

Saint Mary's Catholic Primary School Nursery Curriculum						
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Homes and Families	Traditional Tales	Animals	By the Seaside	Dinosaurs	Toys
Key Texts	Elmer Whatever Next Owl Babies	Goldilocks and the Three Bears Jack and the Beanstalk The Ugly Duckling	The Gruffalo Dear Zoo The Very Hungry Caterpillar	Ten Little Pirates Commotion in the Ocean The Lighthouse Keeper's Lunch	Maisie Jones and the Dinosaur Bones Dinosaur Roar Hugasaurus	Dogger The Teddy Robber Toys in Space
Other Key Topics	Literacy day European Day of Languages Black History Month Harvest	Children's Book Week Nursery Rhyme Week Anti-Bullying Week Children in Need Diwali Bonfire Night Remembrance Christmas	RSPB's Birdwatch Month Chinese New Year Number Day Safer Internet Day Valentine's Day Pancake Day	World Book Day Science Week St Patrick's Day Red Nose Day Mother's Day Eid Easter	Earth Day VE Day World Bee Day	King's Birthday Father's Day World Music Day Insect Week Teddy Bear Picnic Day
Enrichment	Mystery readers Autumn welly walk	Library visit Nativity Pantomime	Zoo visit Spring welly walk	Ducklings Planting seeds	Farm visit Caterpillars Summer welly walk	Church visit Family Teddy Bear Picnic People who help us visits
Communication and Language	Daily storytime and rhyme time Communication rich environment with high-quality adult interactions High quality texts used to support learning and link to topic Weekly Story-Dough activities that introduces and uses new vocabulary from weekly text					
Communication and Language	Pay attention to more than one thing at a time, which can be difficult. Use longer sentences of four to six words. Understand simple questions about who, what and where.	Understand a question or instruction that has two parts, such as "get your coat and wait at the door". Understand 'why' questions, like: "why do you think the caterpillar got so fat?".	Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary.	Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying some sounds and multi-syllabic words. Use talk to organise themselves and their play.	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.
Personal, Social and Emotional Development	Daily opportunities to talk about our feelings and start to give reasons why High-quality texts used to target feelings, friendships and self-care Opportunities in provision for children to work cooperatively, build relationships with adults and peers, and to try new activities Throughout the year: internet safety, healthy choices, road safety, appropriate behaviour					
PSED - TenTen	Created and Loved by God. Religious understanding Children will learn: - We are created as individuals. - We are special. - Our bodies were created by God and are good. - We can give thanks to God.	Created and Loved by God Me, my body, my health Children will learn: - We are each unique, with individual gifts, talents and skills. - We all have similarities and differences. - Our body parts have names and are good. - We need to look after our bodies. A healthy lifestyle includes exercise, diet, sleep and personal hygiene.	Created and Loved by God Emotional wellbeing Children will learn: - We all have different likes and dislikes, but similar needs (to be loved and safe). - How to describe their feelings. - Understand that feels are neither good nor bad. - Simple strategies for managing feelings, emotions and behaviour. - That our actions have consequences. - How to say sorry and forgive others. Life cycles	Created to Love Others Religious understanding Children will learn: - We are part of God's family. - Jesus cared for others, and we should love others in the same way God loves us. Personal relationships Children will learn: - To identify special people and that it is important to trust them. - How their behaviour affects others. - Characteristics of positive and negative relationships. - That bullying is wrong. - How to respond when people are unkind.	Created to love others Keeping safe Children will learn: - About safe and unsafe situations. - How to ask for help. - About bodily privacy. - That we can trust different people for help. - What can help us when we're feeling poorly. - That there are different people who can help us in an emergency.	Created to live in community Religious understanding Children will learn: - That God is love: Father, Son and Holy Spirit. - That God wants us to be loved and love others. - About living in a community. Living in the wider world Children will learn: - That we have a duty of care for others and our world. - How we can help at home and school. - About different types of jobs, strengths, gifts and talents.

			Children will learn: <ul style="list-style-type: none"> - There are natural life stages from birth to death. - Change is a part of growing up. 	Life online Children will learn: <ul style="list-style-type: none"> - How the internet can help us. How to stay safe online.		That we all have different wants and needs.
Physical Development	Weekly PE lessons Daily Dough Disco to strengthen hand muscles Creative opportunities in provision to use a range of small tools Daily fine motor activities Outdoor learning to provide opportunities to develop gross motor skills Planned activities to support gross motor and fine motor development					
PE	Introduction to PE: Unit 1 Running, jumping, throwing, catching, rolling, skipping.	Fundamentals: Unit 1 Running, jumping, hopping, balancing, changing direction, travelling.	Ball Skills: Unit 1 Rolling, tracking, throwing, dribbling, kicking, catching.	Dance: Unit 1 Creating actions, using dynamics, negotiating space.	Gymnastics: Unit 1 Creating shapes, balances and jumps; rolling in different ways (rock and roll, barrel, straight, forward roll progression); travelling.	Games: Unit 1 Running, changing direction, throwing, catching, striking.
