

St. Mary's Catholic Primary School
Curriculum Overview: Nursery



Terms	Autumn		Spring		Summer	
	It's good to be me	Bears	Once upon a time...	What a wonderful world	Walking through the garden	Somewhere over the rainbow
British Values	<u>Individual liberty</u> This focuses on the children's Personal Social and Emotional development. Opportunities will be offered so that the children develop their self-confidence, self-esteem, and increase their confidence. The children will be allowed to take risks.	<u>Democracy</u> This focuses on the children's Personal Social and Emotional development. The children will learn to value other people's views and feelings. We will promote turn taking, sharing and collaborating.	<u>Rule of law</u> This focuses on managing feelings and behaviours. The children learn about consequences and the difference between right and wrong.	<u>Mutual Respect and Tolerance</u> This focuses on people and communities, managing behaviour making relationships and understanding the world.	<u>Mutual Respect and Tolerance</u> The children will learn respect with other faiths and cultures and engage with the wider community.	<u>How have we grown as citizens?</u> Are we ready for the next steps in our life journey?
Core Books:	10 little fingers, 10 little toes. - I love me - Who's in my family?	- We're going on a bear hunt. - Brown bear, brown bear what do you see? - A book of bears – At home with bears around the world.	- The Three Billy Goats Gruff - The Enormous Turnip - The Gingerbread man	- The Robber Raccoon - Milly Cow Gives Milk - My First Heroes: Eco-Warriors	- Jasper's Beanstalk - The Very Hungry Caterpillar - I Can Grow a Sunflower	- The Dot - I Can't Do That Yet. - I'm Growing
Core Rhymes	- Twinkle Twinkle - Head, Shoulders, Knees and Toes 5 little ducks 1,2,3,4,5 once I caught a fish alive.	- One, two buckle my shoe - I'm a little teapot - Jack and Jill - Humpty Dumpty	- Pat a cake - Mary had a little lamb - Polly put the kettle on.	- Row Row your boat - Hickory Dickory Dock - Wind the bobbin up	10 Current buns - Little miss Muffet - Tommy thumb - I saw a mouse	10 Fat sausages - Incey Wincey spider - The wheels on the Bus - London Bridge is falling down

Self-registration	Find name <i>with</i> photo and put in either 'happy' or 'sad' basket.				Find name card <i>without</i> photo and put in either 'happy' or 'sad' basket.				Find name without photo card and put in either 'happy' or 'sad' basket. Then 'sign in' on large scale paper using felt tip pens.	
PSED Circle times planned in response to children's needs.	- Building relationships: key person and friends. - Separating confidently from my parents/carers - Becoming familiar with my classroom. - Understanding the classroom rules - Learning new routines and boundaries - Try new activities				- Appreciating diversity. - Celebrations at home.		Importance of kindness and friendship.		My feelings and emotions.	- Transition to reception/ new school - Changes happening to me - My hopes and dreams My fears
PSHE (JigSaw)	- Self-identity - Understanding feelings - Being in a classroom - Being gentle - Rights and responsibilities	- Identifying talents - Being special - Families - Where we live - Making friends - Standing up for yourself	- Challenges - Perseverance - Goal-setting - Overcoming obstacles - Seeking help - Jobs - Achieving goals	- Exercising bodies - Physical activity - Healthy food - Sleep - Keeping clean - Safety	- Family life - Friendships - Breaking friendships - Falling out - Dealing with bullying - Being a good friend	- Bodies - Respecting my body - Growing up - Growth and change - Fun and fears - Celebrations				
RHE – Life to the Full (Ten:Ten)	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
	Unit Prayer & Assessment Activity				Unit Prayer & Assessment Activity				Unit Prayer & Assessment Activity	
	Story Sessions Handmade With Love	Session 1 I Am Me	Session 1 I Like, You Like, We All Like!	Session 1 Growing Up	Session 1 Role Model	Session 1 Who's Who?	Session 1 What is the Internet?	Session 1 Safe Inside and Out	Session 1 God is Love	Session 1 Me, You, Us

		Session 2 Heads, Shoulders, Knees and Toes	Session 2 All the Feelings!			Session 2 You've Got A Friend In Me	Session 2 Playing Online	Session 2 My Body, My Rules	Session 2 Loving God, Loving Others	
		Session 3 Ready Teddy?	Session 3 Let's Get Real			Session 3 Forever Friends		Session 3 Feeling Poorly		
								Session 4 People Who Help Us		
Communication and Language	Participate in small group discussions. Listen to friends and take turns to speak. Listen to and join in with a variety of songs and rhymes. Follow and understand simple instructions.	Introduce story scribing/ helicopter stories. Begin to understand & use in everyday language prepositions i.e. on top, under, behind etc. Describe why they like a book/toy/friend.	Use talk to connect ideas, explain what is happening and anticipate what might happen next. Identify and continue rhyme and alliteration.	Join in with repetitive phrases in books. Answer 'how' and 'why' questions. Starting to complete a rhyming string. Follow more complex instructions.	Introduce phonics – begin with sound discrimination sessions. Question why things happen and give explanations e.g. who what, when and how. Retell simple/familiar stories.	Continue to develop questioning and understanding and extend vocabulary. Increase attention and listening span. Answer questions using full sentences.				
Physical Development	Gross motor: Co-ordination skills. Catching and throwing large balls			Gross motor: Co-ordination skills Negotiates space successfully			Gross motor: Throwing, catching and kicking skills.			

