





Curriculum Story. Nursery 2024-2025



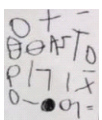
SUBJECT	A1	A2	Sp1	Sp2	Su1	Su2
Specific/Prime Area	Marvellous Me!	Day and night/Let's Celebrate	Once upon a Time	Journeys	Living Things/ How things grow	Under The Sea/At The Seaside/People who help us
RE	Myself Welcome/Baptism	Celebrations Nativity	Gathering Growing	Good News	Friends	Our World
Big Question	Why am I precious?	What & why do we celebrate?	What gifts can we offer up to Jesus?	What is good news?	Why are good friends important?	What makes our world so wonderful?
Mantle of the Expert	<p>We are: The Marvellous Me Team</p> <p>Commission: To collect and celebrate everything that makes each child special, helping others understand what makes everyone unique and wonderful.</p>	<p>We are: Celebration Organisers</p> <p>Commission: To create a "Celebration Chest" filled with special items and stories about autumn, Diwali, and Christmas. Their job is to explore the seasons, learn about day and night, and discover how people celebrate around the world.</p>	<p>We are: Fairytale Problem-Solvers</p> <p>Commission: To use teamwork, creativity, and problem-solving skills to help fairytale characters solve their problems and ensure everyone lives happily ever after!</p>	<p>We are: Journey Helpers</p> <p>Commission: A team of experts who assist story characters in safely completing their journeys or finding their way home.</p>	<p>We are: Nature Explorers</p> <p>Commission: To protect and care for the living things around us. You will help animals, plants, and habitats stay safe and healthy, learn how they grow, and solve any problems they face.</p>	<p>We are: Earth Protectors</p> <p>Commission: To care for the environment and help people understand how to protect it. Their adventures involve solving problems caused by pollution, rescuing animals in need, and teaching others about conservation.</p>
Literacy	Books:	Books:	Books:	Books:	Books:	Books:
Communication and Language C&L						

	Engage in extended conversations about stories, learning new vocabulary.	Engage in extended conversations about stories, learning new vocabulary. Develops phonological awareness.	 <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some or all of their name.</p> <p>Understands the five key concepts about print.</p> <p>Retell stories-Story Map</p>	 <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some or all of their name.</p> <p>Understands the five key concepts about print.</p> <p>Retell stories-Story Map</p>	 <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some or all of their name.</p> <p>Understands the five key concepts about print.</p> <p>Retell stories-Story Map</p>	 <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Understands the five key concepts about print. Retell stories-Story Map</p>
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Phonics

The Floppy Phonics Programme focuses on **Phase 1 skills** through playful, experience-based learning to develop listening, sound discrimination, and early oral blending. Activities include exploring **environmental sounds, instrumental sounds, voice sounds, body percussion, rhythm and rhyme**, and **oral blending and segmenting**. Children engage in storytelling, vocabulary-building games, and creative play using Floppy's Phonics **Phase 1 books** to enhance language and comprehension. The emphasis is on **exposure and experience**, introducing alphabet awareness and phonics concepts informally, with no expectation for mastery. This provides a rich foundation for Reception.

