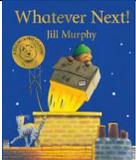
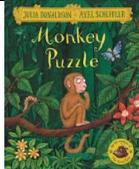
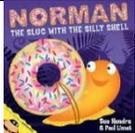
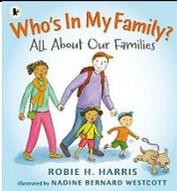
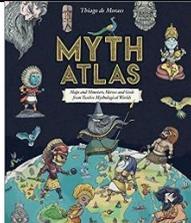
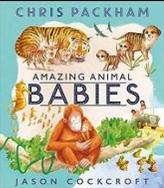
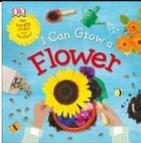
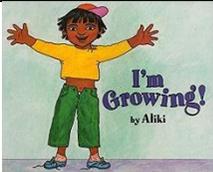


St Mary and St Michael Catholic Primary School

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

Curriculum Overview: Nursery 2022/2023

Terms	Autumn 'Settling in'		Spring 'Reaching for the stars'		Summer 'Moving on'	
	1. It's good to be me	2. Boxes/Christmas	3. Once upon a time...	4. What a wonderful world	5. Walking through the garden	6. Somewhere over the rainbow
Core Book: Fiction						
Core Book: Non-Fiction						
Core Rhymes	Twinkle Twinkle Humpty Dumpty	One, two buckle my shoe I'm a little teapot Jack and Jill	Pat a cake 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
Events & Trips	<ul style="list-style-type: none"> Settling in Dental Health Week Harvest festival 	<ul style="list-style-type: none"> Remembrance Bonfire night Diwali Cardboard box day (16/11/22) Nativity performance Pantomime 	<ul style="list-style-type: none"> Chinese New Year Valentine's Day 	<ul style="list-style-type: none"> Eid Easter Morning 4 mums St Patrick's day 	<ul style="list-style-type: none"> Ducklings Marion Procession FUDGE day Careers week Queen's Platinum Jubilee celebrations St George's Day 	<ul style="list-style-type: none"> Sports day Multicultural day Transition week

Self-registration	Find name <i>with</i> photo and put in either 'happy' or 'sad' basket.		Find name card <i>without</i> photo and put in either 'happy' or 'sad' basket.		Find name without photo card and put in either 'happy' or 'sad' basket. Then 'sign in' on large scale paper using felt tip pens.	
PSED <small>Circle times planned in response to children's needs.</small>	Building relationships: key person and friends. Separating confidently from my parents/carers Becoming familiar with my classroom. Understanding the classroom rules Learning new routines and boundaries Try new activities		Appreciating diversity. Celebrations at home.	Importance of kindness and friendship.	My feelings and emotions.	Transition to reception/ new school Changes happening to me My hopes and dreams My fears
Communication and Language	Participate in small group discussions. Listen to friends and take turns to speak. Listen to and join in with a variety of songs and rhymes. Follow and understand simple instructions.	Introduce story scribing/ helicopter stories. Begin to understand & use in everyday language prepositions i.e. on top, under, behind etc. Describe why they like a book/toy/friend.	Use talk to connect ideas, explain what is happening and anticipate what might happen next. Identify and continue rhyme and alliteration.	Join in with repetitive phrases in books. Answer 'how' and 'why' questions. Starting to complete a rhyming string. Follow more complex instructions.	Introduce phonics – begin with sound discrimination sessions. Question why things happen and give explanations e.g. who what, when and how. Retell simple/familiar stories.	Continue to develop questioning and understanding and extend vocabulary. Increase attention and listening span. Answer questions using full sentences.
Physical Development	Gross motor: Co-ordination skills. Catching and throwing large balls		Gross motor: Co-ordination skills Negotiates space successfully		Gross motor: Throwing, catching and kicking skills.	

