



# Highfields Primary School Nursery Curriculum Overview 2024-2025

	Autumn 1 <b>Black History Week</b>	Autumn 2 <b>MH&amp;WB/Anti bullying</b>	Spring 1 <b>Science Week</b>	Spring 2	Summer 1 <b>Enterprise Week</b>	Summer 2
<b>Context</b>	<b>Ourselves: All About Me</b>	<b>Art Attack: (Weather/Seasons/Time)</b>	<b>Once upon a time... (Traditional Tales)</b>	<b>It's a bug's life: (Mini beasts)</b>	<b>Can we build it? Yes, we can! (Buildings)</b>	<b>Off we go! (Transport)</b>
<b>Big Question(s)</b>	Who am I? Why am I different/same? What is a family?	What can you see? What is changing? What does it feel like? I wonder....?	What makes a happy ending? I wonder....?	What is a minibeast? What can you see? How do they move?	Where do I live? What different types of homes are there? What materials are suitable for building?	How do we travel? What travels on land/sea/ air? What do I need to go on a journey?
<b>Outcome</b>	Self portraits	Artwork inspired by an artist	Character photo frame	Make a kitchen tube bugs	Make a paper bag house	Vehicle using recycling materials
<b>PSED/C and L</b>	<b>PSED and C&amp;L will be covered throughout the year through table tops, displays and role-play and teacher led sessions. (Use a wider range of vocabulary)</b>					
<b>Communication and Language</b>	Listening to stories and remember what happens. Pay attention to more than one thing at a time.	Understand a question or instruction that has two parts. Understand 'why' questions.	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Develop their communication. Develop their pronunciation.	Use longer sentences (4-6 words). Express point of view & debate when they disagree, using words & actions.	Start a conversation & continue it. Use talk to organise themselves & their play: "Let's go on a bus... you sit there... I'll be the driver."
<b>Personal Social and Emotional Development</b>	Select and use activities and resources, with help when needed. Achieve a goal they have chosen or one suggested to them.	Develop a sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the setting.	Show more confidence in new social situations. Increasingly follow rules, Understanding why they are important.	Remember rules without needing an adult to remind them. Play with one or more other children, extending and elaborating play ideas.	Find solutions to conflicts and rivalries and suggesting other ideas. Develop appropriate ways of being assertive.	Talk to solve conflicts. Talk about their feelings using words like happy, sad, angry or worried. Understand gradually how others might be feeling.
<b>Physical Development</b>	Go up steps and stairs, or climb up apparatus, using alternate feet. Putting on coats.	Continue to develop their movement, balancing, riding and ball skills. Paint and make marks. Show a preference for a dominant hand.	Skip, hop, stand on one leg and hold a pose for a game. Make healthy choices about food, drink, activity and toothbrushing.	Choose the right resources to carry out their own plan. Use one-handed tools and Equipment e.g. making snips in paper with scissors.	Collaborate with others to manage large items, i.e. moving a long plank safely, carrying large hollow blocks. Comfortable grip & good control when holding pens and pencils.	Independently dressing e.g. putting coats on & doing up zips. Meeting own care needs, e.g. using the toilet, washing and drying their hands thoroughly.
<b>Physical Development (PE lessons)</b>	<b>Big Moves (Core Strength)</b> Use large- muscle movements.	<b>Ball skills: Kicking</b> Begin to develop and control their movement.	<b>Ball skills: Throwing and Catching</b> Continue to develop and control their movement.	<b>Throwing &amp; Catching: Target Games.</b> Match developing physical skills to tasks & activities in the setting.	<b>Dance: Big Moves</b> Increasingly be able to use and remember sequences & patterns of movements which are related to music and rhythm.	<b>Games: Parachute + Team Building</b> Start taking part in some group activities which they make up for themselves, or in teams.
<b>Maths and Problem Solving</b>	Daily counting opportunities – boys, girls, total, mats, adults (Teachers, TAs, Helpers), table top space, outdoors, transition times (dinner time, home time)...					
	Number rhymes Sorting objects Number/shape in the environment	Number rhymes Sorting objects Counting/subitising 0-3 2D shape/patterns	Number rhymes. Counting/subitising/numbers 0-3	Sorting objects 2D shape/positional language/patterns	Counting/subitising 0-5 Numbers 0-5	2D shape/positional language/patterns
<b>Literacy (Writing)</b>	Mark Making (My favourite things), circles and lines (Portraits) GMS & FMS	FMS: Playdough + sensory (making trees) Recognising names Name writing (Design 1 <sup>st</sup> letter)	Name writing (Copy letters) Alphabet High Frequency words (Making)	Write some letters from their name accurately. Difference: words + pictures Giving meanings to marks Alliteration	Writing some or all of their name. Labelling (bug parts) Captions: HFWs & pictures	Writing Names and High Frequency words independently Labelling (parts of a vehicle) Captions: HFWs & pictures
<b>Literacy (Phonics)</b>	Environmental, Voice, Body Percussion.	Instrumental, Voice, Rhythm.	Alliteration, Oral Blending & Segmenting + Revision	Alliteration, Oral Blending & Segmenting + Rhyme	Oral Blending & Segmenting, Alliteration + Rhyme.	Oral Blending & Segmenting, Alliteration + Rhyme.
<b>Literacy (Reading)</b>	Understand key concepts about print: Print has meaning. Print can have different purposes.	Understand key concepts about print: We read English text from left to right & from top to bottom.	Understand key concepts about print: The names of the different parts of a book.	Understand key concepts about print: Page sequencing.	Engage in extended conversations about stories, learning new vocabulary.	Use some of their print and letter knowledge in their early writing.
<b>Understanding the World</b>	P+P- Own identity, family & friends. W- Small world people. Senses/Body parts & their functions P+C- Local environment. Small world	P+P: Own identity, family & friends/Artists and their artwork W: Seasons, weather & time. Talk about what they see, using a range of vocabulary. P+C: Small world. Festivals (Christmas, Hanukkah & Diwali)	P+P- Own identity, family and other occupations. W- Small world play/ Local environment/explore materials. Talk about the differences between materials and changes they notice.	P+C- Small world. Celebrations and festivals (Easter, Vaisakhi & Chinese New Year) Different countries- faiths and cultures Show care for living things and the environment. (Life Cycle) Explore how things work.	P+P- Own identity, family and friends and other occupations W- Small world people. Local environment. Explore and talk about different forces they can feel.	P+C- Small world. Celebrations & festivals (Ramadhan and Eid) W: Different countries: faiths & cultures. Continue developing positive attitudes about the differences between people.
<b>EAD (Singing: Weekly)</b>	Instruments Drawing/sketching Painting – holding a brush. Collage – ripping	Drawing Exploring Colours Artists inspired artwork	Instruments Collage – scrunching Printmaking	Drawing Sculpture	Instruments Collage Sculpture	Drawing Printmaking
<b>Trips &amp; Visits</b>	Walk to the library/shops	Walk around Spinney Hill Park	Storytelling workshop	Walk around the school	Walk around the local area looking at buildings	Train station (visitors)
<b>Role Play</b>	<b>Home Corner (Basic Provision)/Baby Clinic</b>	Seasonal garden/dressing up for different weather- seasonal tree		Bugs' Lab	Builders' Yard	Garage
<b>Parent Spotlights</b>	Toilet Training + Communication	Reading Together + Phonics	Physical Development (GMS+FMS)	Number and Pattern	Understanding the World	Getting Ready for School

