



Foundation Stage - Nursery Curriculum Overview - 2023/2024

Topic title	Autumn 1 - All About Me I wonder who I am	Autumn 2 - Exploring Materials I wonder how it feels	Spring 1 - The World Around Us I wonder what stops	Spring 2 - We are Musicians I wonder what goes	Summer 1 - We are Artists I wonder whats in there	Summer 2 - Movement I wonder what helps me grow
Enquiry question	I wonder who I am	I wonder how it feels	I wonder what Stops	I wonder what goes	I wonder what's in there	I wonder what helps me grow
<b>Communication and Language</b>	<p>Begin to know the the names of staff Show attention when listening to stories in small groups Familiar logos Talking about <b>who</b> lives in your house Share holiday news from ClassDojo, talk about what the children have been doing. <b>Songs/ rhymes</b> Head, shoulders knees and toes Twinkle, Twinkl, Baa baa black sheep</p>	<p>Share our ideas and listen to the ideas of others. Talk about our likes/ dislikes. Use talk in our play to communicate with our friends and to add a storyline to our play. Talk about the similarities on the sounds in words d d d og, d d desk Concentrate for longer periods of time at activities. Play with sounds and rhymes as well as retelling the ones familiar to us.</p>	<p>Give attention to others as they share what they have been doing in the holidays Share the stories that we have been learning about; including our own versions in longer sentences Begin to be aware of initial sounds in words e.g. Simon ate silly sausages</p>	<p>Express ourselves by performing song during our Mother's Day celebration Ask questions and solve problems during Science day Taking part in key person time discussions for example what plants need to grow, how to be a good friend, how to care of animals Looking at tools used in gardening and understanding what they are used for Learn new words and signs through our word aware programme</p>	<p>Understanding and responding to questions beginning with why  Share a repertoire of songs with others, talking about their favourite giving reasons Learn new rhymes- The goats came marching London Bridge is falling down  Confidently talk about what they have learnt  To begin to have conversations being able to express their own point of view. I like it because.....</p>	<p>Following recipe instruction Look at food health labels  Talking about <b>why</b> some foods are good for us, how do they help our bodies?  Songs/ rhymes, 5 fat sausages Banana song Little Jack Horner Little Miss Muffet</p>
<b>Personal, Social and Emotional Development</b>	<p>New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships <b>Healthy teeth support and visit from dentist</b></p>	<p>Getting on and falling out. How to deal with emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>We will be continuing to support the children in their Nursery class, and will be focusing on: Settling the new children into their classes Being confident to try new activities, and also asking for help if they need it Becoming aware of how their actions can affect others</p>	<p>Continue to support our new Nursery friends as they learn the rules and routines in our setting Talk to our friends; listening to their ideas and responding appropriately Become 'investigators' by asking questions Work with our friends to solve 'problems' in play</p>	<p>Become increasingly independent in managing tasks, labelling work, finding personal items (hats), changing self- sock and shoes when in the large sand pits.  Working as a team- playing board games such as pop up pirate, incy wincy spider, dominos, taking turn and accepting wins / losses  Developing empathy for others and having a positive effect on changing others emotions, sharing toys, invitations to play, helping to find items  Continued use of the worry monster in nursery to talk about emotions</p>	<p>Emotions, what makes me happy? (etc) Transition ensuring children have an awareness of their emotions and that they can talk to adults if they are feeling worried about anything. Discussion around positive changes Sun safety- slip, slop slap and wrap campagne- <a href="https://www.youtube.com/watch?v=0OZkS5pL7Q8">https://www.youtube.com/watch?v=0OZkS5pL7Q8</a> Understanding their own basic hygiene and personal needs including oral health and a visit from the dentist Keeping myself safe - road safety, stranger danger</p>
