













FS1 - Curriculum Coverage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Main Themes</p> <p><i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i></p>	<p>Me and My Community</p>  <p>PSED Project</p> <p>This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. This project also teaches how people in their family, school and local community can help them.</p>	<p>Once Upon a Time</p>  <p>Literacy Project</p> <p>This project supports children to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales.</p>	<p>Starry Night</p>  <p>Understanding the World Project</p> <p>This project explores the differences in the world at night compared to during the day. It helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals.</p>	<p>Dangerous Dinosaurs</p>  <p>Understanding the World Project</p> <p>This exciting project teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today.</p>	<p>Sunshine and Sunflowers</p>  <p>Understanding the World Project</p> <p>This project provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment and how to stay safe in the sun.</p>	<p>Big Wide World</p>  <p>Understanding the World Project</p> <p>This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.</p>
<p>Key Vocabulary</p>	<p>Auntie, community, emergency services, family, firefighter, friend, help, key worker, nurse, grandparent, paramedic, police officer, rules, uncle.</p>	<p>Bear, castle, Cinderella, fairy, godmother, goat, king, fairy tale, prince, princess, queen, wicked, stepmother, story, troll, wolf, woodland.</p>	<p>Badger, bat, bedtime, dark, daytime, Earth, emergency services, fox, light, Moon, nighttime, nocturnal, owl, planet, sleep, stars, sun.</p>	<p>Carnivore, crocodile, dinosaur, diplodocus, extinct, fossil, herbivore, insect, palaeontologist, reptile, prehistoric, shark, stegosaurus, triceratops, turtle, tyrannosaurus, velociraptor.</p>	<p>Air, animal, antennae, butterfly, flower, insect, leaf, leg, petal, plant, root, shell, soil, stem, sun cream, sunflower, sunglasses, sun hat, sunlight, water, warmth, wing.</p>	<p>Aeroplane, boat, desert, animal, bus, land, car, Earth, forest, globe, habitat, map, mountain, ocean, river, plant, sea train, weather, travel, woodland</p>
<p>Companion Themes</p> <p><i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i></p>	<p>Exploring Autumn</p>  <p>Understanding the World Project</p> <p>This project teaches children about the natural changes that happen during the season of autumn, including how wild animals prepare for winter.</p>	<p>Sparkle and Shine</p>  <p>PSED Project</p> <p>This project teaches children about the celebrations that take place during the autumn and winter seasons, and focus on the significance and symbolism of light at this time of year.</p>	<p>Winter Wonderland</p>  <p>Understanding the World Project</p> <p>This project teaches children about the changes that happen during winter. It also explores places that have snow all year round and the types of animals that live there.</p>	<p>Puddles and Rainbows</p>  <p>Understanding the World Project</p> <p>This project teaches children about the weather and allows them to explore rainbows. It supports them to explore colour in the natural world.</p>	<p>Shadows and Reflections</p>  <p>Understanding the World Project</p> <p>This project teaches children about natural phenomena, including shadows, reflections and echoes. They explore how shadows are formed and how they can change.</p>	<p>Splash!</p>  <p>Understanding the World Project</p> <p>This project teaches children about water, including floating and sinking, freezing and melting, and why it is important for living things to stay hydrated.</p>
<p>Key Vocabulary</p>	<p>Acorns, autumn, conkers, fox, harvest, hedgehog, pine cones, pumpkins, hibernate, leaves, season, spider, squirrel, wild animal, woodland.</p>	<p>Autumn, candle, Christmas, celebration, diva lamp, Diwali, family, gift, lantern, winter.</p>	<p>Antarctic, Arctic, freeze, frost, ice, season, icicle, night, plant, snow, tree, weather, winter.</p>	<p>Blue, cloud, green, hail, orange, purple, rain, rainbow, red, season, sleet, snow, spring, sun, wind, yellow.</p>	<p>Bounce, echo, reflection, shadow, shiny, smooth, dark, light, opaque, mirror, symmetrical, transparent.</p>	<p>Cold, drink, container, Earth, float, freeze, ice, lake, liquid, melt, pour, river, sea, sink, solid, warm, water.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Festivals and Events	Autumn Birthdays Harvest Halloween	Bonfire Night Remembrance Day Children in Need Diwali / Christmas	New Year Winter Shrove Tuesday / Lent World Book day	Spring Mothering Sunday Easter		Summer Father's Day Sport's Day Fun Day Transition
