

**Cyril Jackson Primary School Curriculum Overview 2017-2018 Nursery**

	Autumn Term		Spring Term		Summer Term	
	Ourselves	Let's Pretend	Buildings, Structures and Transport	Under the Sea	The Farm	In the Wildlife Garden
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Trips</b>	Mile End Park Idea Store Library	River Thames Walk	Tower Bridge via DLR and River Boat.	London Aquarium	Stepney City Farm	
<b>English</b>	Read Write Inc		Read Write Inc		Read Write Inc	
<b>Suggested Text to support English and Wider Curriculum</b>	CHILDREN WILL CONTINUE TO READ A WIDE RANGE OF POETRY, FABLES, TRADITIONAL AND FAIRY TALES					
	Nursery rhymes Goldilocks - TFW (keep maps to use throughout the year) Innovate Goldilocks - what if? (different home - TFW innovate) The Swirling Hijaab (BHM) Leafman, Lois Ehlert	The Three Little Pigs (TFW) The Little Red Hen (TFW) We're Going on a Bear Hunt (TFW - keep maps to use throughout the year) Once Upon a Time, Nick Sharratt	The Three Billy Goats Gruff (TFW) Revisit Goldilocks - what if (different structure - TFW innovate) The Train Ride (PoR)	Commotion in the Ocean - choose one or two to learn by heart? (TFW) Hooray for Fish (PoR) We're Going on a sea animal Hunt (Story Telling) Fish Eyes, Lois Ehlert	Toddle Waddle The Gigantic Turnip (PoR) We're Going on a farm animal Hunt (TFW - innovate)	Aaargh Spider (PoR) The Frog Prince (TFW) The Ugly Duckling (TFW) The Ant and the Grasshopper Bog Baby (PoR)
<b>Language Focus (CL)</b>	Language of Argument	Language of Deduction	Language of Describing	Language of Describing	Language of Sequence	Language of Hypothesis/Comparison
<b>Literacy</b>	Talk about something they remember from the story. Retelling using a story map. Talk about their thoughts and ideas of what they can use a hijab for. Make up a story based around their own stick/leaf man.	Talk about something they remember from the story. Retelling using a story map. Retell the story they have been reading using repeated refrains. To begin to draw pictures and ascribe meaning to their marks.	Drawing something they remember from the story. Retelling using story talking about beginning, middle and end.	Leaf printing and talking about what their tree could grow. Rhyming bingo, as per Thursday Shared Literacy. All children to explore rhyming pairs linked to text. Mother's day cards. Children decorating and writing inside. Describing a fish. Pictures for children to choose from. HA can recall from memory. Then describe orally or begin to write using phonics for Retelling using story map.	Alliteration and continuing a rhyming string. Instruction writing for growing a turnip. Retelling the story using the story map. Innovating a story to make it their own.	Writing a wanted poster for the bog baby, drawing and ascribing meaning to marks then beginning to use RWI sound knowledge to link sounds to letters and begin to write some simple sentences and labels. Drawing the spider from the story and writing what skill he can do, using prior knowledge from story.
<b>Story time</b>	Bingo Lingo books for Rhyme. Funny bones, Avocado baby, Peepo, I will not ever eat a tomato, Tidy Titch. Owl babies. Monkey Puzzle. Stick man. I'm absolutely too small to go to school. My mum. My dad.	If I could be. The Gruffalo. You Choose. Elmer. The Jolly Christmas Postman. Mixed up fairy tales. Room on the Broom.	Choo, Choo And the train goes Oi get off my train	Tiddler Rainbow fish Short clips from Finding Nemo Sharing a Shell	What the Ladybird Heard (POR)	Spider Diary book The Very Quiet Cricket
<b>Maths</b>	Number X4 SSM X3  I can say number names. I can count out from a	Number X4 SSM X3  I can compare. I can use number names in	Number X3 SSM X3  I can select a small number of objects from a group.	Number X4 SSM X3  I can recite number names in order to 10. (Starter)	Number X3 SSM X2  I can represent. I can order and sequence	Number X3 SSM X3  I can represent. I can use shapes

