

Byron Wood Academy



**BYRON WOOD
ACADEMY**

Astrea Academy Trust
INSPIRING BEYOND MEASURE

F1 Acorn Curriculum Overview 2023/24

Nursery Overview 2023/ 2024 – Following children’s interests takes priority over the long term plan and adaptations made dependent on cohort of children, needs and abilities

	Sheffield		The Wider World			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	It's good to be Me		Travelling Along	Helping Hands	Circle of Life	Amazing Animals
Possible Lines of Enquiry	My family My body (body parts) My house (household objects) What I wear (clothing) Growing Being kind What am I good at? My community Autumn, Halloween, Bonfire Night, Diwali, Celebrations		Modes of transport How I get to school Routes that I take. Places that I have visited.	People who help us Superheroes	Foods that I like. Planting seeds Growing plants	Farm animals Zoo animals Sea animals Habitats Hibernation Lifecycles
Possible Experiences/WOW moments	Getting to know each other. Settling in	Autumn Walk in school grounds	Winter walk, ice activities		Growing our own fruit/vegetables	
Literacy	<ul style="list-style-type: none"> • Fiction including picture books with familiar settings. • Develop understanding of and use of 2 key word phrases. • Hold a book correctly. 	<ul style="list-style-type: none"> • Fiction including picture books with familiar settings. • Learn the word 'page'. • "Find the page with the ...". • Different types of print in the environment – 	<ul style="list-style-type: none"> • Fiction & Non-fiction books about transport • Talk about the pictures in books and say what is happening. • Turn the pages of a book the correct way. 	<ul style="list-style-type: none"> • Fiction & Non-fiction texts about people who help us. • Identify the front cover of a book. • Talk about what can be found on the front cover – picture and title. 	<ul style="list-style-type: none"> • Fiction & Non-fiction texts food • Understand that print has meaning (logos, print in the environment, in books) • Understand print can have different purposes – 	<ul style="list-style-type: none"> • Fiction & Non-fiction texts about animals • Engage in extended conversations about stories, learning new vocabulary. • We read English text from left to right and from top to bottom.

	<ul style="list-style-type: none"> • Turn the pages of a book carefully. • Find familiar items in the pictures. <p>Motor skills</p> <ul style="list-style-type: none"> • Explore texture through messy play/ playdough. • Explore moving parts indoors and outdoors through construction, bikes, scooters, tool bench. • Pick up small items – loose parts, small collage materials, etc. • Turn pages of a book one by one. • Building towers, taking care to balance several bricks. • Develop shoulder 	<p>name cards, logo booklet.</p> <p>Motor skills</p> <ul style="list-style-type: none"> • Explore different marks when drawing, painting and in messy play. <ul style="list-style-type: none"> - horizontal marks - circular marks • Explore and thread large materials. • Develop scissor control <ul style="list-style-type: none"> - open and close training scissors. - remember to hold scissors with my thumb on top - make snips in the paper. 	<ul style="list-style-type: none"> • Print in the environment, such as recipe books in the home corner. <p>Motor skills</p> <ul style="list-style-type: none"> • Explore different marks when drawing and painting, both indoors and out. <ul style="list-style-type: none"> - scribble freely - paint using wrist - making dots (easel/ painting with water on wall/ board on fence to hold paper). • Develop scissor control. <ul style="list-style-type: none"> - move the scissors forwards as I open them and then close. - cut across the page. • Explore water play with 	<ul style="list-style-type: none"> • Know that someone wrote the book. • Know that someone drew the pictures. <p>Motor skills</p> <ul style="list-style-type: none"> • Manipulate dough to create balls and snakes. • Develop my drawing of people. <ul style="list-style-type: none"> - first draw a head and face - then add arms and legs - then add a body - then add more detail. • Develop my threading <ul style="list-style-type: none"> - thread and screw nuts, bolts and washers - thread small beads - complete a threading card. • Build structures, indoors/ outdoors 	<p>writing in the role play, writing my name, etc.</p> <p>- name the different parts of a book (page, picture, front cover)</p> <p>Motor skills</p> <ul style="list-style-type: none"> • Copy some letters - V, H, T, then X, H and O • Use small pieces in play <ul style="list-style-type: none"> - use tweezers to complete a sorting task - complete an inset jigsaw. - complete a simple interlocking jigsaw - complete a more complex interlocking jigsaw, with 6+ pieces. • Develop my pencil grip. 	<ul style="list-style-type: none"> • Page sequencing <p>Motor skills</p> <ul style="list-style-type: none"> • Button and unbutton. • Track text, pictures or items left to right. • Use some of their print and letter knowledge in their early writing (shopping list, instructions for a recipe, etc). • Write some or all of their name. • Write some letters accurately.
--	---	--	--	---	---	---

