

Nursery Overview Crackley Bank Primary School

The Nursery curriculum is adaptable to children’s interests and will be heavily focused on the prime areas of learning in particular building vocabulary and conversation. Adults will actively play with children and will work on communication in one-to-one situations, in small groups and as a class. A love of reading will be encouraged from the onset as children listen to and experience many different books for enjoyment as well as to inform new teaching.

	Autumn 1 Marvellous Me!	Autumn 2 Celebrations	Spring 1 Nursery Rhymes	Spring 2 Let’s Grow	Summer 1 All Creatures Great and Small	Summer 2 Helpful Heroes
Overview	Looking at stories with familiar settings children will be encouraged to talk about themselves Independence in coats when putting on coats and using the toilet and will be encouraged to speak at every opportunity.	We will be using our senses to learn about the world around us, celebrating events like Bonfire night and Christmas. We will also ‘take a look’ outside the window as the weather changes, and we see Autumnal changes.	The children will learn how to fully recite and enjoy nursery rhymes and link them to the things that are important, like people who help us and the changing seasons.	We will be busy being gardeners this term as we cultivate and plant seeds and watch them grow. We will also be looking at how different people	Children learn about a variety of different animals and creatures exploring and observing real caterpillars turning into butterflies!	Children learn about lots of different professions and how the people in these occupations can help us. There will also be transitional activities ready for our next step into Reception.
Role Play	Home play baskets	Home play baskets Nativity masks/costumes Christmas elves/Santa costumes	Home play baskets Doctors play and dolls – Miss Polly	Home play baskets Shopping play – Mr Wolf’s Pancakes	Home play baskets Baskets based on children’s interests – schools, transport etc	Home play baskets People who help us costumes Baskets based on children’s interests
Stories	<ul style="list-style-type: none"> • Owl Babies- Martin Waddle • Giraffes Can’t Dance – Giles Andrea • Guess How Much I Love You – Martin Waddell • Elmer – David McKee • Super Duper You – Sophie Hen 	<ul style="list-style-type: none"> • Kipper’s Birthday – Mick Inkpen • The Jolly Christmas Postman – Janet Ahlberg and Allan Ahlberg • Binny’s Diwali - Thrity Umrigar • Stickman – Julia Donaldson • The First Christmas 	<ul style="list-style-type: none"> • Brown Bear, Brown Bear – Bill Martin Jr. • We’re Going on a Bear Hunt – Michael Rosen • The Great Race – Emily Hiles 	<ul style="list-style-type: none"> • Jasper’s Beanstalk - Nick Butterworth • Mr Wolf’s Pancakes – Jan Fearnley • Sam Plants a Sunflower – Kate Petty • Oliver’s Vegetables – Alison Bartlett, Vivian French • Ben Plants a Butterfly Garden – Kate Petty 	<ul style="list-style-type: none"> • The Very Hungry Caterpillar – Eric Carle • Dear Zoo – Rod Campbell • Mad About Minibeasts – Giles Andrea • The Teeny Tiny Tadpole – Sheridan Cain • What the Ladybird Heard – Julia Donaldson • Rumble in the Jungle – Giles Andrea 	<ul style="list-style-type: none"> • Thank you Heroes – Patricia Hegarty • Topsy and Tim Books: • Police • Hospital workers • Optometrists • Dentists • Firefighters

Nursery Rhymes	1. Tommy Thumb 2. Wind the bobbin up	1. Twinkle Twinkle 2. Alice the Camel	1. Humpty Dumpty 2. Miss Polly had a Dolly 3. Wheels on the Bus 4. I’m a Little teapot 5. Baa Baa Black Sheep	1. Spring Chicken 2. Sleeping Bunnies	1. Incy Wincy 2. Wiggly woo	1. 5 Little Monkeys 2. 5 Little Frogs
CAL	Whole EYFS Focus – C&L is developed throughout the year through high quality adult interactions, daily group discussions, sharing circles, PSHE times, Rhyme and alliteration, stories, singing, speech and language interventions, EYFS productions, weekly interventions, expectation of children speaking and also ensuring that we model and remodel incorrect sentences.					
	Welcome to Nursery Settling in activities Making friends	Listen carefully Learn rhymes, poems and songs.	Tell me a story Listening and responding to stories	Talk it through! Talk about what you did this morning, yesterday, last week.	What happened? Use talk to organise ideas and play	Time to share Confident in listening to others and responding

