



Nursery Curriculum Overview- Cycle 2

	Autumn 1 This is me!	Autumn 2 Somewhere over the rainbow	Spring 1 Run run as fast as you can...	Spring 2 Hop, spring and a jump	Summer 1 Ahoy there!	Summer 2 Rumble in the jungle
RE	Myself Welcome	Birthdays	Celebrating Gathering	Growing	Good News Friends	Our World
Caritas	The dignity of the human person	Family and Community	Rights and responsibilities	Option for the poor and vulnerable	Solidarity and the common good	Stewardship The dignity of work
PD - (Carried out through cross curricular activities)	Dough disco	Dough disco	Dough Disco	Squiggle while you wiggle Pencil hold Scissor skills- snips	Squiggle while you wiggle Pencil hold Scissor skills- snips	Squiggle while you wiggle Pencil hold Scissor skills- snips
CL & Literacy Books that link to termly theme, other areas of learning and children's interests.	<p>Fiction- Pirate Pete Starts Nursery Maisy goes to Nursery Spot loves Nursery Princess Polly- I am starting nursery Georges first day at preschool Not a stick</p> <p>Non Fiction- Our town, shops, houses, in the home</p> <p>Poetry- Miss Polly had a dolly, Jack and Jill, If your happy and you know it</p>	<p>Fiction- Rama and Sita- Diwali Elmer Maisy's Colours Maisy's Rainbow The Rainbow Fish Nativity Stanley Stick The day the crayons quit</p> <p>Non- Fiction- Colours, the rainbow, weather</p> <p>Poetry- 5 green bottles, Little miss muffet, Twinkle twinkle little star</p>	<p>Fiction- The Gingerbread man, Goldilocks and the three bears</p> <p>Stuck</p> <p>Non Fiction- Chinese New Year</p> <p>Poetry- 5 little teddy bears- (monkeys), Its raining its pouring, 10 fat sausages</p>	<p>Fiction- Rabbits don't lay eggs, We're going on an egg hunt, Peppa's Easter egg, Hello Beaky</p> <p>Non Fiction- The seasons, animals and their young,</p> <p>Poetry- 5 little speckled frogs, Humpty dumpty, Head shoulders, knees and toes</p>	<p>Fiction- Mrs Pirate, Pirates love underpants, 10 little pirates,</p> <p>Non Fiction- Boats, ships, the ocean, countries</p> <p>Poetry- The wheels on the bus,</p>	<p>Fiction- Rumble in the Jungle, That's not my monkey</p> <p>Non Fiction- Jungle animals, the jungle/rainforests</p> <p>Poetry- 5 little monkeys</p>
Maths	<p>Number: Begin to organise and categorise objects. Says counting words randomly and then in order. Selects a small number of objects from a group when asked, 'give me 1/2' Recites some number names in sequence.</p>		<p>Number: Creates and experiments with symbols and marks representing ideas of numbers. Begins to make comparisons between and use the language of quantities. Uses some number names and number language spontaneously and sometimes recites some numbers in order.</p>		<p>Number: Uses more language of quantities such as, 'more' or 'a lot'. Knows that a group of things changes in quantity when something is added or taken away. Uses some number names accurately in play. Recites numbers in order to 10. Sometimes matches numeral and quantity.</p>	



	<p>Shape, space & Measure: Attempts, sometimes successfully to fit shapes into spaces on insert boards or jigsaw puzzles. Uses blocks to create their own simple structures and arrangements. Enjoys filling and emptying containers. Begins to use the language of size.</p>		<p>Shape, space & Measure: Notices simple shapes and patterns in pictures. Begins to categorise objects according to properties such as shape or size. Begins to use the more language of size. Understands some talk about immediate past and future, for example 'before, later or soon'.</p>		<p>Shape, space & Measure: Anticipate specific time based events, such as meal and home times. Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows an awareness of shapes in the environment. Begins to use positional language.</p>	
UW/EAD	Songs, rhymes, pictures, models, food, investigations, inquiries and explorations linked to the theme.	Songs, rhymes, pictures, models, food, investigations, inquiries and explorations linked to the theme.	Songs, rhymes, pictures, models, food, investigations, inquiries and explorations linked to the theme.	Songs, rhymes, pictures, models, food, investigations, inquiries and explorations linked to the theme.	Songs, rhymes, pictures, models, food, investigations, inquiries and explorations linked to the theme.	Songs, rhymes, pictures, models, food, investigations, inquiries and explorations linked to the theme.
Science	Not a stick- Similarities and differences	The day the crayons quit- Colour investigation	Stuck- Properties of materials	Hello Beaky- Habitats	Floating and sinking	Who lives in the jungle?
Design Technology and Art	Leaf printing	Constructions- Make a Diva lamp from clay Colour mixing	Bake gingerbread men	Moving egg card	Make a pirate hat	Paper plate monkey
Computing	Uses technological toys	Uses technological toys	Uses technological toys	Uses age appropriate computer software	Uses age appropriate computer software	Uses age appropriate computer software
Role Play As the role play areas are designed around the children's interests and fascinations these role play areas are only a guide.	Home corner Outside- Imagination station	Home corner Outside- Imagination station	Home corner Outside- Imagination station	Home corner Outside- Imagination station	Home corner Outside- Imagination station	Home corner Outside- Imagination station
Continuous Provision	Children need active learning through hands-on, play-based activities this is called continuous provision. Continuous provision enables children to explore recent learning, practice new skills, and follow their own interests. Teachers are able to enhance the continuously offered activities to make links to adult-initiated and adult-directed, focused sessions. This combination gives the children plenty of opportunities to practice and improve skills, knowledge and confidence in active, independent learning.					

Please Note: These topics and themes are subject to change weekly depending on the children's interests; this overview is used as a guide for Reception Class Staff to ensure all the children cover each objective from the Early Years Curriculum.