

Forty Hill CE School Curriculum Overview: Nursery 2021-22

Autumn 1 - Confident		Spring 1 – Compassionate		Summer 1 – Responsible	
Topic	All about me	Topic	Toys Toys Toys	Topic	People who help us
During this topic the children will be learning about each other and their families. They will learn that they have similarities and differences that connect them to, and distinguish them from, others.		During this topic the children will explore different toys; what they are made from and how they work.		During this topic the children will be learning about the many different jobs people do and how they help us.	
Physical Development	Developing fine and gross motor skills through a variety of activities both indoors and outdoors.	Physical Development	PE – Music and movement. Continue to develop their fine and gross motor skills through a variety of activities.	Physical Development	PE – Using climbing equipment. Continue to develop their fine and gross motor skills through a variety of activities.
Communication and Language	Sing different songs Know a range of rhymes and books Tell a long story	Communication and Language	As per AUT2, 2-part instructions, Develop communication- correct tenses	Communication and Language	As per SPR2 Use a wider range of vocabulary Why questions Develop pronunciation Express point of view and debate
Personal, Emotional & Social development	Settling into nursery Exploring the new environment Learning our nursery rules and introduction to Zones of regulation and learn and understand what the colours mean and represent. Global Citizen Building Block- Sharing	Personal, Emotional & Social development	Playing in small in groups, extending and elaborating our play ideas. Being assertive where appropriate. Beginning to use the zones of regulation as an everyday tool to discuss and regulate emotions and behaviour. Global Citizen Building Block- Empathy	Personal, Emotional & Social development	Explore resilience and never giving up through challenges. Support children in developing positive relationships by challenging negative comments and actions. To identify which areas of the classroom can help us regulate our feelings and behaviour and which areas will make it worse. Understand others feelings Global Citizen Building Block-
Literacy -Class text -Literacy objectives -Phonics	Class text: 'You choose' by Nick Sharratt - Understand the five key concepts about print: - print has meaning - we read English text from left to right and from top to bottom Phase 1 Aspect 1 and 2 Environmental sound discrimination General sound discrimination and instrumental sounds	Literacy -Class text -Literacy objectives -Phonics	Class texts: 'Billy's bucket' by Kes Gray and Garry Parsons & 'Kipper's toybox' by Mick Inkpen As per AUT2 and: -page sequencing Phase 1 Aspect 3 Sound discrimination and body percussion m, d, g, o, c, k, e (initial sounds only, no graphemes)	Literacy -Class text -Literacy objectives -Phonics	Class texts: 'Superhero like you' by Ranj Singh 'You can't call an elephant in an emergency' by Patricia Cleveland-Peck As per SPR1 objectives and: Write their name and some letters accurately Phase 1 Aspect 6 and 7 Voice sounds Oral segmenting and blending v, w, y, z, qu, ch (initial sounds only, no graphemes)
Maths	Finger numbers to 5 Positional language Shape selection Sequential language-routes	Maths	Finger numbers to 5 Link numerals and amounts 2D shapes Positional language Comparison- size/length Shape selection Identify patterns	Maths	Show finger numbers to 5 Recite numbers past 5- one to one counting Mark making numbers and symbols Simple real life problem solving 2D and 3D shapes Comparisons-size/length/capacity/weight Sequential language-real events Identify patterns- ABAB Positional language-routes
Expressive Arts and Design	Self-portraits inspired by Andy Warhol Painting pictures of our families, home role play, messy play, singing, cooking Remember and sing entire songs	Expressive Arts and Design	Explore different material to create our own toys. Opportunities for pretend play both real and imaginary (role play and small world Sing songs with a focus on pitch, tone and phrasing	Expressive Arts and Design	Role play different jobs through home corners and small world. Making emergencies vehicles and road signs. Play instruments with increased control, expressing feelings and ideas.
Understanding the World	The children will be encouraged to talk about people their family and we will explore our cultural history. Explore our natural world and school environment.	Understanding the World	Continue to observe seasonal changes. Exploring the materials that toys are made from. Through exploration they will consider different properties such as push, pull, float, sink. Global Citizen Building Block-	Understanding the World	Exploring different occupations and meeting people from within them Global Citizen Building Block- Care for People
RE	LDBS – Released in September	RE	LDBS – Released in September	RE	LDBS – Released in September
Outdoor Learning	Listening walks within our environment	Outdoor Learning	Outdoor woodland walk/play outside/hopscotch	Outdoor Learning	Fire in the forest?
Trips & Events	Multicultural food sharing	Trips & Events	Forty Hall playground and woodland circle	Trips & Events	Fire brigade and police visiting nursery
Church Service	School Blessing and Harvest Festival	Church Service	Epiphany	Church Service	Pentecost
Focus Week	Multicultural week/ Black History	Focus Week	Mental Health and Wellbeing	Focus Week	Global Neighbours

