


Nursery / Reception Cycle 1 Curriculum Overview

Nursery - Reception Master Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery PSHCE	Special relationships Black History Month	Growing up Anti-Bullying Week Remembrance	My feelings	My wellbeing	Staying Safe	Family and friends Pride Month
EYFS PSHCE	Special Relationships Black History Month	Growing up Anti-Bullying Week Remembrance	My Feelings	My Wellbeing	Staying Safe	Family and friends Pride Month
Nursery RE	Unit – Our Families	Unit – The Christmas Story	Unit- My Friends	Unit - The Easter Story	Unit – My Senses	Unit – Special Times for me and Others
EYFS RE	Unit Myself	Unit – Special people to me.	Unit- Our Special Books	Unit – Our Special Things	Unit- Our Special Places	

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<p>Nursery Science</p>	<p>To use all their senses in hands-on exploration of the natural world. To explore collections of materials with similar and/or different properties. To talk about what they see, using a wide vocabulary. To explore how things work. To understand the key features of the life cycle of a plant and an animal. To begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>To use all their senses in hands-on exploration of the natural world. To explore collections of materials with similar and/or different properties. To talk about what they see, using a wide vocabulary. To explore how things work. To understand the key features of the life cycle of a plant and an animal. To begin to understand the need to respect and care for the natural environment and all living things. To talk about the differences between materials and changes they notice.</p>	<p>To use all their senses in hands-on exploration of the natural world. To explore collections of materials with similar and/or different properties. To talk about what they see, using a wide vocabulary. To explore how things work. To learn how to plant seeds and care for growing plants To understand the key features of the life cycle of a plant and an animal. To begin to understand the need to respect and care for the natural environment and all living things. To talk about the differences between materials and changes they notice.</p>
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<p>EYFS Science</p>	<p>To understand the effect of changing seasons on the natural world around them. To describe what they see, feel and hear whilst outside.</p>	<p>To explore and ask questions about the natural world around them. To explore light and dark through practical experiences. To be able to name some of the parts of the body.</p>	<p>To learn about some important processes and changes in the natural world, including states of matter. To identify and name a variety of everyday materials.</p>	<p>To understand the effect of changing seasons on the natural world around them. To describe what they see, feel and hear whilst outside. To learn about some important processes and changes in the natural world, including states of matter.</p>	<p>To explore and compare the similarities and differences between different animals. To learn about animal habitats. To make observations about plants and discuss their similarities and differences.</p>	<p>To learn about how things work. To compare how things move. To understand the effect of changing seasons on the natural world around them. To describe what they see, feel and hear whilst outside. To explore and compare the similarities and differences between different animals. To learn about animal habitats</p>
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<p>Nursery History</p>	<p>Epworth Primary Understanding the World</p> <ul style="list-style-type: none"> • Children know how to talk about how they have grown and changed since being born. • Children know about different families and their own life story and family history. 	<p>Epworth Primary Understanding the World</p> <ul style="list-style-type: none"> • Children talk about the differences they have experienced or seen in phonographs. • Children can talk about the places they have visited in their lifetime. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Children know how to make imaginative and complex 'small worlds' with blocks and construction kits (link to basic historical language). 	<p>Epworth Primary Understanding the World</p> <ul style="list-style-type: none"> • Children know how to notice and comment upon changes <p>Mathematics</p> <ul style="list-style-type: none"> • Children begin to know how to describe a sequence of events using words such as first, then, next... <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Children know how to develop complex stories using small world equipment like animal sets for a farm, dolls and doll houses for a house/home setting (link to basic historical language).
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<p>EYFS History</p>	<p>Epworth Primary Understanding the World</p> <ul style="list-style-type: none"> Children know about the lives of people around them including their family and friends. Children know how to talk about past events in their own lives and family members. Children know and understand the terms same and different when talking about their own family. 	<p>Epworth Primary Understanding the World</p> <ul style="list-style-type: none"> Children know some similarities and differences between things in the past and now Children know about their own life story and how they have changed Children know how to sequence events in their own life <p>Communication and Language</p> <ul style="list-style-type: none"> Children begin to know how to use how and why questions <p>Mathematics</p> <ul style="list-style-type: none"> Children know how to use the language of time 	<p>Epworth Primary Understanding the World</p> <ul style="list-style-type: none"> Children know about past and present events in their lives and what has been read to them Children know how to comment on images of familiar situations in the past e.g. comparing objects in stories and nursery rhymes to modern objects. <p>Communication and Language</p> <ul style="list-style-type: none"> Children know how to use new vocabulary in different contexts 	<p>Epworth Primary Understanding the World</p> <ul style="list-style-type: none"> Children will talk about past and present events in their lives and what has been read to them. <p>Communication and Language</p> <ul style="list-style-type: none"> Children engage in non-fiction books and know how to use new vocabulary in different contexts 	<p>Epworth Primary Understanding the World</p> <ul style="list-style-type: none"> Children know about the lives of famous people from the past and present and make comparisons between them Children know vocabulary to describe buildings, people and places from the past. <p>Communication and Language</p> <ul style="list-style-type: none"> Children know about using a question such as who, what, where, when, why and how 	<p>Epworth Primary Understanding the World</p> <ul style="list-style-type: none"> Children know about the past through characters, settings and events. Children know about the lives of famous people from the past and present and make comparisons between them. Children know some similarities and differences between things in the past and now – transport timelines.
