

Teaching and Learning  
Nursery Curriculum Overview Year 1

| Nursery                  |  |  |   |   |   |   |
|--------------------------|--|--|---|---|---|---|
|                          | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
| Topics                   | <b>Once Upon a Time</b>  | <b>Let's Party</b>   | <b>Zoom Rocket Zoom</b>   | <b>People Who Help Us</b>   | <b>Growing!</b>   | <b>Oh, We Do Like to be Besides the Sea</b>   |
| Visitors/<br>Enrichments | Traditional tale character hunt  | Christening at Holy Cross Church   | Planetarium   | Visit from Police officer, paramedic, fire fighter  | Airedale Library Visit  | Seaside theme day   |
| PSED                     | <p>Developing confidence</p> <p>Listen to and follow rules</p> <p>Complete simple tasks</p> <p>Sharing and taking turns</p> <p>Form friendships with others</p> <p>Joins in with role play activities</p> <p>Enjoys playing with small world little pig toys</p> | <p>Achieving goals</p> <p>Feelings - Recognise how others are feeling from observing face expressions</p> <p>Become more outgoing with unfamiliar people such as Reverend Tracey from Holy Cross Church</p> <p>Developing confidence in new social situations</p> <p>Develop stories in play</p> | <p>Feelings - Talk about their own feelings using words such as happy, sad, worried or angry</p> <p>Enjoy achieving set goals</p> <p>Rules and routines</p> <p>Continue to developing confidence in new social situations</p> <p>Playing in groups, sharing and taking turns with some support</p> <p>Retell experiences and events in imaginative play</p> | <p>Feelings - Talk about how characters are feeling in stories</p> <p>In pretend play discusses others feelings</p> <p>Can carry out simple tasks such</p> <p>Play with a friend extending elaborating play ideas</p> <p>Listen to others ideas to develop a storyline in Airedale Vets</p> | <p>Feelings - Talk about their own and others feelings using words such as happy, sad, worried or angry and what has made them feel this way</p> <p>Shows an understanding of how others might be feeling and use words such as happy, sad, worried or angry to describe feelings</p> <p>Set own goals and enjoy achieving them</p> <p>Independently takes responsibility for tasks</p> | <p>Feelings - Know and use strategies on how to manage their own feelings/behaviours and implement them when needed</p> <p>Shows confidence in new social situations</p> <p>Can play in a group, sharing and taking turns with little support</p> <p>Resolving conflicts</p> <p>Play with others to create and act out a story at the seaside</p> |

|     |   |   |   |   |   |  |
|-----|---|---|---|---|---|--|
| C&L | <p>Listening to short stories, rhyme, poems and information texts</p> <p>Fills in a missing word or refrain from a familiar rhyme such as Twinkle, twinkle little star</p> <p>Joins in with key words/vocabulary from stories such as "Run, run as fast as you can"</p> <p>Singing nursery rhymes</p> | <p>Name the main characters in stories</p> <p>Repeat some words and phrases from familiar stories</p> <p>Use taught vocabulary in independent play</p> <p>Communicate with other children and keep play going</p> <p>Singing nursery rhymes</p>   | <p>Understands questions or an instruction that has two parts</p> <p>Understand and answers why questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Listen to and respond appropriately to others in their play</p> <p>Singing nursery rhymes</p> <p>Use taught vocabulary in independent play</p> | <p>Listens to stories/texts with increased attention and recall</p> <p>Answer simple questions from illustrations in books</p> <p>Discuss where stories are set</p> <p>Uses vocabulary from the story when retelling/acting out/talking about the story</p> <p>Discuss likes, dislikes and feelings</p> | <p>Make predictions about what might happen next in a story and suggest how a story might end</p> <p>Answering simple questions about stories</p> <p>Discuss story settings, main characters and main events</p> <p>Listen to and respond to other children's ideas</p> <p>Use language to have a conversation with others and continue it for many turns</p> | <p>Discuss what happened in the beginning, middle and end of the story</p> <p>Listening to longer stories</p> <p>Singing nursery rhymes</p> <p>Use taught vocabulary in independent play</p> <p>Talks about stories they have read, then demonstrate an understanding of new vocabulary learnt linked to the story</p> |
| PD  | <p>Move confidently on a trike</p> <p>Climb confidently on nursery play equipment</p> <p>Exploring different tools</p> <p>Large-muscle movements using a variety of resources</p> <p>Safety rules</p> <p>Puts coat on with adult support</p>  | <p>Ball skills</p> <p>Travelling in a variety of ways - copying sequences of movements</p> <p>Uses one handed tools to have an effect on a material, e.g. makes snips in paper with scissors</p> <p>Take shoes off and put wellies on independently</p> <p>Use gross motor skills to draw circles and lines</p> | <p>Move confidently on a scooter</p> <p>Experiment with different ways of travelling over nursery equipment</p> <p>Follow safety rules</p> <p>Select tools for a purpose</p> <p>Start to ask others for help</p> <p>Practise holding mark</p>   | <p>Travel on a balance bike</p> <p>Ball skills - practising control</p> <p>Follow the leader games</p> <p>Create their own sequences of movements and use vocabulary to describe movement</p> <p>Shows an awareness of the importance brushing their teeth</p> <p>Can sort healthy and</p>              | <p>Complete an obstacle course</p> <p>Use gross motor skills to make large marks and talk about their meaning</p> <p>Remember sequences and patterns of movements to music and rhythm</p> <p>Safely choose how to travel on different equipment</p> <p>Hold mark making tools</p>   | <p>Travel on a balance bike with good control</p> <p>Create own obstacle courses</p> <p>Ball skills - aiming at a target</p> <p>Uses one handed tools to and equipment with skill and good control</p> <p>Uses a knife and fork effectively to cut salad and vegetables that they have grown</p>                       |