	<p>movement:</p> <ul style="list-style-type: none"> - easel - wall mounted painting - chalk on floor - large scale drawing on floor 		<p>containers, filling, emptying and pouring (introduce vocab full/ not full).</p>	<p>with boxes, blocks, planks, etc.</p>		
<p>Phonics</p>	<ul style="list-style-type: none"> • Environmental sounds (sound walk, sound lotto) • Exploring musical instruments and distinguishing between the sounds they make. • Order up to 3 sounds that they have heard. • Filter out background noise (dance to music and stop when the bell is heard). • Vocab – same, not the same, nearly the same. 	<ul style="list-style-type: none"> • Join in with simple repeated refrains. • Follow body percussion with 2 or 3 in the right order. • Remember 2 or more items in order – shopping list, sounds. • Rhythm – marching, dancing and playing instruments to a steady beat. • Copy a simple rhythm for up to 5 beats. • Copy a short rhythm with beat variation. • Count the claps/ syllables in 1-3 syllable words and then 1-5. 	<p>Rhyming</p> <ul style="list-style-type: none"> • Join in with rhymes. • Enjoy rhyming stories. • Make up rhyming stories. • Find it amusing when adults make a ‘mistake’ during a rhyming song or story. • Identify which 2 of 3 words rhyme – with a different number of syllables and then the same. • Rhyming lotto. • Continue a rhyming string. • Create a rhyming string. <p>Oral blending</p> <ul style="list-style-type: none"> • Blend compound words ‘foot- 	<p>Alliteration</p> <ul style="list-style-type: none"> • Listen to stories containing alliteration. • Detect the odd-one-out in an alliterative word string, • Detect alliterative words – sorting whether a word starts with the target sound or not. <p>Segmenting</p> <ul style="list-style-type: none"> • Find 2 words that make a compound word. • Segment compound words with visual support • Independently segment compound words • Segment a syllable from a 	<p>RWI nursery programme</p>	<p>RWI nursery programme</p>

	<ul style="list-style-type: none"> • Link sounds to play in provision. • Listen carefully and distinguish between words that sound the same – toffee/ coffee, shell/ bell. 	<p>Voice sounds</p> <ul style="list-style-type: none"> • Stories with voice sounds, e.g.. Peace at Last. • Sing Old McDonald and make animal noises. • Chinese whispers game with sounds • Child made sound lotto (identify sounds made). 	<p>ball', 'rain-bow'.</p> <ul style="list-style-type: none"> • 2 syllable words 'co-ffee', 'ta-ble' • 3 syllable words 'e-le-phant, • Cvc with vowel split 'ca-at' • Words with long phoneme at the beginning 'sh-ark'. • Words with short phoneme at the beginning 'p-ark' • 4 syllable words 'he-li-cop-ter' • Cvc words with long phoneme 's-oa-p' • Cvc words with short phonemes 'b-a-t' 	<p>word with 2 syllables.</p>		
<p>Literacy Core Texts</p>	<p>Eat Up Gemma From Head to Toe We've All Got Bellybuttons</p>	<p>Goldilocks Washing Line Titch</p>	<p>The Journey Home from Grandpa's Down by the Station Engines Engines</p>	<p>We're Going to the Dentist/ Going to the Dentist People Who Help Us: At the Hospital</p>	<p>The Big Hungry Bear The Enormous Turnip</p>	<p>Dora's Eggs Walking Through the Jungle Starting School</p>