<b>Physical Development</b>	<p>Fine Motor: Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Hold tools using a dominant hand  Gross Motor:</p>	<p>Fine Motor: Threading, cutting, weaving, playdough, Fine Motor activities. Use tools to make marks that meaning in a variety if ways e.g chalk on the floor, interactive board and pen paper and pencils etc</p>	<p>Fine Motor: Continue to take part in 'Squiggle While you Wiggle' to help strengthen our pencil grip and control  Gross Motor: Take part in PE sessions in the</p>	<p>Fine Motor: Develop pencil grip and control Become confident using tools with one hand  Gross Motor: Follow an obstacle course</p>	<p>Fine Motor: using fine paint brushes to recreate famous pieces of artwork. Use smaller movements to connect puzzle pieces together Use pencils to create desired marks and letters</p>	<p>Fine Motor: Use scissors to cut along a set line  Using cutlery when food tasting.  Dough disco</p>

	<p>Spatial awareness and moving safely around the setting</p> <p>Bikes and trikes</p> <p>Balance beams</p> <p>Climbing- crate play</p> <p>Different ways of moving to be explored with children</p> <p>Help individual children to develop good personal hygiene.</p> <p>Provide regular reminders about thorough hand washing and toileting.</p>	<p>Strengthen our hands by using a range of different tools and taking part in 'Squiggle While you Wiggle'..</p> <p>Gross Motor:</p> <p>Negotiate space successfully when riding bikes, trikes and scooters,</p> <p>Develop control over a ball by rolling and kicking</p>	<p>main school hall</p> <p>Become aware of how exercise affects our bodies</p>		<p>Gross Motor:</p> <p>using larger hall equipment safely, benches and frames?</p> <p>team games such as parachute, hockey, kick rounders</p> <p>Large loose parts play- creating dens, role play areas that follow children's interests.</p> <p>Use of large gardening equipment when tending to veg patches</p>	<p>Gross Motor:</p> <p>Changes in our bodies during exercise</p> <p>Sports day</p> <p>Oral Hygiene</p> <p>Hand washing</p> <p>Assault courses</p>
<b>Literacy</b>	<p>Possible Core Texts</p> <p>Goat goes to playschool by Julia Donaldson (T4W)</p> <p>All by myself (Little critter) By Mercer Mayer</p> <p>You Choose- Nick Sharratt and Pippa Goodheart</p> <p>We're different, we're the same?</p> <p>The selfish crocodile Faustin Charles</p> <p>So Much-</p> <p>All are welcome- Alexandra Perfold</p> <p>Once there were giants</p> <p>Comprehension:</p> <p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Having a favourite story/rhyme.</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Word Reading:</p> <p>Recognise own name in a variety of situations</p> <p>Listen to and recognise environmental sounds.</p> <p>Names of the different parts of a book</p> <p>Writing:</p> <p>Enjoy making marks using a variety of tools</p> <p>Talk about the marks we make and what they mean (Helicopter stories based on small world play)</p> <p>Create story maps based on Nursery rhymes and Goat goes to playschool.</p> <p>Tracing over name cards</p>	<p>Possible Core Texts</p> <p>That's not my series of books- could link to children's interests, car, dinosaur, santa, dog, dragon, hedgehog / squirrel theme? (T4W)</p> <p>Christmas Story</p> <p>Diwali Story</p> <p>Bonfire story</p> <p>Comprehension:</p> <p>Become aware of print in the environment</p> <p>Retell rhymes and show an interest in stories with repeated refrains including the use of agreed actions</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Word Reading:</p> <p>Recognise own name in a variety of situations</p> <p>Listen to and recognise environmental sounds.</p> <p>Discriminate between environmental sounds</p> <p>Writing:</p> <p>Continue to trace over name cards, becoming more accurate and controlled</p> <p>Give meaning to marks as we draw and paint.</p> <p>Word aware:</p> <p>Week1 concept hard</p> <p>Verb climb</p> <p>Noun fire</p> <p>Adjective brown</p> <p>Week2 concept soft</p> <p>Verb eat</p>	<p>Possible Core Texts</p> <p>Brown Bear, Brown Bear (T4W)</p> <p>Jaspers beanstalk- Nick Butterworth</p> <p>Hungry caterpillar Eric Carle</p> <p>A tiny seed Eric Carle</p> <p>What the ladybird heard- Julia Donaldson</p> <p>Rosies walk Pat Hutchins</p> <p>Easter Story</p> <p>Comprehension:</p> <p>Play with words to create our own rhymes when singing</p> <p>Play games that involve following 3 part instructions</p> <p>Explore Brown bear brown bear and be able to answer questions such as 'what animal comes next'</p> <p>Word Reading:</p> <p>To know that we begin on the first page of a book and turn the pages one at a time</p> <p>To recognise different form of print in the classroom</p> <p>To explore the words taught through word aware and to remember some of the signs</p> <p>Writing:</p> <p>Begin to make marks that carry meaning</p> <p>Practise tracing patterns and writing our names</p> <p>Continue to mark make for different purposes during play</p> <p>Word aware:</p> <p>Week one- review routine words</p> <p>Week 2</p> <p>Concept empty</p>	<p>Possible Core Texts</p> <p>Buster's Farm (T4W)</p> <p>Toddle Waddle by Julia Donaldson</p> <p>Walking through the jungle- Julie Lacome</p> <p>Stories from Music express?