



St Aidan's Catholic Primary School
Nursery Curriculum Year Plan – Whole Plan



Nursery	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Designs
Summer 2 Traditional Tales Moving up and moving on. RE- Friends, Our World	<p>Able to talk about events now and in the past using appropriate tenses. Some may continue to have problems with irregular tenses and plurals.</p> <p>Generate and complete causative sentences.</p> <p>Follow two part instructions..</p> <p>Begin to “read along” with very familiar books.</p> <p>Comment on books as they are being read.</p> <p>Have favourite books</p> <p>Know a wider range of rhymes.</p>	<p>Drive ride on toys at speed, using the pedals and steering round obstacles.</p> <p>Collaborate with others to transport large items safely.</p> <p>Compete in a simple challenge with adult support.</p> <p>Copy adults to move in a variety of ways.</p> <p>Use a knife and fork independently at home</p> <p>Use a tripod grip to make marks, including enclosed spaces.</p> <p>Repeat the same mark making movement with control and ascribe meaning to marks.</p> <p>Play follow my leader in a small group, imitating a range of gross motor movements.</p> <p>Make healthy choices about food, drink and activity including tooth brushing.</p>	<p>Articulate simple rules to other children.</p> <p>Develop appropriate ways of being assertive.</p> <p>Use a wider range of adjectives to describe feelings of friends and characters in books and films.</p> <p>Initiate simple plans to resolve conflict such as offering to go second or passing over a resource.</p> <p>Spontaneously carry out a job for others in the group, like putting shared toys away or finding a lost shoe.</p> <p>Take a role in domestic play and speak from another point of view.</p>	<p>Name and locate favourite books and give very brief descriptions of plot elements or characters.</p> <p>Re-enact very short excerpts from favourite texts using puppets or small world figures.</p> <p>Use the structure of the text to anticipate when to join in.</p> <p>Suggest what might happen next in unfamiliar books, drawing on the plot so far.</p> <p>Distinguish between the text and the illustrations.</p> <p>Notice very familiar letter symbols in the environment such as letters from their name.</p> <p>Have a repertoire of known rhymes.</p> <p>Complete a phrase with the final rhyming word.</p> <p>Accurately claim familiarity with a small number of symbols such as letters from their names, house numbers</p> <p>Use imitative writing during role play.</p> <p>Demonstrate a hand preference.</p> <p>Write symbols in an order which approximate to their name.</p> <p>TFW</p> <p>The 3 Billy Goats Gruff</p>	<p>Subitise up to 3</p> <p>Recite numerals past 5</p> <p><u>Say one number for each item 1,2,3,4,5 as they are counted.</u></p> <p><u>Show number fingers to 5</u></p> <p>Link numerals to sets within 3</p> <p><u>Count out a smaller number from a larger group</u></p> <p>Compare quantities using language more than ,fewer than</p> <p>Predict changes in amounts in stories and rhymes, counting forwards and backwards</p> <p>Begin to talk about-part-whole concept, practically as part of a jigsaw, model to make etc but not partitioning a number.</p> <p><u>Extend and create AB patterns</u></p> <p>Notice and correct an error in a simple repeating pattern</p> <p>Combine shapes to make new ones</p> <p>Talk about things that have already happened and things that are going to happen.</p> <p>Use terms day and night in relation to stories.</p>	<p>Actively explore the properties of everyday materials through spontaneous experimentation, narrating findings.</p> <p>Answer closed and anticipatory questions in simple adult led experiments about the properties of materials</p> <p>Use remote control toys to a particular end and explain how to do it.</p> <p>Demonstrate how to achieve a particular goal with pulley systems, ride on toys and digger toys.</p> <p>Work alongside adults imitating their actions as they care for living things. Narrate a stage at a time the way a growing plant or animal is changing</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Observe and talk about seasonal changes.</p>	<p>Generate simple stories inspired by props.</p> <p>Create original stories with small world figures, including dialogue</p> <p>Use mark making tools to make simple representational drawings, with increasing independence.</p> <p>Know by heart most of the words of simple repetitive songs and melodic nursery rhymes.</p> <p>Accurately match instrumental sounds to familiar percussion instruments</p> <p>Use natural materials in transitional art. Revisit the work of sculptor Andy Goldsworthy to make Summer sculptures in outdoor area.</p>
