



Moorside Primary School

Nursery Overview

In planning and guiding what children learn, we reflect on the different rates at which our children are developing and adjust our practice appropriately. Our curriculum has been mapped out to show how most of our children will progress across their year in Nursery. The following overview notes how adults will interact with children and how our environment will meet the needs of all learners. It also includes aspects of our curriculum which will be delivered through high quality adult direct teaching.

PRIME AREAS OF LEARNING				
		AUTUMN TERM	SPRING TERM	SUMMER TERM
PSED – links to PSHE	Building relationships	Transition to Nursery/Settling in Enjoys the company of other children and want to play with them and begins to make friends. Begins to develop a positive relationship with a familiar adult. Can sometimes manage to share or take turns with others, with adult support.	Develop positive relationships with familiar adults and children, playing alongside others and sharing experiences. Seeks out a supportive adult for help in resolving conflict with peers. Becoming more confident within their own setting.	Becoming more outgoing with unfamiliar people in the safe context of their setting. Confidently seeks out other children and adults, sharing experiences and play. Beginning to find solutions to conflicts and looks to a supportive adult for help in resolving conflicts with peers. Transition to Reception
	Managing self	Sharing information about themselves and getting to know familiar adults and their peers. Coming into school happy, showing good levels of well-being. Becoming familiar with school routines, hanging up coat on peg, going for lunch, etc. Becoming familiar with the Nursery classroom and garden, able to access provision with support when needed. Begin to use the toilet independently, including hand washing. Begin to manage their own needs, e.g. putting on coat, etc.	Becoming more aware of their peers within their own class. Demonstrate high levels of wellbeing, coming into school confidently and independently. Becoming more confident with school rules and routines, sometimes with adult support. Becoming more confident in using the Nursery provision, selecting and using activities and resources. Becoming more independent in meeting their own care needs, e.g. toileting, putting coat on, etc.	Becoming more aware of similarities and differences between themselves and others. Develop their sense of membership of ‘Nursery’ and/or ‘Team Moorside’ Shows confidence and self-esteem through being outgoing, taking risks and trying new things. Confidently uses the Nursery provision, demonstrating good levels of involvement. Follows school rules and routines without needing an adult to remind them. Is increasingly independent in meeting their own care needs. Personal safety: NSPCC Pantasaurus
	Self-regulation	Expresses their own wants and needs through their interactions, behaviour and play. Opportunities to talk about wants and needs and adult support provided in order for children to meet their own wants and needs. Children respond well to positive reinforcement. Looking after our Nursery environment.	Expresses their own wants, needs and feelings through their interactions, behaviour and play. Explore feelings through stories including social stories and play. Begin to recognise other people’s feelings.	Expresses a wide range of feelings through their interactions, behaviour and play. Explore and talk about feelings. Begin to understand how others might be feeling and is beginning to understand the impact of their choices/behaviour/actions on others. More able to behaviour appropriately in different situations.
CL	Listening, attention and understanding	Beginning to listen to stories. Can shift their attention from one task to another if an adults gets their attention by using their name. Children show that they understand action words by pointing to the right picture in a book. Follows instructions with three key words, e.g. ‘Can you wash dolly’s face?’	Enjoys listening to stories. Beginning to understand a question or instruction that has two parts. Beginning to understand ‘why’ questions.	Enjoys listening to stories and can remember much of what happens. Understands a question and can follow an instruction that has two parts. Can understand and answer ‘why’ questions.
	Speaking	Speech is understood by unfamiliar adults. Children use a wide range of words, including descriptive language and words for time, space and function. Begins to join in with singing songs. Develop communication skills and pronunciation. Begin to have conversations with a familiar adult.	Children are developing and using a wider range of vocabulary. Joins in and sings songs. Beginning to talk about familiar books. Develop their communication skills and use of tenses and plurals. Begin to have conversations with peers. Begins to use talk to organise themselves and their play.	Uses a wide range of vocabulary. Sings a large repertoire of songs. Talks about stories and can tell their own story. Use longer sentences of four to six words Be able to express their point of view. Have conversations with adults and peers. Uses talk to organise themselves and their play.
Wellcomm interventions throughout the year and SALT support for identified children. Language rich environment				