|             |   |  |   |   |   |   |
|-------------|---|--|---|---|---|---|
|             |   |  | making tools in a tripod grip   | non-healthy foods and drinks  | correctly in a tripod grip<br><br>Can discuss the importance of and why they brush their teeth  | Can talk about healthy foods and drink choices<br><br>Notices the effects of exercise on their body   |
| Literacy    | <p>Story time - listening to stories, rhyme, poems and information texts<br/>Children can fill in a missing word or refrain from a familiar rhyme such as 'Twinkle, twinkle, little star'</p> <p>Children enjoy joining in with rhyming activities and games</p> <p>Mark making through a range of activities</p> | <p>Repeating words and phrases from familiar stories<br/>Sing at different volumes</p> <p>Choose instruments to make a sound that compliments an animal noise</p> <p>Begin to mark make with a purpose through a range of activities</p> | <p>Listening to stories/texts with increased attention and recall</p> <p>Handling books carefully and correctly</p> <p>Answering simple questions from illustrations</p> <p>Children can add appropriate sound effects to a story or song with limited support</p> <p>Identifying sounds in the environment</p> | <p>Rhythm and rhyming words</p> <p>Counting and clapping syllables in a word</p> <p>Holding mark making tools correctly</p> <p>Drawing vertical, horizontal and curved lines in preparation for developing letter formation</p> <p>Discuss the purpose of their mark making as well as talking about what we have written</p> | <p>Story structure - beginning and ending, talking about how stories may end</p> <p>Discussions about story setting, main characters and main event in a familiar story</p> <p>Use words to describe different sounds</p> <p>Initial sound work</p> | <p>Answer questions about stories to show understanding</p> <p>Listening to longer stories</p> <p>Use a wide range of taught vocabulary in play</p> <p>Blending and segmenting orally</p> <p>Name writing</p> |
| Mathematics | <p>Recite numbers in order to 5</p> <p>Touch count objects to three</p> <p>Count the number of objects in a group and match them to a numeral 1-2</p>   | <p>Represents number on fingers to 3</p> <p>Recognise numbers 1-3</p> <p>Use number names to describe the marks they make</p> <p>Name and notice 2D</p>  | <p>Recite numbers to 7</p> <p>Represent numbers in pictures</p> <p>Create pictures with 2D shapes</p> <p>Use words to describe 2D shapes such as pointy</p>   | <p>Count the number of objects in a group and match them to a numeral 1-3</p> <p>Start to represent numbers through tallies and circles</p> <p>2D shape construction</p>  | <p>Touch count objects to 5 and say how many objects there are in total</p> <p>Subitising - games</p> <p>Recite numbers to 10</p> <p>Recognise numbers and</p>  | <p>Recites numbers to ten</p> <p>Represents number on fingers to 5</p> <p>Matching number and quantity to 5</p> <p>Experiments with numerals when recording</p>   |

