



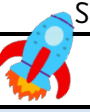



Leedstown School Nursery Class Curriculum Overview (Year B)

Prime areas	 Autumn 1 All about Me!  On the Farm	Autumn 2 Where we live	Spring 1  Once upon a time	Spring 2  Food	Summer 1  Space	Summer 2  Holidays
Communication and Language	<ul style="list-style-type: none"> I am beginning to be able to sit and listen to short stories. I am beginning to be able to continue a back-and-forth conversation with an adult. I recreate familiar scenarios in my imaginary role play. I can follow a simple 1 step instruction. I can follow instructions using 2 information carrying words. 		<ul style="list-style-type: none"> I can sit and listen to stories in small groups and am able to answer questions and recall what is happening. I am beginning to add a narrative to my play. I can talk about what I like and dislike. I am beginning to be able to follow 2 step instructions. I can follow instructions using 3 information carrying words. 		<ul style="list-style-type: none"> I can sit and listen for extended periods, talk about what is happening and think about what might happen next. I am able to add a narrative to my play, using language to serve and return conversation to keep the play going. I can begin to express why I like and dislike different things. I am confidently able to follow 2 step instructions. I can follow instructions using 4 information carrying words. 	
	<ul style="list-style-type: none"> I know my name and surname. I know the colour of my eyes and hair. I know there are diff. kinds of families. I can name some farm animals. I can name some vegetables grown on the farm. 	<ul style="list-style-type: none"> I can name who lives at home with me. I know that I go to school in Leedstown. I know there are farms in Leedstown I can match descriptive words to animals (eg. Lion- fierce, giraffe – tall) I know the words to at least 4 nursery rhymes. 	<ul style="list-style-type: none"> I can talk about some of my favourite fairy tale characters. I can talk about what is happening in the pictures from traditional tales. I know the words to at least 5 nursery rhymes. 	<ul style="list-style-type: none"> I can talk about trips to the supermarket. I know some food comes from animals (links back to farm topic) I can talk about my favourite foods. I know the words to at least 6 nursery rhymes. 	<ul style="list-style-type: none"> I know we live on planet earth I know the words to at least 7 nursery rhymes. Rockets and astronauts travel to space I know the stars can be seen at night time. I know the words to at least 7 nursery rhymes 	<ul style="list-style-type: none"> I can name different kinds of transport. I can talk about holidays or special trips I have taken. I know that cars drive on the road, trains on a track, aeroplanes in the sky and boats on the water. I know the words to at least 8 nursery rhymes.
New Super Vocabulary!	Crops/ agriculture	Leedstown/ Cornwall	Hero/Villain	Natural/processed	Habitat/Universe	Transport/ passport
Personal, Social and Emotional Development	<ul style="list-style-type: none"> I am beginning to feel settled in my new surroundings. I am able to separate from my carer with increasing confidence. I enjoy exploring the environment and selecting resources independently. I am beginning to seek out friends to share experiences. I am able to ask for help when I need it. 		<ul style="list-style-type: none"> I am beginning to form special friendships and seek others to share experiences. I am beginning to be able to share and take turns with support. I am beginning to understand the daily routines of nursery. 		<ul style="list-style-type: none"> I can add a more complex narrative to my play, using serve and return conversation to keep the play going, sharing and taking turns with resources. I am beginning to show empathy towards my friends and their feelings. I understand and can talk about the nursery 3 golden rules and why they are important. I understand the boundaries of my behaviour at nursery. I am beginning to set my own goals to achieve in my play. 	
	<ul style="list-style-type: none"> I know that my mummy/daddy/grown up will always come back. I know that I am safe in nursery. I know that I can seek comfort from adults in class. I am learning my friends names. 		<ul style="list-style-type: none"> I can talk about how to be a good friend when prompted. I know how to look after our toys and equipment at nursery. I can name and recognise some of my feelings. 		<ul style="list-style-type: none"> I understand the term "fair" and why it is important. I know why it is important to share. I can recognise and talk about my feelings and the feelings of my friends. I know some ways to make my friends feel better. I know how good it feels to achieve something new. I am proud of my achievements. 	
	Being me in my world	Celebrating difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
	Calm Me Time (mindfulness)					
Building self-efficacy	I am confident to separate from my carer.		I am learning that I can do things that I couldn't do before.		I am learning how good it feels to achieve new things which inspires me to try more.	
Physical Development	<ul style="list-style-type: none"> I am beginning to use tools and equipment to manipulate materials such as spring-loaded scissors, rolling pins, cutters and tweezers. I practice my skills regularly through different games and activities. I can use an effective grip to make marks. I am beginning to show a preference for a dominant hand. I can hold and fork or spoon with an effective grip. 		<ul style="list-style-type: none"> I can use equipment such as scissors, cutters, tweezers, pipettes and threading with more accuracy. With support I am able to hold my pencil in a positive grip for more controlled mark making. I am beginning to be able to trace lines and patterns and the letters in my name. 		<ul style="list-style-type: none"> I regularly use one handed equipment to help me create with planning and purpose. I am able to hold my pencil in a positive grip for effective mark making. With support I am beginning to form some of the letters in my name. With support I am able to make a cutting and holding motion with my knife and fork. 	
	<ul style="list-style-type: none"> I can move confidently around the space, developing my different ways of moving such as running, jumping and hopping. I can use small trikes and 3 wheeled scooters. I can balance and jump from higher equipment with support. I can move freely to music. 		<ul style="list-style-type: none"> I can go up and down stairs using alternate feet most of the time. I am beginning to be able to cycle larger/tandem trikes and small bikes. I enjoy moving to the rhythm of music and can follow a sequence of movements. I am beginning to be able to balance on one leg and hold a pose. I am able to identify the boundaries of my physical abilities. 		<ul style="list-style-type: none"> I work together with others using gross movements to move and manipulate materials, make obstacle courses, build and play with balls. I am increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. I understand healthy choices and looking after my body. 	

