

# Laygate Community School

## Nursery Yearly Curriculum Overview

This is a long-term overview for the year of the skills and experiences we want our Nursery to children to experience. It is important to note this is document that could change and we are not expecting children to learn in a linear way. This shows the coverage of the curriculum. Children will be working across the birth -3 and Nursery (3-4) areas due to the varying age of pupils.

We are flexible, adaptable and our weekly planning may change by following the lead of the children's interests.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me	In the Park and Forest	Space	Everything is Growing	Minibeasts & Plants (Lifecycles)	Under the Deep Blue Sea
Focus Texts	<p><b>Literacy Focus texts:</b> Colour Monster Owl Babies</p> <p><b>Other texts:</b> Sometimes I Feel Sunny Goat Goes to School What I like about me Stories related to feelings</p>	<p><b>Literacy Focus texts:</b> It was cold dark night Father Christmas Needs a Wee</p> <p><b>Other texts:</b> Room on the Broom Funnybones Meg and Mog Park in the Dark Lighting a Lamp-A Diwali Story</p>	<p><b>Literacy Focus texts:</b> Aliens Love Underpants</p> <p><b>Other texts:</b> On the Moon On the Launch Pad Zoom, Rocket, Zoom!</p>	<p><b>Literacy Focus texts:</b> Jasper's beanstalk Here is the Seed' by John Foster</p> <p><b>Other texts:</b> The Tiny Seed Planting a Rainbow Ten Seeds Who's on the Farm?</p>	<p><b>Literacy Focus texts:</b> The Very Hungry Caterpillar</p> <p><b>Other texts:</b> Mad About Minibeasts! Learn about Ladybirds The Butterfly Dance First Facts Bugs</p>	<p><b>Literacy Focus texts:</b> Commotion in the Ocean</p> <p><b>Other texts:</b> Sharing a Shell Rainbow Fish Barry the Fish with Fingers Seaside (Tadpole Learners)</p>
Seasonal Events	Autumn	Halloween Bonfire Night/Fireworks Diwali Christmas	Chinese New Year Pancake day	Easter	Eid al-Fitr Mothers' day	Fathers' Day Eid-al-Adha
Wow Moments, Trips & Parental Involvement	Settling & Baseline Assessment Autumn walk/Sensory walk around school Walk to the West Park	Halloween Party Haven Saviour Sanctuary - meeting woodland animals Parent Consultations Elf Pantomime Nativity performance Christmas Santa Visit Christmas Party	Chinese New Year feast day Pancake day- cooking and tasting Library Visit to The Word	Spring walk to the West Park Visit to Pets at Home Easter egg hunt and craft day for parents	Mothers' day afternoon tea Growing our own plants Trip to the Butterfly World Eid Party	Summer walk to the West Park Trip to the beach Transition to Reception End of year party
Personal, Social and Emotional Development	<p>To be able to separate from main carer and begin to adapt to the new school environment (Mum always comes back like in Owl babies).</p> <p>Develop strong relationships with key workers.</p> <p>Establish class rules together.</p> <p>Know something that make me unique.</p> <p>Talk about special people in my family.</p>	<p>Following classroom routine. Learning to share. Express own emotions and feelings. Think about some emotions/feelings if stick man</p> <p>Select activities and use resources with help and support</p> <p>Feel a sense of belonging as we celebrate Christmas together</p>	<p>Continue sharing. Begin to develop friendships with others.</p> <p>Be confident to ask adults for help if they need it.</p> <p>Begin to use resources purposefully and independently.</p>	<p>Begin to work with others to play co-operatively.</p> <p>Engage and initiate in conversation about their own life.</p> <p>Express own likes and dislikes.</p>	<p>Learn how to express our feelings when something doesn't go our way.</p> <p>Understand that not all families are the same.</p> <p>Know some similarities and differences between themselves and others.</p>	<p>How to deal with conflict and difference of opinion through words.</p> <p>Follow rules Independently and know why we have rules.</p> <p>Feel confidence in new situations and when working on transitions to reception.</p>