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Autumn 2 – Respect		Spring 2 – Reflective		Summer 2 – Resilient	
Topic	Night and Day	Topic	In the garden	Topic	Traditional tales
During this topic the children will be exploring the world around us, the changes that we see in the day and the night. We will also consider how different parts of the world are asleep when we're awake and vice versa!		During this topic the children will be learning about life cycles, specifically butterflies. We will also be planting seeds and caring for them in our Nursery and School garden.		During this topic the children will be learning about Fairy Tales and Folklore from around the world.	
Physical Development	PE – Experiment with different ways of moving. Develop their fine and gross motor skills through a variety of activities.	Physical Development	PE – Throwing and catching skills. Continue to develop their fine and gross motor skills through a variety of activities.	Physical Development	PE – Sports day practise and team games. Continue to develop their fine and gross motor skills through a variety of activities.
Communication and Language	As per AUT1, Use longer sentences, Start conversations, Use talk to organise play	Communication and Language	As per SPR1 Listen and remember longer stories Pay attention to more than one thing at a time	Communication and Language	As per SPR2 Use a wider range of vocabulary Why questions Develop pronunciation Express point of view and debate
Personal, Emotional & Social development	Listening to others in small groups and begin to develop their friendships. Taking turns and being independent. Using the language of Zones of regulation to articulate how they are feeling and to help adjust their behaviour if needed. Global Citizen Building Block-Collaboration	Personal, Emotional & Social development	Begin to use zones of regulation as part of our everyday language for ourselves and to help our friends. Develop ways to be assertive and find solutions to conflicts and rivalries. Remember nursery rules without prompting. Global Citizen Building Block- Respect	Personal, Emotional & Social development	Explore resilience and never giving up through challenges. Support children in developing positive relationships by challenging negative comments and actions. To identify which areas of the classroom can help us regulate our feelings and behaviour and which areas will make it worse. Understand others feelings Global Citizen Building Block- Care for Environment
Literacy -Class text -Literacy objectives -Phonics	Class texts: 'Peace at last' by Jill Murphy 'Night monkey, day monkey' by Julia Donaldson As per AUT1 objectives and: the names of the different parts of a book Engage in extended conversations about stories, learning new vocabulary. Phase 1 Aspect 1 and 2 Environmental sound discrimination General sound discrimination and instrumental sounds s, a, t, p, i, n (initial sounds only)	Literacy -Class text -Literacy objectives -Phonics	Class texts: 'The very hungry caterpillar' by Eric Carle & 'Jasper's beanstalk' by Nick Butterworth As per SPR1 objectives Phase 1 Aspect 4 and 5 Rhythm and rhyme Alliteration u, r, h, b, f, l, j (initial sounds only, no graphemes)	Literacy -Class text -Literacy objectives -Phonics	Class texts: 'The Gingerbread Man' 'The three little pigs' by Axel Schefflers As per SUM1 objectives Phase 1 Aspect 6 and 7 Voice sounds Oral segmenting and blending ck, x, sh, th, ng, nk (end sounds only)
Maths	Finger numbers to 5 Positional language- verbal only Shape selection Sequential language-routes	Maths	Show finger numbers to 5 Recite numbers past 5 2D shapes Comparisons Sequential language Identify patterns	Maths	Show finger numbers to 5 Recite numbers past 5- one to one counting Counting totals- Cardinal principle Mark making numbers and symbols Simple real life problem solving 2D and 3D shapes Comparisons-size/length/capacity/weight Sequential language-real events Identify patterns- ABAB Positional language-routes
Expressive Arts and Design	Exploring the colour wheel and creating day and night inspired colour mixtures and firework pictures. Learning songs for our nativity show. Remember and sing entire songs	Expressive Arts and Design	Butterfly printing and flower creations with milk marbling. Drawing with increased complexity (natural observations). Compose songs based upon those already familiar to them with a focus on rhythm and rhyme.	Expressive Arts and Design	Traditional tales role play areas. Collaging characters from The Three Little Pigs and creating bricks with clay! Play instruments with increased control, expressing feelings and ideas.
Understanding the World	Seasonal observations of Autumn using senses. Beginning to understand our own sense of family and those of others.	Understanding the World	Looking for signs of Spring in our environment. Observing plants and animals and talking about how they grow over time with respect and care.	Understanding the World	Talking about our similarities and differences. Noticing changes as we make and bake Gingerbread men. Looking for signs of Summer and harvesting our crops. Beginning to visit the ICT suite.
RE	LDBS Plans & Core concept focus: Incarnation	RE	LDBS Plans & Core concept focus: Incarnation	RE	LDBS Plans & Core concept focus: Incarnation
Outdoor Learning	Autumn leaf art - inspired by Andy Goldsworthy	Outdoor Learning	Growing vegetables and exploring our garden	Outdoor Learning	Put on outdoor performances on the stage
Trips & Events	Trip to Clockhouse nursery to buy a poppy.	Trips & Events	Visit to Forty Hall Farm	Trips & Events	
Church Service	Remembrance Day and Christmas	Church Service	Easter	Church Service	End of Year Service

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Focus Week	RE: Core concept focus: Incarnation	Focus Week	RE: Core concept focus: Salvation	Focus Week	Mental Health and Wellbeing/RSHE
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