




Nursery Curriculum 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
VISION	Together We Grow	Together We Give	Together We Grow	Together We Give	Together We Grow	Together We Give
VALUES	 LOVE I know I am loved and I show love to Others.		 HOPE We stand up for what we believe and try to make the world a better place.		 JOY We are curious and actively engaged.	
SPIRITUALITY	SELF	OTHERS	BEAUTY OF THE WORLD		BEYOND	
	Letting Love In	Showing love to others	Making a difference in our communities	Making a difference in the world	Creativity	Dreaming Big Dreams
Poetry	Nursery Rhymes	Nursery Rhymes	Nursery Rhymes	Nursery Rhymes	Nursery Rhymes	Nursery Rhymes
Fiction writing	TfW text: Little Red Hen. Focus: Setting		TfW text: Enormous Turnip. Focus: Dialogue	Tradition Tale: Tfw text: Little Red Riding Hood. Focus: Characters	Defeating Monster Tfw Text: Three Little Pigs: Focus: Describing	
Non-fiction writing		Instructions: bread making	Recount: the order of people pulling out the turnip	Information text:	Invitations or letter: Inviting to see new home	
Phonics	Read Write Inc scheme	Read Write Inc scheme	Read Write Inc scheme	Read Write Inc scheme	Read Write Inc scheme	Read Write Inc scheme
Maths	Number	Number	Number	Number	Number	Number
	Understand what 1 means. Select one object from a larger group. Recognise the numeral 1 Subitise 1 Make comparisons between 1 and 1 more. To place one object on a 5 frame.	Understand that 2 is the number after 1 (one more than) Understand what 2 means. Select 2 from a larger group To Recognise the numeral 2 Subitise 2 Count 2 objects accurately Place two objects on a 5 frame	Understand that 3 is the number after 2 (one more than) Understand what 3 means. Select 3 from a larger group Recognise the numeral 3 Subitise 3 Understand 2 is less than 3 and 4 is one more Count 3 objects accurately Place 3 objects on a 5 frame.	Understand that 4 is the number after 3 (one more than) Understand what 4 means. Match quantity to numeral up to 4. Place 4 objects on a 5 frame. Subitise 4 Count 4 objects accurately Understand that fingers can represent numerals in number rhymes.	Understand that 5 is the number after 4 (one more than) Understand what 5 means. Match quantity to numeral up to 5. Place 5 objects on a 5 frame. Subitise 5 Count 5 objects accurately	Recap of numerals 1-5 Extend to 10 as needed per individuals. Can recognised the number of objects is the same. Compare amounts and know when they have the same/more or less. Understand the number of objects can be made up differently and still have the same number.
	Circle – naming a circle when shown Use a circle appropriately for pictures/models. Select a circle from a group	To sort into 2 groups (colour or size) Talk about patterns that can be seen in the environment Copy a pattern	Triangle – naming a triangle when sees the shape. Use triangles appropriately for pictures Selects a triangle from a group of shapes.	Square – name a square when shown one. Understand a square has 4 sides and 4 corners. To select a square from a group of shapes.	Rectangle – name a rectangle when shown one Understands a rectangle has 4 comers and 4 sides, but 2 sides are longer than the square	Understand positional language. Use positional in conversation. Recap 2D. To compare 2 objects to weigh.

	Begin to be aware that a circle has no edges or corners.		Begin to be aware a triangle has 3 corners and 3 sides. Sort by shape. Order 3 Can order 3 lengths/heights/volume.	Uses a square appropriately for models. Sort shapes as to whether they have corners.	Days of the week Sequencing pictures Can say when something is full or empty Empty and refill containers. Understands which containers has more or less in.	Notices similarities between objects
	See White Rose Maths Hub Yearly overview					
Science Ongoing throughout the year – Seasonal Changes	Explore senses What can we see/hear/smell/touch/taste	Five body parts Head, body, arms, legs and feet	Explore foods – fresh and mould changes over time	Seasonal changes Autumn, winter, spring and summer.	Naming and exploring different materials Forces Magnets Elastic bands Sink or float	Life cycle – animal - plants
Geography	Places around the world- France What is different to the UK	Where do I live	Places around the world - North Pole – Temperatures - Clothing	Maps Looking at the world- water - land	Places around the world- Australia Weather - Animals	Ecology start to look at look how can I look after the world?
History	Old and new (toys)	World War I/II- Remembrance – where was the war	My family- Who's who?	My own timeline- changes	Royal Family	WSG village
Computing (Purple Mash)						
HEARTSMART	Get Heart Smart	Don't Forget To Let Love In	Too Much Selfie Isn't Healthy	Don't Rub It In, Rub It Out	Fake is a Mistake	No Way Through Isn't True
Music	Music Makers Use untuned percussion to accompany music or songs. Sing well known repetitive songs and rhymes.	Music Makers Join in with actions to songs and rhymes taught. Use body percussion to accompany music e.g. clapping.	Music Makers Begin to use some musical terms e.g quiet/loud. Understands slow and fast beats.	Music Makers Recognise that sounds can be made in different ways. Joins n with ring games.	Music Maker Begin to build a repertoire of songs. Know the names of instruments they use.	Music Makers Explore the different sounds of instruments Participate in dance games.
R.E.	Creation – The beginning	Nativity story - Christmas	Noah's Arch	Easter story - Lent		
P.E development of gross and fine motor skills are embedded in everyday activities f	Develop fundamental movement/motor skills: running, jumping, landing	Develop a range of movements to travel (hop, run, jump, skip etc). Move and stop safely.	Ride on and push toys	stability skills, for example twisting and balancing.	Develop manipulation skills, such as Kicking, throwing and catching.	Move around obstacles, climb over and under obstacles. Pedal Trikes
	Funky Fingers	Funky Fingers	Funky Fingers	Funky Fingers	Funky Fingers	Funky Fingers
Art and Design	Mark making with chalks, Pens, pencils and paints	Textures- Modelling clay		Explore colour and colour-mixing	Tools – cue tips , brushes , forks, sticks	Textures- Gloop, playdough. Modelling clay