**St Philip’s Marsh Nursery School Curriculum Overview and Long-Term Planning 2023-2024**

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| **Playing and Exploring****(Engagement)** | **Active Learning****(Motivation)** | **Creating and Thinking Critically****(Thinking)** |
| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Celebrations and Festivals/Visitors and Events** | Autumn | WinterDiwali Bonfire Night Christmas | SpringChinese/Lunar New Year  | Pancake day EasterTadpoles | Eid al-Fitr Caterpillars/Butterflies | Summer National Smile MonthAfrican-Caribbean Day (drumming)Zoolab (tbc) |
| **Core Books** | Owl Babies (Martin Waddell)The Colour Monster (Anna Llenas)Dear Zoo (Rod Campbell)Pants (Giles Andreae)Peace at Last (Jill Murphy) | Room on the Broom (Julia Donaldson)Meg and Mog (Helen Nickoll)Stick Man (Julia Donaldson)Whatever Next (Jill Murphy)The Three Billy Goats Gruff (Traditional Tale)We’re Going on a Bear Hunt (Michael Rosen) | Whatever Next! (Jill Murphy)Shark in the Park (Nick Sharratt)The Enormous Turnip (Traditional Tale)Tanka, Tanka, Skunk (Steve Webb)Handa’s Surprise (Eileen Browne) Chocolate mousse for greedy goose (Julia Donaldson) | The train rideOliver’s Vegetables (Vivian French)Each Peach Pear Plum (Janet and Allan Ahlberg)Shark in the Park (Nick Sharratt)Jack and the Beanstalk The Tadpole’s Promise | The Very Hungry Caterpillar (Eric Carle)Goldilocks and the Three Bears (Traditional Tales) The Tiger Who Came to Tea (Judith Kerr)The mole who knew it was none of his business  | Handa’s Surprise (Eileen Browne)Oliver’s Fruit Salad (Vivian French)The Gruffalo (Julia Donaldson)So Much (Trish Cook)Little Red Riding Hood Stories to support transitions:The Colour Monster Goes to SchoolLulu’s First DayWhen a Dragon Goes to School |
| **Rhymes** | Incy Wincy SpiderTwo little dickie birdsFrère Jacques | Twinkle, TwinkleBaa Baa Black Sheep | There’s someone in the middle Twinkle, Twinkle | Feelings songThis little trainChick, Chick, Chick, Chick, Chicken | Grand Old Duke of YorkHickory, Dickory Dock | Little Arabella MillerHorsey Horsey |
| **Personal, Social and Emotional Development*** Self-regulation
* Managing Self
* Building Relationships
 | **Children will:*** Feel emotionally safe and connected to their Key Person.
* Feel a sense of belonging to their Key Group.
* Begin to independently explore the nursery environment.
* Become familiar with our nursery routines.
* Begin to recognise and name some feelings.
 | **Children will:*** Have a sense of belonging.
* Begin to express their feelings and emotions both verbally and non-verbally.
* Feel confident to explore the nursery environment away from their key person.
* Have an understanding of the nursery routine.
* Begin to develop friendships with other children.
* Be supported to manage their self-care needs in an age appropriate way.
 | **Children will:*** Feel part of their group and build relationships.
* Take part in a wide range of activities.
* Be involved in decision-making.
* Seek out other children to share experiences and may have formed special friendships.
* Confidently follow the nursery routine.
* Begin to recognise and name a range of feelings for themselves.
* Be supported to recognise and accept the needs and feelings of others.
 | **Children will:*** Explore different situations from different points of view with support.
* Ask for help when a problem occurs.
* Independently select and use a range of resources.
* Become involved in social interactions with other children.
 | **Children will:*** Respect the wishes of other children in the group with support.
* Develop problem-solving skills.
* Know that mistakes are an important part of learning and to keep trying.
* Play collaboratively with support and talk about how others are feeling.
 | **Children will:*** Resolve conflicts using a range of solutions.
* Show resilience and perseverance to solve problems
* Set their own goals and work independently following through on their plans.
* Play collaboratively and take turns.
* Have an awareness of their place within the school community.
* Be confident to have a go and try new things.
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| Children will be supported to manage their self-care needs in an age/developmentally appropriate way. They will work towards being independent in their self-care needs and will be supported to develop good-personal hygiene including making healthy food choices. |
| **Communication and Language*** Listening, Attention and Understanding
* Speaking
 | **Children will:*** Communicate in their own way.
* Learn new words rapidly and use them to communicate.
* Begin to listen with interest.
* Understand a simple picture story.
* Ask for help if they need it.
