

Riverview CofE Primary & Nursery School Curriculum Overview

Pearls - Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication & Language	<p>To sing rhymes and look at picture books.</p> <p>To talk about the different characters and what they are doing.</p> <p>To talk about themselves and their families.</p> <p>Develop communication that can be understood by others.</p>	<p>To talk about celebrations at home.</p> <p>To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated.</p> <p>To listen to, and follow simple instructions.</p>	<p>To begin to use a wide range of vocabulary in the correct context.</p> <p>To talk in short sentences that others can understand.</p> <p>To listen to, and follow simple instructions and respond to questions appropriately.</p>	<p>To listen to traditional stories and retain key vocabulary.)</p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p>To be able to use connectives e.g. Once upon a time and then.</p> <p>To listen to, and follow simple instructions and respond to questions appropriately.</p> <p>To talk in short sentences that others can understand.</p>	<p>To listen to traditional stories and retain key vocabulary.</p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p>To be able to use connectives e.g. Once upon a time and then.</p>	<p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.</p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story with confidence.</p>

<p>PSED</p>	<p>To separate from main carer and learn to adapt to the Nursery environment.</p> <p>To select and use activities and resources, with some support if needed.</p> <p>To wash hands after using the toilet.</p>	<p>To learn about daily routines and classroom rules.</p> <p>To be aware of behavioural expectations in the Nursery.</p> <p>To select and use activities and resources, with some support if needed.</p> <p>To show an awareness of the importance of oral health.</p>	<p>To learn how to share resources and play in a group.</p> <p>To learn to look after resources within the class.</p> <p>To listen to, and follow rules set.</p> <p>To take turns whilst playing and waiting patiently to have a go.</p>	<p>To show independence in accessing and exploring the environment.</p> <p>To independently put on coats and use the toilet.</p> <p>To listen to, and follow rules set.</p> <p>To learn to look after resources within the class.</p>	<p>To be able to initiate play with peers and keep play going by giving ideas.</p> <p>To become more outgoing with unfamiliar people.</p> <p>To show more confidence in new social situations.</p> <p>To begin to find solutions to conflicts.</p> <p>To show an awareness of how others may be feeling.</p>	<p>To gain enough confidence to talk to adults and peers.</p> <p>To begin to be assertive towards others where necessary.</p>
<p>Physical Development</p>	<p>To take care of toileting needs independently.</p> <p>To begin to show a preference for a dominant hand.</p> <p>To climb apparatus safely.</p>	<p>To independently put on their coats, with some support for the zipper and buttons.</p> <p>To copy dance moves and to move to different kinds of rhythms.</p>	<p>To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making,</p>	<p>To hold the pencil correctly using a tripod grip.</p> <p>To begin to form numbers and familiar letters, e.g. letters in their name.</p>	<p>To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly.</p> <p>To be able to use scissors confidently and make straight,</p>	<p>To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently.</p> <p>To independently write their name.</p>

	<p>To begin to show awareness of moving equipment safely with peers.</p>	<p>To use mark making resources with increasing independence.</p>	<p>To mark make in sensory trays and also copy different patterns.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.</p> <p>To hold jugs and containers confidently and pour from one container into another.</p> <p>To show awareness of healthy food choices and impact on our body.</p>	<p>To look at books independently whilst turning pages one at a time.</p> <p>Using balancing apparatus.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p>	<p>zig zag and circular snips using one hand.</p> <p>To run skilfully and be able to negotiate space.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p>	<p>To confidently use scissors and other tools safely.</p> <p>To mark make using a comfortable grip when using pencils and pens.</p>
Literacy	To be able to mark make and identify their marks.	To find and identify familiar letters, e.g.	To begin to attempt writing familiar letters, e.g	To be able to mark make and give	Children will begin to identify some	Lots of Fred games focussing on oral blending.