Cultural Capital	Harvest singing performance Woodland Walk / Visits from police, fire and ambulance service.	Christmas Party / Dinner Christmas singing performance	Day and Night Walk Winter Walk	Welly Walk Easter singing performance	Walk To Central Park Trip to Play Avenue Picnic	Fantastic Journey Water play Fun day
Memorable Experience: Main Theme	Our School Community Look at pictures of the Nursery learning environment with the children and encourage them to talk about activities or areas that they like to visit and activities that they like to do.	Fairy Tale Magic Set up a fairy tale-themed reading den for the children to explore. Add baskets of traditional and modern fairy tales books for the children to share.	Comparing Day and Night Go on a walk with the children in the school grounds and compare locations to photographs taken at night. Discuss how the locations are similar and different in the two photographs.	Prehistoric Safari Create a prehistoric safari. Watch the Time machine to the dinosaurs video together and then encourage small groups of children to follow the dinosaur footprints into the dinosaur safari area to explore.	Outside Explorers Arrange a walk to visit a Central park. Talk about how the environment has changed throughout the year. Take lots of pictures of the children during the walk.	Fantastic Journeys Arrange for the children to bring their bikes, scooters, skateboards or trikes to Nursery. Make time to go on a fantastic journey around the grounds. Take photographs of the children during their journey.
Memorable Experience: Companion Theme	Woodland Walk Go on a walk around the school grounds and talk about the autumnal changes they can see in the environment. Take photos and use them as a prompt for discussion.	Celebrations Ask the children to bring in pictures of themselves celebrating special events in their lives. Encourage them to talk about their pictures.	Wonderful Winter On a cold and frosty day, go for a walk around the school grounds and support the children to take photographs of things that show that it is winter.	Welly Walk On a rainy day, get the children dressed in wellies and raincoats and go outside in the rain. Encourage the children to find puddles to jump in and find ways to feel the rain as it falls.	Reflections Start by inviting the children to explore their reflections in handheld and full-length mirrors. The children can then dress up in the funny clothes and explore how their reflection has changed.	Splish Splash Fill a series of paddling pools with water toys and water-filled balloons for splashy play. Provide bubble mixture and bubble blowers for the children to use.
Texts	Five Minutes Peace - Jill Murphy Once There Were Giants - Martin Waddell Families, Families, Families! - Suzanne Lang Lost and Found - Oliver Jeffers People who help us - John Wood The Gruffalo - Julia Donaldson Stickman - Julia Donaldson Leafman - Lois Elhert	Goldilocks and the Three Bears - Nicola Baxter Little Red Riding Hood - Mandy Ross The Three Billy Goats Gruff - Irene Yates Cinderella - Ailie Busby The Three Little Pigs - Stephen Tucker and Nick Sharratt Spots First Christmas - Eric Hill The Jolly Christmas Postman - Allan Ahlberg Christmas - Katie Dicker Diwali - Celebrate the World - Hannah Eliot	Whatever Next - Jill Murphy Peace at Last - Jill Murphy Owl Babies - Martin Waddell The Way Back Home - Oliver Jeffers Gruffalos Child - Julia Donaldson Penguins - Fiona Watt	Dinosaur Roar - Henrietta Stickland Cave Baby - Julia Donaldson Little Kids First Big Book of Dinosaurs - Catherine D Hughes Dinosaurs Galore - Giles Andreae Colour Monster - Anna Llenas Elmer - David McKee. The Day The Crayons Quit - Oliver Jeffers	Sun - Carol Thompson How does a butterfly grow? By RHS Errols Garden - Gillian Hibbs I can grow a sunflower - RHS The Tiny Seed - Eric Carle My Butterfly Bouquet - Nicola Davies The Very Hungry Caterpillar - Eric Carle Foggy Foggy Forest - Nick Sharratt Night Monkey, Day Monkey - Julia Donaldson	Penguin on Holiday - Salina Yoon. You Choose - Pippa Goodhart Our World: A First Book of Geography Handa's Surprise - Eileen Browne Commotion in the Ocean - Giles Andreae. Water - Frank Asch The Duck who didn't like water - Steve Small Cyril the Lonely cloud - Tim Hopgood Maisy learns to swim - Lucy Cousins

Coverage of Prime areas:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Me and My Community Exploring Autumn	Once Upon a Time Sparkle and Shine	Starry Night Winter Wonderland	Dangerous Dinosaurs Puddles and Rainbows	Sunshine and Sunflowers / Shadows and Reflections	Big Wide World Splash!
