

## Fleet Primary School - Nursery Curriculum Overview



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Personal, Social and Emotional Development</b>	<p>Express preferences and decisions (0-3).</p> <p>Grow in independence, rejecting help (“me do it”) (0-3).</p> <p>Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front (0-3).</p> <p>Be increasingly able to talk about and manage their emotions (0-3).</p> <p>Develop friendships with other children (0-3).</p> <p>Learn to use the toilet with help, and then independently (0-3).</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Play with one or more other children &amp; elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Become more outgoing with familiar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Begin to understand how others might be feeling.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>

<p><b>Communication and Language</b></p>	<p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why') (0-3).</p> <p>Use longer sentences of four to six words.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Enjoy listening to longer stories and remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Sing a large repertoire of songs.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there...I'll be the driver".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their pronunciation but may have problems saying:</p> <ul style="list-style-type: none"> <li>- Some sounds: r, j, th, ch, and sh</li> <li>- Multi- syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> </ul> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>
<p><b>Physical Development</b></p>	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks (0-3).</p> <p>Show and increasing desire to be independent, such as wanting to feed themselves and dress or undress (0-3).</p> <p>Start eating independently and learning how to use a knife and fork (0-3).</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>Use a comfortable grip with good control when holding pencils and pens.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they have dug with a trowel.</p>

	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternative feet.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Using one handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Show a preference for a dominant hand.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>
<p><b>Literacy</b></p>	<p>Repeat words and phrases from familiar stories. (0-3)</p> <p>Ask questions about the book. Make comments and shares their own ideas. (0-3)</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (0-3)</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy." (0-3)</p> <p>Make marks on their picture to stand for their name (0-3).</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> <p>Write some letters accurately.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> <li>• recognise some words with the same initial sounds, such as money and mother.</li> </ul> <p>Write some or all of their name.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that's starts at the top of the page; writing 'm' for mummy.</p>

**Mathematics**

Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'. (0-3)

Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (0-3)

Recite numbers past 5.

Say one number for each item in order: 1,2,3,4,5.

Develop fast recognition of up to 3 objects without having to count them individually ('subitising').

Show 'finger numbers' up to 5.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.

Talk about and identify patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.

Understand position through words alone - for example, "The bag is under the table" - with no pointing.

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Ordering Numbers from 1 – 10.

Solve real mathematical problems with numbers up to 5.

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Compare quantities using language: 'more than', 'fewer than'.

Talk about & explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat' and 'round'.

Extend and create ABAB patterns – stick, leaf, stick, leaf.

Describe a familiar route.

Beginning to represent numbers using fingers, marks on paper or pictures.

Experiment with own symbols and marks as well as numerals.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Combine shapes to make new ones - an arch, a bigger triangle, etc.

Make comparisons between objects relating to size, length, weight and capacity.

Discuss routes and locations, using words like 'in front of' and 'behind'.

Notice and correct an error in a repeating pattern.

<p><b>Understanding the World</b></p>	<p>Make connections between the features of their family and other families. (0-3)</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Explore collections of materials with similar and/or different properties.</p> <p>Show an interest in different occupations.</p> <p>Explore how things work.</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>Talk about what they see, using a wide vocabulary.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Plant seeds and care for growing plants.</p> <p>Talk about different materials and changes they notice.</p> <p>Explore and talk about different forces they can feel.</p>
<p><b>Expressive Arts and Design</b></p>	<p>Make simple models which express their ideas (0-3).</p> <p>Enjoy and take part in action songs such as "Twinkle, Twinkle, Little Star" (0-3).</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses, etc.</p>	<p>Explore different materials freely, to develop their own ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore colour and colour mixing.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Join different materials and explore different textures.</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle including details.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Show different emotions in their</p>

	<p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Use drawings to represent ideas like movement or loud noises.</p>	<p>drawings and paintings, like happiness, sadness, fear etc.</p> <p>Create own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>
<p><b>Other Key Skills</b></p>	<p>Settling in to the new environment.</p> <p>Transitioning from parents to new adults.</p> <p>Attend assemblies in a large group and prepare for taking part in the Christmas show - performing to a large audience.</p>	<p>Transition to the hall for lunch times - cope with this change of routine.</p> <p>Begin to attend assemblies with other year groups.</p>	<p>Engage with transition sessions to Reception - begin to become familiar with new space and adults.</p> <p>Play in a larger space in a large group - begin to join in with lunchtime play to support transition to Reception.</p>