* Shift attention in response to their name.
* Build a repertoire of familiar songs.
* Speak in simple sentences.
* Hold a conversation jumping from topic to topic.
 | **Children will:*** Identify action words.
* Link 4-5 words together.
* Understand and respond to simple questions (who, what, where) and instructions.
* Understand simple concepts.
* Share their own ideas.
* Comment on what they are playing with.
* Engage others in their play.
 | **Children will:*** Talk freely about home and community.
* Can describe events that have happened during the day.
* Begin to follow an instruction with two parts.
* Talk about familiar books.
* Sing a range of familiar songs and rhymes.
 | **Children will:*** Begin to recall events that have happened previously.
* Extend their vocabulary.
* Use longer sentences of 4-6 words.
* Recall a range of familiar stories and books.
* Think out loud as they play and connect ideas.
* Listen to the opinions of others during their play.
 | **Children will:*** Talk about what they are doing and things that they remember.
* Use a wide vocabulary.
* Express their point of view.
* Follow an instruction with two parts.
* Verbally organise their thoughts and ideas as they play.
 | **Children will:** * Share ideas, events and needs and know that their group will listen to them.
* Listen to longer stories and remember what happens.
* Pay attention to more than one thing at a time.
* Understand how and why questions.
* Initiate conversations and take turns listening and responding appropriately.
* Use longer and more complex sentences of six words or more.
* Sing a large repertoire of songs.
* Communicate ideas to sustain play with others.
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| **Physical Development** * Gross Motor Skills
* Fine Motor Skills
 | **Children will:*** Develop an awareness of movement and their physical self in relation to space.
* Move around their environment with awareness and control.
* Use a range of large muscle movements.
* Engage in sensory play.
* Explore a range of malleable materials.
* Make marks in a range of ways.
 | **Children will:*** Move in a range of ways.
* Make purposeful shapes with their bodies.
* Move rhythmically to music.
* Choose the right resources to carry out their own plan.
* Explore a range of tools and equipment purposefully.
 | **Children will:*** Dress themselves with support.
* Climb, run and jump with confidence on a range of heights, levels and surfaces.
* Develop their balancing, riding and ball skills.
* Manipulate a range of malleable materials.
 | **Children will:** * Collaborate with others to move large items.
* Demonstrate control when making marks.
* Use a range of tools and resources safely.
 | **Children will:*** Balance on a range of equipment skilfully.
* Throw and catch a ball and develop basic football skills.
* Ride a bike, trike and/or scooter.
* Play purposefully with malleable materials.
 | **Children will:*** Be increasingly independent as they get dressed and undressed.
* Set their own challenges and be aware of their own safety.
* Begin to form recognisable letters.
* Use a range of tools and resources with control.
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| **Literacy*** Comprehension
* Word Reading
* Writing

DfE validated systematic synthetic phonics programme (Twinkl Phonics) – aspects are covered throughout the year and one aspect is focussed on for one term. | **Children will:*** Engage with stories and books in a positive way.
* Learn to handle books eg. turning pages, hold books the right way.
* Recognise that print carries meaning.
* Explore mark making with a range of tools and begin to give meaning.
 | **Children will:** * Have some favourite stories and books.
* Comment on what they can see in stories and books.
* Give meaning to the marks that they make.

  | **Children will:*** Handle books appropriately.
* Recognise letters that are important to them.
* Recognise their name.
* Make letter like shapes e.g. circles and lines.
* Know that writing is used for a range of purposes.
* Hear initial sounds in words.
* Recognise words with the same initial sound.
 | **Children will:** * Recall some favourite stories and join in with repetitive refrains.
* Make marks with a purpose in mind e.g. shopping list, card, letter.
* Write some recognisable letters.
* Take pleasure from reading and stories.
* Explore story props.
 | **Children will:*** Understand the sequence of a story and comment on characters and settings.
* Make up their own stories.
* Use props to create their own narratives.
* Write some recognisable letters in their name.
 | **Children will:*** Engage in extended conversations with stories.
* Read simple words.
* Write some or all of their name.
* Use some of their print and letter knowledge in their early writing.
* Write some familiar words.
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| **Environmental Sounds****Children will:** * Develop listening skills and awareness of sounds in the environment.
* Identify and remember the differences between sounds.
* Talk about sounds in greater detail.
 | **Instrumental Sounds****Children will:*** Develop an awareness of the sounds made with instruments.
* Listen to and appreciate the difference between sounds made with instruments.
* Use a wide vocabulary to talk about instrument sounds.
 | **Body Percussion****Children will:*** Develop awareness of sounds and rhythms.
