



Nursery Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	<p>Listen and respond to simple instructions</p> <p>Start to listen to simple stories.</p> <p>To observe and show interest in pretend play: 'putting the baby to sleep' or 'driving the car to the shops'</p>	<p>Listen and respond to simple instructions</p> <p>Listen to simple stories.</p> <p>To begin to engage in pretend play: 'putting the baby to sleep' or 'driving the car to the shops'</p> <p>Start to understand and act on longer sentences like 'make teddy jump' or 'find your coat'</p>	<p>Listen to simple stories and start to understand what is happening, with the help of pictures and adult support</p> <p>To begin to engage in pretend play: 'putting the baby to sleep' or 'driving the car to the shops'</p> <p>Start to say how they are feeling, using words as well as actions, with</p>	<p>Listen to simple stories and start to understand what is happening, with the help of pictures.</p> <p>Start to develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'</p> <p>Develop an understanding and act on longer sentences like 'make teddy jump' or 'find your coat'</p> <p>Start to say how they are feeling, using</p>	<p>Listen to simple stories and understand what is happening, with the help of pictures and supporting resources.</p> <p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'</p> <p>Start to develop conversation, often jumping</p>	<p>Independently listen to simple stories and understand what is happening, with the help of pictures and supporting resources.</p> <p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'</p> <p>To understand and act on longer sentences like 'make teddy jump' or 'find your coat'</p> <p>Start to develop conversation,</p>



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			adult support and related resources.	words as well as actions.	from topic to topic, with adult support and related resources.	often jumping from topic to topic
		Start to understand simple questions about 'who', 'what' and 'where' (but generally not why).			Use intonation, pitch and changing volume when talking	
				Develop an understanding simple questions about 'who', 'what' and 'where' (but generally not why).	Start to listen to other people's talk with interest but can easily be distracted by other things. (show and tell)	Listen to other people's talk but can easily be distracted by other things. (show and tell)
				Use the speech sounds p,b, m, w.		To understand simple questions about 'who', 'what' and 'where' (but generally not why).
				Pronounce: l/r/w/y f/th s/sh/ch/dx/j multi-syllabic words such as banana		



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				and computer (progress check)		
Personal, Social and Emotional Development	<p>Find ways of managing transitions from their parent to their key person (new starters).</p> <p>Learn to use the toilet with help, and then independently. (child specific)</p> <p>Develop friendships with other children with adult (new starters).</p> <p>Find ways to calm themselves, through being calmed and comforted by their key person. (new starters)</p>	<p>Learn to use the toilet with help, and then independently. (child specific)</p> <p>Develop friendships with other children</p> <p>Begin to show effort 'effort control'. For example waiting</p>	<p>Find ways of managing transitions from their parent to their key person (new starters).</p> <p>Learn to use the toilet with help, and then independently. (child specific)</p> <p>Develop friendships with other children with adult (new starters)</p> <p>Find ways to calm themselves, through being calmed and comforted by their key person. (new starters)</p> <p>Begin to show effort 'effort control'. For</p>		<p>Find ways of managing transitions from their parent to their key person (new starters).</p> <p>Learn to use the toilet with help, and then independently. (child specific)</p> <p>Develop friendships with other children with adult (new starters)</p> <p>Find ways to calm themselves, through being calmed and comforted by their key person. (new starters)</p> <p>Begin to show effort 'effort</p>	<p>Learn to use the toilet with help, and then independently. (child specific)</p> <p>Develop friendships with other children</p> <p>Begin to show effort 'effort</p>



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	Begin to show effort 'effort control'. For example waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.	for a turn and resisting the strong impulse to grab what they want or push their way to the front.	example waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.	example waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.	control'. For example waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.	control'. For example waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
			Be increasingly able to talk about and manage their emotions,	Be increasingly able to talk about and manage their emotions,		
			Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person – spring walk		Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person – trip	
				Start to talk about their feelings in more elaborated ways; "I'm sad because" or "I love it when..." Safely explore emotions beyond		Talk about their feelings in more elaborated ways; "I'm sad because" or "I love it when..."



