

St. Cuthbert's Catholic Primary School

Nursery Class Curriculum Overview 2023/ 2024



CURRICULUM DRIVERS Foundation stones of learning	Catholic Life	DIVERSITY & INCLUSION	LITERACY & STORYTELLING	STEM	THE ARTS	SPORTING OPPORTUNITIES
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CHARACTERISTICS OF LEARNING	RESPONSIBILITY	ORGANISATION	COLLABORATION	INDEPENDENCE	RESILIENCE	SELF-REGULATION
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CURRICULUM ORGANISATION Our whole school curriculum is a planned educational experience making full use of opportunities for real-world learning	Communication and Language		Physical Development		Personal, social and emotional development		Literacy		Mathematics		Understanding the world		Expressive Arts and Design	
	ENGLISH	MATHS	HISTORY	GEOGRAPHY	ART	D&T	SCIENCE	MUSIC	PE	FRENCH	PSHCE/RSE	RE	COMPUTING	
	Educational visits		Responding to events in the news		Assemblies and Visitors		Extra-curricular clubs		Learning outside the classroom		Themed days/weeks			

Quality of education CURRICULUM IMPACT AND REVIEW Our curriculum ambition is for the high achievement of all pupils irrespective of background and starting point We regularly review how well our curriculum enables achievement for all	Behaviour and attitudes Children are confident and successful learners and demonstrate that they have these key learning skills for life.		Personal development Children demonstrate the ethos of St Cuthbert's school in their learning and in their behaviour. Children learn to make the right choices for their safety both online and offline. Their choices benefit the school and the local community.		
	An ambitious curriculum for all The aims of all curriculum subjects are clear for all year groups. Learning builds on prior knowledge with clear end points. Children understand key concepts and knowledge and it is transferred to long term memory. We empower disadvantaged children and children with SEND to access the whole curriculum and achieve. Teachers prioritise the most important concepts or knowledge that children need to know. Teachers have deep knowledge of the subjects they teach. <i>There are relevant contexts for high quality outcomes across the curriculum engaging pupils with local, national and global issues.</i>		Curriculum in action Teachers use strategies such as modelling, instruction and shared writing and discussion. Teachers respond to misconceptions through adjustment and adaptation throughout the lesson to meet the needs of all children. Children have the opportunity to solve problems and undertake learning at a deeper level Provide regular opportunities for children to act on feedback. The classroom climate and environment created by teachers inspires and motivates all pupils Teachers work in strong partnership with parents and carers.		High quality outcomes At the point of learning, the curriculum is sufficiently challenging for each child. Children will make progress and attain in line with or better than national expectations in reading, writing, spelling, punctuation and grammar, maths and science. Children achieve the identified end points in each discipline.

Nursery Year Curriculum Topic Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Myself	Welcome	Birthdays	Celebrating	Gathering/growing	Good news/friends/our world
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
COMMUNICATION & LANGUAGE – runs through all other areas	<p>Over and over BLAST</p> <p>The children will explore a variety of stories, rhymes, poems and fiction linked to our theme, sharing books throughout the session and during our daily story time.</p> <p>The children will learn to develop their listening and attention during story time. Children will learn to focus on the story and speaker.</p> <p>The children will learn our good sitting, good listening, good looking and good talking prompts.</p> <p>The children will begin to learn new vocabulary that is explored through a variety of texts.</p> <p>The children will be offered a language-rich environment in which adults talk with children throughout the day.</p>	<p>Over and over BLAST</p> <p>The children will become familiar with and grow to love a variety books, songs and rhymes.</p> <p>The children will engage in a variety of story-telling activities to help children retell, invent and tell their own rhymes, songs and stories:</p> <ul style="list-style-type: none"> -Small world-based play -Story sacks -Puppet shows -Hot seating -Role play/Dressing up <p>The children will explore a variety of traditional and fairy tales. The children will explore, events and characters.</p>	<p>Over and over BLAST</p> <p>Children will engage in back-and-forth interactions with adults.</p> <p>Children will explore ‘I wonder’ questions to encourage and promote thinking and challenges.</p> <p>Children will engage in scientific investigations to explore their ‘thinking’.</p>			
PHYSICAL DEVELOPMENT	<p>P.E</p> <p>Group games/balance bikes</p> <p>Dough disco</p> <p>Squiggle whilst you wiggle</p> <p>Finger gym-beads, threading, peg boards</p> <p>Balance and co-ordination</p> <p>Pencil/small tool handling</p>	<p>P.E</p> <p>Dance and performance</p> <p>Dough disco</p> <p>Pencil control/small tool handling/letter formation</p> <p>Squiggle whilst you wiggle</p>	<p>P.E</p> <p>Dance and performance</p> <p>Dough disco</p> <p>Pencil control/letter formation</p> <p>Squiggle whilst you wiggle</p>			

