



St. Patrick's Catholic Primary School



Nursery curriculum overview

	Autumn		Spring		Summer	
TOPIC	All About me People who help us	Where we live!	Knights, castles and dragons!	Outer space!	Marvellous Minibeasts	Pirates and superheroes!
RE	Myself (Domestic church /Family)	Welcome (Baptism/ Belonging) Birthday (Advent – Christmas – Loving) & Other Faith	Celebrating (Local Church – Community)	Gathering (Relating) Growing (Lent/ Easter – Giving) & Other Faith	Good news (Pentecost – Serving) Friends (Reconciliation)	Wonderful world (Universal church) & Other Faith CAFOD
LITERACY/ PHONICS	Making marks Reading for pleasure Phase 1	Ascribing meaning to marks Reading for pleasure Phase 1	Ascribing meaning to marks Reading for pleasure Phase 1/phase 2	Forming letter shapes. Writing own name. Reading for pleasure Phase 1/phase 2	Forming letter shapes and writing own name. Reading for pleasure Phase 1/phase 2	Writing own name and other words. Reading for pleasure Phase 1/phase 2
MATHS	Counting & Numbers Counting & Ordering 2D shape Size Explore, reason and solve problems White Rose	Counting & Numbers Counting & Ordering 2D shape Size Explore, reason and solve problems White Rose	Counting and comparing groups of objects Patterns Positional language Length, height, weight and capacity Explore, reason and solve problems White Rose	Counting and comparing groups of objects Patterns Positional language Length, height, weight and capacity Explore, reason and solve problems White Rose	Numerals Counting Number problems Counting and addition 2D and 3D shapes Explore, reason and solve problems White Rose	Numerals Counting Number problems Counting and addition 2D and 3D shapes Explore, reason and solve problems White Rose
PSED	Nursery rules and routines. Playing and working alongside children and in a group	Nursery rules and routines. Playing and working alongside children and in a group	Expressing own preferences and sharing ideas	Expressing own preferences and sharing ideas	Developing self-confidence and independence	Developing self-confidence and independence
CAL	Shows an interest in sounds, songs and rhymes. Listens to stories with increasing attention and recall Can talk in simple sentences	Shows an interest in sounds, songs and rhymes. Listens to stories with increasing attention and recall Can talk in simple sentences	Joins in with repeated refrains, rhymes, songs and stories Can talk in more complex sentences	Joins in with repeated refrains, rhymes, songs and stories Can talk in more complex sentences	Uses talk to connect ideas, explain what's happening and anticipate what might happen next.	Uses talk to connect ideas, explain what's happening and anticipate what might happen next.
PD	Developing fine and gross motor movements. Managing self-care	Developing fine and gross motor movements. Managing self-care	Developing fine and gross motor movements. Moving around freely with pleasure Managing self-care	Developing fine and gross motor movements. Moving around freely with pleasure Managing self-care	Developing fine and gross motor movements. Moving confidently and safely negotiating own space Experiments with different ways of moving Managing self-care	Developing fine and gross motor movements. Moving confidently and safely negotiating own space Experiments with different ways of moving Managing self-care

THE WORLD	Seasonal Change Autumn stories and non fiction books	Autumn Walk Autumn stories and non fiction books	Seasonal Change Winter and Christmas Stories	Spring walk Springtime / Easter stories and non fiction books	Seasonal Change Summer stories and non fiction books	Summer walk Summer stories and non fiction books
TECHNOLOGY	Knows how to operate simple technology equipment.	Knows how to operate simple technology equipment.	Know that information can be retrieved from a computer.	Know that information can be retrieved from a computer.	Completes a simple program on a computer	Completes a simple program on a computer
PEOPLE AND COMMUNITIES	Beginning to have own friends. Has a sense of own immediate family and relations.	Shows interest in lives of people who are familiar to them.	Remembers and talks about significant events in their own experience	Remembers and talks about significant events in their own experience	Recognises and describes special times or events.	Recognises and describes special times or events.
EAD / EMM	Joins in with singing, dancing, ring games, songs and rhymes. Engages in imaginative role play Experiments with Art and design	Joins in with singing, dancing, ring games, songs and rhymes. Engages in imaginative role play Experiments with Art and design	Joins in with singing, dancing, ring games, songs and rhymes. Engages in imaginative role play Experiments with Art and design	Joins in with singing, dancing, ring games, songs and rhymes. Engages in imaginative role play Experiments with Art and design	Joins in with singing, dancing, ring games, songs and rhymes. Engages in imaginative role play Experiments with Art and design	Joins in with singing, dancing, ring games, songs and rhymes. Engages in imaginative role play Experiments with Art and design
BRITISH VALUES	Democracy: Children will learn to respect other people and understand that we are all special. Children will know why voting is important and will vote to decide on a role-play area in class and on other matters.	Falling Out- Tolerance: Children will discuss and begin to learn and understand how to solve their own problems. Children will learn to respect other people – we are all special and know how to be a good friend.	Individual Liberty: Children will learn about how they have changed from being a baby. Children will be encouraged to think about what they want to get better at. Children will continue to learn what is 'right' and 'wrong.'	Rule of Law: Children will be encouraged to reflect on the positive skills they have and recognise that people like different things and that is 'ok.' Children will learn to respect other people's ideas.	Respect: Children will learn about how to be good friends. Children will learn what to do when things do not go their way. Children will continue to learn what is 'right' and 'wrong.'	Tolerance: Children will begin to learn how change makes them feel and how they can help themselves to deal with change. Children will begin to know that other people feel sad too sometimes and they can help.
CULTURAL CAPITAL	The essential knowledge that children need to be educated citizens. Prepare children with the skills and knowledge by extending their language by introducing interesting resources that provoke greater conversations. Activities include: arts and crafts, music, singing, poetry, drama, film making, story-times, food, outings, galleries, museums, theatre, art exhibitions, science; all daily activities which can open a new world for the children.					
CHARACTERISTICS OF EFFECTIVE DEVELOPMENT	Playing & Exploring – Finding out & exploring. Playing with what they know. Being willing to 'have a go'. Active Learning – Being involved and concentrating. Enjoying achieving what they set out to do. Keeping on trying. Creating & Thinking Critically – Having their own ideas. Making links. Choosing ways to do things					