Communication and Language: Listening, Attention and Understanding	Shift attention from one task to another when instructed to do so. Listen to songs, rhymes and stories. <u>Observation check point</u> Age of 3: Can the child shift from one task to another if you fully obtain their attention.	Maintain attention on a self-chosen task for a short period of time. Begin to answer a simple question.	Maintain attention on a self-chosen task for a longer period of time. Engage in conversation with an adult or a peer.	Begin to pay attention to more than one thing. Recall main events within a story. Understand 'why' questions. <u>Observation check point</u> Age of 4: Can the child answer simple why questions	Maintain attention on an adult-directed activity for a longer period of time. Respond to questions appropriately, including why questions.	Shift attention from one thing to another independently. Follow instructions that involve two parts. Recall the events in a story in detail.
Communication and Language: Speaking	Begin to speak clearly. Speak in sentences or 4, 5 or 6 words. Recount an event. Say when I don't agree using words as well as actions. Begin to use pronouns. Begin to use prepositions. Begin to follow simple instructions.	Join in with discussions in small groups. Start a conversation with an adult or peer. Begin to use simple descriptive words.	Use talk to organise my play. Follow instructions independently. Develop a wider range of vocabulary. Describe something I have experienced.	Retell a story. Explain my thoughts and feelings. Express my views. Continue a conversation with an adult or peer. <u>Observation check point</u> Age of 4: Is the child using sentences of 4 to 6 words? Age of 4: Can the child use sentences joined up with words like, 'because' 'or', 'and' Age of 4: Is the child using future or past tense?	Begin to use the future and past tenses correctly. Begin to use connectives to join sentences together. Use pronouns correctly. Use prepositions correctly. Use descriptive words.	Use connectives to join sentences together. Use the future and past tenses correctly. Follow instructions that involve two parts. Use some story language when retelling a familiar story.

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PSED: Self- Regulation	Follow simple instructions.	Begin to follow rules independently.	Know right from wrong.	Understand the rules and routines of Nursery.	Begin to understand the consequences for not following the Nursery rules	Understand why rules are important.
PSED: Building Relationships	Begin to play cooperatively. <u>Observation check point</u> Around the age of 3, can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'?	Begin to work cooperatively.	Form good bonds with adults and peers.	Play in a small group. Extend and elaborate ideas with others within my play. <u>Observation check point</u> Around the age of 4, does the child play alongside others or do they always want to play alone?	Show empathy to the feelings of others.	Begin to negotiate and solve problems without aggression.
PSED: Managing Self	Select and use activities and resources with help when needed. Put my coat on. Begin to manage my personal hygiene independently. <u>Observation check point</u> Can the child settle to some activities for a while?	Begin to talk about how to be healthy. Understand I am part of my class. Tell someone when I am wet.	Fasten my coat with some help. Begin to dress and undress independently. Wash and dry my own hands. Tell an adult when I need help with toileting.	Name and talk about my own feelings <u>Observation check point</u> Around the age of 4, does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy?') Does the child take part in other pretend play with different roles Can the child generally negotiate solutions to conflicts in their play?	Take on different roles within my play. Go to the toilet independently. Name some healthy foods.	Understand I need to keep my body and my teeth clean. Understand I need to exercise regularly. Show confidence in new social situations. Show confidence with unfamiliar people.

