

St. Cuthbert's Catholic Primary School

Nursery Class Curriculum Overview



CURRICULUM DRIVERS Foundation stones of learning	Catholic Life	DIVERSITY & INCLUSION	LITERACY & STORYTELLING	STEM	THE ARTS	SPORTING OPPORTUNITIES
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CHARACTERISTICS OF LEARNING	RESPONSIBILITY	ORGANISATION	COLLABORATION	INDEPENDENCE	RESILIENCE	SELF-REGULATION
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CURRICULUM ORGANISATION Our whole school curriculum is a planned educational experience making full use of opportunities for real-world learning	Communication and Language		Physical Development		Personal, social and emotional development		Literacy		Mathematics		Understanding the world		Expressive Arts and Design	
	ENGLISH	MATHS	HISTORY	GEOGRAPHY	ART	D&T	SCIENCE	MUSIC	PE	FRENCH	PSHCE/RSE	RE	COMPUTING	
	Educational visits		Responding to events in the news		Assemblies and Visitors		Extra-curricular clubs		Learning outside the classroom		Themed days/weeks			

Quality of education CURRICULUM IMPACT AND REVIEW Our curriculum ambition is for the high achievement of all pupils irrespective of background and starting point We regularly review how well our curriculum enables achievement for all	Behaviour and attitudes Children are confident and successful learners and demonstrate that they have these key learning skills for life.		Personal development Children demonstrate the ethos of St Cuthbert's school in their learning and in their behaviour. Children learn to make the right choices for their safety both online and offline. Their choices benefit the school and the local community.		
	An ambitious curriculum for all The aims of all curriculum subjects are clear for all year groups. Learning builds on prior knowledge with clear end points. Children understand key concepts and knowledge and it is transferred to long term memory. We empower disadvantaged children and children with SEND to access the whole curriculum and achieve. Teachers prioritise the most important concepts or knowledge that children need to know. Teachers have deep knowledge of the subjects they teach. <i>There are relevant contexts for high quality outcomes across the curriculum engaging pupils with local, national and global issues.</i>		Curriculum in action Teachers use strategies such as modelling, instruction and shared writing and discussion. Teachers respond to misconceptions through adjustment and adaptation throughout the lesson to meet the needs of all children. Children have the opportunity to solve problems and undertake learning at a deeper level Provide regular opportunities for children to act on feedback. The classroom climate and environment created by teachers inspires and motivates all pupils Teachers work in strong partnership with parents and carers.		High quality outcomes At the point of learning, the curriculum is sufficiently challenging for each child. Children will make progress and attain in line with or better than national expectations in reading, writing, spelling, punctuation and grammar, maths and science. Children achieve the identified end points in each discipline.

Nursery Year Curriculum Topic Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	All About Me	Arctic Explorers	Celebrations	Real Life Superhero's	Growing	A trip to the Seaside/Pirates
Catholic Life	Harvest Based Activities	Advent services and community work	Faith on action	Lent and Easter Passion	May Procession with our whole community	Leavers' Mass and celebrations
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
COMMUNICATION & LANGUAGE – runs through all areas	<p>Over and over BLAST Daily poetry/storytime/nursery rhyme time The children will explore a variety of stories, rhymes, poems and fiction linked to our theme, sharing books throughout the session and during our daily story time.</p> <p>The children will learn to develop their listening and attention during story time. Children will learn to focus on the story and speaker.</p> <p>The children will learn our good sitting, good listening, good looking and good talking prompts.</p> <p>The children will begin to learn new vocabulary that is explored through a variety of texts.</p> <p>The children will be offered a language rich environment in which adults talk with children throughout the day.</p>		<p>Over and over BLAST Daily poetry/storytime/nursery rhyme time The children will become familiar with and grow to love a variety books, songs and rhymes.</p> <p>The children will engage in a variety of story retelling activities to help children retell, invent and tell their own rhymes, songs and stories: -Small world-based play -Story sacks -Puppet shows -Hot seating -Role play/Dressing up</p> <p>The children will explore a variety of traditional and fairy tales. The children will explore, events and characters.</p>		<p>Over and over BLAST Daily poetry/storytime/nursery rhyme time Children will engage in back-and-forth interactions with adults.</p> <p>Children will explore 'I wonder' questions to encourage and promote thinking and challenges.</p> <p>Children will engage in scientific investigations to explore their 'thinking'.</p>	
PHYSICAL DEVELOPMENT	<p>Introduction to PE Unit 1/2 Group games/balance bikes Finger gym-beads, threading, peg boards Balance and co-ordination Pencil/small tool handling</p>		<p>Dance Unit 1 Gymnastics Unit 1 Dance and performance Pencil control/small tool handling/letter formation Group games/balance bikes</p>		<p>Ball Skills Unit 1&2 Dance and performance Pencil control/letter formation/small tool handling Group games/balance bikes</p>	