		One more – Christmas (Elf Hunt?)		Busy People: Police Officer	The Very Hungry Caterpillar	
Supplementary texts	Owl Babies The Growing Story Smile Baby Smile Who's in my Family? The Tiger Who Came to Tea You and Me Little Bear Homes (Non-Fiction) Rosh Hashana is Coming!	A Chair for Baby Bear My Mum and Dad Make Me Laugh We're Going on a Pumpkin Hunt Mog's First Christmas 'Peppa's Snowy Fun Shhh! Elmer's Weather When Will it Snow? Sproutzilla A Poop-Powered Christmas	Bunnies in a Boat Duck in the Truck The Train Ride We all go Travelling By The Adventures of the Runaway Train Mr Gumpy's Outing Whatever Next Ship Shapes Brilliant Boats Choo Choo Clickety Clack The Way Back Home The Bus is for Us Super Submarines	Fireman Fergus Emergency Ten Little Superheroes A Hero Like You Doctor Pig Visit to the Doctor (Non-Fiction) Firefighters (Non- Fiction) If I Were a Train Driver Vet First time At the Doctor Noisy Police Car Teacher Maisy Goes to the Library	Jasper's Beanstalk Handa's Surprise Oliver's Vegetables Jack and the Beanstalk Each Peach Pear Plum Tasting and Smelling Sharing a Meal Apples Jasper's Beanstalk	We're Going on a Treasure Hunt Dear Zoo Brown Bear, Brown Bear, what do You See Superworm Monkey Puzzle Come on Daisy Animal Pants The Pets You Get The Last Polar Bear Oi Frog A Squash and a Squeeze Have you Seen the Crocodile That's What makes Hippopotamus Smile Asana and the Animals The Animal Boogie Over on the Farm Hedgehog Howdedo Mad About Minibeasts The Cuddliest Cuddle in the World Dogs
Specific vocabulary	Mum, Dad, Brother, Sister, Nan, Grandad Head, eyes, ears, arms, hands, nose, knees, legs, foot, mouth, turn, bend, clap, kick, wiggle open close	Bed, chair, table, bowl, spoon, knife, fork, plate, cup, porridge walking, sitting, running, eating, sleeping big, little T shirt, shorts, trousers, jumper, sock, dress, hat,	Car, bike, truck, bus, train, plane, boat, helicopter, motorbike, tractor, travelling, flying, sailing, driving, riding, fast, slow	Firefighter, doctor, teacher, police officer, dentist, nurse, shopkeeper, librarian, paramedic. Rescue, care for, look after, serve, protect.	Man, lady, boy, girl, baby, dog, cat, mouse, seeds, turnip Pulling, watering, planting, digging, eating Caterpillar, butterfly, egg, leaf	Hen, duck, pig, sheep, dog, cow, horse, cat, egg. Crying, swimming, walking, sleeping, sitting, happy, sad Tiger, lion, elephant, giraffe, zebra, hippo,