	<p>group. I can notice shapes in pictures. I can make arrangements with shapes. I can show an interest in shapes in the environment.</p>	<p>play. I can count jumps/claps/ steps. I can match numeral to quantity. I can begin to represent. I can compare size. I can use the language of size. I can use positional language. I can count out from a group. I can use shapes appropriately.</p>	<p>I can notice simple shapes and patterns in pictures. I can recite some number names in sequence. I can create and experiment with symbols and marks when representing I can use the language of size. I can begin to understand that a group changes when something is added or taken away. I can make an arrangement with shape or objects.</p>	<p>I know that number identify how many are in a set. (Main) I can show an interest in shape by making arrangements. I can match numeral to quantity. I can begin to represent I can use positional language. I can compare two groups of objects saying when they have the same number. I can use shapes appropriately for a task. I can separate a group of 3/4 objects in different ways knowing the total is the same.</p>	<p>events. I can find one more and one less than a given number. I can use positional language.</p>	<p>appropriately for tasks. I can match numeral and quantity. I can talk about the shapes of everyday objects. (Round and tall). I can show an interest in number problems. I can show an awareness of shapes in the environment.</p>
<b>Visits/Visitors Themed Weeks</b>	<p>Black History Month: Barley Mow Park trip Parent cooking helper Eid</p>	<p>Remembrance Day Winters Art Day Individual photos</p>	<p>Science Week</p>	<p>Book Week Aquarium</p>	<p>Sports Day Mudchute Farm</p>	<p>Maths Week Computing Week Healthy Schools Week</p>
<b>Continuous Provision</b>						
<b>Personal, Social and Emotional Development</b>	<p>Tidy-up time Resources in right boxes! Separating from caregiver Rules and boundaries Feelings about possessions, learning about sharing Introduce All about me box. Adult to bring in All about me box</p>	<p>Stranger Danger: Talking about safety on the trip. Sharing and rules of the setting: how we can cooperate with peers. What makes a good friend and talking about how to play with friends. Feelings: How did the bear feel in our story? Why? Festivals: Talking about what we celebrate?</p>	<p>Golden rules. Introducing children to the school systems and behavioral expectations. Conflict resolution. Provide children with a scenario and talk about how to solve. Comforting others (talking about the troll). Role play + photos. How children can find a friend to play with and seek out others for own chosen activity.</p>	<p>Introduce sticker charts and golden rules for each carpet. Shark in the park. Things that scare them: Children to talk about how they can "join" their friends instead of taking over play. Model how children can extend play with friends. "Charlie and Lola: Excuse me but that's my book" Talking about the trip and how we behave when we are outside of school. Talking about similarities and differences.</p>	<p>I can develop an understanding of growth, decay and changes. I can talk about different occupations. I can tolerate delay. I know how I am feeling. I can talk about how I am feeling.</p>	<p>Transition talking about personal achievements using learning diaries to support talk. Children to visit reception during play time and talk about any worries or concerns they may have.</p>
<b>Physical Development</b>	<p>Children to go to hall, practice taking shoes and socks off. Then finding a space and following basic rules to engage in games such as traffic light game, runner bean game etc.</p>	<p>I can move in different ways and dance . I can climb apparatus using both feet. I can land safely after leaping or jumping over apparatus.</p>	<p>I can respond appropriately to a piece of music. Moving in different ways each week, using pace and control. Building a sequence as the weeks progress.</p>	<p>Sports Day prep: - Running - Relay - Javelin Discus</p>	<p>Sports Day prep: - Running - Relay - Javelin Discus</p>	<p>Look at different games involving catching, throwing, running, jumping. Using large apparatus to climb and land appropriately.</p>

<p style="text-align: center;"><b>Understanding the World</b></p>	<p>Celebrating EID. Parties and photographs for speaking. Mini me characters. Dressing up clothes. Making characters from leaves. (After collecting from park).</p>	<p>Case of magnetic objects for children to explore which stick and which do not. Extend on second week by adding magnets outside for children to explore different objects. What happens when yeast is left in a warm place? Experiment Corn flour and water and normal flour. What happens when you put ice in water? Ice cubes in water tray with frozen toys to rescue from story. Photographs of Christmas trees with microphones for children to talk about differences.</p>	<p>Exploring decay and what happens to an apple over time. Recording sheets, clipboards, pens, pencils, books about decay. Torches, mirrors and materials which can see through. Light box to explore how light can travel. Books Planting seeds and children recording what changes they observe. Recording sheets. Magnifying glasses. Books. Making mini children to use for storytelling. Familiar books for children to use with mini me. Small world animal set up with books about farm animals. Photographs of real animals with fact sheets.</p>	<p>Looking at plants outside and talking about growing. Magnets and talking about what they notice and what happens. Outdoor making a worm home with the children and talking about what we need to look after our insects. Trip talking about underwater creatures.</p>	<p>Planting a range of seeds in grow bags with all children, leave in UW area for children to observe changes. Observe changes with seeds, children to make growing diaries. Drawing pictures to show what happened to the turnip seeds (diagram and labels) Children to draw what seeds look like, cameras to take photographs of what they see.</p>	<p>Looking at life cycles of a caterpillar into a butterfly. Talking about how we look after and care for living things. Make bird feeder Linked to PSED talking about how they have changed since beginning in nursery.</p>
<p style="text-align: center;"><b>Expressive Arts and Design</b></p>	<p>Making a swirling hijab. Tin cans for music making and exploring sound. Collages of bears and other characters. Pens attached to the back of cars.</p>	<p>Colour mixing with red and white paint to make pigs. Exploring texture to make 3 pigs houses. Music: Learn songs for performance. Music: Learn songs for performance.</p>	<p>Designing and making cars. Textured collages using wool and string with glue. Salt dough trolls. Change texture of paint to explore how it feels, what it paints like. - Glitter, Sand, Porridge, Cous cous, Rice, Water colours and pastels for children to draw then water colour and observe effects.</p>	<p>Different creative craft using the theme of Under the Sea and combining a range of resources from the creation station and skills children need to use.</p>	<p>Different creative craft using the theme of Farm and Farm Animals and combining a range of resources from the creation station and skills children need to use.</p>	<p>Different creative craft using the theme of Farm and Farm Animals and combining a range of resources from the creation station and skills children need to use.</p>