






## William Reynolds Primary School Curriculum Framework Overview Nursery 2023-24

	Autumn Term 8 weeks/7 weeks		Spring Term 5 weeks/5 weeks		Summer Term 7 weeks/7 weeks					
<p>School Rainbow Values</p> <p>&amp; Whole School themes throughout the year</p>	<p><b>Challenge</b></p> 		<p><b>Honesty</b></p> 		<p><b>Ownership</b></p> 		<p><b>Courage</b></p> 		<p><b>Collaboration</b></p> 	
	<p>School Values British Values Active Lifestyles Careers including inspirational people Sustainability Safeguarding including online</p>									
National & whole school events	International Day of Democracy 15 <sup>th</sup> Sept Black History Month (October)	Anti-bullying wk. 13 <sup>th</sup> - 17 <sup>th</sup> Nov Children in Need - 18 <sup>th</sup> Nov National School Meals Week 6 <sup>th</sup> - 10 <sup>th</sup> Nov Remembrance Day - 11 <sup>th</sup> Nov	National Handwriting Day 23 <sup>rd</sup> Jan Internet Safety Day - 6 <sup>th</sup> February	World Book Day 7 <sup>th</sup> March World Maths Day 23 <sup>rd</sup> March Comic Relief 17 <sup>th</sup> March	World Earth Day 22 <sup>nd</sup> April St Georges Day 23 <sup>rd</sup> April Shakespeare Day 23 <sup>rd</sup> April Mental Health Awareness Week 13 <sup>th</sup> -20 <sup>th</sup> May	Sports Week Arts Week				
Theme	Jolly Postman - Traditional Stories		Percy The Park Keeper - People Who Help Us		The Seaside					
Subject area	AUTUMN TERM 1 <sup>st</sup> Half (8wks)	AUTUMN TERM 2 <sup>nd</sup> Half (7wks)	SPRING TERM 1 <sup>st</sup> Half (5wks)	SPRING TERM 2 <sup>nd</sup> Half (5wks)	SUMMER TERM 1 <sup>st</sup> Half (7wks)	SUMMER TERM 2 <sup>nd</sup> Half (7wks)				
Personal Social and Emotional Development	We're all born free		Expect respect		Growing and changing					
Communication and Language	<ul style="list-style-type: none"> <li>Listen to, join in and talk about stories</li> <li>Recap and tell stories in their own words</li> <li>Be guided by adults using open questions</li> <li>Engage in planned talk time - news, plan-do-review, talk partners in learning</li> <li>Be stimulated to explore (linked to UW)</li> </ul>		<ul style="list-style-type: none"> <li>Engage in focus teach groups</li> <li>Follow two-part instructions first, next</li> <li>Develop technical vocabulary linked to theme</li> <li>Engage in storytelling through role play</li> <li>Engage in two-way conversations during planned talk time - news, talking ted, plan-do-review, talk partners in learning, in play</li> <li>Present weather to peers</li> </ul>		<ul style="list-style-type: none"> <li>Be observed interacting during child-led activities</li> <li>Be told (not read) stories and show understanding</li> <li>Hear rhymes and jokes linked to theme</li> <li>Engage in two-way conversations during planned talk time - news, talking ted, plan-do-review, talk partners in learning, in play</li> <li>Develop storylines through thematic role play</li> </ul>					