<p align="center"><b>Physical Development</b></p>	<p>Explore a range of large-scale equipment outside to develop gross motor skills- bikes, large brushes, climbing.</p> <p>Begin squiggle whilst you wiggle- up &amp; down.</p> <p>Large scale mark-making.</p> <p>Dough disco Squiggle with scarves only Yoga</p> <p>Real PE (Real Foundations)</p>	<p>Join in dancing and move in time to music.</p> <p>Use streamers and ribbons to create our own 'firework dance'.</p> <p>Practise climbing using alternate feet on the ladders.</p> <p>Dough disco Squiggle with scarves and vertical mark making on paper with crayons Yoga Parachute/Lycra games</p> <p>Learning actions to Christmas songs Real PE (Real Foundations)</p> <p>Mark-make with a range of media using a dominant hand.</p> <p>Cooking with natural materials- recipes in the mud kitchen.</p>	<p>Show more control in using small tools, jugs to pour etc.</p> <p>Be confident in using scooters and bikes, changing direction and</p> <p>Use paintbrushes, pencils and chalks with more accuracy. Drawing lines and circles and beginning to give meaning to marks.</p> <p>Begin to use scissors accurately.</p> <p>Dough disco Squiggle with scarves and vertical mark making on paper with crayons Paint a person Yoga Parachute/Lycra games</p> <p>Real PE (Real Foundations)</p> <p>Beginning planting seeds in our vegetable garden.</p>	<p>Develop increased control in fine motor skills such as threading, using tweezers and jugs to pour.</p> <p>Develop increased pencil control moving towards a loose tripod grasp.</p> <p>Dough disco Squiggle with scarves and vertical mark making on paper with crayons Paint a person Yoga Parachute/Lycra games Real PE (Real Foundations)</p>	<p>Explore ball skills and show increasing control to kick and throw/catch.</p> <p>Move in a variety of ways such as crawling, shuffling, running, jumping all with confidence.</p> <p>Complete 'over the beanstalk' obstacle courses.</p> <p>Look at a healthy range of food and know how to keep our bodies and minds healthy. Take part in mindfulness yoga.</p> <p>Dough disco Squiggle with scarves and vertical mark making on paper with crayons Paint a person Yoga Parachute/Lycra games</p> <p>Real PE (Real Foundations)</p> <p>Health and hygiene- oral health.</p>	<p>Explore team games with other children- working together for a joint achieved outcome.</p> <p>Explore some competitive running with an Early Years Sports Day.</p> <p>Explore running, jumping, hopping and dancing.</p> <p>Develop control to use scissors and other small tools.</p> <p>Dough disco Squiggle with scarves and vertical mark making on paper with crayons Paint a person Yoga Parachute/Lycra games Real PE (Real Foundations)</p>
<p align="center"><b>Communication and Language</b></p>	<p>Understand and follow simple instructions</p> <p>Start conversation but may jump from topic to topic</p> <p>Develop simple pretend play 'putting the baby to bed' or making tea.</p> <p>Use a range of simple nouns in English.</p> <p>Begin to notice that sounds are all around.</p> <p>ECAT assessments BLAST 1/Having Fun with Language (EAL) group begins.</p>	<p>Begin to listen to very short stories of interest.</p> <p>Begin to take turns when talking.</p> <p>Share some stories about their family and home life.</p> <p>Develop listening of environmental and instrumental sounds through phonics sessions.</p> <p>BLAST 1 &amp; Having Fun with Language (EAL) group 1</p>	<p>Continue to develop listening skills to listen to stories for a period of time and take an interest in pictures.</p> <p>Begin to take turns when speaking with prompting.</p> <p>Begin to expand vocabulary to describe their own experiences.</p> <p>Speak freely with friends in their free flow play.</p> <p>Use language to pretend. BLAST 1 &amp; Having Fun with Language (EAL) group</p>	<p>Continue to expand vocabulary linked with the topic- through giving children real life experiences of visiting a farm.</p> <p>Explain what is happening in a story.</p> <p>Begin to understand longer instructions of three-word level.</p> <p>Early Talk Boost</p>	<p>Beginning to understand 'why' questions</p> <p>Use longer sentences with conjunctions of and/but.</p> <p>Question why things happen</p> <p>Listening for rhyming words</p> <p>Use their imagination to pretend and imagine.</p> <p>Early Talk Boost</p>	<p>Begin to express their point of view with why they might like/not like or agrees/disagree.</p> <p>Use language to develop their own role play based on familiar experiences and on stories.</p> <p>Use language to build up play with others and develop ideas when creating, imagining or exploring.</p> <p>Speak clearly in sentences and to a range of people.</p>

