <u>They make observations and explain why some things occur. (e.g. Melting ice experiment)</u> <u>Non-fiction arctic environment and animals.</u> <p>Technology</p> <ul style="list-style-type: none"> <u>WB: Buried Treasure, Oxford owl, Beebots</u> 	<p>People and Communities</p> <ul style="list-style-type: none"> <u>Role Play: Police station/Fire station</u> <u>Significant events: New Year, Chinese New Year</u> <u>People who help us in the community</u> <u>Shows interest in different occupations and ways of life.</u> <p>Technology:</p> <ul style="list-style-type: none"> <u>IPADS for Bug Club, Guided reading activities, taking their own photos.</u> <u>IWB: Phonics play, Tes Iboard, Oxford owl, Beebots</u> 	<p>People and Communities</p> <ul style="list-style-type: none"> <u>Making maps, plans, Instructions and directions.</u> <u>Visit local area</u> <u>Significant events: Pancake Day, Easter, celebrations, Mothers Day</u> <p>The world</p> <ul style="list-style-type: none"> <u>Can talk about things they have observed such as plants, animals, natural and found objects. (Farm visit and life cycles)</u> <u>Similarities and differences in relation to places, objects, materials and living things.</u> <u>Compare features of environments and how they might vary from one another.</u> <p>Technology</p> <ul style="list-style-type: none"> <u>Beebots for positional language, CD player- audio books and Farm songs.</u> 	<p>People and Communities</p> <ul style="list-style-type: none"> <u>Similarities and differences in relation to places, objects, materials and living things.</u> <u>Significant Events: Father's Day</u> <p>The world</p> <ul style="list-style-type: none"> <u>Role- Play Garden centre</u> <u>Can talk things they have observed such as plants, animals, natural and found objects. (Planting and growing)</u> <u>Changes over time- Growth, decay.</u> <u>Similarities and differences in relation to places, objects, materials and living things. (Three little pigs.</u> <p>Technology:</p> <ul style="list-style-type: none"> <u>Beebots, iPad, Laptop, CD player.</u> 	<p>People and Communities</p> <ul style="list-style-type: none"> <u>Different types of transport.</u> <u>Seasons and changes over time –Summer</u> <u>Know that other children don't always enjoy the same things, and are sensitive to this.</u> <p>The world</p> <ul style="list-style-type: none"> <u>Comparing similarities and differences in different environments. (Seaside)</u> <u>Familiar with basic scientific concepts such as floating, sinking, experimentation</u> <p>Technology:</p> <ul style="list-style-type: none"> <u>Beebots, iPad, Laptop, CD player.</u>
UNDERSTANDING THE WORLD	<ul style="list-style-type: none"> Exploring and Using Media and Materials Enjoys joining in with dancing and ring games. Sings a few familiar songs. Sings to self and makes up simple songs. Makes up rhythms. recognise repeated sounds and sound patterns and match movements to music Constructs with a purpose in mind. Manipulates materials to have a planned effect. 	<ul style="list-style-type: none"> <u>Exploring and Using Media and Materials</u> <u>Begins to build a repertoire of songs and dances</u> <u>Exploring colour/texture to make pictures</u> <u>Understands that different media can be combined to create new effects- (Snow globes)</u> <u>Uses simple tools and techniques competently and appropriately.</u> <u>Expressive in art/drama/dance (Christmas concert)</u> 	<ul style="list-style-type: none"> <u>Exploring and Using Media and Materials</u> <u>Begins to build a repertoire of songs and dances</u> <u>Exploring colour/texture to make pictures</u> <u>Understands that different media can be combined to create new effects.</u> <u>Uses simple tools and techniques competently and appropriately.</u> 	<ul style="list-style-type: none"> <u>Exploring and Using Media and Materials</u> <u>Begins to build a repertoire of songs and dances</u> <u>Exploring colour/texture to make pictures</u> <u>Understands that different media can be combined to create new effects.</u> <u>Uses simple tools and techniques competently and appropriately.</u> 	<ul style="list-style-type: none"> <u>Exploring and Using Media and Materials</u> <u>Begins to build a repertoire of songs and dances</u> <u>Understands that different media can be combined to create new effects.</u> <u>Uses simple tools and techniques competently and appropriately.</u> <u>Expressive in art/drama/dance</u> <u>They can talk about features of their own</u> 	<ul style="list-style-type: none"> <u>Exploring and Using Media and Materials</u> <u>Children sing songs, make music and dance, and experiment with ways of changing them.</u> <u>Safely use and explore a variety of materials, tools and techniques.</u> <u>Experiment with colour, design, texture, form and function.</u> <u>They can talk about features of their own and others' work, recognising the differences between</u>

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	<ul style="list-style-type: none"> Mixing colours. Selects appropriate resources and adapts work where necessary. <p style="text-align: center;">Being imaginative:</p> <ul style="list-style-type: none"> Role Play – home corner <ul style="list-style-type: none"> Enhanced: Construction area 	<p><u>Being Imaginative:</u></p> <ul style="list-style-type: none"> <u>Role Play –Home corner (enhance with Christmas).</u> <u>Enhanced: Post office for Christmas time.</u> 	<ul style="list-style-type: none"> <u>Expressive in art/drama/dance</u> <p style="text-align: center;"><u>Being imaginative:</u></p> <ul style="list-style-type: none"> <u>Role Play-Home corner</u> <u>Enhanced: People who help us. (vets)</u> <u>Looking for bugs in the environment</u> 	<ul style="list-style-type: none"> <u>Expressive in art/drama/dance</u> <p style="text-align: center;"><u>Being imaginative:</u></p> <ul style="list-style-type: none"> <u>Role Play-Home corner</u> <u>Enhanced: Farm shop</u> 	<p><u>and others' work, recognising the differences between them and the strengths of others.</u></p> <p style="text-align: center;"><u>Being imaginative:</u></p> <ul style="list-style-type: none"> <u>Role Play-Home corner</u> <p><u>Enhanced: Building castles</u></p>	<p><u>them and the strengths of others.</u></p> <p style="text-align: center;"><u>Being imaginative:</u></p> <ul style="list-style-type: none"> <u>Role Play-Home corner (enhance with seaside/at the beach)</u> <u>Enhanced: Ice-cream stand.</u>
EXPRESSIVE ARTS AND DESIGN	<p>Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher.</p> <ul style="list-style-type: none"> 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. 					
Wow Events	<p><u>Memorable Experience</u></p> <ul style="list-style-type: none"> Ask parents and carers to share photos and memories of the children as babies- ' 	<p><u>Memorable Experience</u></p> <ul style="list-style-type: none"> Diwali Christmas Nativity Visit from Father Christmas 	<p><u>Memorable Experience</u></p> <ul style="list-style-type: none"> Visit from local fire station, a visit from the local police, Nurses etc. Invite some parents into talk about their jobs. Chinese New Year Celebrations 	<p>Memorable Experience</p> <p>Have someone in to show different bugs Children to make bug hotels Planting in outside area (and eating in term 6) Easter</p>	<p><u>Memorable Experience</u></p> <ul style="list-style-type: none"> Grow Bean stalks. 'Giant' Visitor over the half term- foot prints, clues etc. Make cress sandwiches 	<p><u>Visits</u></p> <p>Beach day</p>