	<p>Draws lines and circles using gross motor movements.</p> <p>Fine motor: Introduce dough disco – Aut 2 Hold pencil between thumb and two fingers. Making snips in paper with scissors</p> <p>Health and self-care: Putting on my coat and taking it off independently. Using the toilet independently. Hand washing Safe handling of tools and equipment.</p>	<p>Fine motor: Dough disco Doing my zip up independently Develop scissor control Using a variety of media to draw and write meaningful marks.</p> <p>Health and self-care: Handwashing Dressing and undressing – taking off my jumper when I feel hot. Looks after own needs – drinks when thirsty, accesses snack when hungry.</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Fine motor: Dough disco Begin to copy letters from own name. Uses a knife and fork to eat with and can to cut soft foods. Cut in straight lines using scissors.</p> <p>Health and self-care: Learn the importance of handwashing and good hygiene practises. Talk about a healthy/unhealthy diet.</p>	
Reading	<p>How to hold a book, care for books.</p> <p>Listens to stories with enjoyment.</p> <p>Beginning to look at books with adult support.</p> <p>Handles books carefully.</p> <p>Listens to and joins in with stories.</p> <p>Look at books independently.</p> <p>Holds books the correct way up and turns pages.</p> <p>Shows interests in illustrations and print in books and print in the environment.</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Beginning to recognise my own name.</p> <p>HFW Introduce High Frequency words. Learn 1 word a week.</p>	<p>Suggests how the story might end.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Recognises my own name without a photograph and other familiar words and signs.</p>	<p>Describes main story settings, events and principal characters.</p> <p>Phonics Set 1 sounds.</p> <p>Starting to use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <ul style="list-style-type: none"> • <u>Non-Fiction:</u> What is a non-fiction book? • Phonics Continue and revise set 1 sounds. Chn to begin putting the sounds together to blend CVC words.
Reading for pleasure (Books)	<ul style="list-style-type: none"> • I love my dad! • No-bot: the robot with no bottom 	<ul style="list-style-type: none"> • <i>Wide collection of Classic fairytales</i> 	<ul style="list-style-type: none"> • Caterpillar to butterfly 	<ul style="list-style-type: none"> • Sharing a shell • When I grow up

	<ul style="list-style-type: none"> • Our class is a family • Autumn changes • Maisy goes to nursery • I need a wee! • What makes me a me? 	<ul style="list-style-type: none"> • Big box little box • Mr. Square • The Holy Bible • Dinosaur that pooped Christmas 	<ul style="list-style-type: none"> • You choose • Myth Atlas • Three little wolves and a big bad pig 	<ul style="list-style-type: none"> • Dear zoo • Snail and the whale • There's no place like space • We're going on a bear hunt • Encyclopedia • Book of maps • A-Z atlas 	<ul style="list-style-type: none"> • Mad about mini beasts! • Spinderella • The very greedy bee • What the ladybird heard • Ten little ladybirds • The very busy spider • George and Flora's secret garden • The tiny seed • How things grow • Gardening and cooking 	<ul style="list-style-type: none"> • The growing story • The wonderful things you will be • Once there were giants • The rainbow fish • Elmer and rainbow • The world made a rainbow
<p style="text-align: center;">Maths <i>Focus for provision in maths playarea</i></p> <p style="text-align: center;"><i>Books to be displayed and accessible in maths area</i></p>	<p><u>Books:</u> One to ten and back again</p> <p><u>Number/ Addition & subtraction</u></p> <p>1:1 correspondence Number peg puzzles Counting objects Magnetic number boards with pen Board games – connect 4 Large dice Car and people game</p>	<p><u>Books:</u> Big box of shapes</p> <p><u>2D shapes & pattern</u></p> <p>Gel shapes Magnetic shape boards Shape puzzles Shape feely bag Coloured counters 'Bamboo' building set Stack of small boxes with lids</p>	<p><u>Books:</u> One is a snail, 10 is a crab</p> <p><u>Number</u></p> <p>1:1 correspondence Number peg puzzles Counting objects Bead strings Large number track</p> <p><u>Introduce small maths groups</u></p>	<p><u>Books:</u> The shopping basket</p> <p><u>Addition and subtraction</u></p> <p>Board games – snakes and ladders Counting objects Large number track Car and people game</p>	<p><u>Books:</u> How much does a ladybug weigh?</p> <p><u>Measuring and time</u></p> <p>Scales Rulers Measuring tapes Digital stop clocks Counting objects Stack of small boxes with lids Variety of different sized ribbons 'Season' and 'lifecycle' puzzles</p>	
<u>Always available in maths area:</u>						

