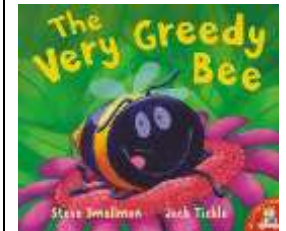
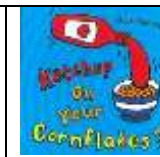
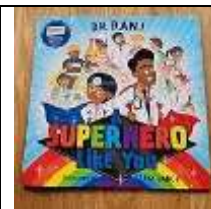
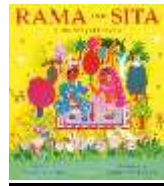


Nursery Curriculum Overview: 2025 - 2026

| Area of Learning | Autumn Term | | Spring Term | | Summer Term | |
|---|---|---|--|--|--|--|
| | 1 st half | 2 nd half | 1 st half | 2 nd half | 1 st half | 2 nd half |
| Theme | All About Me | Let's go/ Celebrations | Amazing Animals (incl. sea creatures) | Superheroes | Food, glorious, food | Magical mini beasts |
| Focus book and Weekly texts including Non-Fiction texts. (Texts are flexible as per children's interests) | <p>Focus Book for the half-term</p>  <p>Weekly Texts:</p>   | <p>Focus Book for the half-term</p>  <p>Weekly texts:</p>   | <p>Focus Book for the half-term</p>  <p>Weekly Texts:</p>    | <p>Focus Book for the half-term</p>  <p>Weekly Texts</p>   | <p>Focus Book for the half-term</p>  <p>Weekly Texts:</p>    | <p>Focus Book for the half-term</p>  <p>Weekly Texts:</p>   |



Other possible texts

Fox's favourite Autumn
Hello Autumn
Topic boxes from Harrow library service

Bon fire night
Non-fiction texts on different modes of transport
Topic boxes from Harrow library service

The noisy jungle
Chinese New Year
To share a shell
Non-fiction texts on animals.
Topic boxes from Harrow library service

Don't touch that flower
Non-fiction texts on Spring
Topic boxes from Harrow library service

Jack and the beanstalk
Topic boxes from Harrow library service

Non-fiction text on bugs, Summer and sun safety
Topic boxes from Harrow library service

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Listening, Attention and Understanding. Speaking

Regular and repeated story telling sessions, role play, hot seating, nursery rhymes, quality interactions with children by adults, circle time, stimulating reading and role play areas and enhanced provision based on children's interests.

| | | | | | |
|--|--|---|---|--|--|
| <ul style="list-style-type: none"> • Begin to talk about themselves and their families. • Begin to talk about what they did at home with their family. • Begin to name common classroom objects. • Listen carefully and follow a simple instruction with adult support. • Listen to stories and begin to name some characters. • Listen and respond to | <ul style="list-style-type: none"> • Begin to listen carefully during carpet sessions and respond to simple questions. • Begin to listen carefully and follow simple instructions with increased independence. • Begin to respond to questions using a simple sentence. • Begin to name some objects in the classroom. • Begin to distinguish between different sounds. | <ul style="list-style-type: none"> • Begin to use some new vocabulary taught in class. • Listen to and begin to follow 2-part instructions. • Sequence some pictures from a well-known story and retell the key events in their own words. • Express themselves using simple sentences. | <ul style="list-style-type: none"> • Repeat refrains from familiar stories. • Increasingly listen to and follow 2-part instructions. • Increasingly use new vocabulary taught in class. • Begin to express themselves using some complex sentences. | <ul style="list-style-type: none"> • Talk about their needs and wants. • Begin to use language to describe an event or experience. • Begin to engage in continuous conversation with peers and adults. • Increasingly listen to and follow 2-part instructions. • Begin to comment on what they have heard. | <ul style="list-style-type: none"> • Beginning to talk about likes and dislikes. • Use appropriate vocabulary to describe an event or experience. • Begin to engage in continuous conversation with peers and adults. • Confidently follow 2-part instructions. • Name common classroom objects. • Begin to answer simple 'why' questions. |
|--|--|---|---|--|--|

