Broughton-in-Amounderness Primary School
Nursery Long Term Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Learning	Me and My feelings	Trains, Planes and Automobiles	Healthy Body, Healthy Mind	Beautiful World	Mysterious Monsters	Under the Sea
Possible Themes/Interests/Lines of Enquiry/Stories	**Happy Birthday Maisy** **So Much by Trish Cooke** **Maisy's Bedtime** **Maisy's Bathtime**	**Naughty Bus** **The Polar Express** Bonfire Night Christmas/Father Christmas story Christmas around the world	**Handa's Surprise** **BRITISH VALUE – Tolerance – we accept each other's differences.** **Gigantic Turnip** Sports Healthy meals Food	**Aaarrggh Spider!** **Stanley's stick** Pancake Day Easter Planting/Gardening/Spring	**Bedtime Monsters** **Not Now, Bernard**	**Billy's Bucket** **Hooray for fish** Seaside Hot places Rockpools Mermaids
Christian Values	Friendship Thankfulness Responsibility Love Trust Compassion Generosity Courage	Friendship Thankfulness Responsibility Love Trust Compassion Generosity Courage	Friendship Faith Courage Trust	Friendship Faith Courage Trust	Friendship Love Trust Friendship Respect Reverence	Friendship Love Trust Friendship Respect Reverence
Bible verses	**2 Timothy 1:7** *For God gave us a spirit not of fear but of power and love and self-control.*	**Matthew 6:33** *But seek first the kingdom of God and his righteousness, and all these things will be added to you.*	**3 John 1:2** *Beloved, I pray that all may go well with you and that you may be in good health, as it goes well with your soul*	**Revelation 21:1** *Then I saw a new heaven and a new earth, for the first heaven and the first earth had passed away, and the sea was no more.*	**Proverbs 16:9** *The heart of man plans his way, but the Lord establishes his steps*	**Psalm 148:7** Praise the LORD from the earth, you great sea creatures and all ocean depths.
Hooks/Enrichments	Party Baking cakes	Transport spotting Fire Engine – Fire Men – **BRITISH VALUE – Rule of law.** Different people with occupations in transport e.g. train driver, mechanic. Fire pit (Forest School) Naughty Bus travelling around school	Making fruit salad, healthy sandwiches, smoothies and soup Visit from a dentist	Outdoor spider hunt Batman and Robin visit Spider pancakes (Pancake Day) Planting vegetables Growing caterpillars into butterflies (life cycle of a butterfly) Mother's Day cards Farm Trip	Monster footprints Monster Den	Aquarium visit Park visit
Role Play	Home Corner – kitchen - party	Bus station Christmas wrapping station	Green grocers	Spiderman's Office	Monster cafe	Submarine
Communication and Language	To use talk to organise themselves and their play: "Let's go on a bus…you sit there…I'll be the driver." Pay attention to more than one thing at a time, which can be difficult.	Can start a conversation with an adult or a friend and continue it for may turns. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". **Checkpoint 2:** Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"	Use longer sentences of four to six words. Use a wider range of vocabulary.	Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. **Checkpoint 3:** 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. Start	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.	Understand 'why' questions, like "Why do you think the caterpillar got so fat?" 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. **End of Nursery checkpoint:** Around the age of 4, 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 have 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? Sing a large repertoire of songs. Develop their pronunciation but may

Broughton-in-Amounderness Primary School
Nursery Long Term Curriculum Overview

	Baseline checkpoint: By around 3 years old, can the child shift from one task to another if you get their attention. Using the child's name can help: "Jason, please can you stop now? We're tidying up". Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?" Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name			a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
	Learn new vocabulary Use new vocabulary through the day		Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.		Use new vocabulary in different contexts	
Personal, Social and Emotional Development	**All About Me!** How do you feel today? My feelings and emotions. **Baseline checkpoint:** Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them? Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? **BRITISH VALUES - Democracy**	**MHM - Meet Your Brain** What does your brain look like? What does it help us with? How to look after our brain. How to grow our brains. **Checkpoint 2:** 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. Remember rules without needing an adult to remind them. **BRITISH VALUES – Rule of law.** Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	**MHM – Celebrate** What are character strengths? Character strengths – love, kindness, bravery, honesty, teamwork and friendship, exploring and learning, love of life and our world.	**MHM – Appreciate** How can we be grateful for other people? How does being grateful make you feel? Being grateful for activities and times we feel happy about. How to be grateful for ourselves. **BRITISH VALUE – Mutual Respect** **Checkpoint 3:** Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Develop appropriate ways of being assertive. **BRITISH VALUES - Liberty** Understand gradually how others might be feeling.	**MHM - Relate** How can I be a good friend? Why is getting along with others so important? Active learning – why is listening so important? How does it feel when we don't get along with others? **BRITISH VALUE - Respect**	**MHM – Engage** What are goals? Setting goals. What are big dream goals? What can we do when goals are tricky? **BRITISH VALUE - Liberty** **End of Nursery checkpoint:** Develop their sense of responsibility and membership of a community. 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? Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.

