

## St Augustine's Catholic Primary School Nursery Curriculum Overview - Year A

Nursery	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5
<b>Key Texts</b>					
<b>Links to Rights Articles &amp; Global Goals (GG)</b>	Articles 1, 2, 7, 8, 10, 11, 12, 13, 14, 15, 17, 18, 19, 22, 24, 29, 30, 31 GG 3, 5, 10, 16, 17,	Articles 1, 2, 3, 4, 6, 7, 8, 19, 27, 28, 31, 32, 37 GG 1,2, 3, 4, 5, 6, 9, 10, 12	Articles 1, 2, 3, 4, 6, 7, 8, 19, 27, 28, 31, 32, 37 GG 1,2, 3, 4, 5, 6, 9, 10, 12	Articles 1, 2, 3, 9, 10, 12, 13, 14, 17, 28, 29, 30, 31, GG 1, 2, 4, 13, 15	Articles 1, 13, 17, 27, 28, 29, 30, 31, GG 6, 7, 8, 9, 11, 12, 15,17
<b>Key Dates/Events</b>	Autumn Harvest	Bonfire Night Advent/Christmas	Chinese New Year Pancake Day Valentine's Day	St. Patrick's Day Mother's Day St. George's Day Lent/Easter	Ascension/Pentecost  Father's Day
<b>RE</b>	Myself Judaism Collective Worship	Birthday Celebrating Collective Worship	Gathering Growing Collective Worship	Good News Islam Collective Worship	Friends God's Wonderful World Collective Worship
<b>Communication &amp; Language</b>	Begin to use longer sentences of 3-4 words Begin to understand simple questions about 'who', 'what' and 'where' Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Start to say how they are feeling, using words as well as actions	Use longer sentences of 3-4 words Can start a conversation with an adult or a friend and continue it for a couple of turns Understand simple questions about 'who', 'what', and 'where' Listen to simple stories and understand what is happening, with the help of the pictures Begin to develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'	Use longer sentences of 4-6 words Can start a conversation with an adult or a friend and continue it for many turns Begin to understand 'why' questions Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' Begin to enjoy listening to longer stories and can remember much of what happens.	Enjoy listening to longer stories and can remember much of what happens. Pay attention to one thing at a time. Understand a question or instruction that has two parts – Get your coat and wait at the door. Begin to express a point of view and to debate when they disagree with an adult or friend, using words and actions	Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

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	Engage in story time	Learn new vocabulary	Listen carefully to rhymes and songs, paying attention to how they sound.		
	Use new vocabulary through the day		Use new vocabulary in different contexts		
			Learn rhymes, poems, and songs		
<b>Personal, Social, emotional Development</b>	<p>Find ways to manage transition, e.g. from their parent to the class teacher</p> <p>Play with increasing confidence on their own and with other children</p> <p>To grow in independence</p> <p>Be able to begin to talk about and manage their emotions</p> <p>Notice and ask questions about differences such as skin colour, disabilities, types of hair and gender etc</p> <p>To begin to talk about their emotions in a more elaborate way, I am sad because... or I love it when...</p>	<p>Explore their emotions beyond their normal range through play and stories</p> <p>Begin to show 'effortful control', for example – waiting their turn, resisting the impulse to grab what they want</p> <p>Play with one or more other children, extending and elaborating play ideas</p> <p>Begin to help to find solutions to conflict and rivalries, for example, knowing that not everyone can be Spiderman</p> <p>Begin to follow rules and begin to understand why they are important</p>			<p>Show 'effortful control', for example – waiting their turn, resisting the impulse to grab what they want</p> <p>Increasingly follow rules and understand why they are important as well as not needing an adult to remind them of a rule</p> <p>Develop appropriate ways of being assertive</p> <p>Talk with others to solve conflicts</p> <p>Talk about their feelings using words like 'happy', 'sad' or 'worried'</p> <p>Begin to understand how others might be feeling</p>
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year.</i>					
<b>Physical Development</b>	<p>Clap and stamp to music</p> <p>Fit themselves into spaces like tunnels, dens, large boxes and move around in them</p> <p>Enjoy starting to kick, throw and catch balls</p> <p>Build independently with a range of resources</p>	<p>Sit on a push along wheeled toy, use a scooter or ride a tricycle</p> <p>Develop manipulation and control</p> <p>Use large and small motor skills to do things independently, e.g. fasten buttons and zips and pour drinks</p> <p>Learn to use the toilet independently</p> <p>Make healthy choices about food, drink, activity and toothbrushing</p>	<p>Continue to develop their movement, balancing and riding</p> <p>Go up and down stairs or climb up apparatus using alternate feet</p> <p>Begin to use large muscle movements to wave flags, streamers, make marks and paint</p> <p>Start taking part in some group activities which they make up for themselves or in teams</p> <p>Choose the right resources to carry out their own plan, e.g. choosing a spade to enlarge a small hole they dug with a trowel</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>Continue to use large muscle movements to wave flags, streamers, make marks and paint</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Match their developing physical skills to tasks and activities, e.g. they decide whether to crawl, walk or run across a plank depending on its length and width</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p>	<p>Use one-handed tools and equipment, e.g. making snips in paper with scissors</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Begin to eat independently using a knife and fork</p> <p>Show a preference for a dominant hand</p> <p>Be increasingly independent as they get dressed and undressed, e.g. putting on coats and doing up zips</p> <p>Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly and brushing their teeth</p>
<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport.</p> <p>Begin to develop their fine motor skills so that they can use a range of tools competently, safely, and confidently.</p> <p>Begin to develop their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Begin to develop overall body-strength, balance, co-ordination, and agility</p>					