</p> <p>Rumble in the Jungle</p> <p>World Book Day text - ?</p> <p>Comprehension:</p> <p>Talk about what they have learnt</p> <p>Ask questions of peers</p> <p>Retell stories from pictures</p> <p>Word Reading:</p> <p>Begin to recognise some of their friend's names</p> <p>To begin an awareness of individual words in print and digital books by pointing and matching them to the picture.</p> <p>Writing:</p> <p>Enjoy drawing freely, exploring a variety of movements as an introduction to letter formation e.g. circle for o, etc.</p> <p>Add labels to pictures</p> <p>Word aware:</p> <p>Week1- noun- pancake, concept-in verb- grow</p> <p>Week2- Noun- blossom</p> <p>Concept under</p> <p>Verb flip</p> <p>Week 3</p> <p>noun chick</p> <p>Concept behind</p> <p>Verb hatch</p>	<p>Possible Core Texts</p> <p>Three Billy Goats Gruff (T4W)</p> <p>Paper dolls- Julia Donaldson</p> <p>The day the crayons came to life- Drew Daywalt</p> <p>Perfect square Michael Hall</p> <p>Comprehension:</p> <p>Engage in conversations about familiar stories naming characters and talking about the setting</p> <p>Begin to tell and share own stories to others</p> <p>Word Reading:</p> <p>Talk about the different parts of a book</p> <p>Make links between letters and word meaning. e.g. seeing s and saying sun</p> <p>Reading words in the word aware book</p> <p>Taking Part in RWI phonics</p> <p>Writing:</p> <p>Begin to make consistent marks that represent meaning</p> <p>Use mark making to share experiences including documenting own stories</p> <p>Word aware:</p> <p>Week 1 Concepts-Thick</p> <p>Verbs- stroll</p> <p>Nouns- bridge</p> <p>Week 2 Concepts- Thin</p> <p>Verbs- ski</p> <p>Nouns- goat</p> <p>Week 3 Concepts- smooth</p> <p>Verbs- scamper</p> <p>Nouns-horn</p> <p>Week 4 Concepts rough</p> <p>Verbs- popped up</p> <p>Nouns-troll</p>	<p>Possible Core Texts</p> <p>Shark in the park (T4W)</p> <p>Animal bop-Jan Ormerod</p> <p>Super tata (healthy eating)</p> <p>The very hungry Caterpillar</p> <p>I will never not ever eat a tomato</p> <p>Never use a knife and fork</p> <p>Kitchen disco?</p> <p>Comprehension:</p> <p>Take part in a conversation sticking to one subject theme.</p> <p>Use new vocabulary learnt in play</p> <p>Word Reading:</p> <p>Recognise familiar words / logo and names.</p> <p>Notice the difference between numbers and letters.</p> <p>Writing:</p> <p>Write with a purpose, shopping lists for food tasting, name writing, cards, stories, numbers.</p> <p>Have writing programmes on the I pads, interactive board</p> <p>Word aware:</p> <p>Week 1 Concept-first</p> <p>Verbs- was</p> <p>Nouns- Body</p> <p>Week 2 Concept-last</p> <p>Verbs- look</p> <p>Nouns- fruit</p> <p>Week 3 Concept-fast</p> <p>Verbs-exercise</p> <p>Nouns- vegetable</p> <p>Week 4 Concept-slow</p>

	<p>Word Aware:  Week 2-Concept- noisy  Verb- help  Adjective-red  Noun- toilet  Week 3-Concept- quiet  Verb- sit  Adjective-orange  Noun- apron  Week 4-Concept- big  Verb- wait  Adjective-yellow  Noun- coat  Week 5-Concept-little  Verb- play  Adjective-green  Noun- drink  Week 6-Concept-fat  Verb- walk  Adjective-blue  Noun- shoe</p>	<p>Noun poppy  Adjective pink  Week3 concept heavy  Verb look  Noun conker  Adjective brown  Week4 concept wet  Verb feel  Noun moon  Adjective grey  Week5 concept dry  Verb drink  Noun dew  Adjective black  Week6 concept rough  Verb paint  Noun present  Adjective silver  Week7 concept smooth  Verb decorate  Noun sleigh  Adjective gold</p>	<p>Noun Icicle  Verb Shiver</p> <p>Week 3  Concept full  Noun shovel  Verb see</p> <p>Week 4  Concept under  Noun blizzard  Verb freeze</p> <p>Week 5  Concept behind  Noun ear muffs  Verb melt</p> <p>Week 6  Concept next to  Noun slush  Verb sled</p>	<p>Week 4  Noun duckling  Concept in front  Verb waddle</p> <p>Week 5  Noun foal  concept next to  verb trott / gallop?</p> <p>Week 6  Noun lamb  Concept-between  Verb leap</p>	<p>Week 5 Concepts Straight  Verbs- stomp/ jumped  Noun- summer</p>	<p>Verbs- swim  Nouns- muscle</p> <p>Week 5 Concept- new  Verbs- dance  Nouns-germs</p>