Broughton-in-Amounderness Primary School
Nursery Long Term Curriculum Overview

	Can the child settle to some activities for a while?					
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.					
Physical Development	Use one-handed tools and equipment, for example, making snips in paper with scissors. Go up steps and stairs, or climb up apparatus, using alternate feet. **Baseline checkpoint:** Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle? Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large muscle movements to wave flags and streamers, paint and make marks. **Checkpoint 2:** Start taking part in some group activities which they make up for themselves, or in teams. 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use large-muscle movements to wave flags and streamers, paint and make marks	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Start taking part in some group activities which they make up for themselves, or in teams. **Spring 2 checkpoint:** Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.	Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 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. **End of Nursery checkpoint:** 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. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for a game like musical statues.
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility					
Literacy	Engage in extended conversations about stories, learning new vocabulary. Develop their phonological awareness, so that they can spot and suggest rhymes. **Baseline checkpoint:** Enjoy songs and rhymes. Join in	Understand the five key concepts about print: - Print has meaning - Print can have different purposes - We read English text from left to right and top to bottom - The names of the different parts of a book - Page sequencing. **Autumn 2 checkpoint:** Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing.	Develop their phonological awareness, so that they can count or clap syllables in a word. Develop their phonological awareness, so that they can recognise words with the same initial sound, such as money and mother.	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; writing 'm' for mummy. **Spring 2 Checkpoint:** Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary.	Write some letters accurately.	Write some or all of their name. **End of Nursery Checkpoint:** 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; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.

Broughton-in-Amounderness Primary School
Nursery Long Term Curriculum Overview

	with some words in songs and rhymes. Draws freely. Enjoys sharing books with an adult.					
Phonics	Phase 1	Phase 1	Phase 1	Phase 1	Phase 2	Phase 2
Mathematics	<u>White Rose Maths</u> Comparison 1 More than, fewer than, same. Shape, space and measure 1 Explore and build with shapes and objects. Pattern 1 Explore repeats. Counting 1 Hear and say number names. **Nursery Baseline:** Can say when they have lots or more than someone else. Can complete a simple insert jigsaw. Says some numerals. Interested in sorting objects (colour, type or size). Describes an object by its size, shape or colour.	<u>White Rose Maths</u> Counting 2 Begin to order number names. Subitising 1 I see 1, 2, 3. Pattern 2 Join in with repeats. Shape, space and measure 2 Explore position and space. **Autumn 2 Checkpoint:** Make comparisons between objects relating to size, length, weight and capacity. 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.	<u>White Rose Maths</u> Subitising 2 Show me 1, 2, 3. Counting 3 Move and label 1, 2, 3. Shape, space and measure 3 Explore position and routes. Pattern 3 Explore patterns.	<u>White Rose Maths</u> Counting 4 Take and give 1, 2, 3. Shape, space and measure 4 Match, talk, push and pull. Subitising 3 Talk about dots. Comparison 2 Compare and sort collections. **Spring 2 Checkpoint:** Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.'	<u>White Rose Maths</u> Pattern 4 Lead on own repeats. Shape space and measure 5 Start to puzzle. Pattern 5 Making patterns together. Subitising 4 Make games and actions.	<u>White Rose Maths</u> Counting 5 Show me 5. Pattern 6 My own pattern. Counting 6 Stop 1, 2, 3, 4, 5. Comparison 3 Match sort and compare. **End of Nursery Checkpoint:** Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. It tells you how many there are in total ('cardinal principle') now that the last number reached when counting a small set of objects. Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone Discuss routes and locations, using words like 'in front of' and 'behind'. Talk about and identify the patterns around them.
Understanding the World	Begin to make sense of their own life story and family's history. Use all their senses in hands on exploration of natural materials. **Nursery Baseline:** Talk about their family and people who are important to them. Interested in finding out how things work. Explore and talk about natural things going on around them e.g. notice the weather.	Continue developing positive attitudes about the differences between people. **BRITISH VALUE - Tolerance** Begin to understand the need to respect and care for the natural environment and all living things. **Autumn 2 Checkpoint:** Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Use all their senses in hands-on exploration of natural materials.	Explore and talk about different forces they can feel. Explore how things work.	Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. To understand the key features of the life cycle of a plant and an animal. **Spring 2 Checkpoint:** Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue developing positive attitudes about the differences between people. **End of Nursery Checkpoint:** Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore and talk about different forces they can feel.
	Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.					

Broughton-in-Amounderness Primary School
Nursery Long Term Curriculum Overview

Expressive Arts and Design	Take part in simple pretend play, using an object to represent something else even though they are not similar. Listen with increased attention to sounds. **Nursery Baseline:** Enjoy moving to music. Enjoy making sounds 'music' with instruments. Enjoy and take part in songs. Enjoy taking part in pretend play. Create pictures using paint and other media. Make simple models.	Remember and sing entire songs. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Develop their own ideas and then decide which materials to use to express them. **Autumn 2 Checkpoint:** Respond to what they have heard, expressing their thoughts and feelings. 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. Play instruments with increasing control to express their feelings and ideas.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing. Sing the pitch of a tone sung by another person ('pitch match')	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing control to express their feelings and ideas. **Spring 2 Checkpoint:** Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs.	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Create their own songs or improvise a song around one they know. **End of Nursery Checkpoint:** 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. Explore different materials freely, in order 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. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing Listen with increased attention to sounds.
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.					