Specific Areas

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about Me/On the farm	Where we live	Once upon a time	Food	Space	Holidays
Literacy	<ul style="list-style-type: none"> I am beginning to be able to sit and listen to short stories. I am able to hold a book carefully and turn the pages from left to right. I can point at the words and pictures. I can talk about what is featured in the pictures. I am able to discriminate between sounds in the environment. 		<ul style="list-style-type: none"> I can sit and listen to stories in small groups and am able to answer questions and recall what is happening. I can add actions to our talking stories and join in with many of the repeated phrases in "The Three Billy Goats Gruff" and "The Enormous Turnip". I can recall what happens in the story in the correct order with the help of a story map. I can mark on paper to stand for writing, such as a shopping list or my name. I can listen to different instruments and repeat the beat, volume, and rhythm. I can clap the syllables in my name. 		<ul style="list-style-type: none"> I can sit and listen for extended periods, talk about what is happening and think about what might happen next. I am able to identify the sound at the start of my name and other words. I am able to identify the letter sounds in set 1 RWI. I am able to use some of my new phonetic knowledge to decode and blend cvc words. I can spot sounds I know in print in the environment. I am able to write some of the letters in my name. 	
Maths	<ul style="list-style-type: none"> I am able to explore different shapes and arrangements through play such as building towers with blocks, simple puzzles (with support) large loose parts, stickle bricks, magnetic shapes, combining shapes to make new ones. I explore shapes and measure in my play. I am able to count to 3. 		<ul style="list-style-type: none"> I am beginning to talk about and explore shapes (for example, circles, rectangles, triangles and squares) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. I can explore length, size, capacity and weight in my play, using everyday language such as full/empty, heavy/light, long/short. I can count to 5. I can recognise numerals to 3 		<ul style="list-style-type: none"> I can quickly recognise groups of up to 3 objects, without having to count them individually. I can recite numbers to 10. I can recognise numerals to 5. I can show finger numbers up to 5. I can name some 2D shapes (circle, square, triangle). I can begin to order items by size/length. I know that shapes with side and corners do not roll. 	
Understanding the World	<ul style="list-style-type: none"> I am beginning to make sense of my own life-story and family history. I continue to develop positive attitudes about the differences between people. I know my name and surname. I can name who lives at home with me. I know that not all families look the same. 	<ul style="list-style-type: none"> I understand the need to care for and respect animals. I show an interest in different occupations who work with animals such as a vet, zoo keeper, farmer. I know that I go to school in Mabe. 	<ul style="list-style-type: none"> I am beginning to develop a concept of time and history. I can explore fossils and talk about how they feel. I know that dinosaurs lived a long time ago. I know that dinosaurs are no longer alive. 	<ul style="list-style-type: none"> I can plant seeds and care for growing plants. I can understand the key features of the life cycle of a plant and an animal. I am beginning to understand the need to respect and care for the natural environment and all living things. I know that seeds grow into plants. 	<ul style="list-style-type: none"> I use all my senses in hands-on exploration of natural materials and the environment. I show care and concern for living things. I can talk about what I see using a wide vocabulary. I know that we live on planet earth. 	<ul style="list-style-type: none"> I know that there are different countries in the world and talk about the differences I have experienced or seen in photos. I can look at a map and identify the land and sea. I show an interest in different occupations.
	I explore the resources and materials inside and outside the nursery, comparing and describing the properties of what I see. I can move, roll, drop, squeeze, throw and manipulate materials in different ways, observing how things change and how they work. I engage in role play with my friends, using the resources to show an interest in different occupations.					
Expressive Art and Design	<ul style="list-style-type: none"> Create closed shapes with continuous lines and begin to use these shapes to represent objects. Join different materials and explore different textures. Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore different materials freely, in order to develop their ideas about how to use them and what to make. I explore colour and texture using a wide range of media and materials. I move freely to music. I can name the colours red, blue, yellow, green, purple and orange. I know the words and can sing 2-4 nursery rhymes. 		<ul style="list-style-type: none"> Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing. Listen with increased attention to sounds. Mimic sounds and beats using instruments. I create my own songs and tunes during play. I move with rhythm and can clap, stamp or hop along with a beat. I know the names and how to play some simple instruments such as tambourine, maracas, drum, bells, triangle. I know the words and can sing 5-6 nursery rhymes. 		<ul style="list-style-type: none"> Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Develop their own ideas and then decide which materials to use to express them. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing control to express their feelings and ideas. I know which primary colours mix to make secondary colours. I know the words and can sing 8 nursery rhymes. 	