Summer 1 People Who Help Us RE- Growing, Good News	<p>Use talk to organise play, assigning roles, directing others, choosing resources.</p> <p>Ask and answer why questions.</p> <p>Join in with very familiar repeated sections in books.</p> <p>Comment on or answer questions about illustrations.</p> <p>Know a range of rhymes and express preferences.</p>	<p>Run at speed negotiating obstacles.</p> <p>Travel above floor height by slowing and controlling movement.</p> <p>Weave materials into frames.</p> <p>Follow a tooth brushing routine at home.</p> <p>Attempt some very simple fastenings when helping an adult with dressing and undressing.</p> <p>Develop techniques for working simple mechanisms.</p> <p>Continue to develop a comfortable grip</p>	<p>Follow rules without reminders.</p> <p>Listen and talk to special visitors to the setting.</p> <p>Use play with another child to extend and elaborate ideas.</p> <p>Accept simple resolutions suggested by adults and move on with play.</p> <p>Use self calming strategies spontaneously.</p> <p>Carry out simple tasks requested to help someone else</p> <p>Use a small range of adjectives to describe the emotions of story characters and friends.</p>	<p>Locate familiar books within a larger collection.</p> <p>Begin to participate in the repetitive features of very familiar books.</p> <p>Suggest what might happen next from memory.</p> <p>Answer how or why questions about a book.</p> <p>Know a few complete rhymes off by heart.</p> <p>Create a range of marks with different tools and talk about their purpose.</p> <p>Recognise further examples of environmental print from the immediate locality.</p> <p>Make marks, including strings of symbols for others and ascribe meaning to them.</p>	<p><u>Link numerals to sets of 1, 2 or 3.</u></p> <p><u>Understand that anything can be counted eg actions and sounds.</u></p> <p><u>Predict changes in amounts in stories and rhymes, counting forwards and backwards</u></p> <p>Solve real world mathematical problems with numbers up to 5 eg snack time, how many pairs of scissors do we need for our group?</p> <p>Use absolute measurement vocabulary to describe everyday objects such as heavy, tall, big, tiny, full, empty</p> <p>Compare lengths by aligning and accurately identify longer, taller and</p>	<p>Actively explore the properties of everyday materials through spontaneous experimentation.</p> <p>Demonstrate a range of actions with remote control toys.</p> <p>Work alongside adults imitating their actions as they care for living things. Narrate, a stage at a time, the way a growing plant or animal is changing.</p> <p>Name family members and familiar staff in Nursery and school, in photographs.</p> <p>Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately, Easter</p> <p>Finding out about the roles of people who help us, both in our local community and the wider world. Describe and enact some of the roles of community figures</p>	<p>Speak in role in simple story telling.</p> <p>Join materials in a range of ways to make things for a purpose with increasing independence.</p> <p>To draw with increasing detail eg face with a circle and details</p> <p>Use mark making tools with control to add detail to shapes.</p> <p>Know by heart most of the words of simple repetitive songs and melodic nursery rhymes.</p> <p>Look at the work of artist Jackson Pollock and paint in his style, using brushes in different ways to achieve the desired effect.</p>

				TFW Come on Daisy-	<p>shorter.</p> <p>Process and use positional vocabulary accurately when describing book illustrations.</p> <p>Continue an ABAB linear pattern with everyday objects.</p> <p>Begin to Notice and correct an error in a repeating pattern</p> <p>Talk about things that have happened in the past.</p>		