		<p>pants, coat, scarf, wearing, washing, drying, hanging, splashing, wet, dry</p> <p>Baby, child, adult, grow, taller.</p>				<p>monkey, crocodile, snake, camel.</p> <p>Jumping (leaping), crawling, running, walking, splashing</p> <p>Noisy, quiet</p>
<p>Traditional Rhymes/Songs/Poems</p>	<p>Twinkle Twinkle Little Star Baa, baa, black sheep Hey diddle diddle Hickory dickory dock 5 Little Monkeys jumping on the bed Head, Shoulders, knees and toes 1 finger, 1 thumb keep moving.</p>	<p>Hey Diddle Diddle Tommy Thumb If You're Happy and you Know it. I'm a Little Teapot</p> <p>(Nursery Rhyme Week)</p>	<p>Row the boat Wheels on the Bus Down at the Station Wind the Bobbin Up The Big Ship Sails on the Ally Ally Oh</p>	<p>Miss Polly 5 Little Firemen I'm a Firefighter (I'm a Little Teapot tune)</p>	<p>5 Currant Buns Mary, Mary, quite contrary Wiggly Woo Five Little Speckled Frogs Incy, Wincy Spider</p>	<p>The Bear Went over the Mountain The Animal Fair Down in the Jungle Old McDonald 5 Little Ducks 5 Little Monkeys Swinging in a Tree 5 Little Monkeys Swinging in the Tree</p>
<p>Maths</p>	<ul style="list-style-type: none"> • Colour (2 weeks) • Sorting – same, not the same. • Shape • Use informal language like 'pointy', 'spotty', 'blobs' etc. 	<ul style="list-style-type: none"> • Patterns around them, e.g. stripes, spots, etc. • Extend ABAB patterns. • Notice and correct an error in a repeating pattern. • Create ABAB patterns. • Recite numbers past 5. 	<ul style="list-style-type: none"> • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. <p>Introduce number 1</p>	<ul style="list-style-type: none"> • Understand position through words alone – for example, "The bag is under the table," – with no pointing • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Introduce 2 	<ul style="list-style-type: none"> • Introduce 3 and 4. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). 	<p>Introduce 5</p> <ul style="list-style-type: none"> • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical

					• Show 'finger numbers' up to 4	problems with numbers up to 5.
<p>The Natural World</p> <p>Science</p>	<p>The human body: Name and describe our facial features and body parts. Growing and changing; how people change as they grow. Explore using our Senses: Autumn – exploring leaf colours, different types of weather.</p> <p>Winter – exploring weather changes – frost, ice, snow. Talking about the weather and hot/ cold. Link weather to the clothing that we wear.</p> <p>Explore natural materials. Explore collections of materials with properties that are nearly the same/ not the same.</p>	<p>Explore how things work – wheels, construction, spray bottles. Explore forces: push, pull, twist.</p>	<p>Spring –</p> <p>Weather changes</p> <ul style="list-style-type: none"> - Hot/ cold - Sunny/ rainy/ snowy/ windy - Wet/ dry <p>Clothes that we need to wear due to the weather.</p>	<p>Life cycles</p> <p>Plants;</p> <ul style="list-style-type: none"> - how they grow from seeds and bulbs - What plants need to grow. - (grow fruit/ veg such as: - Cress - Cucumber (Apr) - Pumpkins (Apr/ May) 	<p>Floating & Sinking</p> <p>Animals – how animals change as they grow. Animals and their babies. Life cycles</p>	
<p>Past and Present</p> <p>History</p>	<p>Who is in my family? How have I changed since I was a baby? Where do I live? Have I ever lived anywhere else?</p>	<p>What transport have I seen? Do I have any transport at home? What transport have I experienced?</p>	<p>People who are important to us. Who helps me at home? Who helps me at school? Who helps me in the community?</p>	<p>Watching how our plants grow from seed to flower. What did they look like before? What do they look like now? How have they changed?</p>	<p>Looking back on the year.</p>	
<p>People, Culture and Communities</p> <p>Geography</p>	<p>My classroom. My home My route to school; what do I see? What do I enjoy? What do my friends enjoy?</p>	<p>Talk about how I get to school. Do I take transport?</p>			<p>Animal habitats</p> <p>Animals around the World</p> <p>Contrasting environments – hot and cold places.</p>	

