



## Eastbury Primary School Curriculum Overview Map for Year: Nursery (September 2023/24)

Year: Nursery	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Topic theme title	Term 1: Settling in/ All about me/ Nursery Rhymes/ Traditional Tales/ Celebrations		Term 2: People Who helps us/ Superheroes/ Transport/ How plants grow		Term 3: Wild Animals/ Dinosaurs/ Minibeasts/ Transition	
<b>SECTION A: TITLE and OVERVIEW</b>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Trips and cultural capital experiences</b> <b>Entry point</b> <b>Exit point (need to check)</b>	Teddy Bear Picnic  Ride on a trike with my friend	Christmas performance  Autumn walk  Decorate/make Gingerbread man	Superhero mission day  Parachute with my friends  Visit from the police/ librarian and fire brigade	Planting a seed  Bus/ train ride  Easter krispy cakes  Easter Egg hunt	Become dino diggers  Maths day – shape shortbread biscuits	Watch a caterpillar turn to a butterfly  Minibeast visit  Graduation Ceremony
<b>Diversity &amp; Global Learning opportunities</b>	Art (EAD)– Self-portraits speaking about our backgrounds  History (UTW) - Black history month learning about the lives of significant black individuals from the around the world and the culture that makes them who they are – Garrett Morgan/Lewis Hamilton  Expect respect day	Bonfire, Diwali activities  Christmas performance  Remembrance Day  Children in need	Chinese New Year  Children’s mental Health  St Patricks Day  Month of Ramadan	World Book Day  Deaf Awareness Day  Science week  Mother day  E-safety day  PSHE- Peace Day learning what life is like for those who are suffering from war	Comic relief  Art week  Celebration of Eid	Music week  International week  Languages day  Celebration of Eid  Father’s day
<b>British values and Votes for Schools</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Weekly celebration assembly focus:</b>	N/A	N/A	N/A	N/A	N/A	N/A

<b>Eastbury values</b>						
<b>Year group whole school performance (RE assembly)</b>	N/A	N/A	N/A	N/A	N/A	N/A

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Nursery Topic/Theme</b>	<b>Settling in, All about me and Nursery Rhymes</b>	<b>Traditional tales and Celebrations in our community</b>	<b>People who help us and Superheroes</b>	<b>Transport and How Plants grow</b>	<b>Wild Animals and Dinosaurs</b>	<b>Minibeast/Farm animals Transition</b>
<b>Topic intent</b>	<p>Children will spend time understanding the routines, play and making friends.</p> <p>Children will learn about their own identity, similarities and differences of them and others and what makes them special</p> <p>They will spend time learning and singing to familiar and new Nursery Rhymes</p>	<p>Children will develop a bank of rich vocabulary and story knowledge that they can draw upon in all aspects of their learning.</p> <p>Children will know that everyone is different and have a better understanding of cultures and beliefs within our community</p>	<p>Children will learn about important people within our communities and how they help us. They will also learn about the different transports that they may use.</p> <p>We will also inspire children to know they can do anything. Tackle challenges and help others.</p>	<p>Children will learn about different transports within their community and look at similar transports used around the world. They will have the chance to share different transport they have used and why.</p> <p>To know where some food comes from, how to look after living things and explore how things grow and change over time such as the life cycles of a plant. They will talk about what they see and make predictions.</p>	<p>Children will have the chance to learn different wild animals and their habitats. Look at the similarities and differences between the animals.</p> <p>Children will have the chance to play and explore with different dinosaurs within their habitat. They will learn that dinosaurs were here before humans.</p>	<p>Following on from the life cycle of a plant - they will use their knowledge to learn the life cycle of a butterfly.</p> <p>Children will prepare for upcoming changes and how to deal with the journey to Reception.</p>

<b>Core texts</b>	All about me  I love you this much	The Gingerbread Man  Little Red Riding Hood  Non-Fiction books linked to each celebration, Diwali, Bonfire and Christmas	Non-fiction books linked to different occupations  Super worm  Superhero like me  Dr Ranj Superheroes	The little red Hen  Jack and the beanstalk  The Train Ride  Naughty bus	Elmer  Dear Zoo  Walking through the jungle  Harry and the bucketful of dinosaurs	The Very Hungry Caterpillar  Monkey Puzzle
-------------------	--	--	---	---	---	--

**PRIME AREAS OF LEARNING:**

<b>Communication and Language</b>	<i>Statements taken from birth to 3</i>	Enjoy listening to longer stories and can remember much of what happens.	Use a wider range of vocabulary.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'	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.
<i>Listening, attention and understanding</i>	<ul style="list-style-type: none"> <li>• Start to develop conversation, often jumping from topic to topic.</li> </ul>	Pay attention to more than one thing at a time, which can be difficult.	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".	Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	Use longer sentences of four to six words	Start a conversation with an adult or a friend and continue it for many turns.
<i>Speaking</i>	<ul style="list-style-type: none"> <li>• Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops.'</li> <li>• Listen to simple stories and understand what is happening, with the help of the pictures.</li> <li>• Understand and act on longer sentences like 'make teddy jump' or 'find</li> </ul>	Sing a large repertoire of songs.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"			Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

