

**Giles Brook Primary School**  
**Nursery Long Term Curriculum Overview**



Autumn 1	<u>All about me</u>	Autumn 2	<u>Traditional Tales</u>
Personal Social and Emotional Development	<p>Learning to separate from main carer with support and encouragement.            Settling into Nursery and new routines.            Discussions about themselves and immediate family.            Begin to form special relationships with other children and adults in the setting.            Awareness of how we work together, taking turns and sharing resources.            Feelings – talking about our own feelings and being aware of the feelings and needs of others.</p>	Personal Social and Emotional Development	<p>Become more confident to try new activities now we are settled into school routines.            Show understanding and cooperate with some boundaries and routines.            Feelings – Can express own feelings such as sad, happy, cross, scared and worried.            Initiate play and offers cue for peers to join them.            Taking part in a Christmas Performance.            Stop themselves from doing something they shouldn't do.            Growing ability to distract self when upset.</p>
Physical Development	<p>Learning to use classroom equipment safely and ask for adults help if needed.            Developing hand control with pencils and scissors.            Learning to use the outdoor area safely.            Learning to use space sensibly and stopping on a signal.            Learning to climb confidently.            Learning to kick a large ball.</p>	Physical Development	<p>Continuing with developing hand control with a variety of mark making equipment.            Learning to move in different ways.            Thinking about being independent with clothing and self-care.</p>
Communication and Language	<p>Listen with interest to stories.            Showing an interest in playing with sounds, songs and rhymes.            Learning to develop single channelled attention.            Understand more complex sentences.            Understand simple questions.            Be able to hold conversation jumping from topic to topic.            Use a variety of questions and simple sentences.            Begin to use word endings.</p>	Communication and Language	<p>Talking about favourite stories/characters, listening and responding to each other.            Listen and follow directions.            Understand the use of objects.            Be able to retell a past event in the correct order.            Learning to use intonation, rhythm and phrasing to make the meaning clear to others.            Learning to use talk in pretending that objects stand for something else in play.</p>
Literacy	<p>Have some favourite songs, stories, rhymes, poems or jingles.            Be able to repeat words or phrases from familiar stories.            Listen and fill in the missing word or phrase in a known rhyme.            Distinguish between the different marks they make.</p>	Literacy	<p>Listens and join in with stories and poems.            Looks at books independently.            Handle books carefully.            Distinguish between the different marks they make.</p>

<b>Mathematics</b>	<p>Selects a small number of objects from a group when asked.</p> <p>Be able to recite some number names in sequence.</p> <p>Create and experiment with symbols and marks representing ideas of number.</p> <p>Notice simple shapes and patterns in pictures.</p> <p>Begin to categorise objects according to properties such as shape or size.</p> <p>Begin to use the language of size.</p>	<b>Mathematics</b>	<p>Begin to make comparisons between quantities.</p> <p>Uses some language of quantities, such as 'more' and 'a lot'.</p> <p>Know that a group of things changes in quantity when something is added or taken away.</p> <p>Understand some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p> <p>Anticipate specific time-based events such as lunchtime or home time.</p>
<b>Understanding the World</b>	<p>Develop a sense of own immediate family and relations.</p> <p>Autumn walk.</p> <p>In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>Enjoy playing with small-world models such as a farm, a garage, or a train track.</p> <p>Notice detailed features of objects in their environment.</p> <p>Learn how to use the computer and operate mechanical toys, such as the beebot.</p>	<b>Understanding the World</b>	<p>Talk about the past.</p> <p>Discuss "Special Times" as Christmas plays a large part in our curriculum.</p> <p>Winter walk.e.</p> <p>Learning about Diwali and Hanukah.</p> <p>Learning that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>Learn how to use the computer and operate mechanical toys, such as the beebot.</p>
<b>Expressive Arts and Design</b>	<p>Engaging in imaginative and representational role play - a home corner and dressing up area.</p> <p>Join in singing favourite songs.</p> <p>Create sounds by banging, shaking, tapping or blowing.</p> <p>Show an interest in the way musical instruments sound.</p> <p>Experiment with blocks, colours and marks.</p> <p>Begin to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>Begin to make-believe by pretending.</p>	<b>Expressive Arts and Design</b>	<p>Join in singing favourite songs.</p> <p>Create sounds by banging, shaking, tapping or blowing.</p> <p>Show an interest in the way musical instruments sound.</p> <p>Experiment with blocks, colours and marks.</p> <p>Begin to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>Begin to make-believe by pretending.</p>

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Spring 1	<u>People who help us</u>	Spring 2	<u>Dinosaurs</u>
Personal Social and Emotional Development	Enjoys responsibility of carrying out small tasks. Learning to take account of each other's ideas about how to organise their role play. Being able to work as part of a group Feelings – Can tolerate delay when needs are not immediately met.	Personal Social and Emotional Development	Looking after our outdoor classroom and planting seeds will help us learn to adjust our behaviour to different situations. Being able to say if you need help in new situations. Being sensitive to each other's feelings. Become more outgoing towards unfamiliar people and more confident in new social situations.
Physical Development	Continuing to refine pencil and scissor control. Manipulating other classroom tools independently. Write Dance. Drawing lines and circles using gross movements. Running skilfully and negotiating space. Learning to catch a large ball.	Physical Development	Improving pencil and scissor control. Improving control and co-ordination in write dance. Being able to say when they are hungry or tired. Observe the effects on their body. Gain more bladder control and can attend to toileting needs most of the time themselves. Wash and dry hands independently.
Communication and Language	Listening to stories with increasing attention and recall. Learning to use language to imagine and recreate roles and experiences in our role play areas. Show an understanding of prepositions. Begin to use more complex sentences. Learning to use talk to connect ideas.	Communication and Language	Learning to focus attention and be able to listen while they are busy doing something. Respond to simple instructions. Be able to use a range of tenses Use vocabulary focussed on objects and people of particular importance to them.
Literacy	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describe main story settings, events and principal characters. Sometimes gives meaning to marks as they draw and paint.	Literacy	Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Recognises familiar words and signs such as own name and advertising logos. Sometimes gives meaning to marks as they draw and paint.