<p>LITERACY</p>	<p>Explore a wide range of examples of print with different functions, for example, signs, menus and logos.</p> <p>Explore a variety of stories, rhymes, poems and fiction text.</p> <p>Explore different parts of a book, for example, the cover, the author and the page number.</p> <p>Learn how to look after books by handling them carefully.</p> <p>Learn how to turn the pages of a book, one by one.</p> <p>The Christmas story Owl Babies Three Little Pigs</p>		<p>Explore a wide range of examples of print with different functions, for example, signs, menus and logos.</p> <p>Explore a variety of stories, rhymes, poems and fiction text.</p> <p>Explore different parts of a book, for example, the cover, the author and the page number.</p> <p>Learn how to look after books by handling them carefully.</p> <p>Learn how to turn the pages of a book, one by one.</p> <p>Kipper's Birthday Little Glow Supertato</p>		<p>Explore a wide range of examples of print with different functions, for example, signs, menus and logos.</p> <p>Explore a variety of stories, rhymes, poems and fiction text.</p> <p>Explore different parts of a book, for example, the cover, the author and the page number.</p> <p>Learn how to look after books by handling them carefully.</p> <p>Learn how to turn the pages of a book, one by one.</p> <p>Jack and the Beanstalk The Gingerbread Man Jasper's Beanstalk</p>	
<p>PHONICS</p>	<p>Environmental sounds Notice sounds around them. Recognise that different objects make different sounds. Start to identify and name sounds. Talk about environmental sounds, describing and comparing them.</p>	<p>Instrumental sounds Explore instrumental sounds. Build awareness of how to use instruments to make sounds. Start to identify the sounds of familiar instruments, naming them. Build awareness of how you act upon an instrument affects the sound it makes. Talk about instrumental sounds, describing and comparing them. Use instruments to recreate a sound from a given instruction, e.g. Tap the drum</p>	<p>Body percussion Explore the sounds their bodies can make. Join in and copy actions of familiar songs. Join in and copy body percussion patterns and sequences. Build awareness of how they can change body percussion sounds. Create their own sequences of body percussions. Join in with longer sequences of body percussion. Describe body percussion. Follow instructions to</p>	<p>Rhythm and rhyme Join in with songs and rhymes. Recognise familiar rhythms and rhymes. Recognise that words rhyme. Copy and keep a simple beat. Join in and copy breaking words into syllables with a beat. Play with rhyme. Make up their own rhyming words. Complete sentences with their own rhymes orally. Break words down into syllables with a beat. Create their own beat.</p>	<p>Alliteration Explore initial sounds of words. Select objects with a given initial sound from a choice of two. Identify initial sounds of words. Match to objects with the same initial sound. Play with alliteration.</p>	<p>Oral blending Identify the initial sounds of words. Build awareness that words can be broken up into sounds.</p>