<p><b>Literacy</b></p>	<p>To enjoy making marks using gross motor skills and possibly giving meaning to their marks.</p> <p>Begin to be interested in joining in with songs and rhymes. Begin to listen to short stories.</p> <p>Begin to look at books independently, turning pages and being interested in pictures.</p> <p>Squiggle whilst you wiggle</p> <p>Focus on environmental sounds.</p>	<p>To recognise familiar logos within their environments and notice environmental print.</p> <p>Begin to recognise their own name by sight or out of a small choice.</p> <p>Children to vocalise their enjoyment in songs and rhymes and recognise a missing word in familiar rhymes.</p> <p>To listen to a wide range of stories linked with Diwali and Christmas and develop a love of stories.</p> <p>To continue to make make with new medias like chunky chalks, crayons and paint brushes.</p> <p>Squiggle whilst you wiggle</p> <p>Focus on sound discrimination- instrumental sounds.</p>	<p>Recognise their name independently.</p> <p>Listen and enjoy traditional tales and explore the different characters through puppets, imaginary experiences and toys.</p> <p>Some children may use these props to retell some parts of the story.</p> <p>Adults to encourage mar making for a purpose through drawing pictures for wanted posters, making maps etc.</p> <p>Begin to clap out syllables in their own name.</p> <p>Squiggle whilst you wiggle</p> <p>Focus on rhythm and rhyme and alliteration.</p>	<p>Recognise their name independently and show an interest in wanting to write their name.</p> <p>Children to realise writing has a purpose and to want to 'write' using emergent writing.</p> <p>Explore a range of fiction and non-fiction books linked with farms and realise that they can find out information by using books.</p> <p>Listen for the initial sound in their name.</p> <p>Join in with some repeated refrains in familiar books.</p> <p>Recognise and clap out syllables for different words.</p> <p>Squiggle whilst you wiggle.</p> <p>Focus on voice sound.</p>	<p>Be able to form some letter shapes in their name by copying.</p> <p>Listen to and retell favourite stories.</p> <p>Know the language and understand and author, illustrator, title and blurb.</p> <p>Listen to a new story with repeated refrains and begin to join in with them by the end of the story.</p> <p>Choose to read books in their free play because they are enthused by them.</p> <p>Squiggle whilst you wiggle.</p> <p>Focus on voice sounds and oral blending and segmenting.</p>	<p>Some children to write their name independently through interest using correct identifiable formation.</p> <p>Children to listen to stories and join in confidently with repeated refrains.</p> <p>Children to make their own predictions to what might happen next.</p> <p>Children to identify rhyming pairs.</p> <p>Begin to listen for initial sounds in words and notice when 2 words may begin with the same sound.</p> <p>Listen and begin to join in with oral blending and segmenting games</p> <p>Squiggle whilst you wiggle Continue focusing on voice sounds and oral blending and segmenting.</p>
<p><b>Mathematics</b></p>	<p>Counting and maths with a purpose are part of our daily routines: counting out the number of snacks; counting all the children present in Nursery; counting boys and girls; recording numbers; using language such as how many more; using Numicon during daily routines to represent different amounts.</p> <p>To begin to be able to join in with number rhymes.</p> <p>To use some language of quantities, such as 'more' and 'a lot'.</p> <p>To say what is different and what is the same.</p> <p>To begin to experiment with capacity in the sand and water tray.</p> <p>Complete inset puzzles.</p>	<p>To understand the value of 0, 1, 2, 3.</p> <p>Recognise numerals 1, 2 &amp; 3.</p> <p>Count out up to 3 objects.</p> <p>1-3 spot on a dice to subitise.</p> <p>Represent 0-3 in different ways, on fingers, with Numicon, with blocks, drawings, cubes, real life objects.</p> <p>Join in with counting songs to 5. Rote count past 5.</p> <p>Look at 2d shapes and their names.</p> <p>Use shapes for a purpose when building or playing.</p> <p>Explore AB pattern - linked with Christmas wrapping paper and using vocab such as spotty, blobs and dots.</p> <p>Look at language of big and small and compare.</p>	<p>To understand the value of 1,2,3,4,5.</p> <p>Recognise numerals 1-5.</p> <p>Count out 1-5 objects.</p> <p>1-5 spots on a dice to subitise.</p> <p>Join in with counting songs to 5.</p> <p>Represent 0-5 in different ways: on fingers; with Numicon; with blocks, drawings; cubes; real life objects.</p> <p>Explore and work on the cardinal principle</p> <p>Touching counting (knowing one number per object).</p> <p>Use shapes for a purpose when building or playing.</p> <p>Find numbers in the environment.</p> <p>Extend and create ABAB patterns.</p> <p>Begin to describe a sequence of events using words such 'first', 'then'.</p> <p>Discuss routes and locations using words like 'in front of' and 'behind'.</p>	<p>To continue to understand the value of 1,2,3,4,5.</p> <p>Recognise numeral 1-5.</p> <p>Count out 1-5 objects.</p> <p>1-5 spots on a dice to subitise.</p> <p>Join in with counting songs to 5.</p> <p>Represent 0-5 in different ways: on fingers; with Numicon; with blocks, drawings; cubes; real life objects.</p> <p>Explore and work on the cardinal principle</p> <p>Touching counting (knowing one number per object).</p> <p>Complete and explore repeating pattern.</p> <p>Explore some 3d shapes and informal and mathematical vocab.</p> <p>Explore and work on the cardinal principle.</p> <p>Use shapes for a purpose when building or playing.</p>	<p>Say one number for each item in order 0,1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Link numerals and amounts: e.g., showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone.</p> <p>Touching counting (knowing one number per object).</p> <p>Complete and explore repeating pattern.</p> <p>Explore and work on cardinal principle</p> <p>Look at informal ways of measuring length and use language such as taller, shorter, longer; weight and capacity.</p>	<p>Say one number for each item in order 0,1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Link numerals and amounts: e.g., showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone,</p> <p>Create own patterns with a variety of resources.</p> <p>Show interest in writing numbers.</p> <p>Explore and work on cardinal principle</p> <p>Talk about and identify the patterns around them.</p>