	<p style="text-align: center;">Large floor puzzles (rotate regularly) Counting ladybirds Calculators x2 Large abacus</p>					
<p style="text-align: center;">Mark making</p> <p style="text-align: center;"><i>Core books to be displayed and accessible in mark making area</i></p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p> <p>Large scale mark making</p> <p>Use a variety of media to make marks</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p> <p>Use a variety of media to make marks</p>	<p>Begin to copy letters from own name.</p> <p>Uses writing media with increasing control.</p>	<p>Begin to form recognisable letters, outside of own name.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p>	<p>Uses pencil and hold it using a tripod grip.</p> <p>Write own name independently.</p>	
<p style="text-align: center;">UW</p> <p style="text-align: center;"><i>Books to be displayed and accessible in home corner</i></p>	<p>People, culture and communities: Family tree.</p> <p>The natural world: Seasonal changes – Autumn.</p> <p>Woodland animals: natural habitats and how to care for them.</p> <p>The human body.</p> <p>Technology: Exploring X-rays.</p> <p>Using the camera to take 'selfies'</p>	<p>People, culture and communities: Celebration of Diwali</p> <p>The natural world: Seasonal changes autumn to winter</p> <p>Recycling cardboard – where does it go?</p> <p>Technology: Cause and effect toys</p>	<p>People, culture and communities: Celebration of Chinese new year</p> <p>The natural world: Ice exploration</p> <p>Technology: Introduce CD player into classroom with audio stories.</p>	<p>People, culture and communities: Celebration of Eid Families</p> <p>The natural world: Recycling and taking care of environment.</p> <p>Animals and their babies</p> <p>Technology: Talking tins for fairy tale storytelling.</p>	<p>People, culture and communities: Careers week</p> <p>The natural world: Planting seeds and caring for them</p> <p>Grass heads</p> <p>Seasonal changes – Winter to spring</p> <p>Technology: Operating duckling equipment, i.e., incubator.</p>	<p>People, culture and communities: Multicultural Day</p> <p>The natural world: Caterpillar growing kit</p> <p>Mini beast characteristics</p> <p>Bug hotel</p> <p>Technology: Time – lapse caterpillars to butterflies</p> <p>Blender - cooking</p>
Continuous provision: Home corner						

Books: I love my dad! Our class is a family, The tiger who came to tea

'Is the home corner 'homely' enough for you to move in?'

Change provision within home corner according to time of year, for example, small Christmas tree at Christmas time or Chinese calendar during Chinese New Year.

<p>EAD</p> <p><i>Books to be displayed and accessible in workshop area.</i></p>	<p>Books: What makes me a me?</p> <p><i>Observational art:</i> self-portraits to be displayed on 'selfie' display board, alongside photographic portrait.</p> <p>Exploration of mixing colours</p>	<p>Books: The cardboard box book</p> <p>Use cardboard boxes to create junk models.</p> <p>Salt dough Diwali lamps</p> <p>Christmas Christmas decorations Nativity performance Christmas songs/dance</p>	<p>Books: Rotate classic fairy tale book</p> <p>Add pop music albums, nursery rhymes and ribbons to CD player</p> <p>Fairy tale dressing up clothes</p> <p>Build your own fairy tale castle using resources available</p>	<p>Books:</p> <p>Natural resource collage</p>	<p>Books:</p> <p><i>Observational drawings/paintings:</i> Flowers and plants in the garden using variety of media</p> <p><i>Transient art:</i> using natural and open end materials to make pictures and art pieces</p>	<p>Books:</p> <p>Design your t-shirt for multicultural day</p> <p>Clay model mini beasts</p>
<p>RE</p>	<p>God's world</p> <ul style="list-style-type: none"> • God's world • Caring for God's world • God loves us • God made us special 	<p>God's Family</p> <ul style="list-style-type: none"> • The angel came to Mary • Advent • The birth of Jesus • The shepherds visit Jesus 	<p>Getting to know Jesus</p> <ul style="list-style-type: none"> • Getting to know Jesus • Jesus chooses disciples • Jesus loves children • Jesus works a miracle 	<p>Sorrow and joy</p> <ul style="list-style-type: none"> • Sorrow and joy • Saying sorry • Jesus and Peter • Jesus dies 	<p>New life</p> <ul style="list-style-type: none"> • New life • Jesus is alive • Jesus goes back to heaven • Mary our Mother 	<p>Our church family</p> <ul style="list-style-type: none"> • Our church family • Visit to a church • Sunday, a special day • Sacrament of Baptism
<p>Cooking</p> <p><i>PD and Maths focus</i></p>	<ul style="list-style-type: none"> • Fruit salad • Making playdough 	<ul style="list-style-type: none"> • Pumpkin scones • Mince pies 	<ul style="list-style-type: none"> • Pancakes • Chinese style noodles 	<ul style="list-style-type: none"> • Irish soda bread • Chocolate Easter nests 	<ul style="list-style-type: none"> • 'Face' pizza • Egg and cress sandwiches (<i>cress grown in class</i>) 	<ul style="list-style-type: none"> • Cupcakes • Fruit smoothie