	Beginning to recognise that we all have different interests and that is ok.	Do I have any transport at my home? What transport have I seen in my local area? Have I travelled to different countries? How did I get there? How did I travel while I was there?			
Expressive Art and Design ART/DT/MUSIC	<i>Being imaginative and expressive. We will remember and sing entire songs. We will use our voices for pitch and tone. We will create our own songs. We will play a variety of instruments.</i>				
	Experiencing and naming primary and secondary colours. - Painting - Collage Kandinsky – primary colours and circles.	Exploring pattern and colour in nature. - Leaf printing - bark rubbings - leaf pictures - collage with natural materials (include cutting) - large scale painting outside Christmas songs Design and make a Christmas card and hat Making fruit kebabs	Exploring pattern through print and mark making. - Spots - Stripes - Wavy lines - Patterns in playdough - Patterns in paint Mondrian- abstract (black strips of paper and paint).	Introducing and naming a range of tools. Exploring with marks they can make. Comparing different marks Self-portraits – Artist Andy Goldsworthy – Drawing a face. Design an Easter egg	Explore a range of materials. - Pastels - Chalk Van Gogh – sunflowers

<p style="text-align: center;">Music</p>	<ul style="list-style-type: none"> • Nursery Rhymes Counting songs Body part songs - Head, Shoulders, Knees and Toes - One finger, one thumb. • Explore the sounds of musical instruments. 	<ul style="list-style-type: none"> • Body percussion • Christmas production songs. • Perform for an audience. • Move to a beat. • Copy a rhythm. 	<ul style="list-style-type: none"> • Action songs • New nursery rhymes. • New words to old songs. 	<ul style="list-style-type: none"> • Play an instrument to a song. 	<ul style="list-style-type: none"> • Listen to and move to different types of music. • Talk about how the music makes me feel. 	<ul style="list-style-type: none"> • Listen to music from around the world.
<p style="text-align: center;">RE</p>	<p>Which stories are special and why? Rosh Hashanah (15-17 Sept)</p>	<p>Which people are special and why? Diwali (13/11) Hannukah (7-15 December) Christmas (24 or 25/12)</p>	<p>What places are special and why? Epiphany</p>	<p>What times are special and why? Holi Easter</p>	<p>Being special: where do we belong? Eid Al-Fitr</p>	<p>What is special about our world? Summer Solstice</p>
<p style="text-align: center;">PSHE/ RSE</p>	<ul style="list-style-type: none"> • Make relationships with staff and children in the class. • Understand the boundaries within the classroom and become familiar with our behaviour policy through modelled behaviour. • Become familiar with the environment. • Learn routines and follow these. • Introduce tidy up time. 		<ul style="list-style-type: none"> • Children will learn all about a range of feelings and emotions during story time. • Children will also learn about sharing. 	<ul style="list-style-type: none"> • Children to learn to understand and accept the needs of others through the use of group sharing activities within provision. 	<ul style="list-style-type: none"> • Being a good friend. • Share stories about kindness and being kind/ not kind. • In provision, share who their friends are and 	<ul style="list-style-type: none"> • Changes-transition into Reception Children to share feelings about the transition, and to talk about these throughout. • Create a transition document with

			<ul style="list-style-type: none"> Focus on tidy up time, using the tidy up song to encourage this. 		<p>how they are kind to them.</p> <ul style="list-style-type: none"> Talk about how they feel that others are a good friend to them. 	<p>each child, detailing what they would like their next teacher to know:</p> <ul style="list-style-type: none"> worries likes/ dislikes friends
<p>Celebrations/Events</p>		<p>Halloween (31st Oct) Bonfire Night (5th Nov) Children in Need (17th Nov) Nursery Rhyme Week (15-19 Nov) Remembrance Day (11.11.23)</p>	<p>National Story Telling Week Valentine's Day (14.11.24)</p>	<p>Pancake Day World Book Day Mother's Day</p>	<p>Mental Health Week (13-19th May) World Bee Day (20th May)</p>	<p>World Environment Day World Ocean Day Father's Day</p>