<p><b>Understanding the World</b></p>	<p>Know who is in their family and lives in their house.</p> <p>Talk about their own facial features and talk about what they look like.</p> <p>Look at the changes in the trees on our autumn walk.</p> <p>Physically explore leaves, pine cones and other natural materials with magnifying glasses, and noticing texture.</p> <p>Sorting leaves by colour and shape.</p>	<p>Children to experience the changes in weather and temperatures.</p> <p>Children explore different celebrations of Bonfire Night, Diwali and Christmas and notice some similarities and differences.</p> <p>Enjoy taking part in a range of customs such as Indian dancing and food tasting for Diwali, making Rangoli patterns and decorating a Christmas tree.</p>	<p>Notice the changes in the seasons around them – look at the changing trees and colder weather.</p> <p>Children to think about how to dress for weather.</p> <p>Experience snow and ice.</p> <p>Investigate ice and how we can melt it.</p> <p>Children will learn names of different planets in the Solar System. They will learn about Sun, Moon and stars (day and night), space shuttle etc.</p> <p>Explore a new celebration of Chinese New Year</p> <p>Children will begin planting seeds in our vegetable garden. and explore any similarities of differences in the culture and celebration compared with the children in class.</p>	<p>Learn about plant lifecycle-focus on beans.</p> <p>Children will plant their own beans and will look after them and observe/record changes.</p> <p>Learn animals' names and their babies' names (farm animals and pets).</p> <p>Children will be able to handle pets and learn different facts about them during Pets at Home Visit.</p> <p>Look at the appearances of animals and use words to describe.</p> <p>Count how many legs, if some have tails or colour and sort and classify based on their features.</p> <p>Find out where these animals live, what they eat and how to care for them.</p> <p>Look at new life and the life cycle of a chick.</p> <p>Look at the celebration of Easter and take part in some customs linked with Easter such as egg hunts and look at the Christian Easter story.</p>	<p>Learn about minibeasts and their habitats.</p> <p>Learn about a butterfly life cycle.</p> <p>Children will observe the process of change: from caterpillar to a butterfly (caterpillars from Insect Lore)</p> <p>Visit to Butterfly World</p> <p>Know how to care for a plant.</p> <p>Continue looking after a vegetable patch in the outdoor area.</p> <p>Explore and enjoy the celebration of Eid and what that means for our community</p> <p>Know how to care for a plant.</p> <p>Continue looking after a vegetable patch in the outdoor area.</p> <p>Explore and enjoy the celebration of Eid and what that means for our community.</p>	<p>Explore our coastal location and where we live and go to school.</p> <p>Take part in a visit to the beach to learn how to manipulate sand, stay safe near water.</p> <p>Explore the beach to develop vocabulary of the seaside and give that experiential learning.</p> <p>Learn and name some sea creatures and find about where they live.</p> <p>Look at the features of sea creatures and compare them to animals we learnt about in Spring. Eg comparing hooves and fins.</p> <p>Look at the seasonal change again and explore the weather outdoors.</p> <p>Think and prepare for transition to reception.</p>
<p><b>Expressive Arts and Design</b></p>	<p>Children to learn songs linked with nursery routine, for washing hands, singing hello and saying goodbye.</p> <p>Children to sit at circle time and begin to join in with actions.</p> <p>Children to begin to explore a wide range of 'messy play' to explore texture, develop vocabulary and make marks.</p> <p>Children to complete their first self-portrait as a baseline to watch progress over the year.</p>	<p>Children to learn range of songs linked with the celebrations.</p> <p>Children to perform a short nativity or songs for parents.</p> <p>Children to explore instruments and the sound that they make.</p> <p>Begin to take part in simple 'pretend play' e.g., looking after the babies or driving the cars.</p> <p>Explore large scale marks and the effect they can have.</p> <p>Use brushes, mops and powder paint to create large scale fireworks.</p>	<p>Explore large scale building with blocks, crates and planks</p> <p>Develop a repertoire of different songs.</p> <p>Join in with dancing and begin to move rhythmically.</p> <p>Know and join in with a large range of action songs.</p> <p>Continue to explore marks in different ways.</p> <p>Copy what adults do in their play</p> <p>Explore painting with poster paint with large brushes.</p> <p>Use glue and collage materials to make puppets</p>	<p>Begin to explore texture of materials thinking about 'fluffy feathers' and 'rough sandpaper' etc.</p> <p>Move like different animals in time to different musical sounds.</p> <p>Learn songs linked with the farm.</p> <p>Explore what might happen if you were to mix colours by painting both hands</p> <p>a different colour and rubbing hands together.</p>	<p>Independently create own songs with instruments.</p> <p>Use the outdoor stage to perform for friends and make up shows.</p> <p>Build with a purpose and explain each part of a model.</p> <p>Independently enjoy creating their own pictures with media.</p> <p>Act of different role plays based on stories and their first-hand experiences with friends.</p> <p>Begin to use colours for a purpose</p>	<p>Use and create a model with a purpose using a range of materials such as large and small-scale construction materials.</p> <p>Create junk models and know how to stick and attach pieces together.</p> <p>Represent important events through drawings, collage and paintings.</p> <p>Collaboratively work with others to develop a narrative in their play.</p> <p>Explore thinner brushes based on motor control and explore water colour paints.</p>

