

# Nursery Curriculum Planner – Year Group Overview 2016/2017



Autumn 1							Autumn 2						
1 5/9/2016	2 12/9/2016	3 19/9/2016	4 26/9/2016	5 3/10/2016	6 10/10/2016	7 17/10/2016	8 31/10/2016	9 7/11/2016	10 14/11/2016	11 21/11/2016	12 28/11/2016	13 5/12/2016	14 12/12/2016
Family Fortunes / autumn / harvest / child led planning							Come and join the Celebration / light and dark / winter/ arctic / child led planning						
<p>An example of the children's learning may include the following:</p> <p><b>PSED</b> – Circle games to reinforce being part of a new group. Puppet shows to reinforce co-operative skills and support conflict resolution. News sharing about home and family and any involvement in the community.</p> <p><b>CL</b>– Daily news - modelling speech. Sharing family based news. Small group construction activities and challenges. Discussion during Autumn walks.</p> <p><b>PD</b> – Dressing up. Familiar routine role play- making tea, pushing pushchairs. Constructing houses and dens for family. Creating family members with malleable materials. Direct teaching of pencil grip, scribed books of family experiences.</p> <p><b>LIT</b> – Independently looking at family related books. Taking shared reading books home. Exploring changing voice sounds. Joining in with action rhymes, stories and poems. Mark making indoors and out, chalks, easels, clipboards. Writing in role-play. Modelled writing with scribed work.</p> <p><b>MATHS</b> – Singing number songs. Counting and grouping family members or familiar objects. Matching numerals to groups of objects. Modelled comparative language through construction and other activities in number and size – more, less, most, least, one more, one less, bigger, smaller, wider, taller etc. Sorting and matching objects. Using shapes to create models and pictures</p> <p><b>UW</b> – Modelling time related language and artefacts to retell past family events and special occasions. Viewing curious objects to promote discussions, local walks to familiar places and local features.</p> <p><b>EAD</b> – Singing nursery rhymes and seasonal songs, exploring textures of familiar objects, singing and dancing to music, making rhythms with musical instruments, cooking familiar foods experienced at home. Exploring family/seasons through collage. Role-playing familiar experiences- home, doctors, shops.</p>							<p>An example of the children's learning may include the following:</p> <p><b>PSED</b> – Managing feelings when routines change i.e. During Christmas performances or when we have visitors to Nursery. Building self-confidence to perform to others.</p> <p><b>CL</b>– Sharing stories about different celebrations. Sharing news of experiences like Halloween and bonfire night. Re-telling festive stories and the nativity. Joining in celebration poems and rhymes, repeating words and phrases.</p> <p><b>PD</b> – Moving to celebration themed music and negotiating space. Sleigh building with construction materials, negotiating steps with props during foundation stage performances. Following festive patterns and lines to develop pencil control. Using scissors and punches to create decorations.</p> <p><b>LIT</b> – Shared reading of celebration and winter/arctic themed books. Shared exploration of alternative texts like recipes during cooking activities. Learning and repeating rhyming strings. Creating alliterative sentences and rhymes within the seasonal context. Writing cards, invitation and parcel labels. Writing through role- play</p> <p><b>MATHS</b> – Seasonal counting activities like advent calendars, tree decorations and icicles. Partitioning numbers by posting presents so everyone has the same number. Grouping and sorting objects with sorting trays. Recognising when quantities match like trees having the same number of presents underneath.</p> <p><b>UW</b> - Talking about why we celebrate Christmas and how others celebrate. Using photos and simple texts to create a Christmas diary with families. Ice exploration and melting experiments. Operating cd players to play seasonal songs, operating cameras and accessing and interacting with seasonal computer based activities.</p> <p><b>EAD</b> – Making decorations like paper chains. Adding percussion to seasonal songs. Dancing and ring games during foundation stage parties. Creating simple clay diva lamps to recognise Diwali. Seasonal role- play like igloos and Santa's grotto. Snow themed small world play like ice castle or cars stuck in the snow.</p>						

Spring 1							Spring 2					