Foundation Stage 1 (Nursery) Year A



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<b>Context</b>	Ourselves: All About Me	Fun with Food	Fantasy	People Who Help Us	Plants	Animals
<b>Big Question(s)</b>	Who am I? Why am I different/same? What is a family?	Where does food come from? What does it smell/taste etc. like?	Are superheroes/pirates/magic/dragons/monsters/unicorns etc. real or imaginary?	Which people help us? Who would you go to for help if...?	What helps a plant to grow?	What is an animal? What animals can I find in our local area?
<b>Outcome</b>	Self portraits	Make your own Pizza	Superhero Picture	When I grow up... Display	Growing Beans	Junk modelling animals
<b>PSED/C and L</b>	PSED and C&L will be covered throughout the year through table tops, displays and role-play and teacher led sessions. (Use a wider range of vocabulary)					
<b>Communication and Language</b>	Listening to stories and remember what happens. Pay attention to more than one thing at a time.	Understand a question or instruction that has two parts. Understand 'why' questions.	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Develop their communication. Develop their pronunciation.	Use longer sentences (4-6 words). Express point of view & debate when they disagree, using words & actions.	Start a conversation & continue it. Use talk to organise themselves & their play: "Let's go on a bus... you sit there... I'll be the driver."
<b>Personal Social and Emotional Development</b>	Select and use activities and resources, with help when needed. Achieve a goal they have chosen or one suggested to them.	Develop a sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the setting.	Show more confidence in new social situations. Increasingly follow rules, Understanding why they are important.	Remember rules without needing an adult to remind them. Play with one or more other children, extending and elaborating play ideas.	Find solutions to conflicts and rivalries and suggesting other ideas. Develop appropriate ways of being assertive.	Talk to solve conflicts. Talk about their feelings using words like happy, sad, angry or worried. Understand gradually how others might be feeling.
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<b>Understanding the World</b>	P+P- Own identity, family & friends. W- Small world people. Senses/ Body parts & their functions P+C- Local environment. Small world.	P+P: Own identity, family & friends/festival feasts W: Food - where it comes from. P+C: Festival foods (Christmas, Hanukkah & Diwali), healthy eating, food from round the world	P+P: changes across time, aging. W: Small world play/ Local environment/explore materials. Talk about the differences between materials and changes they notice.	P+P: Own identity, family & friends & other occupations/aspirations. W: Small world people P+C: Celebrations & festivals (Easter, Vaisakhi) Visitors, occupations, stories.	P+P: W: Local environment. Show care for living things & the environment. Observe and talk about plants. P+C: favourite plants. Celebrations & festivals (Ramadhan & Eid)	P+C- Small world habitats. W: Show care for living things. Observe and talk about animals. P+P: extinction, lifecycles, future, caring for others.
<b>EAD (Singing: Weekly)</b>	Instruments Drawing/sketching Painting – holding a brush. Collage – ripping	Drawing Exploring Colours Artists inspired artwork	Instruments Collage – scrunching Printmaking	Drawing Sculpture	Instruments Collage Sculpture	Drawing Printmaking
<b>Trips &amp; Visits</b>	Walk to the library/shops	Walk around Spinney Hill Park (Pantomime in school)	New Walk Museum	Go kids go/little city role play	Botanic Gardens	Animal visitors
<b>Role Play</b>	Home Corner	Pizza restaurant	Andy's dinosaur adventure	Hospital	Greenhouse/flower shop	Andy's safari adventure
<b>Parent Spotlights</b>	Toilet Training + Communication	Reading Together + Phonics	Physical Development (GMS+FMS)	Number and Pattern	Understanding the World	Getting Ready for School

Foundation Stage 1 (Nursery) Year B