<b>Mathematics</b>	<p><b>Early Mathematical Experiences</b>  Counting rhymes and songs  Classifying objects based on one attribute  Matching equal and unequal sets  Comparing objects and sets  Subitising  Ordering objects and sets / introduce manipulatives  Number recognition  2D Shapes  <b>Pattern and early number</b>  Recognise, describe, copy and extend colour and size patterns  Count and represent the numbers 1 to 3  Estimate and check by counting  Recognise numbers in the environment  A number a week  <b>Calendar and time</b>  Days of the week, seasons  Sequence daily events</p>	<p><b>Numbers within 5</b>  Count up to six objects  One more or one fewer  Order numbers 1 – 5  Conservation of numbers within five  <b>Addition and subtraction within 5</b>  Explore zero  Explore addition and subtraction  <b>Measures</b>  Estimate, order compare, discuss and explore capacity, weight and lengths  <b>Shape and sorting</b>  Describe and sort 2d shapes  Describe position accurately  <b>Calendar and time</b>  Days of the week, seasons  Sequence daily events</p>	<p><b>Early Mathematical Experiences</b>  Comparing numbers to 5  Composition of numbers 3 -8  Comparing Mass  Capacity  Length and height  <b>Pattern and early number</b>  Making pairs  Combining two groups</p>	<p><b>Early Mathematical Experiences</b>  Composition of numbers 9-10  Comparing numbers to 10  Bonds to 10  3D shape  <b>Pattern and early number</b>  Making more complex patterns</p>	<p><b>Early Mathematical Experiences</b>  Building numbers beyond 10  Adding more and taking away</p> <p><b>Pattern and early number</b>  Counting patterns beyond 10  Spatial reasoning</p>	<p><b>Early Mathematical Experiences</b>  Doubling  Sharing and grouping  Even and odd</p> <p><b>Pattern and early number</b>  Spatial reasoning</p>
<b>Understanding the World</b>	<p>RE: Special People  Transition  In key person time talk about who lives in our house. PG3  In Key person time talk about who looks after us at school PG5  In key person time talk about other special people in our lives, family members and role models. PG7  UW: Talk about where we live and</p>	<p>RE: Christmas  Whole class have three toys characters with presents to match (Toy dog and a bone, etc.) Ask the children which present would be best for each character pg15  Saying thank you- In key person time talk to the children about receiving presents, talk about what we would say to someone that gives us a present. Pg17</p>	<p>RE: Celebrations  Happy New year  Luna New year  Persian New year  Holi</p> <p>UW: Talk about what we have been doing in the holidays, and compare this to what our friends have been doing  Investigating different sensory</p>	<p>RE: Easter  Go on a Spring walk outside, what can the children notice? Point out the signs of Spring and link to new life. PG47</p> <p>Story time- Share the Story Easter, explain to the children that this is another story that Christians believe in. PG53/55/57</p> <p>UW: Take part in Science day</p>	<p>RE: Story Time  -The crocodile and the priest (a Sikh story  -Bilal and the butterfly (a muslim story)  -The gold giving serpent (an Indian story)  -The tortoise and the Hare  -Best Friends (an Asian story)  -The lost sheep (Christianity)</p>	<p>RE: Special Places  -In key person time talk to the children about where they live, have some images of different types of homes around the world. Talk to the children about which home they would like to live in and why?</p> <p>-Changing rooms- transition to new classrooms and new beginnings</p>



	<p>our family Find friends that enjoy the same things as us Celebrate different cultures within our class Find out about the jobs our families and the people in our community do Talk about older family members, Grandparents and Great grandparents, compare and contrast toys / technology from when they are children to now.