

The Grove Nursery - Curriculum Overview 2022 - 23

|                            |                   | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
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| TOPIC                      |                   | <b>Wonderful Me!</b>  | <b>Our community and people who help</b>  | <b>Animals and Our World</b>  | <b>Up, Up and Away! (Growing and Spring)</b>  | <b>Arts, Science and Music</b>   | <b>School Readiness</b>  |
| NUMERACY                   |                   | Number Songs<br><br>Looking at different colours within all about me (eg eyes/hair) | Colour naming<br><br>Matching, can you find one like mine?<br><br>Maths language eg big, small, tall, long, short etc | Sorting by size<br><br>Looking at 2d shapes                                   | 2d shapes and using the describing words eg round, straight, flat, how many sides, points<br><br>Looking at 'time' first, next, then, after | Weight and height<br><br>Language – heavy, light, wider, taller, shorter etc<br><br>Positional language – in, on, under, next to, behind, up, down, across | School readiness checks<br><br>- Counting to 20<br>- Recognising numbers<br>- Matching<br>- Sorting<br>- Shapes<br>- Positional language |
| LITERACY                   |                   | Sitting for carpet time, engaging in a story with peers                             | Sitting for carpet time, engaging in a story with peers   | Retelling the text  | Retelling the text  | What / Why questions answered about the text   | What / Why questions answered about the text   |
| Reading                    | Sound Recognition | Listening to sounds in the environment<br><br>Learning to find own name label       | Listening to sounds in the environment  | Listening to sounds in the environment<br><br>Learning to find own name label | Listening to sounds in the environment and introducing letter sounds  | Basic letter sounds<br><br>Learning to find own name label without a prompt  | Basic letter sounds  |
| Communication and Language |                   | Engage in carpet time songs, stories and talking.                                   | Engage in carpet time songs, stories and talking.   | Engage in story times and learning how to listen carefully.                   | Engage in story times and learning how to listen carefully.   | Listen carefully to a variety of texts<br><br>Being able to retell their day or an event   | Listen carefully to a variety of texts and recalling.<br><br>Talking in full sentences checks  |

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|                    |   | Learn new vocabulary contexts<br>Use new vocabulary through the day  | Listen carefully to rhymes and songs, paying attention to how they sound.<br>Learn rhymes, poems, and songs.  |   |   | Use new vocabulary in different  |  |
| UTW                | The Natural World<br>Past and Present<br>People and Communities | <b>Brilliant Bodies</b> <ul style="list-style-type: none"> <li>Funny Bones– part of our body (including teeth)</li> <li>Senses</li> </ul> <p>Talk about members of their immediate family and community</p> <p>Talking about different types of houses and homes</p> | <b>Our community</b> <ul style="list-style-type: none"> <li>Explore and identify features in the school/ local environment</li> <li>Name and describe people who are familiar to them- discuss people we may have come across within their community e.g. shop staff, hairdressers. Visits where possible.</li> </ul> | <b>Animals</b> <ul style="list-style-type: none"> <li>Different categories of animals</li> <li>Lifecycle of a frog (link to pond dipping)</li> <li>Habitats – minibeasts</li> <li>Planting and seeds</li> </ul> | <b>Spring</b> <ul style="list-style-type: none"> <li>Growing seeds – what do plants need?</li> <li>Investigating plants in school grounds/local area</li> <li>Planting trees</li> <li>Seasonal Changes</li> </ul> | <b>Science and Arts</b> <ul style="list-style-type: none"> <li>Floating/sinking</li> <li>Magnets</li> </ul> <p>Taking care of our planet</p> <p><b>Light and Dark</b></p> <ul style="list-style-type: none"> <li>Light explore sources</li> </ul> <p>Shadow play</p> | <ul style="list-style-type: none"> <li>School Readiness</li> </ul> <p>Sunflowers and our plants</p> <p>Talking about changing schools and visits</p> |
| EAD                | Creating with Materials   | <p>Create collaboratively, sharing ideas, resources and skills<br/>Choosing own resources</p> <p>Healthy eating week – fruit kebabs, vegetable printing</p>  | <p>Look at colour mixing and choosing / sharing new resources</p> <p>Pumpkins resources</p>   | <p>Create collaboratively- work together to develop and realise creative ideas- linked to animal habitats</p>   | <p>Notice features in natural world, define colours, shapes, texture and smells. Linked to plants</p>   | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Using watercolours.</p>  | <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>                                 |
|                    | Being Imaginative and Expressive                                | <p>Listening and voice development</p> <p>Introducing types of role play.</p>  | <p>Dress up role play including Halloween</p> <p>Cultural Christmas and festive</p>   | <p>Christmas performance</p>  | <p>Christmas performance</p>  | <p>Spring Singalong</p> <p>End of term party</p>   | <p>Spring Singalong</p> <p>End of term party</p>   |
| Physical Developme | Fine Motor  | <p>Using cutlery and tweezers at snack and lunch</p> <p>Funky fingers activities</p>   | <p>Using cutlery and tweezers at snack and lunch</p> <p>Funky fingers activities</p> <p>Pumpkin activities</p>  | <p>Mark making – choosing different materials to make recognisable marks</p>  | <p>Mark making – choosing different materials to make recognisable marks</p>  | <p>Mark making – Basic letter formation and drawing of people</p> <p>Confident with scissors</p>   | <p>Mark making – Basic letter formation and drawing of people</p> <p>Confident with scissors</p>   |