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Get Set 4 PE	No Hall time - Settling in	Introduction to PE: Unit 1	Fundamentals: Unit 1	Dance: Unit 1	Ball Skills: Unit 1	Games: Unit 1
Physical Development: Gross Motor	Negotiate space and obstacles. Negotiate steps using alternate feet. Begin to sit up right on the carpet. <u>Observation check point</u> Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play	Beginning to ride a trike using pedals and feet. Run safely. Climb independently.	Roll a large ball to a target. Use large muscle movements to wave flags and streamers, paint and make marks.	Balance on one leg. Jump or hop. Throw a large ball. Kick a large ball. Ride a trike safely. <u>Observation check point</u> Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.	Catch a large ball. Kick a large ball to a target. Develop my co- ordination.	Skip. Start to adapt my movements to the activity. Begin to remember sequences of movement. Collaborate with others whilst moving equipment safely.
Physical Development: Fine Motor	Pick up small objects using my thumb and finger. Dig, scoop and pour.	Begin to use cutlery safely and independently. Beginning to show a preference for a dominant hand.	Use scissors to make snips in paper. Know the purpose of different tools. Show control using a paint brush.	Show preference for a dominant hand. Show control using a pencil. Hold a pencil using a comfortable grip. Draw lines and circles.	Use scissors safely and with one hand. Begin to form recognisable letters. Use one handed tools independently	Select the correct tool to carry out my plan. Use mark-making tools with good control.

Coverage of Specific areas:

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Themes	Me and My Community Exploring Autumn	Once Upon a Time Sparkle and Shine	Starry Night Winter Wonderland	Dangerous Dinosaurs Puddles and Rainbows	Sunshine and Sunflowers / Shadows and Reflections	Big Wide World Splash!
Phonics	General Sound Discrimination: Environmental Sounds	General Sound Discrimination: Instrumental Sounds	General Sound Discrimination: Body Percussion	Rhythm and Rhyme Aliteration	Voice Sounds	Oral Blending and Segmenting
Literacy: Comprehension	Listens to Rhyming stories. Joins in with rhymes and stories.	Is beginning to sequence events in simple stories. Develops new vocabulary from sharing stories, poems and rhymes. Holds books the correct way up and turns pages.	Is beginning to recall the main events in the stories they read and hear. Knows print has meaning. Recognises some familiar words or logos.	Is beginning to make simple predictions about rhymes and stories. Knows print has different purposes. Develops new vocabulary from sharing non-fiction books.	Talks about the stories, rhymes, poems and non-fiction texts that they hear. Names the different parts of a book including cover, title, author, page numbers.	Makes predictions about stories they hear. Knows we read English from left to right and top to bottom. Understands that books are organised into a sequence of pages.
Literacy: Word Reading	Identifies different sounds in the environment. Identifies different animal sounds. Identifies different instrumental sounds.	Describes sounds in the environment. Names and makes different animal noises.	Talks about and describes different instrument sounds.	Identifies words that rhyme. Suggests words that rhyme. Identifies the initial sound of their name. Recognises own name.	Claps the syllables in a word. Counts how many syllables are in a word. Is beginning to identify the initial letter sound in words.	Understands what a word is. Recognises words that have the same initial sound. Orally blends and segments sounds in simple words.
Literacy: Writing	Handle tools safely and with greater accuracy. Beginning to use a dominant hand. Beginning to hold mark making tools using a comfortable grip.	Sometimes gives meaning to the marks they make.	Give meaning to the marks they make. Use a dominant hand. Begin to use a tripod grip.	Beginning to form recognisable letters. Identify the initial sound of their name	Write the first letter of their name. Begin to write their own name independently. Hear and say the initial sounds in some words. Begin to record some sounds when mark making.	Form some recognisable letters. Orally segments and blends some sounds in simple words. Write some initial letter sounds for some familiar words.