</p> <p>Festivals: Harvest Festival, Dussehra / Vijaya Dashami (Hindu festival)</p>	<p>End of the Day Story session, Read the story of the First Christmas, talk to the children about how the characters may feel as you read the story. Explain that people that believe in the Stories of Jesus are known as Christians pg 19 Find out about nocturnal animals and their habitats. UW: Go on an autumn walk looking at changes to the plants, trees and weather Discovering what makes us the same/different to our friends. Explore a variety of special celebrations. Use a variety of technology in class e.g. .binoculars, tills, iPad, search engines. Talk about Guy Fawkes and his role in Bonfire night</p> <p>Festivals: Diwali, Christmas</p>	<p>textures Look at the effect 'Winter' has on the environment, and how it changes our behaviours Use the iPads to complete simple computer programs</p> <p>Festivals: Chinese New Year, Holi (Hindu festival)</p>	<p>Learn about other people's cultures &amp; beliefs; linked to current celebrations. Explore dances and songs from different cultures and traditions. Learn about the changing season; how it affects us and the world around us. Look closely at how seeds grow, and where different plants grow Learn about different occupations e.g. farmer and garden centre worker. Talk about and celebrate the people that are important to us and our families.</p> <p>Festivals: Shrove Tuesday, Easter</p>		<p>-Places of Worship relevant to the cohort</p> <p>What foods can we grow / have we grown. Food from other countries. Investigating food texture / looking inside fruits / veg Who helps to keep us healthy?</p>
<b>Expressive Arts and Design</b>	<p>Join in with songs join in with role play using familiar setting (home / school) and use resources available for props build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Look closely at ourselves and create self-portraits Explore a range of art resources, learning how to use them effectively and safely Provide opportunities to work together to develop and realise creative ideas. Superhero masks.</p>	<p>Exploring sounds and how they can be changed, tapping out of simple rhythms. Natural material Autumn collage Natural art rubbing Use techniques and tools to mould playdough. Create Autumnal crafts with a range of materials including natural materials we find Art work linked to bonfire night and Diwali Christmas performance-Learn new songs and performing to an audience. Christmas cards Christmas market craft / decoration Create party hats to help with our celebrations.</p>	<p>Find out about 'temperature' and its effects on materials we use Use different techniques to create wintery pictures; e.g. wax resistance and sugar painting Explore different textures and temperatures by using our sense of touch Make winter collages Make our own 'frost' Weekly Music sessions with Mr Bensley</p>	<p>Make flower crafts, collage, experiment with colour, texture and various construction materials. Create movement in response to music Learn new songs to sing during our 'Mother's Day' Celebration</p> <p>Create own percussion instruments</p>	<p>Famous artists Banksy</p> <p>Using junk modelling and construction sets to make bridges to cross the water tray Paper planes / kites</p> <p>For rhymes see CL</p>	<p>Explore using our healthy bodies to move in a range of different ways</p> <p>Plan end of year party, invitations and decorations, party hats</p> <p>Ring and circle games</p> <p>Drama games including hot seating.</p>
<b>Enrichment</b>	<p>Scarecrow competition Welly walk Cooking / Tasting Week1- Shared snack Week2- Shared snack Week3-Taste melon Week4-Taste dried fruit Week5-cook cheese biscuits Week6- Naan ciabatta rye bread Week7- Kheer</p>	<p>Christmas market Elf on the shelf Cooking / Tasting Week 1- Taste pumpkin soup Week 2- Week 3- Taste cottage cheese Week 4 Make spinach muffins Week 5- Taste gingerbread Week 6- Make gingerbread Week 7- Party food</p>	<p>Welly walk Cooking/ Tasting Week 1- Shared snack (3 days) Week 2 Week 3 Week 4 Week 5 Week 6</p> <p>Bedtime story cafe</p>	<p>Science and DT Day Cooking / Tasting Week 1- Shared snack (3 days) Week 2 Week 3- Taste the rainbow Week 4- Fruit kebabs Week 5- Hot cross buns Week 6- Easter nests</p>	<p>Cooking / Tasting Week 1- Tasting porridge Week 2- Making flap Jack Week 3- Tasting quiche Week 4- Week 5- Week 6-</p>	<p>Park trip Dentist visit Sports day Father's Day picnic</p>
<b>Important Dates</b>	Transition	World Nursery Rhyme Week	Children's mental health week	World Book day (?Mar)	Eid- ( April)	Father' Day (?June)

	National Poetry day ( Oct)	( Nov) CIN (Nov) Library Trip Date TBC Christmas performance Date TBC	(?Feb) Bedtime story cafe Date TBC?	RND (? March) British Science week (?March) Mother's Day (? Mar) World Poetry day (? Mar)	St George's day April	Party day Date TBC
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