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				their normal range through play and stories.		Safely explore emotions beyond their normal range through play and stories.
Physical Development	<p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking, with adult support.</p> <p>Start to clap and stamp to music</p> <p>Start to do large motor skills, for example waving ribbons, flap their arms like a bird.</p> <p>Walk, run, jump and climb – and start to use the stairs independently</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p>	<p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking</p> <p>Clap and stamp to music</p> <p>Use large motor skills to do things independently, for example waving ribbons, flap their arms like a bird.</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p>	<p>Start to clap and stamp to music in time</p> <p>Start to do small motor skills to do things for example moving pom poms with tweezers.</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p>	<p>Clap and stamp to music in time</p> <p>To do small motor skills independently to do things for example moving pom poms with tweezers.</p> <p>Sit on a push-along wheeled toy, use a</p>	<p>Start to lap and stamp to music increasingly complex rhythms</p> <p>Start to use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Sit on a push-along wheeled toy, use a</p>	<p>Clap and stamp to music music increasingly complex rhythms</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Sit on a push-along wheeled toy, use a</p>



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	Explore different materials and tools	Explore different materials and tools Start to build with a range of appropriate resources, with adult support.	Explore different materials and tools	scooter or ride a tricycle. Explore different materials and tools To build with a range of appropriate resources, with adult support Enjoy starting to kick, throw and catch balls	scooter or ride a tricycle. Explore different materials and tools Enjoy starting to kick, throw and catch balls Start to fit themselves into spaces like tunnels, dens and large boxes and move around in them. Start eating independently and learning how to use a knife and fork	scooter or ride a tricycle. Explore different materials and tools Independently build with a range of appropriate resources, with adult support Enjoy starting to kick, throw and catch balls Fit themselves into spaces like tunnels, dens and large boxes and move around in them.
				Start to develop manipulation and	Develop manipulation and control, with adult support.	Develop manipulation and control



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				control, with adult support.		
Literacy	<p>Start to pay attention and respond to a simple picture of interest to them.</p> <p>Start to repeat simple words from familiar stories</p> <p>Start to enjoy sharing simple books that are familiar to them with an adult.</p>	<p>Start to pay attention and respond to a simple picture.</p> <p>Repeat simple words from familiar stories</p> <p>Enjoy simple books that are familiar to them with an adult.</p>	<p>Start to pay attention and respond to simple pictures of interest to them.</p> <p>Start to repeat simple phrases from familiar stories</p> <p>Start to enjoy sharing books with an adult</p>	<p>Pay attention and respond to simple pictures.</p> <p>Repeat simple phrases from familiar stories</p> <p>Start to enjoy sharing books with an adult</p>	<p>Start to pay attention and respond to more detailed pictures.</p> <p>Start to repeat words and phrases from familiar stories</p> <p>Enjoy sharing books with an adult</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or look at it alone. (show and tell or on tapestry)</p>	<p>Pay attention and respond to detailed pictures.</p> <p>Repeat words and phrases from familiar stories</p> <p>Enjoy sharing books with an adult</p> <p>Have favourite books and seek them out, to share with an adult, with another child, or look at it alone. (show and tell or on tapestry)</p>



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	Enjoy drawing freely				Begin to develop play around favourite stories using props	Develop play around favourite stories using props Ask questions about the book. Make comments and share their own ideas Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Notice some print, such as the letter of their name, a bus or door number, or a familiar logo. Make marks on their pictures to stand for their name.
	Phase 1	Phase 1	Phase 1	Phase 1		Phase 1



