

Nursery1 Curriculum Overview

Below is a brief overview of the key areas covered as part of the Nursery 1 curriculum:

	Autumn Term	Spring Term	Summer Term
Personal, Social + Emotional Development	To settle into their new environment. To begin to explore their new environment. To begin to play alongside others. To begin to realise that some things are belong to others,	To play cooperatively with a familiar adult. To engage in pretend play with toys. To respond to boundaries and routines with support. To seek support from a familiar person when needed i.e., key worker.	To be able to separate from their main carer. To express their own preferences to those around them. To begin to respond to the feelings and wishes of others,
Communication and Language	To demonstrate listening skills by joining in with stories and rhymes. To identify objects when asked in a picture or around the classroom. To put two words together and uses different types of everyday words. To understand simple sentences.	Listens with interest to stories. To recognise familiar sounds. To understand more complex sentence. To identify action words, by pointing to a picture. To learn new words rapidly and use them when communicating. To use simple sentences.	To show an interest in play with stories and songs. To show single channelled attention. To understand more complex sentences. To understand 'who' 'what' 'where' 'when' in simple questions. To hold a conversation jumping from topic to topic. To use language for a range of purposes, expressing feelings, thoughts and in play,
Literacy	To show an interest in stories and songs. To take part in the physical part of mark making, enjoying the sensory experience of mark making.	To express which stories are they favourite. To repeat phrase from familiar rhymes and stories. To respond to stories they listen to. To begin to say what the different marks they are making are.	To be able to fill in the missing part of a story or rhyme...Humpty Dumpty sat on a To begin to listen to stories with increasing attention and recall. To distinguish between the different marks, they make. T begin to give meaning to marks as they draw and paint.
Mathematics	To know that things exist when they are out of sight. To be able to say some counting words. To begin to be able to fit shapes into simple puzzles.	To begin to categorise objects such as putting items that are the same together. To begin to recite some number names in sequence. To make simple arrangements/models with blocks. To associate a sequence of actions with daily routines.	To recite some number names in sequence. To use language relating to quantities such a more and a lot. To be able to select a small number of objects from a group of objects. To categorise objects by shape or size. To use the language of size.
Knowledge + Understanding of the World	To begin show curiosity about their family and interest in stories about themselves and family. To match parts of objects together that belong together. To anticipate repeated sounds and actions.	To be interested in stories about themselves and their family. To engage in pretend play imitating events from own family. To enjoy playing with small world models. To seek to acquire basic skills in turning on and operating ICT equipment.	To have a sense of family and relations. To engage in pretend play imitating events from own family. To begin to have their own friends. To notice detailed features of their environment. To begin to show an interest in technological toys.
Physical	To walk upstairs holding the hand of an adult. To begin to balance by building a small tower. To communicate a soiled or wet nappy or pants. To show an awareness of what a potty/toilet is used for.	To make connections between their movement and the marks they make. To show control when poring with jugs/using mark making tools. To show a desire to help with dressing/undressing and hygiene routines. To develop like/dislike in food and drink.	To begin to use a tripod three finger grip. To kick a large ball. To imitate drawing lines and circles. To climb confidently. To clearly communicate the need for potty or the toilet. To help with clothing.
Expressive Arts and Design	To explore using a range of media-sensory experience. To move to music. To pretend one object represents another. To express self through sound and action.	To join in with singing favourite songs. To create sound by banging or tapping. To begin to make believe by pretending. To begin to representation to communicate.	To show an interest in the way musical instruments sound. To experiment with colours blocks and marks. To make believe by pretending. To use representation to communicate.