	Draws lines and circles using gross motor movements. Fine motor: Introduce dough disco – Aut 2 Hold pencil between thumb and two fingers. Making snips in paper with scissors Health and self-care: Putting on my coat and taking it off independently. Using the toilet independently. Hand washing Safe handling of tools and equipment.	Fine motor: Dough disco Doing my zip up independently Develop scissor control Using a variety of media to draw and write meaningful marks. Health and self-care: Handwashing Dressing and undressing – taking off my jumper when I feel hot. Looks after own needs – drinks when thirsty, accesses snack when hungry.		Travels with confidence and skill around, under, over and through balancing and climbing equipment. Fine motor: Dough disco Begin to copy letters from own name. Uses a knife and fork to eat with and can to cut soft foods. Cut in straight lines using scissors. Health and self-care: Learn the importance of handwashing and good hygiene practises. Talk about a healthy/unhealthy diet.	
Reading	How to hold a book, care for books. Listens to stories with enjoyment. Beginning to look at books with adult support. Handles books carefully. Listens to and joins in with stories. Look at books independently. Holds books the correct way up and turns pages. Shows interests in illustrations and print in books and print in the environment.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Beginning to recognise my own name. HFW Introduce High Frequency words. Learn 1 word a week.	Suggests how the story might end. Listens to stories with increasing attention and recall. Recognises my own name without a photograph and other familiar words and signs.	Describes main story settings, events and principal characters. Phonics Set 1 sounds.	Starting to use vocabulary and forms of speech that are increasingly influenced by their experiences of books. • <u><i>Non-Fiction:</i></u> What is a non-fiction book? Phonics Continue and revise set 1 sounds. Chn to begin putting the sounds together to blend CVC words.

Maths <i>Focus for provision in maths playarea</i>	• Daily practise with numbers and with shape, space and measures. Singing counting songs and rhymes e.g. '5 Little Ducks'	• Daily practise with numbers and with shape, space and measures e.g. Creating and experimenting with symbols and marks representing ideas of number. • Whole class mini maths meeting including calendar.	• Daily practise with numbers and with shape, space and measures e.g. Say and use the number names, in order, in familiar contexts. Talk about, recognise and recreate patterns. • Whole class mini maths meeting including calendar.	• Daily practise with numbers and with shape, space and measures e.g. Whole class mini maths meeting including calendar. • Use language, such as circle or bigger to describe the shape and size of flat shapes. To learn vocabulary linked to describing weight and distance.	• Daily practise with numbers and with shape, space and measures e.g. To name and describe 2D shapes. • Whole class mini maths meeting including calendar.	• Daily practise with numbers and with shape, space and measures e.g. Whole class mini maths meeting including calendar. • To compare and order objects according to their size and distance.
Mark making <i>Core books to be displayed and accessible in mark making area</i>	Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Large scale mark making Use a variety of media to make marks	Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Use a variety of media to make marks	Begin to copy letters from own name. Uses writing media with increasing control.	Begin to form recognisable letters, outside of own name. Gives meaning to marks they make as they draw, write and paint.	Uses pencil and hold it using a tripod grip. Write own name independently.	

UW <i>Books to be displayed and accessible in home corner</i>	People, culture and communities: Family tree. The natural world: Seasonal changes – Autumn. Woodland animals: natural habitats and how to care for them. The human body. Technology: Exploring X-rays. Using the camera to take 'selfies'	People, culture and communities: Celebration of Diwali Celebration of Christmas The natural world: Seasonal changes autumn to winter Technology: Cause and effect toys	People, culture and communities: Celebration of Chinese new year The natural world: Ice exploration Technology: Introduce CD player into classroom with audio stories.	People, culture and communities: Celebration of Eid Families Celebration of Easter The natural world: Recycling and taking care of environment. Animals and their babies Technology: Talking tins for fairy tale storytelling.	People, culture and communities: Multicultural Day The natural world: Planting seeds and caring for them Caterpillar growing kit Grass heads Seasonal changes – Winter to spring Technology: Operating duckling equipment, i.e., incubator. Time – lapse caterpillars to butterflies	People, culture and communities: Careers week The natural world: Mini beast characteristics Bug hotel Technology: Blender - cooking
	Continuous provision: Home corner					

	<i>Change provision within home corner according to time of year, for example, small Christmas tree at Christmas time or Chinese calendar during Chinese New Year.</i>
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EAD <i>Books to be displayed and accessible in workshop area.</i>	<i>Observational art:</i> self-portraits to be displayed on 'selfie' display board, alongside photographic portrait. Exploration of mixing colours	Use cardboard boxes to create junk models. Salt dough Diwali lamps <u>Christmas</u> Christmas decorations Christmas Carol Concert Christmas songs/dance	Add pop music albums, nursery rhymes and ribbons to CD player Fairy tale dressing up clothes Build your own fairy tale castle using resources available	Natural resource collage	<i>Observational drawings/paintings:</i> Flowers and plants in the garden using variety of media <i>Transient art:</i> using natural and open end materials to make pictures and art pieces	Design your t-shirt for multicultural day Clay model mini beasts
RE	In the Beginning - How the world began (The story of creation) - How we begin our journey with God (Baptism)	Advent to Christmas - The angel came to Mary - Advent - The birth of Jesus - The shepherds visit Jesus Judaism	Being a Sacramental Person - What are the signs that God is present in our lives? - Being 'God detectives' - How can we show that we are followers of God? Hinduism	Lent to Easter - Sorrow and joy - Saying sorry - The Easter Story.	Easter to Pentecost - New life - Jesus is alive - Jesus goes back to heaven - Mary our Mother Islam	A Godly life - The Good Samaritan - What makes a good friend? - How can we be a good friend to the wider world?
Cooking <i>PD and Maths focus</i>	- Fruit salad - Making playdough	Pumpkin scones	- Pancakes - Chinese style noodles	- Irish soda bread - Chocolate Easter nests	'Face' pizza - Egg and cress sandwiches (<i>cress grown in class</i>)	- Cupcakes - Fruit smoothie