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|           | Gross Motor      | Accessing gross motor skills coordinating own space and moving in a range of way<br><br>Introduce circle time yoga  | Accessing gross motor skills<br>Coordinating own space and moving in a range of way<br><br>Introduce balancing  | Jumping off objects and landing appropriately, negotiating space, travelling with confidence<br><br>Introduce sensory circuits | Jumping off objects and landing appropriately, negotiating space, travelling with confidence                                   | Outdoor sports Ball Skills – throwing, catching<br><br>Swimming lessons<br><br>Introduce outdoor games                      | Sports Day – running, jumping, balancing.   |
|           |                  | <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. <i>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</i></p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Develop overall body-strength, balance, co-ordination, and agility through use of climbing frames</p> |   |  |  |   |   |
|           | PSED             | <ul style="list-style-type: none"> <li>becoming familiar with first classroom environment and new routines</li> <li>following rules, routines and being aware of boundaries in and around school</li> </ul>   | <ul style="list-style-type: none"> <li>making new friends and forming positive relationships with familiar adults in school</li> <li>following rules, routines and being aware of boundaries in and around school</li> <li>Risk taking – sparklers</li> </ul> | <ul style="list-style-type: none"> <li>Forming positive friendships</li> <li>Be able to talk about our golden rules</li> </ul> | <ul style="list-style-type: none"> <li>Forming positive friendships</li> <li>Be able to talk about our golden rules</li> </ul> | <ul style="list-style-type: none"> <li>Explain own likes and dislikes</li> <li>Becoming independent in self care</li> </ul> | <ul style="list-style-type: none"> <li>Explain own likes and dislikes</li> <li>Becoming independent in self care</li> </ul> |
|           |                  | Self-care needs – building independence to clean and look after themselves, including dressing independently for P.E, cleaning teeth, eating healthy foods  |   |  |  |   |   |
| Festivals | Harvest Festival | Halloween<br>Diwali<br>Bonfire Night<br>Remembrance<br>Christmas  | Valentine’s Day<br>Shrove Tuesday<br>Mother’s Day<br>Lunar new year   | Easter   | Ramadan<br>Eid   | Father’s Day  |   |

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| <p style="text-align: center;">Events</p> | <p>Stay and Plays<br/>Library<br/>Autumn walk<br/>Healthy Eating Week</p> | <p>Visits from community helpers (fire, police, soldier)<br/>Pantomime<br/>Nativity performance<br/>Nursery Rhyme Week<br/>Children in Need</p> | <p>Visit to the shops<br/>Spring walk<br/>Safari Stu visit</p> | <p>Growing sunflowers and vegetables<br/>Tree Planting<br/>Sponsored Bounce</p> | <p>Pond dipping<br/>Swimming lessons<br/>Summer Walk<br/><br/>CORONATION</p> | <p>Sports Day<br/>Transitions to school<br/>Graduation Party</p> |
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