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<b>Literacy</b>	<p>Enjoy songs and rhymes, tuning in and paying attention</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo</p> <p>Sing songs and say rhymes independently, e.g. singing whilst playing</p> <p>Enjoy sharing books with an adult</p> <p>Have favourite books and seeks them out to share with an adult or friend</p> <p>Enjoy drawing freely</p>	<p>Repeat words and phrases from familiar stories</p> <p>Ask questions about books / make comments and share their own ideas</p> <p>Develop play around their favourite stories using props</p> <p>Add some marks to their drawings, which they give meaning to e.g. 'that's mummy'</p> <p>Make marks on their picture to represent their name</p> <p>Notice some print, such as the first letter of their name, number on a door or a familiar logo</p>	<p>Begin to understand that print has meaning</p> <p>Begin to understand that we read text from left to right and from top to bottom</p> <p>Continue to develop play around their favourite stories using props</p> <p>Continue to add marks to their drawings</p> <p>Begin to engage in extended conversations about stories, learning new vocabulary</p>	<p>Understand that print has meaning</p> <p>Understand how we read text</p> <p>To know the different parts of a book and page sequencing</p> <p>Begin to use some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top</p> <p>Begin to write some of their name</p> <p>Begin to write some letters accurately</p>	<p>Use their print and letter knowledge in their early writing, e.g. writing m for mummy</p> <p>Write their first name</p> <p>Write an increasing number of letters accurately</p> <p>To begin to retell familiar stories within their play</p> <p>Continue to ask questions about books / make comments and share their own ideas</p>
	<p>Nursery Rhymes</p> <p>Phonics Phase 1 – spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound etc</p>				
<b>Mathematics</b>	<p>Take part in finger rhymes with numbers</p> <p>To know some colours</p> <p>To compare groups of amounts saying 'lots', 'more' or 'same'</p> <p>Begin counting behaviour, e.g. making sounds, pointing or saying some numbers in sequence</p> <p>Climb and squeezing themselves in different types of spaces</p> <p>Build with a range of resources</p> <p>To complete inset puzzles</p>	<p>To compare sizes, weights etc using gesture and language e.g. 'bigger/little/smaller', 'high/low', 'tall', 'heavy'</p> <p>Recite numbers up to 5</p> <p>Notice patterns and arrange things in patterns</p> <p>Fast recognition of up to 3 objects without counting (subitising)</p> <p>Say one number for each item in order</p>	<p>Recite numbers past 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>Show finger numbers up to 5</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>Talk about and identify patterns around them, e.g. stripes on clothes, designs on wallpaper etc using informal language like 'pointy', 'spotty' etc</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 and 3D shapes, e.g. circles, triangles, rectangles, cuboids – using informal language, e.g. sides, corners, flat, round, straight</p> <p>Understand position through words along, e.g. 'The bag is under the table' with no pointing</p> <p>Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf</p>	<p>Make comparisons between objects relating to size, length, weight and capacity</p> <p>Select shapes appropriately for building, e.g. flat surfaces for building or a triangular prism for a roof etc</p> <p>Combine shapes to make new ones, e.g. an arch, a bigger triangle etc</p> <p>Notice and correct an error in a repeating pattern</p> <p>Begin to describe a sequence of events, using words such as 'first', 'then' etc</p>
	<b>Understanding of the World</b>	<p>Make connections between the features of their family and other families</p> <p>Notice differences between people</p> <p>Begin to show interest in different occupations</p> <p>Use all their senses in hands-on exploration of natural materials</p> <p>Begin to make sense of their own life-</p>	<p>Explore materials with different properties</p> <p>Continue to develop positive attitudes about the differences between people</p> <p>Know that there are different countries in the world and begin to talk about the</p>	<p>Explores collections of materials with similar and/or different properties</p> <p>Remembers and talks about significant events in their own experience</p> <p>Continue to talk about what they see, using a wide vocabulary</p>	<p>Talk about the differences between materials and changes they notice</p> <p>Continue to show interest in different occupations</p> <p>Is beginning to understand the need to respect and care for the natural environment and all living things</p>