1 4/1/2017	2 9/1/2017	3 16/1/2017	4 23/1/2017	5 30/1/2017	6 6/2/2017	7 13/2/2017	8 27/2/2017	9 6/3/2017	10 13/3/2017	11 20/3/2017	12 27/3/2017	13 3/4/2017
Toy town/Chinese new year/Child led planning							Over the rainbow/ Easter/ Child led Planning					
<p>An example of the children's learning may include the following:</p> <p><b>PSED</b> – Broadening experiences with encouragement to access new toys/objects not usually favoured. Supporting emotional growth by recreating scenarios with toys and puppets. Promoting respectful handling of toys and other Nursery resources during play and tidying up. Securing the ability to share with others.</p> <p><b>CL</b>– Talking about favourite toys during regular show and tell sessions. Telling others how to make a moving toy function. Creating stories as a group about a toy i.e. what the teddy bear saw when he went for a walk. Using questions to find a hidden toy within the setting.</p> <p><b>PD</b> – Moving like favourite story characters. Exploring movements associated with differing feelings. Operating wheeled and non - wheeled toys that require pushing and pulling actions. Practicing safe handling and neat packing of toys. Creating models of toys and environments for toys. Developing pencil control with pictures and writing about toys. Promoting healthy eating through a teddy bears picnic.</p> <p><b>LIT</b> – Writing letters in response to a toy who needs help. Shared reading of books about toys. Creating labels for toys. Using toys to promote segmenting and blending skills during letters and sounds activities. Exploring rhyming words linked to a toy. Writing in toy shop role- play- lists, phone messages etc.</p> <p><b>MATHS</b> – Matching numbered cars to dots in garage spaces or ordering them numerically. Counting washed toys. Supporting larger number to numeral recognition through grouping of toys. Comparing quantities of sorted toys, exploring more and less language and estimation.</p> <p><b>UW</b> – Exploring toys from the past, talking about times the children have been given toys -Birthdays, Christmas. Exploring how moving toys work. Testing toys for floating and sinking. Taking photos and videos of toys.</p> <p><b>EAD</b>– Exploring differing textures of toys. Creating pictures of toys in different media- collage, paint. Junk modelling to create types of toys like flying toys. Observational drawing of toys. Role play opportunities – toy shop, toy hospital.</p>							<p>An example of the children's learning may include the following:</p> <p><b>PSED</b> – Exploring the feelings in the story Rainbow Fish. Sharing similar experiences and how they were/ should be handled. Exploring what makes a good friend. Making links between feeling and colours. Developing emotional language to facilitate the explanation of feelings.</p> <p><b>CL</b>– Joining in with songs and poems about colour. Talking about what happens during colour mixing experiments to develop and extend language. Sharing experiences of rainbows- colour and shape, where and when seen. Discussing favourite colours and why. Investigating questions like is water blue?</p> <p><b>PD</b> – Moving with coloured streamers and ribbons. Moving in a variety of ways across coloured stepping stones. Creating rainbows – threading. Constructing in mono colours or multi colours. Mark making in coloured sand. Sorting particular colours from a group of beads/ pegs with tweezers.</p> <p><b>LIT</b> – Shared reading of colour related stories like Elmer. Exploring non-fiction books about colour. Creating books of same coloured objects. Creating stories from coloured props in a story bag. Responding to stories with writing and mark making. I spy – colour themed.</p> <p><b>MATHS</b> – Sorting and counting objects by colour and matching to numerals. Creating tallies of colour on a colour walk. Responding to questions like which was the most seen colour. Using colour to create patterns. Recognising one more and one less concepts through counting colourful beads etc.</p> <p><b>UW</b> – Finding out about the favourite colours of family members. Exploring the link between colours and occupations. Exploring colours and safety. Matching colour swatches in the outdoor environment. Exploring the colours of the changing seasons. Blossom, spring flowers. Investigating the effects seen through coloured view finders. Experimenting with colour in simple painting computer programs.</p> <p><b>EAD</b>– Exploring contrasting colours and shades of each colour. Investigate colour mixing across a range of different media. Layering tissue papers, mixing paints to make a named colour.</p>					

Summer 1					Summer 2						
