

St Philip's Marsh Nursery School Curriculum Overview and Long-Term Planning 2022-2023

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	Winter Diwali Bonfire Night Christmas	Spring Chinese/Lunar New Year	Pancake day Easter	Eid al-Fitr National Smile Month	Summer African-Caribbean Day (drumming) Zoolab (tbc) Caterpillars/Butterflies
Core Books	Owl Babies (Martin Waddell) It's Okay to be Different (Sharon Purtil) All Are Welcome (Alexandra Penfold) Funny Bones (Janet and Allan Ahlberg) Pants (Giles Andreae) Peace at Last (Jill Murphy)	Room on the Broom (Julia Donaldson) Winnie the Witch (Valerie Thomas) Meg and Mog (Helen Nickoll) Dear Zoo (Rod Campbell) Stick Man (Julia Donaldson) Whatever Next (Jill Murphy) The Three Billy Goats Gruff (Traditional Tale) We're Going on a Bear Hunt (Michael Rosen)	<i>Where's Spot?</i> Dear Zoo (Rod Campbell) <i>Brown Bear (Bill Martin, Jr.)</i> 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 ride Oliver's Vegetables (Vivian French) Goldilocks and the three Bears (Traditional Tales) Each Peach Pear Plum (Janet and Allan Ahlberg) Shark in the Park (Nick Sharratt)	The Very Hungry Caterpillar (Eric Carle) This is the Bear (Sarah Hayes) Where's my Teddy? (Jez Alborough) The Tiger Who Came to Tea (Judith Kerr) Tadpoles promise The mole who knew it was none of his business	Elmer (David McKee) Handa's Surprise (Eileen Browne) Oliver's Fruit Salad (Vivian French) The Gruffalo (Julia Donaldson) So Much (Trish Cook)
Rhymes	Incy Wincy Spider Two little dickie birds Frère Jacques	Twinkle, Twinkle Baa Baa Black Sheep	There's someone in the middle Twinkle, Twinkle	Feelings song This little train Chick, Chick, Chick, Chick, Chicken	Grand Old Duke of York Hickory, Dickory Dock	Little Arabella Miller Horsey 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.
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.						

<p>Communication and Language</p> <ul style="list-style-type: none"> Listening, Attention and Understanding Speaking 	<p>Children will:</p> <ul style="list-style-type: none"> 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. 	<p>Children will:</p> <ul style="list-style-type: none"> 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. 	<p>Children will:</p> <ul style="list-style-type: none"> 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. 	<p>Children will:</p> <ul style="list-style-type: none"> 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. 	<p>Children will:</p> <ul style="list-style-type: none"> 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. 	<p>Children will:</p> <ul style="list-style-type: none"> 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.
<p>Physical Development</p> <ul style="list-style-type: none"> Gross Motor Skills Fine Motor Skills 	<p>Children will:</p> <ul style="list-style-type: none"> 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. 	<p>Children will:</p> <ul style="list-style-type: none"> 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. 	<p>Children will:</p> <ul style="list-style-type: none"> 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. 	<p>Children will:</p> <ul style="list-style-type: none"> Collaborate with others to move large items. Demonstrate control when making marks. Use a range of tools and resources safely. 	<p>Children will:</p> <ul style="list-style-type: none"> 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. 	<p>Children will:</p> <ul style="list-style-type: none"> 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.
<p>Literacy</p> <ul style="list-style-type: none"> Comprehension Word Reading Writing <p>DfE validated systematic synthetic phonics programme (Twinkl Phonics) – aspects are covered throughout the year and one aspect is focussed on for one term.</p>	<p>Children will:</p> <ul style="list-style-type: none"> 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. 	<p>Children will:</p> <ul style="list-style-type: none"> Have some favourite stories and books. Comment on what they can see in stories and books. Give meaning to the marks that they make. 	<p>Children will:</p> <ul style="list-style-type: none"> 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. 	<p>Children will:</p> <ul style="list-style-type: none"> 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. 	<p>Children will:</p> <ul style="list-style-type: none"> 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. 	<p>Children will:</p> <ul style="list-style-type: none"> 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.
	<p>Environmental Sounds</p> <p>Children will:</p> <ul style="list-style-type: none"> Develop listening skills and awareness of sounds in the environment. Identify and remember the differences between sounds. Talk about sounds in greater detail. 	<p>Instrumental Sounds</p> <p>Children will:</p> <ul style="list-style-type: none"> 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. 	<p>Body Percussion</p> <p>Children will:</p> <ul style="list-style-type: none"> 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. 	<p>Rhythm and Rhyme</p> <p>Children will:</p> <ul style="list-style-type: none"> 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. 	<p>Alliteration</p> <p>Children will:</p> <ul style="list-style-type: none"> 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. <p>Voice Sounds</p> <p>Children will:</p> <ul style="list-style-type: none"> Distinguish between the difference in vocal sounds. Explore speech sounds. 	<p>Blending and Segmenting</p> <p>Children will:</p> <ul style="list-style-type: none"> 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.

<p>Mathematical Development</p> <ul style="list-style-type: none"> Comparison Counting and Cardinality Subitising Spatial awareness Number recording Shape Pattern Measure 	<p>Children will:</p> <ul style="list-style-type: none"> 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 	<p>Children will:</p> <ul style="list-style-type: none"> 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 	<p>Children will:</p> <ul style="list-style-type: none"> 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 	<p>Children will:</p> <ul style="list-style-type: none"> 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 	<p>Children will:</p> <ul style="list-style-type: none"> Talk about the different sounds that we can make with our voices. 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 	<p>Children will:</p> <ul style="list-style-type: none"> 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
<p>Understanding the World</p> <ul style="list-style-type: none"> Past and Present People, Culture and Communities The Natural World 	<p>Children will:</p> <ul style="list-style-type: none"> 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. 	<p>Children will:</p> <ul style="list-style-type: none"> 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. 	<p>Children will:</p> <ul style="list-style-type: none"> 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, 	<p>Children will:</p> <ul style="list-style-type: none"> 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. 	<p>Children will:</p> <ul style="list-style-type: none"> 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 	<p>Children will:</p> <ul style="list-style-type: none"> 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.

		<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. 	such as, the place where they live, the natural world.			<ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment and all living things.
Expressive Arts and Design <ul style="list-style-type: none"> Creating with Materials Being Imaginative 	Children will: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.
Positive Relationships +		Enabling Environment =			Learning and Development	
Tolerance	Individual Liberty	Mutual Respect	Ethics	The Rule of Law		