| | | | | | | |
|--|---|---|---|---|--|--|
| | environmental sounds. <ul style="list-style-type: none"> Listen to rhymes and begin to join in. | | | | | |
| Personal, Social and Emotional Development | <p><i>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</i></p> | | | | | |
| Managing feelings Building Relationships Self-Regulation Children are provided consistency in routines and transition to support self-regulation. Visual timetable, feelings posters, books, regular circle time, modelling, and social stories are all available to develop PSED. | <ul style="list-style-type: none"> Learn how to separate from main carer. Begin to familiarise with the new environment. Begin to understand rules of play - share toys and take turns. Begin to manage personal needs- dressing, toilet | <ul style="list-style-type: none"> Comfortably separate from main carer. Begin to develop the confidence to access a range of resources in the environment. Learn how to share resources and take turns with adult support. Develop the confidence to | <ul style="list-style-type: none"> Begin to speak to adults and peers about feelings. Begin to gain confidence in asking adults for help. Begin to look for resources that they need. Able to wait for their turn and can share resources with peers. | <ul style="list-style-type: none"> Show understanding of class routines and begin to understand class rules with adult support. Begin to show an awareness of the feelings of others. Begin to play in a group and | <ul style="list-style-type: none"> Talk about their feelings and show an understanding of the class rules. Develop an interest in trying new activities. Able to play in a group and keep play going with their peers | <ul style="list-style-type: none"> Share toys fairly and begin to resolve conflict without adult intervention. Show interest in trying new activities and challenging tasks. Talk about themselves in positive terms and enjoy praise from adults in the setting. Know that some foods are healthy, |

| | | | | | | |
|--|--|--|---|---|--|---|
| | <ul style="list-style-type: none"> and eating independently. • Begin to talk about feelings. | <ul style="list-style-type: none"> take care of their personal needs and begin to talk about wants and needs. | <ul style="list-style-type: none"> • Help with tidying up tasks. • Show good listening skills during carpet time. | <ul style="list-style-type: none"> can keep play going by extending play ideas. • Begin to talk positively about themselves and welcome praise from others. | <ul style="list-style-type: none"> most of the time. • Can adapt to change and can talk to unfamiliar adults in the setting. • Begin to understand the effects of healthy food on their bodies. | <ul style="list-style-type: none"> and some are not and can make the right eating choices. |
|--|--|--|---|---|--|---|

Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

| | | | | | | |
|--|--|--|---|--|--|--|
| <p>Gross Motor</p> <p>Fine Motor</p> <p>Children are provided with lots of</p> | <ul style="list-style-type: none"> • Learn to take off their coat and school jumper with adult support. • Hold child friendly scissors | <ul style="list-style-type: none"> • Begin to take off and wear their coat and school jumper independently. • Continue to hold the scissors make | <ul style="list-style-type: none"> • Dress independently. • Begin to hold writing tools with a good grip to mark make. • Move their body | <ul style="list-style-type: none"> • Use the scissors to cut zig-zag lines. • Increasingly hold a pencil correctly and use it with | <ul style="list-style-type: none"> • Jump off an object and land safely. • Begin to hold a pencil using the tripod grip. | <ul style="list-style-type: none"> • Move their body in a range of different ways and can begin to negotiate space. • Hold a pencil using the tripod grip and begin to form letters. |
|--|--|--|---|--|--|--|

| | | | | | | |
|--|--|--|---|--|---|--|
| <p>activities to develop their fine motor and gross motor skills. Playdough, threading, cutting tools, puzzles, nursery climbing equipment, balls, scoops etc. are all available within the provision to support Physical development.</p> | <p>and begin to make snips in the paper.</p> <ul style="list-style-type: none"> • Climb on Nursery equipment in the outdoor area. • Make big circles with chalk or other tools. • Begin to thread beads and other objects. • Fit puzzle pieces with increased accuracy | <p>snips in paper more confidently.</p> <ul style="list-style-type: none"> • Use their dominant hand to copy drawing some circles and other shapes with chalk or other mark making tools. • Confidently thread beads and other objects. • Begin to mark make using different writing tools. | <p>in a variety of ways (roll, jump, hop etc)</p> <ul style="list-style-type: none"> • Use the scissors to cut in a straight line. • Carry a few objects confidently around the classroom. • Deftly fit puzzle pieces. | <p>good control.</p> <ul style="list-style-type: none"> • Move their body in a variety of ways (roll, jump, hop etc) • Run around safely most of the time. | <ul style="list-style-type: none"> • Draw and colour recognisable images using different mark making tools. • Catch a large ball. | <ul style="list-style-type: none"> • Run safely in the outdoor area. • Begin to balance on playground equipment. |
|--|--|--|---|--|---|--|