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Mathematics: Number	I can count to 3. I can subitise 1. I can subitise 2 I can touch count to 3 I can recognise the numbers 1 / 2	I can match the numerals 1 / 2 to a quantity I can say one number for each item when counting. I can count reliably to 5	I can show finger numbers up to 5. I can subitise numbers to 3. I can link the numerals 1-5 to a quantity	I can order numbers to 5 I understand the cardinal principle. I am beginning to record numerals to 5	I know the composition of numbers to 4. I can verbally rote count to 10	I am beginning to record the numerals to 5 I can solve real world math problems with numbers to 5.
Mathematics: Shape, Space and Measures	I can explore 2D shapes. I can explore 3D shapes. I can select appropriate shapes for a purpose.	I can talk about patterns in the environment. I can create ABAB patterns. I am beginning to develop simple ways of comparing objects.	I can talk about 2D shapes. I can talk about 3D shapes. I can begin to use mathematical language to describe shape.	I understand positional language. I compare objects according to their size, length, weight and capacity.	I can use positional language to describe the location of objects. I am beginning to use vocabulary to sequence of events using words such as first or then.	I can extend ABAB patterns. I can spot and explain errors. I can combine shapes to make new ones. I can describe a familiar route.
Understanding the World: People and Communities	Be interested in different occupations. Beginning to role play different occupations. Develop vocabulary related to different occupations and use this in my role play.	Name other children and adults in the Nursery. Identify some similarities and differences between people. Take part in cultural and religious celebrations.		Listen to and discuss stories about other cultures and communities	Explore non-fiction books about other cultures and communities	Know that there are other countries in the world. Begin to talk about how other countries are different to where I live. Identify differences in photographs of different countries in the world.
Understanding the World: Past and Present	Enjoy looking at photographs of my younger self. Name people in my family and recognise them in photographs. Understand how I have changed in my life.	Begin to talk about significant events that I remember happening.	Shows an interest in different occupations and the lives of familiar people.	Begin to talk about events that happened in the past. Be aware of events from the past by sharing books and looking at photographs.		

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Understanding the World: The Natural World	Enjoy hands on exploration using all my senses. Explore magnetic attraction and repulsion.	Explore shadows and light. Talk about different forces that I can feel.	Talk about changes I see as the seasons change. Talk about changes in materials such as melting.	Explore the world around me and talk about what I see using a wide vocabulary. Explore collections of materials with similar or different properties.	Plant seeds and care for growing plants. Understand the life cycle of a plant and an animal.	Show respect and care for the environment. Explore floating and sinking Explore how things work.
Expressive Arts and Design: Creating with Media and Materials	Explore different materials. Explore different textures. Explore making marks with different materials.	Enclose a space and draw lines. Begin to use shapes to represent objects when drawing.	Draw more complex and detailed drawings such as a face. Join different materials in different ways.	Explore colours and begin to mix colours. Develop my own ideas using a range of different materials. Use different tools and techniques to develop my ideas.	Enjoy looking at the work of other artists. Begin to talk about what I like about the work of other artists.	Use my imagination when drawing. Show different emotions in my drawings and paintings.
Expressive Arts and Design: Being Imaginative and Expressive	Take part in simple pretend play. Create and play with small world toys. Listen to music. Enjoy moving to music.	Listen with increasing attention to different sounds. Join in with Nursery Rhymes and familiar songs.	Use an object to represent something else in my play. Use construction toys to create with a purpose. Play instruments with increasing control.	Develop storylines in my play Play sound matching games. Developing a repertoire of songs. Sing using a singing voice.	Begin to match the pitch and melody of familiar songs. Begin talk about the music that I have heard. Begin to perform songs to others.	Use construction to make imaginative and complex worlds. Express my feelings through playing instruments. Create my own songs. Develop my own versions of familiar songs.