



NURSERY CURRICULUM OVERVIEW

BRIDGEWATER PRIMARY SCHOOL



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Communication and language	Talking about myself and communicating my basic needs. Wellcomm assessment.	Recalling events that have already happened to use some past tense phrases 'I went to...' Wellcomm interventions begin.	Confidently speak in larger groups sharing ideas about a story. Join in with talk for writing story.	To use past tense correctly most of the time when sharing news. Use extended sentences. To begin use new topic vocabulary with some independence.	To use more complex sentences joining them together with 'and' 'because' To answer why questions.	Continue to develop more complex sentences including positional language and describing words.
Physical Development	Negotiating space inside the classroom and out. Taking off and putting on coats. Toileting skills. Kickstarterz-Listening and Attention Games & Gross motor skills.	Throwing and catching large ball. Threading/ tweezers. Mark making. Following a pattern of movement (dance routine-Nativity). Kickstarterz-Listening and Attention Games & Gross motor skills.	Balancing, traveling in different ways. Mark making; letters in their name, marks to represent numbers. Kickstarterz- Physical and spatial awareness & Gross motor skills.	Exploring dance; moving to music. Mark making; letters in their name. Kickstarterz- Multi-step instructions- ABC & Gross motor skills.	Number formation. Buttons and zips on clothing. Kickstarterz- Send and receive skills, teamwork & Gross motor skills.	Sports day practise. Kickstarterz- Athletics skills, balance and control.
Personal, Social and Emotional Development	Sharing and looking after property.	What makes me happy/sad.	What makes me unique? What makes a good friend.	Taking care of our planet/ recycling.	Looking after animals.	Growing up, being healthy.
Literacy	Stories about starting school. Stories about golden rules and feelings Colour Monster	Exploring non-fiction books- seasons, space (following children's interests) Nativity story	Lost and found; retell parts of the story, sequence events Non-fiction books; Chinese new year Winter.	Traditional tales; understanding specific features 'Once upon a time....lived happily ever after' Goldilocks 3 little pigs Little red riding hood. Easter story.	Rhyming stories; Julia Donaldson, Each peach pear plum. Non-fiction life cycles Labelling pictures, story maps. Pirate wanted posters	Stories about farm animals, under the sea. Non-fiction books about farms. Create their own class farm book after a visit. Non-fiction books about sea creatures.

				Drawing story maps		
Phonics (Little Wandle)	Environmental sound, pitch, volume. Sound match.	Teach children to hear the same initial sound for words and names of objects. Syllables	Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds. Oral blending	Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds. Oral Blending	Teach children to identify initial sounds of words and objects. Oral blending.	Teach children to identify the final sounds of words and objects Oral blending.
Mathematics	Identifying and naming colours. Matching objects, finding pairs.	Sorting All about the number 1 All about the number 2 Subitising. 2D shapes	All about number 3 subitising All about number 4 and 5.	All about the number 6 Using vocabulary related to size and weight. Capacity and mass	Sequencing Positional language More/few Adding 2 groups	2D shape consolidation Number composition. What comes after a given number? What comes before a given number.
Understanding the World.	Using their senses in hands-on exploration of natural materials leaves, conkers, acorns, soil, trees and pumpkins.	<u>Traditions/Celebrations</u> Bon Fire night Diwali Christmas Topic; space	<u>Traditions/Celebrations</u> Birthdays, weddings, christening. Chinese new year. Topic: Winter	Planting Spring changes in our environment.	Life cycles/ Growth Mini beasts	Under the sea Transport
Expressive arts and design	Singing, pulse, dynamics & good listening Pretend play representing own experiences home/family. Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Singing, pulse, dynamics & good listening To learn and remember new songs for a nativity performance. Match movement/ actions to songs. Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures	Improved singing, pulse, dynamics & good listening Begin to draw with increased complexity and control. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	Improved singing, pulse, dynamics & good listening Make decisions about colour/ materials to represent their own ideas. Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings.	Improved singing, pulse, dynamics & good listening Play instruments with increasing control to show loud/ quiet, choose the correct instrument to represent a part of a story. Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Continued controlled singing, different speeds and dynamics • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas

