



Park View Primary School

Curriculum Overview for Nursery



PSED - developing the whole child and modern British values

- Play and share with others
- Increasingly follow rules, understanding why they are important
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying hands
- Show more confidence in new social situations
- Find a solution to conflict
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'
- To have the confidence to try new things.

Literacy		Communication and Language		Computing	Physical Development	
Word Reading <ul style="list-style-type: none"> • Recognise their own name • Develop their phonological awareness spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother • Hold a book, turn the pages and indicate an understanding of pictures and print 	Writing <ul style="list-style-type: none"> • Ascribe meaning to marks (signage). • Grip using five fingers or preferably two fingers and thumb for control. • Start to form identifiable shapes/letters. Comprehension <ul style="list-style-type: none"> • Through discussion, talk about the book, including the characters and what might happen next 	<ul style="list-style-type: none"> • Build good relationships with adults and peers. • Know when they need to ask for help and be confident to do so. • Engage in meaningful role-play, which reflects their experiences and interests. • Be able to talk about their plans and show willingness to alter their plans to achieve their goal. • Be able to listen to and join in with a range of stories. • Be able to listen to and join in with a range of songs, rhymes and poems. • Understand and use storybook language and understand the structure of stories. • Develop a widening vocabulary based on their experiences and interests. • Begin to understand and ask "how" and "why" questions. 		<ul style="list-style-type: none"> • Playing games on the interactive whiteboard 	<ul style="list-style-type: none"> • Develop movement; riding bikes/scooters/ trikes and ball skills. • Use alternative feet to go up and down steps. • Take part in group and team activities. • Remember sequences and patterns of movements relating to music and rhythm. • Shows a preference for a dominant hand. • Beginning to become independent with dressing and undressing themselves. • Collaborate with others to move objects and items safely. 	
Mathematics		Expressive Arts and Design		Understanding the World		R.E.
Number <ul style="list-style-type: none"> • Subsidising • Recite numbers past 5. • Say one number for each item in order: 1, 2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems Compare quantities using language: 'more than', 'fewer than'. • Solve real world mathematical problems with numbers up to 5. 	<ul style="list-style-type: none"> • Be able to listen to and join in with a range of stories. • Be able to listen to and join in with a range of songs, rhymes and poems. • Understand and use storybook language. • Understand the structure of stories. • Develop a widening vocabulary based on their experiences and their interests. • Develop their physical skills to manipulate tools and equipment with control and to begin to move with control. 		<ul style="list-style-type: none"> • Begin to make sense of own life story and family history. • Shows interest in different occupations. • Explores how things work. • Develop positive attitudes about the differences between people. • Knows there are different countries in the world. • Talk about the differences they have experienced or seen in photos. • Using their senses to explore the world around them. • Plant seeds and care for growing plants • Begin to respect and take care for the environment and living things. • Explore and talk about different forces • Talk about the differences between materials and changes they notice. 		<ul style="list-style-type: none"> • Continue to follow locally-agreed syllabus for RE • See RE LTP (separate document) 	
Curriculum Themes:				Music		
<ul style="list-style-type: none"> • All about me • Winter Wonderland • Dinosaurs • Bricks and Mortar • Growing/Mini-Beasts • Pirates and Mermaids 				<ul style="list-style-type: none"> • Experience using a range of art, Design & technology, dance and musical techniques. • Listen to and join in with songs, rhymes and poems. • Feel the beat in music and tap along. • Develop a good posture for singing and begin to breathe correctly. 		