<b>Mathematics</b>	<p>Use some number names and number language spontaneously.  Use some number names accurately in play.  Recite numbers in order to 10.  Show an interest in shape and space by playing with shapes or making arrangements with objects.  Show awareness of similarities of shapes in the environment.</p>	<b>Mathematics</b>	<p>Know that numbers identify how many objects are in a set.  Beginning to represent numbers using fingers, marks on paper or pictures.  Sometimes matches numeral and quantity correctly.  Show curiosity about numbers by offering comments or asking questions.  Use positional language.  Show interest in shape by sustained construction activity or by talking about shapes or arrangements.  Show interest in shapes in the environment.</p>
<b>Understanding the World</b>	<p>Learning about Chinese New Year Celebrations.  Observing the winter weather.  Show an interest in the lives of people who are familiar to them.  Talk about significant events in their own experience.  Recognise and describes special times or events for family or friends.  Know how to operate simple equipment, e.g. turns on CD player and uses remote control.  Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>	<b>Understanding the World</b>	<p>Recognising and observing signs of spring.  Sharing and understanding special times – Mother’s Day &amp; Easter Spring walk.  Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  Talk about some of the things they have observed such as plants, animals, natural and found objects.  Know how to operate simple equipment, e.g. turns on CD player and uses remote control.  Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>
<b>Expressive Arts and Design</b>	<p>Enjoy joining in with dancing and ring games.  Sing a few familiar songs.  Begin to move rhythmically.  Imitates movement in response to music.  Develop preferences for forms of expression.  Use movement to express feelings.  Create movement in response to music.  Sing to self and makes up simple songs.</p>	<b>Expressive Arts and Design</b>	<p>Tap out simple repeated rhythms.  Explore and learns how sounds can be changed.  Explore colour and how colours can be changed.  Makes up rhythms.  Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>

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Summer	<u>Look up, look down, look all around.</u>		<u>Look up, look down, look all around on holiday</u>
Personal Social and Emotional Development	<p>Looking after our environment / mini beasts and planting seeds in the garden will help us learn to adjust our behaviour to different situations.</p> <p>Being sensitive to each other's feelings.</p> <p>Being able to say if you need help in new situations.</p> <p>Confident to talk to other children when playing.</p> <p><b>Communicate freely about home and community.</b></p>	Personal Social and Emotional Development	<p>Talking about the things we enjoy and are good at.</p> <p>Talking about the things we do not find as easy.</p> <p>Talking about our ideas with our friends.</p> <p><b>We will take account of our friend's ideas when working together on an activity.</b></p>
Physical Development	<p>Learning to mount stairs, steps and climbing equipment using alternate feet.</p> <p>Learning to walk downstairs while carrying an object.</p> <p>Learning to stand momentarily on one foot.</p> <p>Hold pencil between thumb and two fingers with good control.</p> <p><b>Copy some letters from their name.</b></p>	Physical Development	<p>Making sure we are completely independent with dressing skills – especially doing up buttons and zips!</p> <p>Hold pencil between thumb and two fingers with good control</p> <p>Can copy some letters from their name.</p> <p>Learning to consider and manage the risk of being out in the sun – we will learn about wearing hats and glasses and using sun cream.</p>
Communication and Language	<p>Listening to stories.</p> <p>Be able to join in with repeated refrains and anticipate key event and phrases in rhymes and stories.</p> <p>Begin to understand why and how questions.</p>	Communication and Language	<p>Listening to stories.</p> <p>Join in with repeated refrains and anticipate key event and phrases in rhymes and stories.</p> <p>Question why things happen.</p> <p><b>Build up vocabulary that reflects the breadth of their experiences.</b></p>
Literacy	<p>Know information can be relayed in the form of print.</p> <p>Holds books the correct way up and turns pages.</p> <p>Know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p><b>Ascribe meanings to marks that they see in different places.</b></p>	Literacy	<p>Know information can be relayed in the form of print.</p> <p>Hold books the correct way up and turns pages.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p><b>Ascribe meanings to marks that they see in different places.</b></p>

<p><b>Mathematics</b></p>	<p>Compare two groups of objects, saying when they have the same number.  Show an interest in number problems.  Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.  Use shapes appropriately for tasks.</p>	<p><b>Mathematics</b></p>	<p>Show an interest in numerals in the environment.  Show an interest in representing numbers.  Knows that not only objects, but anything can be counted, including steps, claps or jumps.  Begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>
<p><b>Understanding the World</b></p>	<p>Understand that we have different likes and dislikes but we must respect each other at all times.  Show interest in different occupations and ways of life.  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.  Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.  Know that information can be retrieved from computers</p>	<p><b>Understanding the World</b></p>	<p>Talks about why things happen and how things work.  Summer walk.  Develop an understanding of growth, decay and changes over time.  Show care and concern for living things and the environment.  Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.  Know that information can be retrieved from computers</p>
<p><b>Expressive Arts and Design</b></p>	<p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  Begin to be interested in and describe the texture of things  Use various construction materials.  Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.  Engage in imaginative role-play based on own first-hand experiences.</p>	<p><b>Expressive Arts and Design</b></p>	<p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  Join construction pieces together to build and balance.  Realise tools can be used for a purpose.  Build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.  Use available resources to create props to support role-play.  Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>