## Fleet Primary School - Reception Curriculum Overview



	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Personal, Social and Emotional Development</b>	<p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. (3-4)</p> <p>Develop appropriate ways of being assertive. (3-4)</p> <p>Talk with others to solve conflicts. (3-4)</p> <p>Express their feelings and consider the feelings of others.</p> <p>Building constructive and respectful relationships.</p> <p>See themselves as a valuable individual.</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p>	<p>Manage their own needs.</p> <ul style="list-style-type: none"> <li>• Personal hygiene</li> </ul> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• toothbrushing</li> <li>• sensible amounts of 'screen time'</li> <li>• having a good sleep routine</li> <li>• being a safe pedestrian</li> </ul> <p>Show resilience and perseverance in the face of challenge.</p>
<b>Communication and Language</b>	<p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. (3-4)</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. (3-4)</p>	<p>Use new vocabulary through the day.</p> <p>Listen to and talk about stories to build familiarity &amp; understanding.</p> <p>Learn rhymes, poems and songs.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>Use new vocabulary in different contexts.</p> <p>Describe events in some detail.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Connect one idea or action to another using a range of connectives.</p>

	<p>Develop social phrases.</p> <p>Listening carefully to rhymes and songs, paying attention to how they sound.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Engage in storytimes.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Engage in non-fiction books.</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>
<p><b>Physical Development</b></p>	<p>Revise &amp; refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>• rolling</li> <li>• crawling</li> <li>• walking</li> <li>• jumping</li> <li>• running</li> <li>• hopping</li> <li>• skipping</li> <li>• climbing</li> </ul> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Further develop the skills they need to manage the school day successfully:</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Combine different movements with ease and fluency.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop the overall body-strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>



	<ul style="list-style-type: none"> <li>• lining up and queuing</li> <li>• mealtimes</li> </ul> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</p>		
<b>Literacy</b>	<p>Write some or all of their name. (3-4)</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that's starts at the top of the page; writing 'm' for mummy. (3-4)</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Reading a few common exception words matches to the school's phonic programme (Little Wandle Letters and Sounds Revised).</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Spell words by identifying the sounds and then writing the sounds with letter/s.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Form lower-case and capital letters correctly.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>
<b>Mathematics</b>	<p>Beginning to represent numbers using fingers, marks on paper or pictures. (3-4)</p>	<p>Count beyond ten.</p> <p>Understand the 'one more than/ one</p>	<p>Automatically recall number bonds for numbers 0-5 and some to 10.</p>

	<p>Experiment with own symbols and marks as well as numerals. (3-4)</p> <p>Talk about &amp; explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat' and 'round'. (3-4)</p> <p>Count objects, actions and sounds.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Subitise.</p> <p>Compare numbers.</p>	<p>less than' relationship between consecutive numbers.</p> <p>Select, rotate &amp; manipulate shapes to develop spatial reasoning skills.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	<p>Explore the composition of numbers to 10.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</p>
<p><b>Understanding the World</b></p>	<p>Talk about what they see, using a wide vocabulary. (3-4)</p> <p>Name and describe people who are familiar to them.</p> <p>Talk about members of their immediate family and community.</p> <p>Recognise that people have different beliefs &amp; celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community.</p>	<p>Compare &amp; contrast characters from stories, including figures from the past.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Draw information from a simple map.</p>	<p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Comment on images of familiar situations in the past.</p>

<b>Expressive Art and Design</b>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. (3-4)</p> <p>Create own songs or improvise a song around one they know. (3-4)</p> <p>Play instruments with increasing control to express their feelings and ideas. (3-4)</p> <p>Develop storylines in their pretend play.</p> <p>Sing in a group or on their own, increasingly matching the pitch &amp; following the melody.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>
<b>Other Key Skills</b>	<p>Transitioning to new environment and becoming familiar with new routines.</p> <p>Transitioning from parents to new adults.</p> <p>Attend assemblies in a large group and prepare for taking part in the Christmas show - performing to a large audience.</p> <p>Play in a larger space in a large group - lunchtime play.</p>	<p>Begin to take part in more formal independent tasks.</p>	<p>Engage with transition sessions to Year 1 - begin to become familiar with new space and adults.</p> <p>Prepare for and perform class assembly in front of an audience.</p>