Phonics/Read Write Inc	General sound discrimination Rhyme and rhythm		Alliteration Oral blending and segmenting	RWI - teach set 1 sounds
Quality Texts	The Jolly Postman Goldilocks and the three bears Rama and Sita Jack and the beanstalk Cinderella		One snowy night Owl takes charge Chinese New Year Police Officer Doctor	The train ride Lucy and Tom at the seaside Fantastic fish Rainbow fish
Role Play	Jack and the Beanstalk Jack's cottage		Percy the Park Keeper Percy's Hut	The Seaside Lucy and Tom's House
Physical Development Fine Motor	<ul style="list-style-type: none"> <li>• Access fine motor development activities</li> <li>• Use a range of tools in different contexts</li> <li>• Be guided to use equipment safely</li> <li>• See correct letter formation being modelled</li> <li>• Use cutlery at snack time</li> </ul>		<ul style="list-style-type: none"> <li>• Access fine motor development activities</li> <li>• Use a range of tools in different contexts</li> <li>• Be guided to use equipment safely</li> <li>• See correct letter formation being modelled</li> <li>• Use cutlery at snack time</li> </ul>	<ul style="list-style-type: none"> <li>• Access fine motor development activities</li> <li>• Use a range of tools and techniques in different contexts</li> <li>• Talk about and demonstrate safety</li> <li>• See correct letter formation being modelled</li> <li>• Use cutlery at snack time</li> </ul>
Physical Development Gross Motor	<ul style="list-style-type: none"> <li>• Play outdoors, moving in a variety of ways</li> <li>• Access scooters, trikes and bikes to develop balance</li> <li>• Be guided to use equipment safely</li> </ul>		<ul style="list-style-type: none"> <li>• Play outdoors, moving in a variety of ways and using climbing and balancing equipment</li> <li>• Use a range of tools in different contexts for example spades and trowels for digging</li> <li>• Be guided to use equipment safely</li> </ul>	<ul style="list-style-type: none"> <li>• Play outdoors, moving in a variety of ways using climbing and balancing equipment</li> <li>• Take part in group games and games the children make up for themselves in teams</li> <li>• Use a range of tools and techniques in different contexts for example spades and trowels</li> <li>• Talk about and demonstrate safety</li> </ul>
Maths	Number	<ul style="list-style-type: none"> <li>• Recite numbers</li> <li>• Counting objects</li> <li>• Recognise and represent numbers</li> <li>• Match numbers to amounts</li> <li>• Use numbers in their play</li> <li>• Access books about numbers and counting</li> <li>• Recognise up to 3 objects without counting</li> </ul>	<ul style="list-style-type: none"> <li>• Work with numbers up to 10</li> <li>• Recite numbers forwards and backwards</li> <li>• Counting</li> <li>• Recognise and represent numbers</li> <li>• Match numbers to amounts</li> <li>• Use numbers in their play</li> <li>• Access books about numbers and counting</li> <li>• Compare groups of objects</li> <li>• Number problems</li> </ul>	<ul style="list-style-type: none"> <li>• Work with numbers up to 10</li> <li>• Recite numbers forwards and backwards</li> <li>• Counting</li> <li>• Recognise and represent numbers</li> <li>• Match numbers to amounts</li> <li>• Use numbers in their play</li> <li>• Play dominoes and dice games</li> <li>• Access books about numbers and counting</li> <li>• Solve problems</li> <li>• Compare quantities using language: 'more than', 'fewer than'.</li> </ul>

	Numerical Patterns	<ul style="list-style-type: none"> <li>Use shapes as part of their play- letters and parcels of different shapes and sizes</li> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</li> <li>Describe a familiar route.</li> </ul>	<ul style="list-style-type: none"> <li>Explore comparing measures as part of their play - length, height, weight, capacity,</li> <li>Explore making patterns with objects and shapes</li> <li>Use positional language</li> <li>Name and describe 2d shapes Make patterns with natural objects. Make patterns with shape. Compare and order length of rope, height of ladders, weight of animals, capacity of buckets</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>Extend and create ABAB patterns - stick, leaf, stick, leaf.</li> </ul>	<ul style="list-style-type: none"> <li>Explore comparing measures as part of their play - length, height, weight, capacity, time</li> <li>Make models</li> <li>Use everyday language of time</li> <li>Combine shapes to make new ones - an arch, a bigger triangle etc.</li> <li>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>Extend and create ABAB patterns - stick, leaf, stick, leaf.</li> <li>Notice and correct an error in a repeating pattern.</li> </ul>
Understanding the World	People, Culture & Communities	<ul style="list-style-type: none"> <li>Engage in talking partners with their peers - talking ted, plan-do-review, text related discussions</li> <li>Respond to targeted questions about their family and friends</li> <li>Local walk - woodland, Birthdays and Christmas Diwali</li> </ul>	<ul style="list-style-type: none"> <li>Engage in talking partners with their peers - talking ted, plan-do-review, text related discussions</li> <li>Respond to targeted questions about their family and friends</li> <li>Family celebrations; Birthdays, Mother's Day New year, Pancake Day Chinese New Year, Chinese food, Easter</li> <li>Continue to develop positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in talking partners with their peers - talking ted, plan-do-review, text related discussions</li> <li>Respond to targeted questions about their family and friends</li> <li>Grandparents in Birthdays, Father's Day</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
	The Natural World	<ul style="list-style-type: none"> <li>Explore and investigate Autumn</li> <li>Read books about Autumn</li> <li>Talk about what they see and find</li> <li>Record and discuss the weather daily</li> <li>Autumn Walk. Autumn Trees Explore and plant bulbs.</li> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and investigate Winter and Spring</li> <li>Read books about Winter and Spring</li> <li>Talk about what they see and find</li> <li>Record and compare weather</li> <li>Change: ice, Similarities/differences - woodland animals,</li> <li>Signs of spring - walk Growing - in propagators, winter pansies, spring bulbs</li> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and investigate Summer</li> <li>Read books about Summer</li> <li>Talk about what they see and find</li> <li>Record and compare weather</li> <li>Change: lifecycle of a butterfly</li> <li>Talk about the differences between materials and changes they notice.</li> <li>Explore how things work.</li> </ul>

