









Sacred Heart RC Primary School Nursery Curriculum Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------------------|--|---|--|--|--|---|
| Theme | All About Me!  | Special times  | Winter  | Perfect Pets  | Traditional Tales  | Sun, Sea and Sand  |
| Things we will cover | My body My senses Recognising that I am unique My important people People who help us Keeping myself safe | Bonfire night Birthdays Christmas Seasons of the year- Autumn | Changes in our wintery world Seasons of the year- Winter | Pets Farm animals Looking after animals and plants Mother's Day Easter St George's Day St Patrick's Day | Jack and The Bean Stalk The Three Little Pigs Goldilocks and the three bears. The Three Billy Goats Gruff The Gingerbread Man The Little Red Hen | The sea side Under the Sea Holidays Transport Sun safety |
| Books we will be looking at | Ten Little Fingers and Ten Little Toes- Mem Fox | Elmer's Birthday- David McKee Pumpkin Soup- Helen Cooper | Polar Bear, Polar Bear what do you hear?- Bill Martin | What the Ladybird Heard- Julia Donaldson | Traditional Tales, including versions by Nick Sharratt | Commotion in the Ocean-Giles Andreae The Rainbow Fish- Marcus Pfister |



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| | Funny Bones- Allan Ahlberg | Leaf Man- Louis Ehler The Gruffalo- Julia Donaldson Percy the Park Keeper- Nick Butterworth | The Gruffalo's Child- Julia Donaldson Percy the Park Keeper- One Snowy Night | Dear Zoo- Rod Campbell The Great Pet Sale- Mick Inkpen | | The Train Ride-June Crebbin Kipper's Sunny Day- Mick Inkpen |
| Focus Genre | Rhymes and rhyming stories | | Fiction books | | Non-Fiction books | |
| Memorable Moments | Visit from a doctor or nurse Tour of the school Visits and stories from other staff in school Meeting some of the children from school Autumn themed Stay and Play Pamper Day end of half term | Welly walk Birthday party Autumn hunt Autumn Stay and Play Christmas party and events Nativity Christmas craft Stay and Play | 'Frozen' dance Ice exploration Iced biscuits Hot chocolate and marshmallows story time Winter themed Stay and Play | Visits from pets Mother's Day Lunch Mother's Day Stay and Play St Patrick's Day celebration | Making Gingerbread Men Bridge building Porridge tasting Parent story time Puppet/story theatre? | Beach Day Ice cream van Transition events End of Year celebration |
| Our school values | Safe | Ready | Respected | Safe | Ready | Respected |
| Heroes in our school community | Parents | Teachers | Priests | Grandparents | People who help us | Other adults around school |
| Prime Area Focus | Personal, Social and Emotional Development | Physical Development | Communication and language | Personal, Social and Emotional Development | Physical Development | Communication and language |



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| | People and Communities | | | | | |
| Personal social and emotional development | Settling in to our new class Getting to know the other children Getting to know my new teachers Trying new things | Understanding the routines in nursery Increasing independence in coming in to nursery Celebrating together | Beginning to share ideas with others in small groups Taking turns with resources with adult support Understanding that I am special and unique I can look after my own things | Begin to use vocabulary to describe how I am feeling Begin to recognise how others are feeling Developing my growth mindset when trying new things | Understanding how to keep myself safe and healthy Understanding appropriate boundaries | Understanding changes in school and at home Feeling confident meeting new people |
| Physical development | Move carefully around the EYFS unit Put my coat on with some adult support Begin to put wellies on with adult support Feed myself at lunch time Use large brushes and chunky mark making equipment to make marks with meaning Say when I need the toilet | Put my coat on independently Change my shoes into wellies Carry my tray carefully at lunch time Begin to trace simple shapes and lines using large equipment Complete fine motor activities such as threading and unifix cube building | Put on my jumper or cardigan Run and jump, negotiating large spaces Move in a range of ways including over, under, running, jumping with 2 feet and balancing Begin to use small tools and equipment such as training scissors and tweezers safely | Begin to write my name Complete an obstacle course including balance, carrying and throwing Thinking about different ways to move including skipping, hopping etc. Fasten buttons and zips with increasing independence | Prepare for Sports Day Fasten buttons and zips independently Accurately form initial sound in name and write a recognisable name | Develop and practice correct pencil grip Progress to finer paintbrushes and mark making equipment Use glue spreaders and creative equipment confidently |



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| | | | Trace my name using fingers, cars or paint | | | |
| Communication and language Listening and attention Speaking Understanding | Bring and talk about a special object Talking in full sentences Listen in a small group Can follow simple instructions I can discriminate between sounds in the environment and different instruments | Listens to stories and is able to recall them Sticks to the main theme when talking I can use body percussion and follow a simple beat or body pattern | Can listen and do-following instructions Understands and responds to instructions Introduces a story line in their play Answers how and why questions I can join in with rhyme and rhythm activities | Listens to ideas and responds during conversations and discussions Learns new vocabulary and applies it in conversation I can group words by initial sound/alliteration | Begins to use past and present tense when speaking Explains what they have been listening to I can orally blend simple CVC words with adult support | Listens and can concentrate during an activity I can hear the initial sound in my name and some other words I can read the tricky word I |