| | |
|------------------|---|
| <p>PE</p> | <p>Continue to develop their movement, balancing and ball skills. • climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements. • 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>Supporting Physical Development via Leap into action lessons plans</p> | <ul style="list-style-type: none"> • <i>Settling down</i> | <ul style="list-style-type: none"> • <i>To walk in a variety of directions and to a variety of speeds.</i> • <i>To move in a variety of tempos.</i> • <i>To develop a knowledge of the body parts and how they move.</i> • <i>To develop connections</i> | <ul style="list-style-type: none"> • <i>To bend and straighten knee with balance and core stability. Progress from 2 feet bend and balance to one foot with stabiliser.</i> • <i>To move to a variety of tempos.</i> • <i>To move arms and</i> | <ul style="list-style-type: none"> • <i>To develop isolated upper and lower body strength.</i> • <i>To move cross-laterally using large space and equipment.</i> • <i>To move at different levels and produce body</i> | <ul style="list-style-type: none"> • <i>To develop body shape needed for a squat.</i> • <i>To step sideways using various stride length.</i> • <i>To step sideways over obstacles.</i> • <i>To walk in different</i> | <ul style="list-style-type: none"> • <i>To bend and curl isolated body parts.</i> • <i>To move forwards, backwards, sideways, in between, in front of and behind.</i> • <i>To investigate the difference between fast and slow through a range of movements- travelling and static.</i> |
|--|--|--|---|---|--|--|

between body parts.

- *To roll a ball in a set direction.*
- *To trap a ball when receiving.*
- *To crouch before jumping horizontally and vertically.*

legs, focusing on body shape.

- *To move arms and legs, focusing on body movement.*
- *To use hands to stop a variety of objects.*
- *To use arms and body to scoop and trap.*
- *To jump from one foot to two feet and two feet to one: join movements together.*

shapes that are high, medium and low.

- *To copy a movement sequence that develops a change in levels.*
- *To release a piece of equipment from hands and feet away from body.*
- *To push away from and pull towards the body.*

directions.

- *To follow a variety of pathways- straight, twisting, zigzag. To follow another person*
- *To discover different ways to travelling along the pathways.*
- *To push a ball away from the body using feet.*
- *To hit a ball away from the body using feet.*
- *To roll sideways.*
- *To roll with a stretched and curled body.*
- *To rock and roll continuously.*

- *To follow instructions when moving fast/slow and to change the speed of the action accordingly.*
- *To use different parts of the body to stop and trap an object.*
- *To straighten and tighten isolated body parts.*
- *To twist and turn isolated body parts and the trunk, keeping feet static. Vary levels.*

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Comprehension Word reading Writing

Foundations of Phonics (Little Wandle) all through Nursery

Children are exposed to books daily and each week they share a story with their play partner in the Nursery. Children learn new vocabulary through books and quality interactions and other activities like show and tell, talk homework, role play

- Phonics- Rhyme time
- Listen to stories in small groups and whole class setting.
- Begin to talk about the characters in the story.
- Understand how to use a range of mark making resources.
- Begin to differentiate between different sounds in the environment.
- Join in with nursery rhymes.
- Begin to clap their names.

- Phonics- Rhyme time and Tuning into sounds
- Listen to stories with increased attention.
- Begin to recognise their name on the name peg.
- Use a number of mark making tools to mark make.
- Increasingly begin to differentiate between different sounds in the environment.
- Begin to answer some simple questions about the story.
- Begin to join in with repetitive refrains in stories.
- Begin to look at books while holding them

- Phonics- Rhyme time and Tuning into sounds
- Copy repeated refrains in the story.
- Begin to name characters in the story.
- Give meaning to the marks they make.
- Begin to sequence stories and talk about them.
- Begin to use newly learnt vocabulary.
- Begin to talk about illustrations in a book.
- Begin to answer story questions with increased confidence.