<p>Spring 2</p> <p>At The Farm</p> <p>Easter Traditions</p> <p>RE- Gathering, Growing</p>	<p>Use back and forth conversations about play.</p> <p>Answer why questions.</p> <p>Remain attentive to the end of the book without prompts.</p> <p>Anticipate the ending of familiar books.</p> <p>Know a few rhymes off by heart. Express preferences for rhymes.</p>	<p>Drive vehicle by peddling</p> <p>With an adult hand , when needed, travel above floor height by walking or crawling-using large apparatus</p> <p>Using pincer movements to pick up small items or nip malleable materials.</p> <p>Begin to use a comfortable grip when holding pens and pencils</p> <p>Threading large items increasing independence</p> <p>Take own coat off and put it on.</p> <p>Encourage tooth brushing at home</p>	<p>Follow very simple rules to stay safe when visiting the wider locality with familiar adults.</p> <p>Spontaneously take turns. Join in with simple discussions with an adult about how to make things fair.</p> <p>Choose the tools and materials they need to achieve a goal.</p> <p>Develop ways to calm themselves and use these with adult support.</p>	<p>Turn the pages of books from beginning to end, mimicking an adult reading some elements of a story.</p> <p>Remain engaged from the beginning to the end of longer books.</p> <p>Answer closed questions as a book is being shared.</p> <p>Join in sections of familiar rhymes with all actions.</p> <p>Recognise a few examples of environmental print such as shop logos and food labels.</p> <p>Make continuous linear marks and other effects with hands and tools on a range of scales.</p> <p>TFW</p> <p>The Gingerbread Man</p>	<p>Subitise within 3</p> <p>Recite numbers beyond 5</p> <p><u>Join in number songs and rhymes, using fingers to represent numbers</u></p> <p><u>Understand that anything can be counted eg actions and sounds.</u></p> <p><u>Solve real world mathematical problems with numbers up to 5 eg snack time, how many pairs of scissors do we need for our group?</u></p> <p>Begin to experiment with their own symbols and marks as well as numerals eg record how many balls they have thrown in the hoop.</p> <p>Continue to talk about and explore 2D and 3D shapes</p> <p>Begin to create and understand an AB pattern</p> <p>Process language to Fill and empty containers.</p> <p>Process language to create structures or arrangements longer, shorter, taller, wider than mine.</p>	<p>Work alongside adults imitating their actions as they care for living things.</p> <p>Create action and reaction games with an adult such as water flow structures. Give very simple explanations of how they work.</p> <p>Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately, Easter</p> <p>Learn how farm animals grow and change over time.</p> <p>Learn about and narrate the life cycle of animal – e.g chicks and frogs.</p> <p>Create own simple wheeled vehicles from construction kits eg Duplo and Stickle Bricks. Give very simple explanations of how they work. Think about what food we get from farm animals e.g eggs, cheese, milk, Talk about healthy food choices.</p> <p>Learn about Mother’s Day and Easter.</p>	<p>Use a wider range of objects as props in spontaneous story telling.</p> <p>Create original stories with small world figures.</p> <p>Join materials for a purpose, adult supported with suggestion and demonstration.</p> <p>Use mark making tools to make a range of enclosed shapes.</p> <p>Look closely at flowers and talk about their different parts e.g stem, leaf, petal .Use a choice of resources to make an observational representation of them.</p> <p>Manipulate playdough/clay to make a thumb pot.</p>
<p>Spring 1</p> <p>RE- Celebrating, Gathering</p>	<p>Begin to engage in simple dialogue about play, begin to use a wider range of vocabulary.</p> <p>Join in with longer sections of favourite rhymes – some lines, words and actions.</p> <p>Show pleasure in favourite elements of rhymes.</p>	<p>Hop on the spot and to travel.</p> <p>Bowl, roll, chase and collect, large balls with increasing control</p> <p>Encorage tooth brushing routine at home</p> <p>Use the toilet independently, managing clothing and washing hands without a reminder.</p> <p>Copy all aspects of whole body action rhymes and challenges.</p> <p>Threading large items supported</p> <p>Make marks with different size pens with a palmer grip.</p> <p>Increase independence when tearing and snipping</p>	<p>Continue to follow rules with simple verbal prompts or visual reminders.</p> <p>Take turns with verbal prompts from adults to pass over equipment.</p> <p>Choose and locate the resources they need to achieve a goal.