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| Literacy | <p>I can recognise and name familiar signs from around school and the local area (i.e. school badge, stop sign...)</p> <p>I can hold books carefully, the correct way up and turn the pages</p> <p>I understand that text has meaning</p> <p>I can listen to short stories with increasing attention</p> | <p>I can listen to stories with increasing attention and join in with repeated refrains</p> <p>I can recall and join in with rhyme and rhythm songs</p> <p>I can make marks on paper and ascribe meaning to them</p> | <p>Begin to recognise my name alongside a photo of myself or picture clue</p> <p>I can name a favourite story or book</p> <p>I can find the front cover of a book</p> <p>I can recall characters from stories</p> | <p>I can find simple rhyming pairs in adult led games and activities</p> <p>I can sing a range of nursery rhymes and counting songs</p> <p>I recognise signs and familiar text in my classroom</p> | <p>I can trace my name using my finger</p> <p>I can tell a simple story using picture books</p> <p>I can use narrative in my play</p> | <p>Recognising my name and initial letter</p> <p>I can say the correct phoneme for s, a, t, p, i, n</p> <p>I can read the tricky word l</p> <p>I can recognise and name familiar signs from around school and the local area (i.e. school badge, stop sign...)</p> <p>I can recall familiar stories with a clear beginning and end</p> |
| Maths | <p>Join in with number and counting songs</p> <p>Spots shapes and numbers in the environment</p> <p>Compare size and use simple vocabulary of height and length</p> <p>Explore 2D shapes</p> | <p>Recognise numerals 1, 2 and 3</p> <p>Recite numbers to 5</p> <p>1:1 count up to 3 objects, saying one number for each object</p> <p>Name 2D shapes square, circle, triangle, rectangle</p> | <p>Name 2D shapes oval, hexagon, star, diamond, pentagon</p> <p>Sort objects by height and length, using a range of resources</p> <p>Begin to use superlatives to</p> | <p>Matching numerals to quantity up to 4</p> <p>Describe 3D shapes in simple ways</p> <p>Recite numbers to 10</p> <p>Complete a time line of our day</p> | <p>Begin to use positional language, roots and locations</p> <p>Sequence events in chronological order</p> <p>Begin to explore and play with 10's frames</p> | <p>Recognise numerals to 5</p> <p>Subitise groups of 3</p> <p>1:1 count a group of up to 5 objects</p> <p>Count out a given number of objects from a larger group</p> <p>Count back from 5</p> |



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| | Find and complete repeating patterns | | describe size and weight | | Compare quantities and use vocabulary | |
| Understanding the world | My family, naming my special people Where I live Our nurseries and the places we visit outside of school Talk about my personal history and how I've grown Talk about different occupations | Changes to the seasons-Autumn Christmas Bonfire Night Recognising that people are different Celebrate together and know that some people have different celebrations to us Explore light, dark and shadows | Changes to the seasons-Winter Explore how things work Explore and talk about changes in materials | Changes to the seasons-Spring Talk about changes in the environment Show respect and care for the environment | Changes to the seasons-Summer Talk about forces we can feel Talk about simple life cycles, growth and change | Predict which objects will float and sink Show awareness of how people are different Know we live in Rochdale Know there are different countries in the world |
| Expressive Art and Design | Explore mark making and creative resources Printing simple patterns Explore role play and begin to use props in play Begin to use blocks to represent | Join in with singing new songs and using simple actions Explore the sounds different instruments make Ascribe meaning to marks | Explore colour Use colour for purpose Begin to mix colours Move to music and express their thoughts and feelings | Begin to enclose a space Improvise and create their own songs Perform to others Play instruments with increasing control | Begin to use instruments and body percussion to add sound effects to a story Use blocks and construction kits to create | Draw pictures with increasing detail, using colour correctly Evaluate their own art and suggest how they could make it better |



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| RE | See Come and See RE scheme Myself Welcome | See Come and See RE scheme Birthday Christmas Celebrating | See Come and See RE scheme Celebrating Gathering | See Come and See RE scheme Growing Easter story | See Come and See RE scheme Good News Friends | See Come and See RE scheme Our world RSE: Journey in Love The wonder of being special and unique |
| RSE Life to the Full | Created and Loved by God: Religious Understanding Handmade with Love Me, My Body, My Health | Created and Loved by God: Emotional Well- Being Life Cycles | Created to Love Others: Religious Understanding Personal Relationships | Created to Love Others: Life Online Keeping Safe | Created to Live in Community: Religious Understanding Living in the Wider World | A Journey in Love |