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	Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" "Would you like milk or water?" Expecting children to answer. Listening to stories	Listen to and talk about stories to build familiarity and understanding. Developing listening skills Sing songs	Model how we take turns to speak Understand how to listen carefully and why listening is important. Use new vocabulary through the day.	Begin to answer why and how questions	Express a point of view Talk about things they observe Tell a story that we know well	Developing speaking audibly Following instructions
Physical Development	Develop movement skills- gross motor, body control and strength. Develop fine motor skills- scissor skills, cutlery, preference for a dominant hand Independent dressing and self-care- making healthy choices					
Personal, Social and Emotional Development	New Beginnings Talk about feelings e.g. happy and sad Identify feelings in others Select and use resources	Getting on and falling out. Develop a sense of community and responsibility Show increasing confidence in social situations	Good to be me Feelings Solve conflicts Develop play with others	Relationships Develop ways of being assertive Talk to resolve conflicts	Looking after others Develop play with others Show increasing confidence in social situations	Taking part in sports day - Demonstrate developing confidence in new situations.
Literacy	Understand the 5 key concepts about print <ul style="list-style-type: none"> Print has meaning The names of different parts of a book Print can have different purposes Page sequencing We read English text from left to right, top to bottom Develop phonological awareness		Engage in extended conversations about stories and develop vocabulary		Use marks to give meaning Use some print in their early writing	Write some or all of their name Write some letters accurately.
Phonics Pre reading and writing skills	Phonics Pre-Reading Skills: Tuning into sounds, environmental sounds, Instrumental sounds, body percussion, voice sounds Look at books independently, handle books carefully Squiggle Whilst you Wiggle		Phonics Pre-Reading Skills: Tuning into sounds, environmental sounds, Instrumental sounds, body percussion, voice sounds, Rhythm and Rhyme, Alliteration, Segmenting and Blending Parent Workshop established Look at books independently, handle books carefully Squiggle Whilst You Wiggle		Build vocabulary and understanding through a love of reading. Focus on segmenting and blending skills alongside other pre-reading skills. Introduce Jolly Phonics songs Introduce s,a,t,p,l,n,c,k,e,h,r,m,d,g,o,u,l,f,b, Squiggle Whilst you Wiggle	
Maths	Recognising, naming and matching colours Sorting by various attributes Recognising and continuing AB patterns	Using the language of size Counting Principles – one-one, stable-order, cardinal, abstraction and order-irrelevance Comparing amounts of objects	Exploring and understanding number 1, 2 and 3	Exploring and understanding numbers 4, 5 and 6	Properties of shape Ordering events of the day Comparing length and height	Comparing light and heavy Comparing capacity Using positional language and direction
Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	History Links Who am I? How old am I? Begin to make sense of their own life story and family history	History Links Talk about own celebrations and special events	History Links I once was a baby.	History Links Things were different before I was born. What life was like when parents/grandparents were 4.	History Links Animal life cycles link	History Links People in the community help me
	Geography Links Talk about what they see (Seasons)	Geography Links The weather and seasonal changes	Geography Links Talk about what they see – seasons	Geography Links The weather and seasonal changes	Geography Links The weather and seasonal changes	Geography Links

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						The weather and seasonal changes
	<p>Science Links Use all their senses in hands on exploration</p>	<p>Science Links Explore how things work (water wheels, pull toys, lights)</p>	<p>Science Links Explore and talk about differences in materials and changes they notice (ice). Explore and talk about different forces (things we push and pull e.g. doors, pushchairs, trousers, drawstring bag)</p>	<p>Science Links Key features of plant life cycles. Plant seeds and care for plants Explore and talk about real differences in materials and changes they notice; cooking (pancakes).</p>	<p>Science Links Key features of animal life cycles Understand the need to care for and respect the environment Care for growing plants</p>	<p>Science Links Explore how things work</p>
<p>RE Links Develop positive attitudes to people and their differences throughout the year as we see what different religions celebrate throughout the year.</p>						
<p>Expressive Arts and Design</p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Self Portraits - showing emotions Colour awareness and mixing Explore different materials when creating pictures</p>	<p>Listen to sounds Create shapes that represent objects</p>	<p>Remember and sing entire songs Pitch match songs Develop small world imaginative play Develop pretend play</p>	<p>Self Portraits Develop small world imaginative play Play instruments along to a beat</p>	<p>Develop pretend play Create their own songs and rhythms Explore different materials when creating pictures</p>	<p>Self Portraits Develop pencil and tool control to create complex and detailed pictures.</p>
	<p>Music Links Exploring sounds</p> <ul style="list-style-type: none"> Listening and responding to music. <p>Let’s Be Friends</p> <ul style="list-style-type: none"> Think about feelings Sing a song with others <p>Listen and join in with actions</p>	<p>Music Links Christmas Concert Performance - singing</p> <ul style="list-style-type: none"> Children will use their voices to sing traditional and modern Christmas songs to show the Nativity. 	<p>Music Links Nursery Rhymes</p> <ul style="list-style-type: none"> Exploring patterns and repetition. Joining in with familiar songs. <p>Animal Tea Party</p> <ul style="list-style-type: none"> Listen to music and move bodies in different ways. <ul style="list-style-type: none"> Crouch Stretch Curl Wave Reach 	<p>Music Links Nursery Rhymes</p> <ul style="list-style-type: none"> Exploring patterns and repetition. Joining in with familiar songs. <p>I’ve got feelings</p> <ul style="list-style-type: none"> Create music based on a different feeling, using bodies as instruments. Listen to different pieces of music and describe how it makes them feel (physically or verbally). 		