LITERACY	<p>Explore a wide range of examples of print with different functions, for example, signs, menus and logos.</p> <p>Explore a variety of stories, rhymes, poems and fiction text.</p> <p>Explore different parts of a book, for example, the cover, the author and the page number.</p> <p>Learn how to look after books by handling them carefully.</p> <p>Learn how to turn the pages of a book, one by one.</p> <p>Dear Zoo Where the wild things are We're going on a bear hunt</p>	<p>Explore a wide range of examples of print with different functions, for example, signs, menus and logos.</p> <p>Explore a variety of stories, rhymes, poems and fiction text.</p> <p>Explore different parts of a book, for example, the cover, the author and the page number.</p> <p>Learn how to look after books by handling them carefully.</p> <p>Learn how to turn the pages of a book, one by one.</p> <p>Lost and Found Penguins – Non-Fiction</p>	<p>Explore a wide range of examples of print with different functions, for example, signs, menus and logos.</p> <p>Explore a variety of stories, rhymes, poems and fiction text.</p> <p>Explore different parts of a book, for example, the cover, the author and the page number.</p> <p>Learn how to look after books by handling them carefully.</p> <p>Learn how to turn the pages of a book, one by one.</p> <p>The Proudest Blue Ruby's worry</p>			
PHONICS	<p>Environmental sounds:</p> <ul style="list-style-type: none"> • To develop children's listening skills and awareness of sounds within the environment. • Further development of vocabulary and children's identification and recollection of differences between sounds. • To make up simple sentences and talk in greater detail about sounds. 	<p>Instrumental sounds:</p> <ul style="list-style-type: none"> • To experience and develop awareness of sounds made with instruments and noise makers. • To listen to and appreciate the difference between sounds made with instruments. • To use a wide vocabulary to talk about the sounds instruments make. 	<p>Body percussion sounds:</p> <ul style="list-style-type: none"> • To develop awareness of sounds and rhythms. • To distinguish between sounds and to remember patterns of sound. • To talk about sounds we make with our bodies and what the sounds mean. 	<p>Rhythm and rhyme:</p> <ul style="list-style-type: none"> • To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech. • To increase awareness of words that rhyme and to develop knowledge about rhyme. • To talk about words that rhyme and to produce rhyming words 	<p>Alliteration:</p> <ul style="list-style-type: none"> • To develop understanding of alliteration. • To listen to sounds at the beginning of words and hear the differences between them. • To explore how different sounds are articulated and extend understanding of alliteration. 	<p>Voice sounds:</p> <ul style="list-style-type: none"> • To distinguish between the differences in vocal sounds, including oral blending and segmenting. • To explore speech sounds. • To talk about the different sounds that we can make with our voices.

MATHS	<p>Comparison More than, fewer than, same</p> <p>Shape, Space and Measure - Explore and build with shapes and objects</p> <p>Pattern Explore repeats</p> <p>Counting - Hear and Say Number Names</p> <p>Begin to order number names</p> <p>Subitising - I see 1,2,3</p>	<p>Pattern - Join in with repeats</p> <p>Shape Space and measure - Explore position and space</p> <p>Subitising - Show me 1,2,3</p> <p>Counting - Move and label 1,2,3</p> <p>Shape, space and measure - Explore position and routes</p> <p>Pattern - Explore Patterns</p>	<p>Counting Take and give 1,2,3</p> <p>Shape space and measure - Match, talk push and pull</p> <p>Subitising - Talk about dots</p> <p>Comparison - Compare and sort collections</p> <p>Pattern - Lead on own repeats</p> <p>Shape, space and measure - Start to puzzle</p>	<p>Pattern Making patterns together</p> <p>Subitising - Make games and actions</p> <p>Counting Show me 5</p> <p>Pattern - My own Pattern</p> <p>Counting Stop at 1,2,3,4,5</p> <p>Comparison - Match, sort, compare</p>
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PEOPLE AND COMMUNITIES	<p>All about me - learning about themselves and each other</p> <p>- families - digital images and paintings</p> <p>People who help us - jobs and occupations (visit to school from nurse/police/firefighters/nexus)</p> <p>- people in school and at home</p>	<p>Celebrations - celebrations around the world - Bonfire night - Advent - Christmas</p>	<p>Winter - Exploring arctic animals, different countries - producing informative leaflet about penguins</p> <p>China town visit- Chinese New Year</p>	<p>Spring - green screen images - video making - What spring looks like in different countries</p>	<p>Plants - plants and living things (Northumberland/Wal lsend park visit)</p>	<p>Growing up - how our bodies grow</p>
THE WORLD						
TECHNOLOGY						
EXPLORING AND USING MEDIA AND MATERIALS	<p>Self portraits Children will mark make to make lists to Santa.</p> <p>Shopping lists and menus Make pictures using collage, glitter, markers, glue, paint.</p> <p>The children will learn to make connections</p>	<p>Shopping lists and menus Make pictures using collage, glitter, markers, glue, paint.</p> <p>The children will engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to</p>	<p>Shopping lists and menus Make pictures using collage, glitter, markers, glue, paint.</p> <p>The children will explore colour mixing and talk about the differences between colours.</p>			

	<p>between the features of their families and other families. The children will begin to notice differences between people. The children will continue to develop positive attitudes about the differences between people.</p> <p>The children will use all their senses to explore a variety of natural materials. Trees, bark, pine cones, conkers, pumpkins. Children will make collections of natural materials to investigate and talk about. The children will use magnifying glasses and talk about what they see.</p>	<p>enhance children's imaginative play.</p> <p>The children will explore different materials freely. Children will begin to plan to build with a purpose in mind.</p> <p>The children will explore how to join material together.</p> <p>The children will use all their senses to explore a variety of natural materials, daffodils, daisies, flowers, sand, pebbles.</p>	<p>The children will use all their senses to explore a variety of natural materials; flowers, sand, pebbles, shells.</p>
<p>BEING IMAGINATIVE</p>	<p>The children will engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children's imaginative play. Role play relating to Christmas, the Christmas story, being an elf in Santa's workshop.</p> <p>The children will engage in daily singing and rhyme time.</p> <p>The children will remember words and take part in Christmas performance.</p>	<p>The children will engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children's imaginative play. Role play relating to winter, zoo animals and vets, other people who help us.</p> <p>The children will engage in daily singing and rhyme time.</p>	<p>The children will engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children's imaginative play.</p> <p>Role play relating to Summer garden centre, doctors, farmshop, classroom and home corner</p> <p>The children will engage in daily singing and rhyme time.</p> <p>The children will explore musical instruments to express feelings and to tap and clap out different rhythms and pulses to music.</p>