- Rhyme time and Tuning into sounds
- Begin to hear initial sounds in words.
- Begin to make recognisable marks with writing tools and talk about what they have made.
- Begin to retell and sequence familiar stories.
- Begin to orally sound and blend words.
- Begin to make predictions when listening to stories.
- Look at familiar story books and begin to narrate the

- Rhyme time and Tuning into sounds
- Listen and retell a familiar story in their own words.
- Identify characters and answer simple story questions.
- Begin to show confidence in making predictions in a story.
- Give meaning to marks they have made.
- Hear initial sounds in words.
- Hold a pencil using the tripod grip more

- Rhyme time and Tuning into sounds
- Listen to and join in with a range of nursery rhymes.
- orally blend sounds in words more confidently.
- Begin to hear all sounds in CVC words.
- Hold a pencil using the tripod grip.
- Begin to write their name independently.
- Look at books independently talk about what they observe.
- Begin to use newly learnt vocabulary from stories while narrating stories.

| | | | | | | |
|--|---|--|--|---|--|---|
| <p>etc. Children are also provided opportunities to mark make and give meaning to their creations.</p> <p>Themes - Including Traditional stories, non-fiction texts and texts chosen as per children's interests.</p> | | correctly. | | story in their own words. | confidently. <ul style="list-style-type: none"> • Begin to copy letters from their name. • Begin to talk about similarities and differences. | |
| <p>Mathematics</p> | <p><i>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</i></p> | | | | | |
| <p>Number Numerical Patterns</p> | <ul style="list-style-type: none"> • Look at the visual timetable and understand class routines. • Sing number songs. • Copy drawing | <ul style="list-style-type: none"> • Begin to compare and describe quantities using mathematical vocabulary (more and fewer) • Count up to 5 | <ul style="list-style-type: none"> • Begin to count to 10 in order. • Show numbers up to 5 on fingers. • Begin to count objects more than 5 with 1 to 1 | <ul style="list-style-type: none"> • Begin to count up to 10 objects using 1 to 1 correspondence. • Compare | <ul style="list-style-type: none"> • Begin to Subitise up to 5 objects. • Begin to show one way of making a | <ul style="list-style-type: none"> • Solve addition problems practically, using objects. • Begin to show awareness of number composition e.g. 2 and 2 makes 4 |

| | | | | | | |
|---|---|---|--|--|--|--|
| <p>Story Books involving number and amounts, number songs, practical activities in the provision, visuals to aid subitising, manipulatives for children to explore and activities involving problem solving in Maths.</p> | <p>some shapes.</p> <ul style="list-style-type: none"> • Sing days of the week songs. • Sort objects by shape/colour/size • Count to 5 saying number names in order. | <p>objects using 1 to 1 correspondence.</p> <ul style="list-style-type: none"> • Recognise numbers up to 5. • Begin to Subitise up to 3 objects. • Begin to complete a repeated pattern. • Begin to use vocab relating to size. • Sing number songs. | <p>correspondence.</p> <ul style="list-style-type: none"> • Begin to use positional language e.g. on, under, behind. • Begin to name common 2d shapes: square, triangle, circle and rectangle. • Recognise numbers to 5 and begin to match number to quantity. • Use vocabulary of size e.g. big, small, tall, short | <p>amounts (more and fewer)</p> <ul style="list-style-type: none"> • Begin to use mathematical language to describe weight. • Name common 2d shapes: square, triangle, circle and rectangle. • Begin to identify objects in the classroom to represent common 2d shapes. • Begin to count and recognise numbers to 10. | <p>number on their fingers e.g. 2 and 1 make 3.</p> <ul style="list-style-type: none"> • Begin to add 2 groups of objects to find the total. • Talk about class routines- what will happen next. • Begin to understand some mathematical vocabulary e.g. altogether, take away. • Begin to show understanding of ordinality and cardinality. | <ul style="list-style-type: none"> • Use mathematical language to begin talking about and comparing size, length and weight. • Begin to use positional language to describe how objects are placed. • Show greater confidence in completing a repeating pattern and talking about it. • Begin to use vocabulary related to capacity i.e. full, empty, half full. |
| <p>Understanding the World</p> | <p><i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</i></p> | | | | | |

**The Natural World
People, Culture
and
Communities
Past and
Present**

Regular circle time to provide opportunities to talk and use new vocabulary. Learn through rhymes, songs and small world activities like doll house, Farm and jungle scenes etc. for children to explore familiar and contrasting environments.