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Mathematics	<p>Combine objects like stacking blocks and cups. Put objects inside other and take them out again.</p> <p>Take part in finger rhymes with numbers</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers – 1,2,3,5</p>	<p>Combine objects like stacking blocks and cups. Put objects inside other and take them out again.</p> <p>Take part in finger rhymes with numbers</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence</p> <p>Count in everyday contexts, sometimes skipping numbers – 1,2,3,5</p>	<p>Combine objects like stacking blocks and cups. Put objects inside other and take them out again.</p> <p>Take part in finger rhymes with numbers</p> <p>Count in everyday contexts, sometimes skipping numbers – 1,2,3,5</p> <p>Compare amounts, saying 'lots', 'more' or 'same' (make biscuits)</p>	<p>Combine objects like stacking blocks and cups. Put objects inside other and take them out again.</p> <p>Take part in finger rhymes with numbers</p> <p>Count in everyday contexts, sometimes skipping numbers – 1,2,3,5</p> <p>Notice patterns and arrange things in patterns. (patterns on animals)</p> <p>Compare sizes, weights etc, using gesture and language – 'bigger/little/smaller', 'high/low', 'tall' 'heavy'</p>	<p>Combine objects like stacking blocks and cups. Put objects inside other and take them out again.</p> <p>Count in everyday contexts, sometimes skipping numbers – 1,2,3,5</p>	<p>Combine objects like stacking blocks and cups. Put objects inside other and take them out again.</p> <p>Count in everyday contexts, sometimes skipping numbers – 1,2,3,5</p>



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		Build with a range of resources.			<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc</p> <p>Talk about and explore 2D and 3D shapes (for example, circle, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'</p> <p>Climb and squeeze themselves into different types of spaces.</p>	
Expressive Art and Design	Start to make marks intentionally					



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	<p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools</p> <p>Start to move and dance to music to simple music</p> <p>Start to join in with simple songs and rhymes, making some sounds.</p> <p>Explore their voices and enjoying making sounds</p> <p>Start to enjoy and take part in action songs such 'Twinkle, Twinkle Little Star'</p>	<p>Move and dance to music to simple music</p> <p>Join in with simple songs and rhymes, making some sounds</p> <p>Explore their voices and enjoying making sounds</p> <p>Start to enjoy and take part in action songs such 'Twinkle, Twinkle Little Star'</p>	<p>Start to move and dance to music</p> <p>Start to join in with songs and rhymes, making some sounds</p> <p>Explore their voices and enjoying making sounds</p> <p>Start to enjoy and take part in action songs such 'Twinkle, Twinkle Little Star'</p>	<p>Move and dance to music</p> <p>Join in with songs and rhymes, making some sounds</p> <p>Explore their voices and enjoying making sounds</p> <p>Enjoy and take part in action songs such 'Twinkle, Twinkle Little Star'</p>	<p>Independently move and dance to music</p> <p>Independently start to join in with songs and rhymes, making some sounds</p> <p>Explore their voices and enjoying making sounds</p> <p>Enjoy and take part in action songs such 'Twinkle, Twinkle Little Star'</p>	<p>Confidently move and dance to music</p> <p>Confidently join in with songs and rhymes, making some sounds</p> <p>Explore their voices and enjoying making sounds</p> <p>Enjoy and take part in action songs such 'Twinkle, Twinkle Little Star'</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p>
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					<p>Explore a range of soundmakers and instruments and play them in different ways.</p>	<p>Make simple models which express their ideas</p> <p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with the different materials</p>
<p>Understanding the World</p>	<p>Begin to explore natural materials, indoors and outside</p> <p>Begin to explore materials with different properties</p>	<p>Explore (with support) natural materials, indoors and outside</p> <p>Explore (with support) materials with different properties</p>	<p>Explore natural materials, indoors and outside</p> <p>Explore materials with different properties</p> <p>Explore and respond to different natural phenomena in their setting and on trips (supported if needed)</p>	<p>Explore natural materials, indoors and outside</p> <p>Explore materials with different properties</p> <p>Explore and respond to different natural phenomena in their setting and on trips (supported if needed)</p>	<p>Start to notice differences between people.</p> <p>Continue exploring materials with different properties</p> <p>Explore and respond to different natural phenomena in their setting and</p>	<p>Notice differences between people.</p> <p>Make connections between the features of their family and other families</p>



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					on trips more independently	
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