	<p><i>your coat'.</i></p> <ul style="list-style-type: none"> <li>• <i>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</i></li> </ul>					
<b>Checkpoint observation</b>	<p><b>Around the age of 3</b></p> <p>Can the child shift from one task to another if you get their attention, using the child's name can help.</p> <p>Can the child use descriptive language?</p> <p>Is the child linking up to 5 words together?</p> <p>Is the child using pronouns (me, him, she), plurals and prepositions (in, on, under)?</p> <p>Can the child follow instructions with three key words?</p> <p>Can the child show that they understand action words by pointing to the right picture in a book?</p> <p>Can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</p> <p><b>Around the age of 4</b></p> <p>Is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"? Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?</p>					
<b>Personal, Social and Emotional Development</b>	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Develop their sense of responsibility and membership of a community.	Increasingly follow rules, understanding why they are important.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Remember rules without needing an adult to remind them	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
<i>Self-regulation</i>					Make healthy choices about food, drink, activity and	
<i>Managing self</i>		Play with one or more other children, extending and elaborating play	Be increasingly independent in meeting their own care needs,	Understand gradually how others might be		Develop appropriate ways

<p><i>Building Relationships</i></p>	<p>Show more confidence in new social situations.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting</p>	<p>ideas.</p>	<p>e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly.</p>	<p>feeling.</p>	<p>toothbrushing</p>	<p>of being assertive.</p> <p>Talk with others to solve conflicts</p>
<p><b>Checkpoint observation</b></p>	<p><b>Around the age of 3</b></p> <p>Can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’?</p> <p>Can the child settle to some activities for a while?</p> <p><b>Around the age of 4</b></p> <p>Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play?</p>					
<p><b>Physical Development</b></p> <p><i>Fine motor skills</i></p> <p><i>Gross motor skills</i></p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>	<p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Be increasingly</p>

			Skip, hop, stand on one leg and hold a pose for a game like musical statues.		a plank, depending on its length and width.	independent as they get dressed and undressed, for example, putting coats on and doing up zips.
<b>Checkpoint observation</b>	<p><b>Around the age of 3</b></p> <p>Can the child climb confidently, catch a large ball and pedal a tricycle?</p> <p>“Dry” most days though may have the occasional “accident”.</p> <p><b>Around the age of 4</b></p> <p>Most, but not all, children are reliably dry during the day.</p>					
<b>SPECIFIC AREAS OF LEARNING:</b>						
<p><b>Literacy</b></p> <p><i>Comprehension</i></p> <p><i>Reading</i></p> <p><i>Writing</i></p>	<p><i>Enjoy and join in with songs and rhymes.</i></p> <p><i>Have favourite books, repeating words and phrases from familiar stories.</i></p> <p><i>Ask questions about the book, making comments and sharing their own ideas.</i></p> <p><i>Notice some print, such as the first letter of their name, a bus or door</i></p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> <p>Write some or all of their</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> </ul> <p>Write some letters accurately.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Develop their phonological awareness, so that they can recognise words with the same initial sound, such as money and mother</p>	<p>Use some of their print and letter knowledge in their early writing for example writing a pretend shopping list that starts at the top of the page.</p>	<p>Use some of their print and letter knowledge in their early writing for example writing ‘m’ for mummy.</p>

	<p><i>number, or a familiar logo.</i></p> <p><i>Enjoy drawing freely.</i></p> <p><i>Add some marks to their drawings, which they give meaning to.</i></p> <p><i>Add marks to their picture to stand for their name.</i></p> <p>(Above taken from earlier section DM)</p>	<p>name. (Continued focus throughout the year)</p> <p>Read write Inc programme begins – depending on cohort</p>				
<p><b>Mathematical</b></p> <p><i>Number</i></p> <p><i>Numerical Patterns</i></p>	<p><i>Take part in finger rhymes with numbers.</i></p> <p><i>React to changes of amount in a group of up to three items.</i></p> <p><i>Compare amounts, saying 'lots', 'more' or 'same'.</i></p> <p><i>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</i></p>	<p>Say one number for each item in order: 1,2,3,4,5.</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: for example, showing the right number</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.</p>	<p>Describe a familiar route.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing. Discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Begin to describe a sequence of events, real or fictional, using words</p>	<p>Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and</p>	<p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.</p>

	<p><i>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</i></p> <p><i>Notice patterns and arrange things in patterns.</i></p> <p>(Above taken from earlier section DM)</p>	<p>of objects to match the numeral, up to 5.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>such as 'first', 'then...'</p>	<p>wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p>	
<p><b>Understanding the World</b></p> <p>Past and Present</p> <p>People, culture and communities</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Explore how things work.</p> <p>Explore and talk about different forces they can feel.</p>



<p><b>Expressive Arts and Design</b></p> <p><i>Creating with materials</i></p> <p><i>Being imaginative and expressive</i></p>	<p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Explore different materials freely, 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</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>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. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). 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.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>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. Show different emotions in their drawings – happiness, sadness, fear, etc.</p>
---	--	---	--	---	---	---