- Talk about the people in my family.
- To explore the classroom and different learning areas. Also learn about class routines through visual timetables.
- To learn about Black History month and Africa through books and art.
- Explore how they have changed since they were babies.
- To learn about parts of the body through songs and rhymes.
- Learn about seasons through Autumn walks, objects etc. (leaves falling and changing colour)

- Learn about different festivals and celebrations (Diwali and Christmas)
- Learn about where different festivals are celebrated e.g. Diwali in India etc.
- Begin to talk about celebrations within their home and communities.
- Begin to observe seasonal changes- Winter (freezing temperature, trees without leaves etc.)
- Talk about how they travel to school and what they see on their way to school. (Houses, shops, buildings, modes of transport)

- Recount what they did over the Christmas holiday.
- Learn about the Chinese New Year celebrations and country of origin. Look at China on the world map.
- Understand that people may belong to different countries and faith and have a sense of respect for everyone.
- Begin to describe their home and their immediate surroundings e.g. shops and parks near their homes.
- Learn about farm and jungle animals, birds and fish.
- Learn about where animals live and begin to observe similarities and differences in habitats.
- Identify the sounds that

- Explore the school grounds to get an understanding of the school environment.
- Begin to identify different occupations. (hairdressers, firefighters etc.)
- Learn about Easter.
- Begin to identify and talk about similarities between different religious celebrations.
- Learn about seasons- Spring (blossoms on trees, tulips and daffodils)
- Learn about Mother's Day and make cards.

- Name the different parts of the human body and what are the functions of each body part.
- Explore what they observe in their natural environment during day and night (e.g., the sun, stars, moon etc.)
- Recount and share what they did over the Easter holidays.
- Learn about where food comes from.
- Begin to talk about the things that plants need to grow.
- Plant seeds and observe what happens.

- Explore some simple maps and begin to understand the purpose of maps.
- Learn about Summer and the changes they observe in the environment. (warmer days, lighter clothes)
- Learn about how to stay safe in the sun.
- Look at habitats of mini beasts and begin to use investigational skills.
- Identifying fruits and vegetables and how they keep us healthy. Also learning about healthy habits like washing hands before eating and cooking.
- Exploring butterflies.

| | | | | | | |
|---|---|---|--|---|---|--|
| | | | different animals make and talk about the similarities between them. | | | |
| General learning throughout the year. | <ul style="list-style-type: none"> • Through interactions talking about what they did yesterday, last week, last year. • Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's - throughout the year. • Learning about the family traditions of children in class from different cultural backgrounds. <p>Learning Feedback times - talking about learning from the previous day / week. Looking at timelines and also talking about learning done in Floor books.</p> | | | | | |
| Expressive Arts and Design | <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> | | | | | |
| Creating with Materials Being Imaginative Children are provided with opportunities to express themselves using a range of media and materials. The are able to experiment | <ul style="list-style-type: none"> • Make Self-portraits/ family portraits. • Design a birthday card. • Sing my favourite nursery rhymes. • Use some mark making tools to draw and colour. • Make models with recyclable materials. • Sing Nursery rhymes. • Explore musical instruments. | <ul style="list-style-type: none"> • Make cars, buses etc. with recyclable materials. • Make Christmas cards for my family. • Make Rangoli patterns. • Make firework pictures. • Make a diva lamp. • Begin to describe textures. • Sing songs in different languages. • Make salt dough | <ul style="list-style-type: none"> • Use different materials to create a picture or a model. • Pretend play in the role play area. • Make animal masks. • Use ipads to complete art activities. • Move like different animals. • Imitate animal sounds. • Create homes for animals with | <ul style="list-style-type: none"> • Copy dance movements during whole class dancing sessions. • Explore mixing primary colours to make new secondary colours. • Describe textures- hard, soft, smooth etc. • Participate in Superhero day. | <ul style="list-style-type: none"> • Act out a story using repeated refrains. • Explore a range of media - printing, painting, and collage. • Make models with recyclable materials. • Make paintings with natural colours e.g. | <ul style="list-style-type: none"> • Sing songs taught in the nursery. • Make models with resources in the Nursery. • Use their imagination to create with loose parts. • Make stick puppets and masks to act out a story. • Make minibeasts with different materials. • Make homes for mini beasts. • Print with blocks. |