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	Communication and Language <ul style="list-style-type: none">Children know and use new vocabulary.		Mathematics <ul style="list-style-type: none">Children know how to sequence events in the day			
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<p>Nursery Geography</p>	<p>Epworth Primary Understanding the World</p> <ul style="list-style-type: none"> Children know how to notice and comment on changes in the environment in autumn. Children know how to make observations about their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, maps, etc. Children know how to make observations about their immediate environment and talk about places in and around school. Children know how to identify where things belong in their environment, i.e. coat, lunchbox, equipment. Children know about different jobs people have. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Children know how to take part in simple pretend play, using an object to represent something else even though they are not similar (link to basic geographical language), i.e. a block for a tree, paper to make a path. 	<p>Epworth Primary Understanding the World</p> <ul style="list-style-type: none"> Children know how to notice and comment on changes in the environment in spring. Children know how to make observations about their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, maps, etc. Children know about different jobs people have. Children develop positive attitudes about the differences between people. Children know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Children know how to talk about the places they have visited. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Children know how to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park (link to basic geographical language). 	<p>Epworth Primary Understanding the World</p> <ul style="list-style-type: none"> Children know how to notice and comment on changes in the environment in summer. Children know how to use simple positional language to talk about where things are, i.e. places, objects etc. <p>Mathematics</p> <ul style="list-style-type: none"> Children know and understand position through words alone, i.e. The bag is under the table- with no pointing. Children know how to describe a familiar route and use words like 'in front of...' and behind the...' <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Children know how to develop complex stories using small world equipment like animal sets for a farm, dolls and doll houses for a house/home setting (link to basic geographical language).
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<p>EYFS Geography</p>	<p>Epworth Primary Understanding the World</p> <ul style="list-style-type: none"> • Children know about features of the immediate environment such as the school grounds and where they live. • Children understand the effect of changing seasons on the natural world around them. • Children know about the signs of the four seasons and the associated weather. • Children know the names of 	<p>Epworth Primary Understanding the World</p> <ul style="list-style-type: none"> • Children explore and ask questions about the natural world around them. <p>Mathematics</p> <ul style="list-style-type: none"> • Children know and use the language of position. <p>Communication and Language</p> <ul style="list-style-type: none"> • Children begin to know how to use how and why questions. • Children know how to use new vocabulary throughout the day linked to the area being taught. 	<p>Epworth Primary Understanding the World</p> <ul style="list-style-type: none"> • Children talk about the features of the environment they are in and learn about the different environments (winter/arctic). • Children understand the effect of the changing seasons on the natural world around them. • Children know about the signs of the four seasons and the associated weather. <p>Expressive Arts and Design</p>	<p>Epworth Primary Understanding the World</p> <ul style="list-style-type: none"> • Children know about different types of maps and how they are used. <ul style="list-style-type: none"> • Children understand the effect of the changing seasons on the natural world around them. • Children know about the signs of the four seasons and the associated weather. <p>Communication and Language</p> <ul style="list-style-type: none"> • Children engage in non-fiction books and know how to use new vocabulary in different contexts. 	<p>Epworth Primary Understanding the World</p> <ul style="list-style-type: none"> • Children understand the effect of the changing seasons on the natural world around them. • Children know about the signs of the four seasons and the associated weather. • Children know about the features of places in contrast to where they live. <p>Communication and Language</p> <ul style="list-style-type: none"> • Children know about using a question such 	<p>Epworth Primary Understanding the World</p> <ul style="list-style-type: none"> • Children know how to make simple maps and that simple symbols are used to identify features on a map. • Children know how to draw simple information from a map. • Children know that there are many countries around the world. • Children know about different countries and compare them with where they live.
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	<p>the seasons and will know some of the characteristics of autumn.</p> <ul style="list-style-type: none"> Children know the names and features of different trees. <p>Communication and Language</p> <ul style="list-style-type: none"> Children know and use new vocabulary. 		<ul style="list-style-type: none"> Children know how to build structures and how to make them stronger and more stable (link to basic geographical vocabulary). <p>Communication and Language</p> <ul style="list-style-type: none"> Children know how to use new vocabulary in different contexts. 		<p>as who, what, where, when, why and how.</p> <ul style="list-style-type: none"> Children know how to listen to and talk about a range of non-fiction texts to develop new knowledge and vocabulary. 	<ul style="list-style-type: none"> Children recognise some similarities and differences between life in this country and life in other countries, drawing knowledge from stories, non-fiction texts and maps. Children know how to recognise some famous places in the world.
Nursery Music	<p>To sing songs from memory. To sing the pitch of a tone sung by another person. To create their own songs or improvise a song using a song they know. To sing a range of rhymes and songs. To listen to and identify a variety of sounds. To use our body to make sounds</p>	<p>To play instruments with increasing control, tapping pulse and rhythm. To express their feelings and ideas. To know the names of different types of instruments. To remember and sing entire songs, matching the pitch and shape of the melody.</p>	<p>To express how different music makes us feel. To move to music in different ways To listen and respond to different styles of music from different times and from around the world.</p>			