* Distinguish between sounds and remember patterns of sound.
* Talk about sounds we make with our bodies and what the sounds mean.
 | **Rhythm and Rhyme****Children will:*** Experience and appreciate rhythm and rhyme.
* Develop awareness of rhythm and rhyme in speech.
* Increase awareness of words that rhyme and develop knowledge about rhyme.
* Talk about words that rhyme and produce rhyming words.
 | **Alliteration** **Children will:*** Develop an understanding of alliteration.
* Listen to sounds at the beginning of words and hear the difference between them.
* Explore how different sounds are articulated.

**Voice Sounds****Children will:*** Distinguish between the difference in vocal sounds.
* Explore speech sounds.
* Talk about the different sounds that we can make with our voices.
 | **Blending and Segmenting****Children will:*** Develop oral blending and segmenting of sounds in words.
* Listen to sounds within words and remember them in the order in which they occur.
* Talk about the different sounds that make up words.
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| **Mathematical Development*** Comparison
* Counting and Cardinality
* Subitising
* Spatial awareness
* Number recording
* Shape
* Pattern
* Measure
 | **Children will:*** Begin to recognise changes in the number of things in a group, using words like more, ‘lots’ or ‘less’
* Begin to say some number names in order
* In everyday situations, take or give two or three objects from a group
* Engage in recognising two objects without counting them
* Move their bodies and toys around objects and explore fitting into spaces
* Respond to some spatial and positional language
* Choose puzzle pieces and tries to fit them in
* Recognise that two objects have the same shape
* Join in and anticipate repeated sound and action patterns
* Show an interest in what happens next using the pattern of everyday routines
* Explore differences in size, length, weight and capacity
 | **Children will:*** Begin to notice numerals (number symbols) in the environment
* Begin to show finger numbers up to 5
* Engage in recognising two-three objects without counting them
* Explore how things look from different viewpoints including things that are near or far away
* Make simple constructions using a variety of materials, vertically and horizontally.
* Choose items based on their shape which are appropriate for the child’s purpose, e.g. a cylinder for a wheel.
* Join in with simple patterns in sounds, games, stories dance and movement. Sometimes predicting what comes next
* Begin to anticipate times of the day such as mealtimes or home time
 | **Children will:*** Compare two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You’ve got two, I’ve got two. Same!
* Explore counting verbally as far as they can go.
* Point or touch (tags) each item, saying one number for each item 1,2,3,4,5.
* Develop fast recognition of 2-3 objects without counting them
* Respond to and uses language of position and direction.
* Experiment with making their own symbols to represent number
* Talk about and explore 2D shapes, for example circle, triangle, rectangle using mathematical and informal language such as ‘sides’ ‘straight’ ‘flat’ ‘round’ ‘pointy’ ‘curvy’
* Show awareness of shape similarities and differences
* Create their own spatial patterns showing some organisation or regularity
* Explore and add to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)
* In meaningful contexts, find the longer or shorter, heavier or lighter and more/less full of two items
 | **Children will:*** Use number names and number language within play, and may show fascination with large numbers.
* Begin to recognise numerals 0 to 5.
* Engage in subitising three to four objects
* Predict, move and rotate objects to fit the space or create the shape they would like
* Use spatial language, including following and giving directions
* Describe what they see from different viewpoints
* Experiment with symbols and writing numbers
* Show an interest in partitioning and combining shapes to make new shapes
* Attempt to create arches and enclosures when building, using trial and improvement
* Recall a sequence of events in everyday life and stories
 | **Children will:*** Compare quantities using language ‘more than’ ‘fewer than’
* Show an Interest in larger numbers
* Recite numbers from 0 to 10 (and beyond) and back from 10 to 0.
* Begin to recognise numerals 0 to 10.
* Engage in subitising four to Five objects
* Investigate turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)
* Use informal language (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes
* Show an Interest in composing and decomposing shapes,
* Talk about which shapes combine to make other shapes
* Spot patterns in the environment, beginning to identify the pattern “rule”
* Show an interest in tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy
* Become familiar with measuring tools in everyday experiences and play
 | **Children will:*** Estimate the number of things, showing an understanding of relative size.
* Be increasingly confident at putting numerals in order 0 to 10 (ordinality)
* Count out up to 10 objects from a larger group (cardinality)
* Match the numeral with a group of items to show how many there are.