Floppy's Phonics Book 1	Floppy's Phonics Book 2	Floppy's Phonics. Book 3	Floppy's Phonics. Book 4	Floppy's Phonics. Book 5	Floppy's Phonics. Book 6
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Writing Early steps mark making	<p style="text-align: center;">Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="311 1085 925 1348"> <p>I explore making marks, but I do not communicate meaning. Random scribbling.</p>  </div> <div data-bbox="925 1085 1422 1348"> <p>I draw basic pictures. I use lines to look like writing. Scribble writing Left to right direction</p>  <p>I begin to assign meaning.</p> </div> <div data-bbox="1422 1085 2150 1348"> <p>I write symbols and shapes that look like writing. I assign meaning to the marks</p> <p style="text-align: right;">Attempts to write name</p>  </div> </div>				
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Mathematics	Counting Colours	Number1 Number 2	Number 3 Number 4	Consolidate 1-5 Number 6	Sequencing	Number 1-5 What comes after?
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Master The Curriculum	Matching Sorting Shape What do you notice?	Subitising Dice pattern Numeral Pattern Consolidation	Number 5 Subitising Counting Numerals Pentagon Composition	Height and Length Mass Capacity 10's frame Consolidation	Positional Language More than/fewer than Shape 2D Shape 3D Consolidation	What comes before? Numbers to 5 Consolidation
Communication & Language	<i>Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, SCARF/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.</i>					
	Settling in activities and carpet times. Circle time to get to know each other and adults in the class - talking about their likes and dislikes Begin to develop conversation skills – listening and responding to others	Listen to stories and learn new vocabulary To develop conversation skills – listening and responding to others Talk about events they celebrate Circle time	Listen and pay attention to stories and learn new vocabulary related to topic To develop conversation skills – listening and responding to others Circle time	Listen and pay attention to stories and learn new vocabulary related to topic Begin to answer 'why' questions Circle time	Listen and pay attention to stories and learn new vocabulary related to topic To learn how to express our point of view, using words or actions Circle time	Listen and pay attention to stories and learn new vocabulary related to topic To talk about what's happening in a story, make predictions and discuss favourite parts Circle time
Physical Development GetSet4PE	Fundamentals Unit 1 & 2 Balance, run, jump, hop, change direction. Supporting others, safety, taking turns, co-operation	Dance Unit 1 & 2 Learning actions, dynamics & use of space. Collaboration. Confidence. Creativity	Gymnastics Unit 1 & 2 Shapes, balances, jumps, rocking, rolling, travel. Determination, confidence	Ball skills Unit 1 & 2 Roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick. Perseverance Co-operation.	Games Unit 1 & 2 Run, balance, change direction, throw, catch. Work safely, communication, co-operation.	Review of all skills and preparation for sports day
Personal, Social & Emotional Development Self-Regulation	Throughout the year children will work towards simple goals, being able to wait to wait their turn and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. * Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised				Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple	

	strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.				goals, being able to wait for what they want and control their immediate impulses when appropriate.	
Managing Self (including PSHCE programme units from SCARF)	New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rules and Routines. Supporting children to build relationships.	Getting on and falling out. How to deal with anger Emotions. Self-Confidence Build constructive & respectful relationships.	Good to be me. Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others	Relationships. What makes a good friend? Healthy me. Give children strategies for staying calm in the face of frustration. Talking about why we take turns, wait politely, tidy up after ourselves & so on.	Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Be confident to try new activities. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs.
Building Relationships	Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.				Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.	
Understanding The World Past & Present (History)	Begin to make sense of their own life story and history. Who is in my family? Commenting on photos of their family – naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family.	Links to festivals: Bonfire night, Diwali, Christmas and the history of these festivals.		How has transport changed over time? Show pictures of flight, trains, cars, bikes, boats have adapted through time.		Exploring the seaside now and in the past. Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now.
People, Culture & Communities (Geography)	Develop positive attitudes between different	Recognising different places in their local environment like home,	Lunar (Chinese) New Year – how is it celebrated?	Know that there are different countries in the world and talk about the differences they	Have an awareness of different animals around the world and different	People in the local community who help – Doctors, Nurses, Vets, Fire, Police, Ambulance.

	<p>people. Describing their environment around them. Exploring what makes a family. The varying members of a family unit.</p>	<p>our school, our church and Walkden Links to festivals: Bonfire night, Diwali Christmas. Christmas home role play. Cultural Events: Halloween (Trick or Treat), Bonfire Night, Christmas, Diwali, Remembrance</p>	<p>How is it different to New Year here? Celebrating our differences. Significant cultural events: Pancake Day Easter Mother's Day</p>	<p>have experienced or seen in photos. Look at the globe and maps.</p>	<p>fruits, foods and experiences.</p>	<p>Explain some similarities & differences between life in this country and life in other countries</p>
<p>The Natural World (Science)</p>		<p>Seasons – Autumn – differences and changes over time – weather, animals and plants.</p>	<p>Seasons – Winter – differences/changes over time – weather, animals & plants. Melting ice experiments. Comparing the Arctic (including animals) to local area. Exploring light and dark. Nocturnal animals – making sense of habitats. Which animals are nocturnal?</p>	<p>Seasons – Spring – differences and changes over time – weather, animals and plants. Transport- How things move- push pull- wheels Create opportunities to discuss how we care for the natural world around us.</p>	<p>Care and concern for living things. Life cycle of a caterpillar, tadpole and what happens to other animals Planting and finding out what a plant needs to grow Explore the natural world around them, making observations & drawing pictures of animals & plants. Observing mini-beasts. Looking after the caterpillars.</p>	<p>Seasons – Summer – differences and changes over time – weather, animals and plants. Exploring the differences between land and water. Know some similarities & differences between the natural world around them and contrasting environment. Introduce the children to recycling and how we can take care of our world.</p>
<p>Tinkology</p>	<p>What makes you, YOU? Can you use the tinker tray to show your unique face and the things that make you special</p>	<p>How can we use the tinker tray to create something special for a Nativity scene?</p>	<p>Can you design and create something to help the characters solve their problems or escape danger, using the best materials for the job? How will you test your idea and make it better?</p> <p>For example: In the Three Little Pigs: How can you design and build a strong house that will</p>	<p>Can you create transport that will keep our characters dry and safe from all weathers as they go on their adventures? How will we test them out to see if they work?</p>	<p>Can you make something to help animals, plants, or habitats stay safe and healthy? How can we solve problems like watering plants, feeding animals, or making safe homes?</p>	<p>How can we help keep our oceans, beaches, and animals safe? What can we design to help people protect the environment and care for the world around us?</p>