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EYFS Music	Charanga YR Unit 1 Me! Theme	Charanga YR Unit 2 My stories Christmas Music Theme	Charanga YR Unit 3 Everyone! Theme	Charanga YR Unit 4 Our World Theme	Charanga YR Unit 5 Big Bear Funk Theme	Charanga YR Unit 6 Reflect, rewind, replay Theme
Nursery ICT	* Barefoot: Awesome Autumn		* Barefoot: Boats Ahoy		* Barefoot: Adapted activities	
EYFS ICT	*Duplo STEM project	* Media: IT in the classroom + Barefoot: Busy Bodies	* Media: J2E – paint + Mouse Control	* Programming: beebots + Barefoot: Spring time	* Media: J2E – writing / combining text and pictures	* Data: J2E – data Barefoot: Summer Fun Seaside
Nursery Online Safety			Safer Internet Day			
EYFS Online Safety	Self-image and identity	Online relationships Online bullying	Safer Internet Day – theme and activities	Health well being and lifestyle	Copyright and ownership	Privacy and security Managing online information

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<p>Nursery DT</p>	<p>Themes Birthdays – decorate a cake. Gruffalo – make Gruffalo crumble, Gruffalo masks, clay Gruffalo Diwali – clay diva lamps Forest School – broomsticks and fairy wands, clay tree faces, Twig Xmas trees, wood slice tree decorations Christmas – making Christmas decorations, cards Three Billy Goats Gruff – investigate types of bridges, bridge building challenge</p>	<p>Themes Seasons – bird feeders, build an igloo challenge (marshmallow/sugar cubes) Transport – investigate boats and make boats, paper aeroplanes Pirates – build a pirate ship with large parts in outdoors Pancake day – make pancake batter Easter – make chocolate Easter nests</p>	<p>Themes Space – rockets using junk materials or construction toys, fruit rocket kebabs Forest School – make a conker comet, nature crowns Minibeasts – make minibeasts hotel, clay minibeasts, caterpillar fruit kebabs, fruit salad</p>
<p>EYFS DT</p>	<p>Themes Birthdays - Baking a cake. Harvest – naming and tasting food. Space – making rockets Christmas – making Christmas decorations</p>	<p>Themes Chinese New Year – making Chinese lanterns Nursery Rhymes – pulleys and levers for Hickory Dickory Dock Traditional Stories – making houses for the three little pigs, baking gingerbread men, sewing a gingerbread man hand puppet</p>	<p>Themes St George’s Day – building castles Transport – making a moving vehicle Around the world – explore food from around the world</p>
<p>Nursery ART</p>	<p>Guissepi Archimboldo- self portraits- fruit/collage, pastels, drawing Roy Lichenstein- Pop art, colour mixing, shapes Jackson Pollock- splash on canvas Yayoi Kusama- sculpture, painting, pastels Paul Klee- transient art</p>		

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EYFS ART	Print and pattern, Orla Keily (linked to fruit/veg) / printing with veg / stamps - Paint - exploring textures (adding media to paint to create texture, thickness) - looking at 'The starry night' by Vincent van Gogh . (topic - light and dark)	Textiles and collage - Sewing, weaving, collage (traditional stories / nursery rhymes) - Drawing/paint - observational drawing of plants, watercolours, botanical drawings - Elizabeth Blackwell or Sydney Parkinson (topic - plants/growing)	Sculpture - Plaster of paris - using a mould to make a fossil. (topic - animals - dinosaurs) -Drawing - line. Allison Kunarth - blind contour portraits - creating animal or transport pictures using continuous line. (topic - animals /transport)			
Nursery PE	PE not done discretely. Taught through child led activities, fundamentals activities and development of gross and fine motor skills used throughout.					
EYFS PE	Introduction to PE (Unit 2)	Fundamentals (Unit 2)	Gymnastics (unit 2)	Dance (unit 2)	Ball skills (Unit 2)	Games (unit 2)