	<p>To recognise familiar logos and labels within the environment.</p>	<p>letters in their names.</p> <p>To talk about and retell a range of familiar stories.</p> <p>To begin to explore initial sounds in familiar words.</p>	<p>letters in their name.</p> <p>Adults will consistently model correct formation.</p> <p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To talk about and retell a range of familiar stories.</p>	<p>meaning to their marks.</p> <p>To identify the pictures linked to RWI sound.</p> <p>To begin to form some letters correctly, e.g. letters in their name.</p>	<p>sounds during oral blending games.</p> <p>To begin to make predictions about a story, sometimes supported by an adult with vocabulary.</p>	<p>Children are able to identify initial sounds and blend familiar CVC words.</p> <p>Make predictions about a story using the relevant vocabulary with independence.</p> <p>To mark make for a purpose and be able to talk about the marks.</p>
Maths	<p>Singing a range of number songs.</p> <p>To say number names to 5 in order.</p> <p>To know that time can be measured using days.</p> <p>To know that the last number said represents the total number of objects</p>	<p>To say number names to 10 in order.</p> <p>To know that a group of objects can also be represented by a number</p> <p>Singing a range of number songs.</p> <p>To know that the last number said</p>	<p>To create and repeat simple patterns.</p> <p>To subitise to 3.</p> <p>To know number order beyond 5 when counting.</p> <p>To say number names to 10 in order.</p> <p>To be able to say number names</p>	<p>To subitise to 3.</p> <p>To know number order beyond 5 when counting.</p> <p>To use the language of more and less to compare amounts.</p> <p>To know that numbers can be ordered.</p>	<p>To subitise to 6.</p> <p>To remember the order in which things happen.</p> <p>To know that subtraction means taking an amount away from a group.</p> <p>To know that some shapes more appropriate than others when building.</p>	<p>To subitise to 6.</p> <p>To learn vocabulary linked to describing size and distance.</p> <p>To be able to say number names forwards and backwards to 15.</p> <p>To remember the order in which things happen.</p>

	To show an awareness and name some 2D shapes in the environment.	represents the total number of objects To show an awareness and name some 2D shapes in the environment.	forwards and backwards to 10. To know that each object should only be counted once. Singing a range of number songs.	To be able to demonstrate through games and role play an understanding of positional language. Singing a range of number songs.	To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".	To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".
Understanding the world	To know about family structures and be able to talk about who is part of their family.	To know the difference between farm animals and wild animals. To be able to categorise animals by their characteristics. To make Rangoli patterns on the computer. To learn about the different stories related to Autumn festivals.	To know similarities and differences between modes of transportation. To know that adults do a variety of jobs and that they are not all the same. To show an awareness of the emergency services and how they can help us.	To know that every living being has a life cycle and they change in shape and size as they grow. To know that living beings follow a similar growth pattern and make comparisons. To know about who celebrates Easter and what is its significance. To begin understand the importance of looking after our	To know that difference creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful. Wild animals live in forests/jungles/ safari and sometimes zoo's or aquariums. To begin understand the importance of looking after our	To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket. To begin understand the importance of looking after our environment and all living things` and where we can collect natural resources from.

				environment and all living things and where we can collect natural resources from.	environment and all living things and where we can collect natural resources from.	
Expressive arts & Design	Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm.	<p>Sing familiar Nursery Rhymes.</p> <p>To use different colours and materials to make Rangoli Patterns.</p> <p>To make salt dough Diva's.</p> <p>To make Christmas cards and decorations for friends and family using a range of media.</p> <p>To make Hanukah cards.</p> <p>To make patterns with paint and different objects, exploring what happens when you mix colours. .</p>	<p>To use scissors effectively.</p> <p>To begin to act out different scenarios using props to enhance imaginative play.</p> <p>Sing familiar songs or make up own songs.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>To play instruments with increasing control.</p>	<p>To learn about different textures and talk about them.</p> <p>Feely bag activities with different objects for children to feel and describe.</p> <p>To engage in role play by making stick puppets of different story characters.</p> <p>Sing familiar Nursery Rhymes.</p> <p>Realises tools can be used for a purpose.</p> <p>To create closed shapes with continuous lines</p>	<p>To use puppets and props to act out different traditional stories.</p> <p>To make masks for role play.</p> <p>Sing familiar songs in the correct tone and changing melody if appropriate.</p> <p>Uses available resources to create props to support role-play.</p> <p>To use available props to develop stories and make imaginative play more purposeful.</p> <p>To show different emotions in pictures clearly.</p>	<p>Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm.</p> <p>To listen to music and create movements to the different beats.</p> <p>To construct with bricks and blocks to make an enclosure.</p> <p>Explore different materials freely, using them with a purpose.</p>

		Joins construction pieces together to build and balance.		which represent objects that can be spoken about or identified.	To draw with increasing control, representing features and detail clearly.	
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