## Laygate Community School End of Nursery Curricular Goals

At the end of Nursery, Laygate Nursery children will be able to...	
<b>Communication and Language</b>	<p><b>Listening and Attention:</b></p> <ol style="list-style-type: none"> <li>1. Listen attentively to stories, songs and rhymes and respond by joining in</li> <li>2. Understand and respond to two and three-part instructions and why questions</li> <li>3. Start a conversation and take it in turns to speak</li> </ol> <p><b>Speaking:</b></p> <ol style="list-style-type: none"> <li>1. Explain, describe, recount and retell using recently introduced vocabulary</li> <li>2. Use a sentence of 4-6 words</li> <li>3. Use connectives to link words and sentences e.g., and, because, or</li> </ol>
<b>Personal, Social and Emotional Development</b>	<ol style="list-style-type: none"> <li>1. Starting to identify feelings and follow rules</li> <li>2. Handling new social experiences</li> <li>3. Form positive relationships with adults and peers through cooperation</li> </ol>
<b>Physical</b>	<ol style="list-style-type: none"> <li>1. Manage toileting and related hygiene independently</li> <li>2. Develop gross motor skills and large-scale muscle movements</li> <li>3. Develop fine motor skills and one-handed tool control (inc. pencil control)</li> </ol>
<b>Literacy</b>	<p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>1. Write (emergent writing) for a purpose to convey meaning e.g., independent shopping list, card, story etc.</li> <li>2. Orally identify the initial sound in words and recognise when 2 words begin with the same sound.</li> <li>3. Apply some print knowledge to writing including writing own name</li> </ol> <p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. I can retell some familiar stories</li> <li>2. I can use good phonological awareness including oral blending skills, rhyme, alliteration and syllables</li> <li>3. I can join in with familiar rhymes and songs (and some patterned stories)</li> </ol>
<b>Maths</b>	<p><b>Number:</b></p> <ol style="list-style-type: none"> <li>1. Strong understanding of numbers to 5</li> <li>2. Noticing and commenting on patterns in the environment and other places e.g., books</li> <li>3. Able to compare quantities using the correct mathematical vocabulary</li> </ol> <p><b>Numerical Patterns</b> (Note not linked to ELG in FS2- but important FS1 skills)</p> <ol style="list-style-type: none"> <li>1. Explain, continue and create patterns</li> <li>2. Sequencing events using time language</li> <li>3. Talk about and explore 2D and 3D shapes</li> </ol>
<b>Understanding of the World</b>	<ol style="list-style-type: none"> <li>1. Understand own life story and some of the ways they have changed</li> <li>2. Develop positive attitudes towards other people, cultures and communities</li> <li>3. Have awareness of the natural world and show care and concern for the environment</li> </ol>
<b>Expressive Arts and Design</b>	<ol style="list-style-type: none"> <li>1. Explore and use a range of art materials and start to join them together</li> <li>2. Sing, respond to and create music</li> <li>3. Begin to develop stories through role play and small world set ups</li> </ol>