</p>	<p>Turn the pages of books from beginning to end, noting items of interest along the way.</p> <p>Name pertinent features in book illustrations as a story is being shared.</p> <p>Remain engaged from the beginning to end of short books.</p> <p>Select books independently and locate aspects of interest within the pages.</p> <p>Use all actions to map the pace and shape of a rhyme with some words and phrases.</p> <p>Focus on marks as they are being created by a range of tools.</p> <p>TFW</p>	<p><u>Subitise within 3</u></p> <p><u>Show sets on fingers within 3</u></p> <p><u>Join in number songs and rhymes, using fingers to represent numbers</u></p> <p>Solve real world mathematical problems with numbers up to 5 eg snack time, how many pairs of scissors do we need for our group?</p> <p>Begin to create and understand an AB pattern</p> <p>Begin to use positional vocabulary accurately in small world scenes and when building.</p> <p>Talk about and explore 2D and 3D shapes together. Use informal and mathematical</p>	<p>Respond appropriately to adult guidance to treat living things with care.</p> <p>Show interest in different occupations</p> <p>Plant seeds and care for growing plants</p> <p>Explore properties of ice and gloop, talking about how they feel and how they change.</p> <p>Observe and talk about seasonal changes. Explore patterns in our outdoor area. Investigate properties of sand wet/dry and making patterns in sand trays.</p> <p>Find out about the traditions of Chinese New Year and tasting noodles using chopsticks</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Use materials for a purpose- to develop ideas about how to use them and what to make, with adult support by exploring scale.</p> <p>Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping.</p> <p>Use mark making tools to make enclosed shapes.</p> <p>Use figures from familiar stories to recreate stories .</p> <p>Learn about the work of artist Alma Thomas to inspire our use of colour and shape.</p> <p>Manipulate playdough/ clay by rolling.</p>

				We're Going On a Bear Hunt	language		
<p>Autumn 2</p> <p>RE- Welcome, Birthday</p> <p>Autumn Collections/ Christmas</p>	<p>Join in with favourite rhymes – some lines, words and actions.</p> <p>Engage in short periods of joint attention with books.</p> <p>Participate with words, phrases or gestures as play is narrated.</p>	<p>Run and freeze on command.</p> <p>Climb apparatus with alternate feet, using own hands for support.</p> <p>Know they need to use the toilet and go independently, following adult guidance with clothing. Wash hands with a reminder.</p> <p>Copy most aspects of whole body action rhymes.</p> <p>Make marks with large tools using arms and shoulders- large chalks,brush sweeping, vehicle painting.</p> <p>Begin to practise tearing and snipping skills with support.</p>	<p>Become more outgoing with other adults in the setting.</p> <p>Link up with others by holding hands and travelling to the same play area.</p> <p>Follow rules with simple verbal prompts or visual reminders.</p> <p>Locate and bring additional resources to activities to achieve a particular goal.</p> <p>To see self as a valuable individual</p> <p>Express own feelings</p>	<p>Develop preferences for picture books and seek out adults to share them.</p> <p>Anticipate favourite sections as the book is shared.</p> <p>Hold books independently, opening to find pages of interest.</p> <p>Process language to locate key features in illustrations.</p> <p>Demonstrate join attention during rhyme time, imitating some actions.</p> <p>Make marks on a range of large scales with a range of tools and grips.</p> <p>TFW</p> <p>The Enormous Turnip</p>	<p>Compare small sets of objects by processing language “more than” /fewer than</p> <p><u>Begin to develop fast recognition of up to 2 or 3 objects</u></p> <p><u>Begin to say 1 number for each item up to 3 when counting</u></p> <p><u>Sort sets of objects such as building blocks into sets.</u></p> <p>Use one word informal descriptions of properties of 3D shapes as they build.</p> <p>Process language of everyday size and weight during play. Process and use positional vocabulary in large scale physical play.</p> <p>Compare weight using gesture and language</p> <p>Continue to Notice patterns and arrange things in patterns eg patterned materials eg stripes, spots etc</p> <p>Complete inset puzzles</p> <p>Join in number songs and rhymes, using fingers to represent numbers</p>	<p>Use some very simple adjectives to describe the sensory properties of everyday materials.