			keep the pigs safe from the wolf? In the Snow Queen: What can you create to help Gerda cross the river and find Kay?			
Expressive Arts & Design Creating with Materials	Manipulate and play with different materials. Clay hedgehogs Dough disco	Explore different materials using their senses Create a costume for the Mannequin using leaf prints. Transient art-Fallen treasures Diva Lamps. Rangoli Patterns using chalks and coloured sand. Remembrance Day poppies. Christmas art-cards, snowmen, Christmas baubles.	Winter snowflakes in all different forms Art with nature inspired by Andy Goldsworthy Lunar (Chinese) New Year Lanterns and artwork Listen to music & make up own dances in response. Kapow-Storytelling	Vincent van Gogh: Starry Night Discuss swirling skies as a "journey of the stars" and use finger painting or brushes to mimic swirling motions. Transport Collage: Create collages using cut-out shapes of cars, trains, boats, and planes. Use recycled materials like magazines, fabric, or scrap paper. Paint landscapes they might see on a journey, such as mountains, rivers, or the seaside. Footprints/transport prints that represent a journey Maps	Butterfly Symmetry Painting Painting bugs on rocks Collages Nature weaving- use small sticks and string to create simple looms, and weave natural materials like grass, flowers, and leaves.	Create a seaside in a jar Recycled Ocean Creatures-Use bottle caps, cardboard, and other recycled materials to create jellyfish, crabs, or sea turtles. Andy Warhol (Bright Colours)-Use bold colours and repeated patterns to create pop-art inspired fish or sea animals.
Being imaginative & expressive	Nursery rhymes Joining in with common nursery rhymes Small World-Autumn animals Role play-Home Corner Construction Poetry Basket	Nativity songs and hymns Joining in with common songs and rhymes Exploring instruments Role Play-Christmas Poetry Basket	Singing songs and nursery rhymes Role-play – home scene - Fairytale- Problem Solvers office Small world – Winter animals/Winter scene Dinosaurs	Singing songs and learning some familiar songs – Spring songs. Nursery Rhymes Role-play – Workshop Small world play – Farm Dinosaurs Home	Singing songs and learning some familiar songs – Role-play – Farm/Garden Shop Small world play – mini beasts Home	Nursery Rhymes Seaside/Sea songs. Create "underwater" sounds using percussion instruments (rain sticks, shakers, or drums).

			Poetry Basket Story Dough	Poetry Basket Story Dough	Dinosaurs Poetry Basket Story Dough	Sing ocean-themed songs like "A Sailor Went to Sea" or "Baby Shark." Role-play – under the sea. Office for Earth Protectors Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others Poetry Basket Story Dough
British Values	Mutual respect. We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance. Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law. We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty. We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy. We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	British Values. Fundamental British Values underpin what it is to be a citizen in a modern & diverse Great Britain valuing our community & celebrating diversity of the UK. Fundamental British Values are not exclusive to being British & are shared by other democratic countries.
ICT	Children have opportunities to use various ICT equipment during continuous provision including the class computer and iPad. During this time children are taught how to handle and use the equipment safely. They will use toys with moving parts. On/off switches, motors. We will also access drawing/animation on the iPads as & when appropriate.					