* Begin to subitise and talk about what they can see, ‘I can see two and two, that makes 4’
* Begin to make simple maps of familiar and imaginative environments, with landmarks
* Use own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build
* Choose familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat
* Be increasingly able to order and sequence events using everyday language related to time
* Begin to experience measuring time with timers and calendars
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| **Understanding the World*** Past and Present
* People, Culture and Communities
* The Natural World
 | **Children will:*** Begin to understand some talk about immediate past and future
* Have a sense of own immediate family and relations and pets.
* Begin to imitate everyday actions and events from own family and cultural back ground.
* Be curious and interested to explore new and familiar experiences in nature, grass, mud, puddles, plants, animal life, mini beasts.
* Notice features of objects in their environment.
 | **Children will:*** Begin to understand that they have similarities and differences that connect and distinguish them from others.
* Talk about members of their immediate family and community.
* Show an interest in the lives of people who are important to them.
* Enjoy joining in with family customs and routines.
* Notice detailed features of objects in their environment.
* Talk about some of the things they have observed such as plants, animals, natural and found objects.
* Use all their senses in hands-on exploration of natural materials.
 | **Children will:*** Make connection/links to previous experiences.
* Remember and talk about significant events in their own experience (talks about home life)
* Recognise and describe special times or events for family and friends.
* Continue to develop a positive attitude about the differences between people
* Explore collections of materials and natural objects with similar and/or different properties.
* Comment and ask questions about the world around them, such as, the place where they live, the natural world.
 | **Children will:*** Show an interest in different occupations and ways of life inside and out.
* Talk about similarities and differences in relation to themselves, friends and family.
* Talk about why things happen and how things work.
* Develop an understanding of growth, decay and changes over time.
 | **Children will:*** Talk about past and present events in their own life and the lives of people who are important to them.
* Know that there are different countries in the world and talk about the differences they have experienced or seen in photos or on the television.
* Begin to show care and concern for living things and the environment.
* Look closely at similarities, differences, patterns and change in nature, including the key features of the life cycle of a plant or animal
 | **Children will:*** Know that other children do not always enjoy the same things, and is sensitive to this.
* Know about similarities and differences between themselves and others, among families, communities, cultures and traditions.
* Know about similarities and differences in relation to places, objects, materials and living things.
* Talk about their own immediate environment and how environments might vary from one to another.
* Begin to understand the need to respect and care for the natural environment and all living things.
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| **Expressive Arts and Design** * Creating with Materials
* Being Imaginative
 | **Children will:*** Explore different materials using all of their senses to investigate them.
* Manipulate and play with different materials and textures.
* Engage in a variety of role play experiences using open-ended resources.
* Engage in singing, rhymes and action songs.
* Listen to a range of sounds with increasing attention.
* Explore a range of colours and colour mixing.

  | **Children will:*** Explore a range of materials and textures using all of their senses expressing their likes and dislikes.
* Engage in a variety of role play experiences using open-ended resources.
* Sing some favourite songs.
* Explore and use a variety of percussion instruments.
* Explore colour mixing and talk about differences between colour.
* Show interest in making marks with a variety of different materials and resources.
 | **Children will:*** Explore different materials freely and begin to create with a purpose in mind.
* Begin to explore how to join different materials together.
* Learn a variety of songs and will move to the music/songs.
* Changes the words in songs and rhymes to create the own.
* Play instruments with increasing control to express their feelings and ideas.
* Express their ideas and feelings through making marks and sometimes giving meaning.

  | **Children will:*** Share their ideas and have a plan for what they are doing this will include joining and fixing materials together.
* Make marks with purpose with increasing control.
* Select and use colours with purpose.
* Begin to add story lines to their imaginative role-play.
* Begin to understand what happens when they mix colours together.
* Sing for pleasure and enjoy rhythm and rhyme activities.
 | **Children will:*** Draw from their imagination and observations.
* Add details to their drawings by adding their own key features and discussing them.
* Create their own songs and rhymes.
* Add story lines to their imaginative role-play.
* Begin to involve other children in their imaginative role play.
 | **Children will:*** Actively engage for sustained periods of time on their work.
* Be increasingly interested in representation through detailed drawings.
* Use a range of tools and techniques on a variety of materials to achieve a planned affect.
* Develop more complex story lines for their imaginative role-play using a range of props.
* Work collaboratively with other children to extend imaginative role-play, sharing and negotiating ideas.
* Play, share and perform a wide variety of music and songs, individually as part of a group.
* Explore musical instruments to express feelings and to tap/clap out different rhythms and pulses to music.
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| **Positive Relationships +** | **Enabling Environment =** | **Learning and Development** |
| **Tolerance** | **Individual Liberty** | **Mutual Respect** | **Ethics** | **The Rule of Law** |