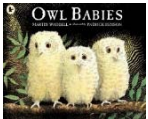
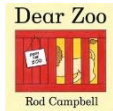





St Mary and St Michael Catholic Primary School

"Learning together hand in hand with our friend Jesus."

Curriculum Overview: Nursery 2017/18

Terms	Autumn Settling in		Spring Reaching for the stars		Summer Moving on	
	1. All about me	2. Animals/ Christmas	1. Journeys	2. Where I Live	1. Growing	2. Mini beasts
PSE <small>All about me box all year long. Circle times in response to children's needs</small>	Settling in Making friends Following rules and routines	How am I different to when I was a baby? Celebrations at home	Feelings and emotions	Caring for others and the environment	My fears Staying safe Being healthy	Transition: Reception Being healthy
Jigsaw	Being me in the world	Celebrating differences	Dreams and goals	Relationships	Healthy me	Changing me
PD	<p><i>Mark Making, malleable & messy play</i></p> <p>Gross motor: <i>Moves freely, with confidence and pleasure in a range of ways.</i></p> <p>Co-ordination skills. Walking downstairs, two feet to each step carrying small object.</p>	<p><i>Mark Making, malleable & messy play</i></p> <p>Gross motor: <i>Moves freely, with confidence and pleasure in a range of ways.</i></p> <p>Co-ordination skills. Walking downstairs, two feet to each step carrying small object. Draws lines and circles using gross motor movements.</p>	<p><i>Mark Making, malleable & messy play</i></p> <p>Gross motor: <i>Moves freely, with confidence and pleasure in a range of ways.</i></p> <p>Co-ordination skills. Catching and throwing large balls. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p>	<p><i>Mark making with control</i></p> <p>Gross motor: <i>Moves freely, with confidence and pleasure in a range of ways</i></p> <p>Throwing, catching and kicking skills. Jumps off equipment and lands appropriately. Negotiating space successfully when playing, racing and working with other children. Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>		
	<p>Fine motor: Dough Disco Holding pencil between thumb and two fingers.</p>		<p>Fine motor: Develop scissor control. Cutting skills: cut snips in paper with scissors. Holding pencil between thumb and two fingers.</p>	<p>Fine motor: Introduce 'write dance'. Develop scissor control. Cutting skills: cut snips in paper with scissors. Holding pencil between thumb and two fingers.</p>	<p>Fine motor: Write dance Holds pencil near point between first two fingers and thumb and uses it good control. Cutting skills: starting to cut straight lines. Begin to use anticlockwise movement and retrace vertical lines.</p>	
	<p>H&SC: Safe handling of tools and equipment. Learn importance of personal hygiene i.e washing hands after toilet.</p>		<p>H&SC: Eating with a fork. Observes the effect of activity on their bodies.</p>		<p>H&SC: Begin to understand the impact that exercise has on our bodies.</p>	<p>H&SC: Begin to understand the impact that exercise has on our bodies.</p>

	Independent dressing skills: putting on apron. Starting to eat a healthy range of food.		Independent dressing skills: putting on socks and shoes. Eats a healthy range of food and beginning to understand the need for variety in food.		Beginning to use a knife and fork. Starting to show an understanding of the need of safety when tackling new challenges. Eats a healthy range of food and understand the need for variety in food		Using a knife and fork correctly. Starting to show an understanding of the need of safety when tackling new challenges. Eats a healthy range of food and understand the need for variety in food					
C&L	Small group and whole class discussions. Listening attentively and take turns to speak. Naming objects and actions using descriptive language. Listen to and join in with a variety of songs and rhymes.		Introduce Story scribing. Join in with repetitive phrases in books. Talking in front of an audience i.e nativity performance.		Naming and describing Understand and ask questions. Use talk to connect ideas, explain what is happening and anticipate what might happen next. Describe why they like a book and retell simple story using pictures or props.		Question why things happen and give explanations e.g. who what, when and how. Begin to understand & use in everyday language prepositions i.e. on top, under, behind etc.		Identify and continue rhyme and alliteration. Starting to complete a rhyming string. Extending vocabulary.		Continue to develop questioning and understanding and extend vocabulary. Increase attention and listening span.	
Core books												
Reading	Listens to stories with enjoyment. Beginning to look at books with adult support. Handles books carefully.		Listens to and joins in with stories. Look at books independently. Holds books the correct way up and turns pages. Shows interests in illustrations and print in books and print in the environment.		Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Beginning to recognise my own name.		Suggests how the story might end. Listens to stories with increasing attention and recall. Recognises my own name without a photograph and other familiar words and signs.		Starting to use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Phonics: start naming and sounding letters of the alphabet. Describes main story settings, events and principal characters.			
Mark making	Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.		Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.		Begins to copy letters from their name. Shows a preference for dominant hand.		Gives meaning to marks they make as they draw, write and paint. Begins to form recognisable letters.		Gives meaning to marks they make as they draw, write and paint. Writes own name independently.			
Self-registration	Find name with photo and put in basket. Select lunch and desert with name card.		Find name with photo and put in basket. Select lunch and desert with name card.		Find name with photo and put in basket. Select lunch and desert with name card.		Find name card and write name on large sheet of shared paper.					
Nursery Rhymes	Twinkle Twinkle Humpty Dumpty		One, two buckle my shoe I'm a little teapot Jack and Jill		Pat a cake Baa Baa Black sheep Mary had a little lamb		Row Row your boat Hickory Dickory Dock Wind the bobbin up		10 Current buns Little miss Muffet Tommy thumb		10 Fat sausages Incey Wincey spider	

Maths	Counting and numbers 1:1 correspondence	Shapes	Counting and numbers Sorting	Measuring	Counting, number recognition and number writing	Time
Cooking <small>Maths focus</small>	Fruit salad	Christmas biscuits	Pancakes	Sandwiches	Making pasta	Use home grown foods
P&C	My family	Special times and events for my family.	I am unique.		Local community Different occupations	Around the world:
Celebrations and trips	Harvest	Animal Encounters Bonfire Night Remembrance Diwali Nativity/Christmas Pantomime	Half Moon Theatre Valentine's Day Chinese New Year	Morning for mums Stratford Discovery Centre Easter	Careers week Eid (?) Road safety workshop	FUDGE Day Multicultural Day Sports Day
The World	Seasonal Changes summer-autumn-winter. Look at range of zoo animals: characteristics; their habitats and how to care for it.		Seasonal changes winter-spring. Recycling/taking care of environment. Look at range of farm animals: characteristics; their habitats and how to care for it.		Seasonal changes spring-summer. Life cycles of caterpillars and chicks (Butterflies and eggs). Planting seeds and observe it growing. Look at range of mini beasts/insects: characteristics; their habitats and how to care for it.	
Technology	Working skilfully in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.		Operating simple equipment e.g. turning on CD players etc.		Technology walk and technology around us. How does it work?	
EAD <small>Plan Make Evaluate</small>	Self portraits	Animal masks	Junk modelling rockets	Natural resource houses	Flower observational paintings/drawings	Clay mini beasts
Small World	Fantasy World Jungle animals		Space Farm animals	Mini beasts Pirates		
Small Construction	Duplo Kapla		Stickle bricks Mobilo	Lego Mobilo		
RE	Beginnings	Advent and Christmas	Lent and Easter	Pentecost	Other Faiths Marion Procession	