|    |  |  |  |  |   |   |
|----|--|--|--|--|---|---|
|    | <p>Name and notice 2D shapes in the environment</p> <p>Sort objects by size and use mathematical language to compare the size of objects</p> <p>Capacity - filling and emptying containers</p>   | <p>shapes in pictures and patterns</p> <p>Use words to describe patterns and prints</p> <p>Use simple language to describe the positioning of one object</p> <p>Recognise who has more or less objects</p>   | <p>and curvy</p> <p>Length - sort objects by length</p> <p>Use spatial words in play to describe position</p> <p>Refer to the days of the week, and the day before or day after, 'yesterday' and 'tomorrow'</p>  | <p>work</p> <p>Copy, continue and compare patterns</p> <p>Weight - explore and use everyday language to describe weight</p> <p>Problem solving activities</p>  | <p>use tallies, spots, or circles to represent numbers and explain their meaning - scores for games</p> <p>Explores how length and capacity can be changed and use words to describe this - dough, puddles etc</p> <p>Notice differences and changes in amounts, e.g. The Enormous Turnip story</p>   | <p>numbers</p> <p>Name and notice 3D shapes and use mathematical terms to describe them</p> <p>Create their own repeating pattern ABAB and notice and correct errors in patterns</p> <p>Use language to communicate a route</p> <p>Solve real world mathematical problems with numbers up to 5</p>                              |
| UW | <p>Talk about some members of their family - who lives in their home and who is important to them</p> <p>Talk about themselves - likes, dislikes, what they enjoy playing with</p> <p>Begins to use their senses in hands-on exploration of natural materials.</p> <p>Classify objects for example fruit and vegetables according to</p> | <p>Talk about how they have changed since they were babies</p> <p>Discuss harvest and what they have observed outside</p> <p>Learn about other key festivals and celebrations such as Diwali and Christmas</p> <p>Remember and talk about significant events in their own experience</p> | <p>Recognises and describes special times or events for family or friends</p> <p>Develops an awareness that they have similarities and differences that connect them to, and distinguish them from others</p> <p>Through work on self-portraits they discuss features that all people have as well as discussing differences</p> | <p>Explores and act out different job roles linked to role play areas - being a doctor, nurse, police officer or fire fighter</p> <p>Learns about other key festivals and celebrations such as Easter</p> <p>Understand, discuss and observe the key features of the life cycle of an animal</p> | <p>Talk about events in their own experiences that are important to them</p> <p>Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>Explore collections of materials, discussing similar and/or different properties</p> <p>Exploring water - talk</p> | <p>Have an awareness that there are different countries in the World, they know they live in England</p> <p>From looking at images of different countries children can speak about the differences they can see</p> <p>Care for the growing plants</p> <p>Children understand the key features of the life cycle of a plant</p> |

|                     |   |   |  |   |  |   |
|---------------------|---|---|--|---|--|---|
|                     | shape, size and colour.   |   | between themselves and their peers<br><br>Use all their senses in hands-on exploration of natural materials  | Learn about growing seeds and plants - discuss the need to respect and care for the natural environment and all living things   | about different forces they can feel   | Begin to understand the need to respect and care for the natural environment and all living things  |
| EAD                 | Name, recognise and sort by colour<br><br>Have a purpose in mind when constructing<br><br>Nursery rhyme of the week<br><br>Move body to the beat of the music<br><br>To begin to play instruments effectively and to handle them with respect<br><br>Recognise environmental and animals sounds<br><br>Role play and small world activities | Explore a range of textures when creating models<br><br>Painting using tools correctly<br><br>Drawing shapes and communicate their meaning<br><br>Develop stories in play<br><br>Listening to different sounds in different contexts<br><br>Nursery rhyme of the week | Draw pictures of people with the correct facial features<br><br>Create closed shapes when drawing to represent an object<br><br>Know how to mix primary colours to create a secondary colour<br><br>Nursery rhyme of the week<br><br>Play instruments loud, quiet, fast and slow<br><br>Imaginative play<br><br>Make imaginative 'small worlds' from blocks and construction | Use words to describe the materials they have chosen<br><br>Model making - Use resources to attach materials together<br><br>Talk about their work and the resources they have used and why<br><br>Compare models that have been made by colour, shape and size<br><br>Clap to the pulse of music<br><br>Copy sounds with a changing pitch<br><br>Nursery rhyme of the week | Draw curved, straight and wavy lines to show different emotions in their drawings<br><br>Use colour to show emotions and feelings in paintings<br><br>Model making - giving reasons as to why they have chosen a particular material for their models<br><br>Nursery rhyme of the week<br><br>Role-play - Play with others to create and act out a story | Draw objects they have observed with increasing complexity and detail<br><br>Model making - Use resources to attach materials together<br><br>Talk about what they would like to make and what materials they will need<br><br>Play an instrument in time to music independently<br><br>Develop stories using models they have made and other equipment |
| SMSC/British Values | We try to help<br>We understand right from wrong  | Anti-Bullying Week<br>Road Safety Week<br>Celebrations<br>Respect the beliefs and culture of others<br>We know that we are all  | Safer Internet Day<br>We treat everybody equally   | Celebrations<br>We understand and respect the role of people who help us<br>Respect the beliefs and culture of others   | Keeping Healthy<br>We understand the consequences of our actions   | We listen to and respect other people's opinions and values   |

|  |  |         |  |  |  |  |
|--|--|---------|--|--|--|--|
|  |  | special |  |  |  |  |
|--|--|---------|--|--|--|--|