1 24/4/2017	2 1/5/2017	3 8/5/2017	4 15/5/2017	5 22/5/2017	6 5/6/2017	7 12/6/2017	8 19/6/2016	9 26/6/2017	10 3/7/2017	11 10/7/2017	12 17/7/2017
A ticket to ride / child led planning					If you go down to the woods / child led planning						
<p>An example of the children's learning may include the following:</p> <p><b>PSED</b> – Developing the skills of sharing and turn taking to support group role-play- turn taking to be the train driver. Creating collectively agreed rules for turn taking- using egg timers, digital timers, lists of names. Discussing ways to resolve conflict.</p> <p><b>CL</b>– Following instructions and commands using positional language. Talking about preparing for a journey, what to take and why, create and remember lists. Sequencing a journey, what is seen on the way to Nursery? What would a journey to space be like- developing and extending language and vocabulary?</p> <p><b>PD</b> – Travelling at different speeds linked to transport/ different directions. Matching Movements to transport noises. Moving and handling large resources safely to create varying transport. Developing pencil grip to create roads and scenes for vehicles to move through. Moving balls along tracks and marble runs. Transporting water using boats. Creating a healthy lunch for a journey.</p> <p><b>LIT</b> – Encouraging children to identify books about transport to create/ add to a collection. Shared reading of transport books. Making book bags and story sacks together. Exploring voice sounds for transport noises. Chanting transport songs and rhymes. Name writing on train carriages. Writing in role play- tickets, maps.</p> <p><b>MATHS</b> – Developing concepts of money in buying tickets. Counting out money, identifying the number of tickets needed. Exploring concept of more- adding people on the bus. Exploring the concept of less- taking cars out of the garage, how many are left?</p> <p><b>UW</b> – Recalling journeys made on different transport. Comparing historical transport with new. Exploring the occupations of those who use transport to help us. Exploring different wheel types, how they move? Experimenting with different materials for boats. Investigating maps/ creating maps of known locations. Using moving toys like a beebot.</p> <p><b>EAD</b>– Junk model vehicles – exploring how to make wheels move. Role-play and small world – garage, airport, trains, space rockets. Creating music to suggest changing speeds. Create imaginary stories about journeys.</p>					<p>An example of the children's learning may include the following:</p> <p><b>PSED</b> – Re- enforcing the skills of co-operation. Working with a partner, listening to each other's ideas. Listening and waiting turns to talk during whole group activities.</p> <p><b>CL</b>– Developing listening through listening games, group story telling around a woodland theme, adding sound effects with voices and instruments.</p> <p>Talk about the different trees we find in woods, how they change with the seasons. Predicting what happens next. Describing textures, colours and shapes seen during woodland walks.</p> <p><b>PD</b> – Exploring the different movements of bears. Using a knife and fork in a teddy bears picnic. Writing invitations to a teddy bears picnic. Using finger puppets to retell a teddy based story. Talking about how teddies can help us sleep and why we need to sleep well. Discussing the fruits that grow on trees and the role of fruit in our health.</p> <p><b>LIT</b> – Shared reading of bear themed stories, woodland information books. Compiling tick lists to accompany woodland walks. Label writing for familiar woodland creatures. Creating alliterative sentences – in the woods I saw a big, brown bear. Writing wishes and messages to hang from trees.</p> <p><b>MATHS</b> – Sorting and counting bears by size, grouping and sequencing to create patterns. Number songs. Solving picnic themed number problems. Exchanging goods for money in shop role-play. Measuring and re-enforcing size vocabulary. Ordering by size. Using time language in shop role-play.</p> <p><b>UW</b> – Exploring the similarities and differences of trees in the woodland. Investigating the jobs of the people who work in the woods. Watching video clips of real bears. Sharing experiences of woodland walks. Completing woodland themed computer programs.</p> <p><b>EAD</b> – Exploring the textures of bears. Creating picnic baskets with construction materials. Creating homes for the bears using a variety of resources to create a join. Making up a bear dance or using movement to mimic the movement of trees.</p>						