	Past and Present	<ul style="list-style-type: none"> <li>Plan, do, review in key person groups</li> <li>Access books that that reflect different jobs people can have</li> <li>Discuss events that happened in the children's own life.</li> <li>Begin to make sense of their own life-story and family's history</li> </ul>	<ul style="list-style-type: none"> <li>Plan, do, review in key person groups</li> <li>Access books that that reflect different jobs people can have</li> <li>Listen to stories about the past.</li> <li>Compare everyday objects from the past to the present.</li> <li>Begin to make sense of their own life-story and family's history</li> </ul>	<ul style="list-style-type: none"> <li>Talk partners</li> <li>Plan, do, review in key person groups</li> <li>Access books that that reflect different jobs people can have</li> <li>Listen to stories about the past.</li> <li>Discuss the seaside now and what the children may have experienced at the sea side.</li> <li>Begin to make sense of their own life-story and family's history.</li> </ul>
Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>children to access creative areas independently indoor and out</li> <li>adults to observe children's choices, experiences and responses in a range of imaginative play</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> </ul> <p>Focus Artist: Paul Horton - houses</p>	<ul style="list-style-type: none"> <li>children to access creative areas independently indoor and out</li> <li>adults to observe children's choices, experiences and responses in a range of imaginative play</li> <li>Join different materials and explore different textures.</li> <li>Ceate closed shapes with continuous lines and begin to use these shapes to represent objects.</li> </ul> <p>Focus Artist: Henri Matisse- snail collage</p>	<ul style="list-style-type: none"> <li>children to access creative areas independently indoor and out</li> <li>adults to observe children's choices, experiences and responses in a range of imaginative play</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> </ul> <p>Focus Artist: Julia Crossland Coastal Artist. Oil pastel Seaside</p>
	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Singing and music making linked to Phase 1 phonics</li> <li>Exploring instruments indoors during child led</li> <li>Exploring outdoor sound board and sound making in the environment - tapping on different materials</li> <li>Naming the instruments and how to play them. Being able to spot an instrument by its sound.</li> <li>Learning songs.</li> <li>Play, share and perform a wide variety of music and songs from different cultures and historical periods.</li> </ul> <p>Frog song- Greta Pederson and Pam DonkinDiwali song cbeebies Music for a ball- Waltz- Straus Diwali- cbeebies Diwali story of Rama and Sita bbcbitese</p>	<ul style="list-style-type: none"> <li>Singing and music making</li> <li>Exploring instruments indoors during child led</li> <li>Exploring outdoor sound board - tapping and scraping using wooden implements and sticks.</li> <li>Making up stories in the role play area. Acting out stories.</li> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Play, share and perform a wide variety of music and songs from different cultures and historical periods including Songs for teaching Bamboo Flute by Hap Palmer and Chinese New Year ribbon dances.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Explores the different sounds of instruments.</li> <li>Storm interlude- Benjamin Britten</li> <li>Watch videos of musicians, story tellers and dancers</li> <li>You tube Chinese ribbon dance</li> </ul>	<ul style="list-style-type: none"> <li>Singing and music making</li> <li>Exploring instruments indoors during child led</li> <li>Exploring outdoor sound board - tapping metal with metal to create bell sounds and turning objects with different fillings to be rainmakers</li> <li>Telling stories using props. Using the stage for performance.</li> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Create their own songs, or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>
Healthy Lifestyles		Fire Drill, PD & Healthy Eating, E-Safety, Brilliant Tooth brushes	E safety, PD & Healthy Eating, Fire Drill Brilliant Tooth brushes	E-Safety, PD & Healthy Eating, Fire Drill, Enrichment Day, Forest school Brilliant Tooth brushes
Learning in the community		Visit from school nurse. Parent partnership-Learning journals comments.	Visit from Fire Service and Police Service. Parent Partnership -Learning journals comments	Arts Week. Parent Partnership -Learning journals comments.
Enrichment		Diwali Day	Chinese Cultural Centre	Exotic zoo