Fine Motor Skills	Start eating independently and learning how to use a knife and fork. Use small motor skills to do things independently.	Use one-handed tools and equipment, for example, making snips in paper with scissors.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Show a preference for a dominant hand. Develop control over mark-making tools.	Use a comfortable grip when holding pens and pencils. Develop increasing control over mark-making tools.	Use a comfortable grip with good control when holding pens and pencils.
Phonics	Aspects 1-6 Environmental sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds	Aspects 1-6 Environmental sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds	Aspects 1-7 Environmental sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds, Oral segmenting and blending	Aspects 1-7 Environmental sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds, Oral segmenting and blending	Pre-Phase 2 S, a, t, p, i, n, m, d	Pre-Phase 2 S, a, t, p, i, n, m, d
Literacy	Develop phonological awareness. Enjoy drawing freely. Give meanings to marks.	Engage in some conversations about stories. Develop phonological awareness. Understand some key concepts about print: <ul style="list-style-type: none"> - Print has meaning 	Develop phonological awareness. Understand some key concepts about print: <ul style="list-style-type: none"> - Print can have different purposes 	Engage in extended conversations about stories, learning new vocabulary. Develop phonological awareness. Understand some key concepts about print: <ul style="list-style-type: none"> - We read English text from left to right and from top to bottom - Page sequencing 	Write some or all of their name. Use some of their print and elter knowledge in their early writing. Begin to identify some grapheme-phoneme correspondences. Understand some key concepts about print: <ul style="list-style-type: none"> - Page sequencing 	Write some letters accurately. Begin to identify some grapheme-phoneme correspondences. Understand some key concepts about print: <ul style="list-style-type: none"> - The names of the different parts of a book
Mathematics	Cardinality & Counting 1.1 Accurate and consistent verbal counting to 5 Measures 1.1 Understand and use specific attributes to compare height (taller and shorter rather than big and small) Spatial Reasoning 1.1 Understand and use simple language of position that doesn't	Cardinality & Counting 2.1 One-to-one correspondence and cardinality to 3 2.2 Subitising 1 and 2 Measures 2.1 Understand and use specific attributes to compare length (long, short) Spatial Reasoning 2.1 Understand and use language of position that can vary by viewpoint (in front, behind) Shape	Cardinality & Counting 3.1 One-to-one correspondence and cardinality to 5 3.2 subitising 3 Measures 3.1 Understand and use specific attributes for width and thickness (wide, narrow, thick, thin) Spatial Reasoning 3.1 Understand and use everyday language of direction (up, down, through, over, under) Shape	Cardinality & Counting 4.1 Begin to recognise numerals and match to sets Measures 4.1 Understand and use specific attributes for weight/mass (heavy light, heavier, lighter) Spatial Reasoning 4.1 Understand and use language of movement (forwards, backwards, sideways, turn) Shape 4.1 Begin to notice properties of 3D shape and find shapes that are the same Sorting & Sequencing	Cardinality & Counting 5.1 Conservation of number to 5 with order irrelevance Comparison 5.1 Compare sets of objects – which has more, fewer – just by looking Measures 5.1 Time – sequence of events (first, next, after, before, morning, afternoon, evening, yesterday, tomorrow) Spatial Reasoning 5.1 Discuss routes and the order and location of things seen	Cardinality & Counting 6.1 Accurate and consistent verbal counting to 10 Composition 6.1 Separate a group of three or four objects in different ways Comparison 6.1 Making equal sets Measures 6.1 Understand and use specific attributes for capacity (full, empty, part, full) Spatial Reasoning 6.1 Understand and use language of distance (far away, near, how far?) Shape

	<p>vary by viewpoint (in, on, under, next to)</p> <p>Shape 1.1 Explore rotating and flipping objects to make a match (posting boxes, inset puzzles, jigsaws)</p> <p>Sorting & Sequencing 1.1 Sort by a single property – colour.</p>	<p>2.1 Explore construction with 3D shapes – combining shapes in two dimensions</p> <p>Sorting & Sequencing 2.1 Sort by 2 properties - colour and size</p>	<p>3.1 Explore pattern and picture making with 2D pattern blocks</p> <p>Sorting & Sequencing 3.1 Sort using different combinations of properties (size attributes linked to measure, colour and shape)</p>	<p>4.1 Simple AB sequences varying colour or size (continue and cop</p>	<p>extending vocab (in between, above, below, around, beside, across, along)</p> <p>Shape 5.1 Explore more complex construction with 3D shapes – combining shapes to make arches and enclosures</p> <p>Sorting & Sequencing 5.1 Simple AB sequences of sounds, actions and objects (make own patterns)</p>	<p>6.1 Begin to notice properties of 2D shapes and find shapes that are the same including on the faces of 3D shapes</p>
