

**Nursery curriculum Overview 2015-2016**

	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Focus</b>	Baseline Our families Nursery Rhymes	Colours and Celebrations (including bonfire night, colours and Christmas)	Superheroes	Let's Pretend Traditional tales, books and stories	What animal is this?	Transport
<b>Key question or texts</b>	Who am I? Who is important to me? Guess how much I love you Hug	What colours can I see? Room on a broom Gruffalo The night before Christmas	Who helps us? Supertato Superworm The great race	Can you tell a story? Goldilocks Three little pigs	What it is in the box? Dear zoo Kippers A-Z The cat in the box	How do we get around? If I had a sailboat Thomas stories
<b>Content linked to areas of learning</b>	<b>Baseline:</b> Staff to spend time observing and getting to know the children to inform next steps/interests/data through learning linked to colour, rhymes/ alliteration and themselves.  Have a sense of their own identity. Can the children talk freely about home? Who is in their family? Have they any brothers/sisters? Making connections between different parts of their life experiences.  Children to have a Nursery Rhyme a week	Recognition of colours; can the children match the colours to objects in the environment?  Safety during bonfire night, how do we keep safe? Children to create pictures of fireworks. Have you been to a Bonfire Night before?  Children to discuss how they celebrate Christmas. Is it the same as all other children? Does everyone celebrate Christmas?	Who helps us? How do these people help us? How could you help your friends? Looking at different people who help us – at school, at home, emergencies.  Superhero characters and writing. Becoming a superhero.	Focus on Goldilocks, Three Little Pigs. Looking at the stories, concentrate on repeated refrains. Can the children remember the story without pictures/props?	Different types of animals. Where do they live? What do they eat? How do we look after them? Focus on different books about animals. Look at different patterns on animals – What colour are they? What is the pattern? Get the children to recreate these patterns using different materials.	Children to observe different features of transport – can they talk about similarities/ differences of the transport. What transport have they been on? Children to use junk modelling to create modes of transport. What materials do they need?  Transition to Reception: Children have a weekly visit to Reception classroom. Begin to follow some of the routines that will be in place in September .

	– focus. Rhyme and alliteration; rhyming bags. Can the children find words that rhyme?					
<b>Visits/visitors</b>	Visits from our families	Visit local fireman or fire engine – bonfire safety	Visit with parents Visit from police man	Puppet/storyteller Visit the library	Visit from the animal man	Visits to Reception Visit from Rev Rob with tractor Father's day