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	story and family's history	differences they have experienced or seen in photos			Talks about differences in familiar objects from the past e.g. mobile phones, tvs, cars etc
	Begin to understand the effect of changing seasons on the natural world around them Begin to understand changing states of matter Describe what they see, hear, and feel whilst outside. Explore the natural world around them.				
<b>Expressive Arts &amp; Design</b>	Show attention to sounds and music Respond emotionally and physically to music when it changes Move and dance to music Anticipate phrases and actions in rhymes and songs. Explore their voices and enjoy making sounds Join in with songs and rhymes, making some sounds Explore paint, using fingers and other parts of their bodies as well as brushes and other tools	Make rhythmical and repetitive sounds Explore a range of sound makers and instruments and play them in different ways Notice patterns with strong contrasts and be attracted by patterns resembling the human face Start to make marks intentionally Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials Use their imagination as they consider what they can do with different materials Make simple models which express their ideas 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 Remember and sing entire songs Begin to play instruments with some control to express their feelings and ideas	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park Explore different materials freely, in order 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 Create closed shapes with continuous lines and begin to use these shapes to represent objects Sing the pitch of a tone sung by another person ('pitch match') Play instruments with increasing control to express their feelings and ideas	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 Explore colour and colour mixing Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and feelings Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Create their own songs or improvise a song around one they know
<b>RHE And PSHE</b>	<ul style="list-style-type: none"> <li>• Story Sessions: Handmade With Love</li> <li>• I Am Me</li> <li>• Heads, Shoulders, Knees and Toes</li> <li>• Ready Teddy?</li> </ul>	<ul style="list-style-type: none"> <li>• I Like, You Like, We All Like!</li> <li>• All The Feelings!</li> <li>• Let's Get Real</li> <li>• Growing Up</li> <li>• New People, New Places</li> </ul>	<ul style="list-style-type: none"> <li>• Role Model</li> <li>• Who's Who?</li> <li>• You've Got A Friend in Me</li> <li>• Forever Friends</li> <li>• What is the Internet?</li> <li>• Playing Online</li> </ul>	<ul style="list-style-type: none"> <li>• Safe Inside and Out</li> <li>• My Body, My Rules</li> <li>• Feeling Poorly</li> <li>• People Who Help Us</li> </ul>	<ul style="list-style-type: none"> <li>• God is Love</li> <li>• Loving God, Loving Others</li> <li>• Me, You, Us</li> <li>• When I Grow Up...</li> <li>• 'Money Doesn't Grow On Trees'</li> </ul>
<b>SMSC</b>	<b>Cultural:</b> Developing an awareness of our own culture. Developing an awareness of different cultures. <b>UK Parliament Week</b> <b>Remembrance Day</b> <b>Children in Need</b>	<b>Cultural:</b> Developing an awareness of different cultures. <b>Chinese New Year</b>			<b>Cultural:</b> Developing interest and enthusiasm in our British culture <b>International Day for Cultural Diversity</b> <b>Outdoor Classroom</b>
	<b>Moral/Social:</b> The EYFS curriculum and the school behaviour policy develops children's moral code. Promote right and wrong and ways to promote choosing the right path. Promote a safe environment for children to talk freely and openly about their feelings, emotions and fears and how we can deal with them appropriately. Right and wrong is discussed regularly to provide children with examples and models of good choices. <b>International Women's Day</b> <b>Earth Day</b> <b>Global Recycling</b> <b>World Wildlife Day</b>				



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**Spiritual:** EYFS curriculum develops, supports and promotes a sense of enjoyment and fascination in learning about the world around them.

Developing an awareness of children's own beliefs

Developing respect and an understanding of empathy for all.

**October-Month of Extraordinary Mission**