| | | | | | | |
|---|--|--|--|---|--|--|
| <p>with colours, they create with colours, paints, chalks, construction materials and express themselves through musical instruments, dancing, singing and role play.</p> | | <p>ornaments to decorate the class Christmas tree.</p> <ul style="list-style-type: none"> • Sing Christmas carols. • Use their imaginations to create with seasonal objects e.g. conkers, acorns, pinecones etc. | <p>different resources.</p> <ul style="list-style-type: none"> • Use ipads to complete art activities. • | <ul style="list-style-type: none"> • Use their imaginations to create with seasonal objects e.g. spring flowers, Straw etc. • Use ipads to complete art activities. • Make Moth's day cards. | <p>colours from flowers and fruits.</p> <ul style="list-style-type: none"> • Use ipads to complete art activities. | <ul style="list-style-type: none"> • Use ipads to complete art activities. |
| <p>Art & D&T</p> | <p><u>Junk Modelling: Hibernating boxes</u> (Seasonal project)</p> <p>Children learn what it means for an animal to hibernate and design a hibernating box for a hedgehog, using boxes from the junk modelling area and different natural resources: leaves, twigs, grass.</p> | <p><u>Christmas Craft: Salt Dough Decorations</u></p> <p>Manipulating salt dough and using a range of tools to create a Christmas decoration, such as a star, bauble, Christmas tree.</p> | <p><u>Chinese fans</u></p> <p>Using paper plates and lollypop sticks, children design and make their own Chinese fans.</p> | <p><u>Easter Craft: Egg Threading</u></p> <p>Applying skills in threading wool; making choices about patterns and colours; creating hanging Easter decorations</p> | <p><u>Textiles: Flower threading</u> (Seasonal projects)</p> <p>Using a range of tools and techniques, pupils create their own flower threading pattern and complete it using coloured wool.</p> | <p><u>Summer Craft: Salt Painting</u></p> <p>Painting imaginative designs with salt; experimenting with colour and texture; describing the processes they have used.</p> |

**Musical
Development
via Music
Express**

Special People
Beat and Tempo
PSED
(Hello)

Going Places
High and Low
C&L
(The three bears)

Stories and Sounds
Structure
L
(Copycat sounds)

Our Senses
Timbre
EA&D
(Soundwall)

Going Places
High and Low
C&L
(Jack-in-the-box)

Stories and Sounds
Structure
L
(Jamaquack jive)

Going Places
High and Low
C&L
(Noah)

Growth and Change
Loud and Quiet
PD
(Winter)

Our Senses
Timbre
EA&D
(Clocks)

Stories and Sounds
Structure
L
(Colourful creatures)

Special People
Beat and Tempo
PSED
(Happy New Year -
Chinese New Year)

Working World
Texture
UTW
(Our town)

Moving Patterns
Structure
M
(Minibeasts)

Stories and Sounds
Structure
L
(Sing me a story)

**Growth and
Change**
Loud and Quiet
PD
(Storm)

Working World
Texture
UTW
(Farm time)

**Stories and
Sounds**
Structure
L
(Rock Candy)

Moving Patterns
Structure
M
(All aboard)

Working World
Texture
UTW
(Light)

Going Places
High and Low
C&L
(Mousie Brown)

Computing

Children recognise that a range of technology is used in places such as homes and schools such as computers, mobile phones, tablets, TVs and microwaves. They select and use technology for purposes such as tablets and toy phones and tills for imaginary play. Children use apps like busythings and top marks Maths to complete tasks on ipads.

**Enriching
Experiences**
(Adapted as per
children's interests)

Sound walks-
Environmental
sounds -Elephant
ears

Cooking-
Gingerbread men
Circus skills
workshop.

Cooking-
shortbread
biscuits
Chicks in school

Cooking-
pancakes
Easter nests.

Cooking-
fruit salad
Sandwiches

Farm visit

Partnership with Parents

Parental engagement is a key priority at Kenmore Park Infant and Nursery, and we endeavour to involve parents at every stage of their child's learning. Stay and play sessions are organised for children prior to them starting Nursery and home visits are scheduled so educators get an in-depth knowledge of the child's needs and interest. This helps them to tailor the curriculum as well the environment to the requirements of the cohort. Parents are regularly invited for workshops so that they can support their children better at home. We use class dojo to communicate regularly with parents and this has proved to be an effective platform to send homework, messages and also to share children's work and WOW moments. This results in an amazing home school partnership which hugely benefits the child.