		loudly, shake the tambourine quietly.	recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly.			
MATHS	Counting, sorting, basic shapes. -Subitising up to 3 - counting in sequence (forwards, backwards, using actions and through songs and games). - counting objects, pointing out the last number. -Introducing basic shapes.	- Counting objects, pointing out the last number. - number games and collecting a specific number of items. - Finger numbers up to 5 - Linking numerals and amounts throughout the setting. - sorting by size and capacity (vehicles and trucks) - categorising by colour	- Explore numerals and number tracks - Introduce real world mathematical problems with numbers up to 5 i.e at snack time. - Activities using simple visual comparisons introducing more than and fewer than. - Exploring 2D and 3D shapes.	- Prepositions in real life contexts. - Using positional language to plan a 'route' for example a trip to the shop or super market. - Take children out to the shop and recall the route that was planned. Loose parts den making, talking about shapes and how their properties suit the purpose.	- Comparing lengths and weights (vegetables, natural materials, zoo animals). - Use photographs from our trip to the zoo to talk about real life vents. Encourage children to talk about what we did throughout the day using, 'first, then, next' language. - Link numerals to amounts.	- Patterns from different cultures e.g fabrics. Introduce vocabulary to describe patterns. - Describe a pattern - Copy a pattern - Create their own patterns using a variety of materials - Create musical patterns using clapping and stamping.

PEOPLE AND COMMUNITIES	All about me -learning about themselves and each other -families -digital images and paintings	Celebrations -celebrations around the world -Bonfire night -Advent -Christmas	People who help us - jobs and occupations (visit to school from nurse/police/firefighters/nexus) -people in school and at home China town visit- Chinese New Year	Superheroes -green screen images -video making	Growing -plants and living things (Northumberland/Wal lsend park visit) -how our bodies grow	
THE WORLD						
TECHNOLOGY						

<p>EXPLORING AND USING MEDIA AND MATERIALS</p>	<p>Self-portraits Children will mark make to make lists to Santa. Shopping lists and menus Make pictures using collage, glitter, markers, glue, paint.</p> <p>The children will learn to make connections between the features of their families and other families. The children will begin to notice differences between people. The children will continue to develop positive attitudes about the differences between people.</p> <p>The children will use all their senses to explore a variety of natural materials. Trees, bark, pine cones, conkers, pumpkins. Children will make collections of natural materials to investigate and talk about. The children will use magnifying glasses and talk about what they see.</p>	<p>Shopping lists and menus Make pictures using collage, glitter, markers, glue, paint. The children will engage in variety of role-play experiences. The children will have access to lots of flexible and open-ended resources to enhance children’s imaginative play.</p> <p>The children will explore different materials freely. Children will begin to plan to build with a purpose in mind.</p> <p>The children will explore how to join material together.</p> <p>The children will use all their senses to explore a variety of natural materials, daffodils, daisies, flowers, sand, pebbles.</p>	<p>Shopping lists and menus Make pictures using collage, glitter, markers, glue, paint. The children will explore colour mixing and talk about the differences between colours.</p> <p>The children will use all their senses to explore a variety of natural materials; flowers, sand, pebbles, shells.</p>
<p>BEING IMAGINATIVE</p>	<p>The children will engage in variety of role-play experiences. The children will have access to lots of flexible and open-ended resources to enhance children’s imaginative play. Role play relating to Christmas, the Christmas story, being an elf in Santa’s workshop.</p> <p>The children will engage in daily singing and rhyme time.</p> <p>The children will remember words and take part in Christmas performance.</p>	<p>The children will engage in variety of role-play experiences. The children will have access to lots of flexible and open-ended resources to enhance children’s imaginative play. Role play relating to Superheros, doctors/nurses other people who help us.</p> <p>The children will engage in daily singing and rhyme time.</p>	<p>The children will engage in variety of role-play experiences. The children will have access to lots of flexible and open-ended resources to enhance children’s imaginative play. Role play relating to summer travel agents, ice cream shop sellers, garden centre workers.</p> <p>The children will engage in daily singing and rhyme time.</p> <p>The children will explore musical instruments to express feelings and to tap and clap out different rhythms and pulses to music.</p>