|  |  |  |
| --- | --- | --- |
| **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 11/11Children In Need 18/11Romania’s National Day 01/12St 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 09/04May Day 01/05 | Father’s Day 18/06Eid-al-Adha 16-17/06Al-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 SkillsSpeaking Social CommunicationUnderstandingProcessing & 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 SelfAttachment Confidence Self-AwarenessSocial AwarenessSelf-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 supportSharing 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 ReadingComprehension | Listening and remembering soundsTalking about soundsTuning into sounds – Environmental, Instrumental and Body percussionRhythm and rhymeAlliteration -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 printRecognise their nameMake recognisable marks  | Make meaningful marksTry 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 10Language of size | Positional Language.Patterns  |
| **Understanding the World**   | My house My bodySeasonal Change – Autumn | Bonfire Night Remembrance Day Christmas | Day and NightPets/AnimalsSeasonal change - Winter | EasterRamadan | Planting and growingLifecyclesSeasonal change – Spring | Eid TraditionsSeasonal change - SummerThe 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. |