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| **Our Nursery curriculum considers the knowledge and development of skills that children need for their future learning.**  **Learning is tailored to the needs of the individual child to support the breadth of age and range of attendance in our Nursery.** | | | | | | | | | | | | | | | | |  |  |
|  | **Autumn One – 8WKs**  **05/09/23 – 27/10/23** | | | **Autumn Two – 7WKs**  **06/11/23 – 22/12/23** | | **Spring One – 5WKs**  **09/01/24 – 09/02/24** | | | | **Spring Two – 5WKs**  **19/02/24 – 22/03/24** | | **Summer One – 7WKs**  **08/04/24 – 24/05/24** | | **Summer Two – 7WKs**  **03/06/24 – 22/07/24** | | |
| **Important Dates** | Baseline Assessment  Harvest Festival 12/10 | | | Bonfire Night 05/11 Remembrance Day 11/11  Children In Need 18/11  Romania’s National Day 01/12  St Nicholas Day 05-06/12 | | Pancake Day 13/02 | | | | World Book Day 07/03  Mother's Day 10/03 Red Nose Day 17/03  Ramadan starts 11/03 Easter 31/04/24 | | Ramadan Ends 08/04 & Eid al-Fitr 09/04  May Day 01/05 | | Father’s Day 18/06  Eid-al-Adha 16-17/06  Al-Hijra/Muharram starts 07/07 | | |
| **Experiences** | Local Area Walk – Autumn  Church for Harvest Festival | | | Theatre Trip  Christmas Concert | | Winter Walk | | | | Library Visit | | Spring Walk  Eid Party | | Summer Walk | | |
| **Communication & Language**  Attention Skills  Speaking  Social CommunicationUnderstanding  Processing & retaining | Developing vocabulary linked to topic and experience.  How to be a good listener.  Engaging in back-and-forth conversations.  Following three-part instructions. | | | | | | | | | | | | | | | |
| Use of articles – the/a etc…  Understanding action words | | | | | Use of connectives – because/so  Understanding who/where/why questions. | | | | | | Using verb tenses and pronouns.  Understanding concepts related to position. | | | | |
| **PSED/Wellbeing**  Managing Self  Attachment  Confidence  Self-Awareness  Social Awareness  Self-Regulation | Expectations for Behaviour & Learning  Accessing snack independently - pouring drinks and beginning to use cutlery.  Independence skills - Toileting, hand washing, dressing & undressing.  Managing our own belongings and routines with support  Sharing and taking turns.  Making choices and trying new activities with support.  Recognising simple feelings. | | | | | | | | | | | | | | | |
| **Physical Development**  Gross Motor | Steps and stairs independently | | | Jumping on and off obstacles. | | Actions to Rhymes & Songs | | | | Gymnastics - Balance Skills | | Ball Skills – Throwing and kicking | | Simple co-operative games | | |
| How to use scooters, sit on skateboards, trikes, and balance bikes.  Climbing and moving safely along outdoor equipment  Negotiating space and obstacles | | | | | | | | | | | | | | | |
| Fine Motor | Begin to use scissors, small tools, paintbrushes, glue stick etc.  Begin to use tools for mark making.  Use large and small muscle movements to develop mark making moves – Wiggle me into a Squiggle/Squiggle me into a Wiggle | | | | | | | | | | | **N2**  Develop competency in using small tools.  Develop a comfortable grip and control. | | | | |
| **Literacy**  Word Reading  Comprehension | Listening and remembering sounds  Talking about sounds  Tuning into sounds – Environmental, Instrumental and Body percussion  Rhythm and rhyme  Alliteration -Voice sounds | | | | | | | | | | | **N2**  Listening to and remembering sounds.  Introducing two sounds a week from Set 1 – Speed sound lessons.  Fred talk – verbally segmenting and blending. | | | | |
| **Super Six** | The Hungry Caterpillar The Gruffalo Dear Zoo We’re going on a Bear Hunt Elmer The Colour Monster | | | | | | | | | | | | | | | |
| Writing | Recognise environmental print  Recognise their name  Make recognisable marks | | | | | | Make meaningful marks  Try to write letters from their name | | | | | **N2**  Begin to write letters using RWI formation.  Writes a recognisable version of their name | | | | |
| **Mathematics**  Number/N. Pattern | Number Rhymes | | | | | | | | | | | | | | | |  |
| Recognising and counting numbers to 5.  2D shapes. | | | | | Recognising and counting numbers 5 to 10  Language of size | | | | | | Positional Language.  Patterns | | | | |
| **Understanding the World** | My house  My body  Seasonal Change – Autumn | | Bonfire Night  Remembrance Day  Christmas | | | Day and Night  Pets/Animals  Seasonal change - Winter | | | Easter  Ramadan | | | Planting and growing  Lifecycles  Seasonal change – Spring | | | Eid Traditions  Seasonal change - Summer  The Beach | |
| **Expressive Arts & Design**  Creating with Materials | **DT – Design** Make models using craft materials, malleable material and small construction  **DT - Food -** Mixing ingredients, preparing food either as a small group or as part of provision. | | | | | | | | | | | | | | | |
| **Drawing -** Explore mark making inside and outside | | | | | **Drawing** - Create simple pictures of familiar objects | | | | | | **Drawing** – Choose colour and shapes for a purpose | | | | |
| **Painting** | **Printing** | | | **Collage** | **Painting** | | **3d Sculpture** | | | **Collage** | **Painting** | **3d Sculpture** | | | **Collage** |
| Using different types of brushes | Printing with hands and feet. | | | Make a collage with leaves in the style of **Andy Goldsworthy** | Explore painting on different surfaces. | | Stacking sculptures in the style of **Saloua Raouda Choucair.** | | | Explore creating collages with different types of paper. | Explore colour mixing and paint in the style of **Jackson Pollock.** | 3d Line sculptures (link to positional language) | | | Create collaborative collages link to lifecycles. |
| Being Imaginative and Expressive | Listening to and join in with Nursery rhymes and familiar songs.  To use musical instruments to tap out rhythms and experiment with sound.  To use small world, puppets and props to role play stories or experiences. | | | | | | | | | | | | | | | |