The Natural World	Our bodies and body parts	Changing seasons – Autumn	<p>Changing seasons – Winter</p> <p>Different animals and where they live</p> <p>Animal life cycles</p>	<p>Changing seasons – Spring</p> <p>Animal life cycles – ducklings</p> <p>Comparing environments – seaside, ocean, town, country</p> <p>Floating/sinking</p>	<p>Animal and plant life cycles – seeds and caterpillars</p> <p>Caring for the planet</p>	<p>Changing seasons – Summer</p> <p>Exploring toys and their materials</p>
People, Cultures and Communities	Who we live with Our houses and homes Exploring our similarities and differences	Learning about different celebrations around the world – Diwali, Hannukah, Christmas Our local area – visit to the library	Chinese New Year – learning about China and how it is similar/different to where we live	<p>Learning about different celebrations – Eid</p> <p>Maps – making and following maps</p>	Exploring our local area – farm visit	Learning about people in the community who help us – firefighters, police officers etc
Past and Present	Our lives and our family Who we live with, who is in our immediate family	Learning about different significant events – Bonfire Night, Remembrance Day, Christmas	Learning about significant events – Chinese New Year	Easter – remembering key events of the past	<p>VE Day - remembering key events of the past</p> <p>Knowing that dinosaurs are from the past, exploring fossils and bones</p>	Toys from the past
Creating with Materials	<p>Making marks with different tools – wax crayons, paint, pencils</p> <p>Drawing from observation - self-portraits</p> <p>Using different materials to build objects using junk modelling</p>	<p>Exploring colour and colour mixing</p> <p>Using different materials to create artwork – firework pictures, Christmas crafts, Diwali candles</p> <p>Build a house for Goldilocks</p>	<p>Chinese New Year crafts –making lanterns</p> <p>Creating animal prints using different media</p> <p>Designing and making our own pancakes</p>	<p>Making a pirate ship and testing them on water</p> <p>Joining materials to make a pirate flag</p> <p>Using different materials to create Easter artwork/crafts</p>	Creating dinosaur sculptures and fossils using different materials – clay, dough etc	Making our own toys/puppets using fabric
Being Imaginative and Expressive	<p>Home corner role-play</p> <p>Singing nursery rhymes and action songs</p> <p>Explore sounds using voices and bodies</p> <p>Use untuned instruments to explore tempo and dynamics</p> <p>Using props and puppets to retell stories</p>	<p>Enhanced home corner role-play</p> <p>Nativity performance – learning songs, performing actions</p> <p>Responding and moving to music from around the world</p> <p>Respond to a performance – KS1 Nativity, Christmas panto</p> <p>Using props and puppets to retell stories</p>	<p>Chinese New Year home corner role-play</p> <p>Vets role-play</p> <p>Chinese music and dance</p> <p>Using props and puppets to retell stories</p> <p>Create simple actions to songs</p> <p>Express feelings through movement to music</p>	<p>Pirates role-play</p> <p>Use voices, bodies and instruments to create sound effects</p> <p>Using props and puppets to retell stories</p> <p>Learning to move in response to music and create own actions</p>	<p>Museum role-play</p> <p>Using instruments to represent movement and feelings</p> <p>Learning to move in response to music and create own actions</p> <p>Using props and puppets to retell stories and develop own narratives</p>	<p>Toy shop role-play</p> <p>Creating our own toy instruments and using them to make music</p> <p>Exploring tuned instruments and singing along to familiar songs</p> <p>Using props and puppets to retell stories and develop own narratives</p>
RE	Creation & Covenant Know that:	Prophecy & Promise Know that:	Galilee to Jerusalem Know that:	Desert to garden Know that:	To the ends of the earth Know that:	Dialogue and encounter Know that:

	<p>God made our world. God made me. God loves me. See and hear about the Sign of the Cross. See and hear about the Bible.</p>	<p>The Bible is a special book. Begin to hear about Mary. Mary was going to have a special baby called Jesus. God loves me. Jesus loves me. Jesus is born. Mary, Joseph and Jesus are a special family called the Holy Family.</p>	<p>Jesus was born for everyone. Jesus takes care of everyone. How to show love like Jesus. Jesus is God's son. The Wise Men visited Jesus.</p>	<p>Jesus died on a cross. Lent is a time to care for others. Purple is used as a sign of Lent. Easter celebrates new life.</p>	<p>Jesus went back to his father. The Holy Spirit is our friend. The Holy Spirit looks after us. The church is a special place.</p>	<p>Diwali is a celebration. We can be a good neighbour. Jesus lived in the past.</p>
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