</p> <p>Respond appropriately to adult guidance to treat living things with care.</p> <p>Begin to make sense of their own life story and family’s history- Recognise self in baby photographs and relate simple family stories about babyhood.</p> <p>To develop positive attitudes between different people- celebrate and value cultural, religious and community events.</p> <p>Improve techniques with a range of action and reaction toys.</p> <p>Find out about hibernating and nocturnal animals- focus on hedgehogs.</p> <p>Talk about safety around bonfire / firework night.</p>	<p>Use props, similar to those they represent, appropriately during role play with simple dialogue.</p> <p>Use small world props in simple stories with some narration.</p> <p>Make marks with a wide range of tools and grips.</p> <p>Experiment with, and talk about, the different sounds that musical instruments make.</p> <p>Use natural materials in transitional art.</p> <p>Look at the work of sculptor Andy Goldsworthy and manipulate playdough/clay to make an Autumn sculpture based on his work.</p>
<p>Autumn 1</p> <p>Ourselves and Routines</p> <p>RE- Myself</p> <p>Welcome</p>	<p>Demonstrate join attention when the group chant favourite rhymes. Imitate hand gestures and anticipate some words and join in with them.</p> <p>Play alongside an adult, attentive as play is narrated.</p>	<p>Drive scooters, bikes and trikes by pushing feet.</p> <p>Climb steps or stairs with alternate feet, using a hand or handrail for support.</p> <p>Jump two feet to two feet on the spots. Jump down from a higher to a lower height.</p> <p>Run at speed in the outdoor space.</p> <p>Kick. Roll, chase and collect a ball.</p> <p>Copy some aspects of whole body action rhymes.</p> <p>Know they need to use the toilet and ask adults to help them with clothing. Wash hands with guidance.</p>	<p>Form a secure bond with staff and play in parallel, observing others and copying ideas.</p> <p>Follow rules with simple verbal prompts or visual reminders.</p> <p>Select from a small range of resources on offer within a single activity.</p>	<p>Maintain focus on a short picture book shared with an adult until the end.</p> <p>Make marks on a range of large scales with a range of tools and grips.</p> <p>TFW</p> <p>Rosie’s Walk</p>	<p>Take part in finger rhymes with numbers</p> <p>Complete inset puzzles</p> <p><u>Develop counting like behaviour, pointing or saying numbers in sequence</u></p> <p>Compare small sets of objects by processing language “more than/same as’</p> <p><u>Match pairs to demonstrate a secure grasp of commonality.</u></p> <p>Begin to Notice patterns and arrange things in patterns eg patterned materials eg stripes, spots etc</p> <p>Build with blocks of different shapes and sizes and loose parts,</p> <p>Compare sizes using gesture and language when playing</p> <p>Process simple positional vocabulary in the run of child initiated play</p>	<p>Actively collect and enjoy transporting materials.</p> <p>Follow adult prompts to explore simple sensory properties of everyday materials and demonstrate engagement facially or through body language.</p> <p>Explore collections of materials with similar or different properties</p> <p>Talk about what they see with support</p> <p>Engage in joint attention with adults for short periods of time in respectful observations of living things.</p> <p>Sustain interest in action and reaction toys with adult support.</p> <p>Talk about family and special people – childminders etc..</p> <p>Explore the outdoor area and learn Nursery routines.</p> <p>Investigate fruit/vegetables/seeds outdoors and in our nature garden. Explore and talk about pumpkins and pumpkin soup . Talk about other fruit and vegetables and where they come from.</p>	<p>Use props, similar to the items they represent, appropriately, during simple domestic role play.</p> <p>Use small world props in short non-verbal narratives.</p> <p>Make marks with a wide range of tools and grips.</p> <p>Use props, similar to the items they represent, appropriately.</p> <p>Experiment with the different sounds that musical instruments make. ,Make a shaker</p> <p>Create representational pictures of autumn using appropriate colours.</p>