Moorside Primary School

Nursery Overview

PD – links to PE	Gross Motor Skills	Resources available throughout the year to support development of gross motor skills: large scale construction – blocks/tyres/crates, etc. bikes and scooters, large scale outdoor sand, water, construction, mud kitchen, spades/brushes/wheelbarrows, etc. climbing and balancing equipment Adults to enhance/provide resources to support gross motor development, e.g. painting large scale, washing windows, etc.	As Autumn plus: Adults to facilitate interactions that focus on skipping, hopping, etc. Provide opportunities to dance Adults teach and facilitate games, e.g. ball games, musical statues, etc.	As Autumn and Spring plus: Taking part in Sports Day
	Fine Motor Skills	Develop their fine motor skills throughout the year using: pencils, scissors, paintbrushes, sand/water tools, crayons Adults to enhance/provide resources to support fine motor development, e.g. tweezers, pegs and peg boards, threading, puzzles, posting games, etc. Beginning to use one handed tools with increasing control	As Autumn plus: Using one handed tools with increasing control Beginning to hold writing tools with a comfortable grip.	As Autumn and Spring plus: Using one handed tools safely and confidently and with good control. Holds pens and pencils with a comfortable grip and uses with good control. Learning how to use a knife and fork independently. Show a preference for dominant hand.
SPECIFIC AREAS OF LEARNING				
		AUTUMN TERM	SPRING TERM	SUMMER TERM
LITERACY	Comprehension	Core stories: see list Stories/texts to enhance/follow interests Shows an interest in books and handles books carefully Talks about their favourite stories Asks questions about books Understands that print has meaning	Core stories: see list Stories/texts to enhance/follow interests Develop play around favourite stories using props Understands Understands print can have different purposes Understands that English text is read from left to right and from top to bottom	Core stories: see list Stories/texts to enhance/follow interests Engages in conversations about stories, learning and using new vocabulary. Understands the names of different parts of a book and page sequencing.
	Word reading	Begins to notice familiar print such as their name, a familiar logo, etc. Begin to develop the phonological awareness: - Environmental sounds and sound discrimination - Spot and suggest rhymes - Count or clap syllables in a word	Begin to develop the phonological awareness: - Hear and say the initial sounds in words - Recognises words with the same initial sound Sound of the week is introduced	Recognises familiar print such as their name, a familiar logo, etc. Begin to develop the phonological awareness: - Initial sounds - Oral segmenting and blending
	Writing	Begin to show an interest in mark making Begin to give meaning to the marks that they make	Begin to write some letters accurately linked to sound of the week Begin to write their own name Give meaning to the marks that they make	Use their phonic knowledge to write initial sounds in words Write their own name Use some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list.
MATHS	Number	Enjoys number rhymes and songs Recite numbers past 5	Say one number for each item in order up to 5	Develop fast recognition of up to 3 objects, without counting (subitising) knows that the last number reached when counting a small set of object tells you how many there are in total (cardinal principle) Solve real world mathematical problems up to 5.
	Numerical patterns	Show finger numbers up to 3 Count in everyday contexts Compare amounts saying, 'lots', 'more', 'same'	Show finger numbers up to 5 Compare quantities using language: 'more than', 'less than' Link numerals and amounts up to 3	Experiment with their own symbols and marks as well as numerals. Link numerals and amounts up to 5 Compare amounts



Moorside Primary School

Nursery Overview

	Shape, space and measure	Complete inset puzzles Compare sizes using gesture and language Notices patterns and arranges things in patterns Build with a range of resources	Understand position through words alone, e.g. 'the bag is under the table' Discuss routes and locations Combine shapes to make new ones Begin to describe a sequence of events	Talk about and explore 2D and 3D shape Make comparisons between objects relating to size, length, weight and capacity Select shapes appropriately. Talk about and identify patterns around them
UW	People, culture and communities – links to RE/PSHE Geography	Talk about themselves Begin to notice differences between people Key events: Christmas, Halloween	Begin to talk about their own families. Begin to talk about other families Key events: Chinese New Year, Easter, Mother's Day, Valentine's Day	Develop positive attitudes about the differences between people. Show an interest in different occupations, people who help us in the community, teachers, police, etc. Know that there are different countries in the world. Talk about the differences they have experienced or seen in photos Key events: Father's Day
	The natural world – links to Geography Science	Explore natural materials both inside and outside. Explore and respond to different natural phenomena, e.g. puddles, worms in the soil, etc. Experience different weathers	Use all their senses in hands on exploration of natural materials Forest School Explore collections of materials with similar and/or different properties Plant seeds and care for growing plants Begin to understand the need to respect and care for the natural environment and all living things.	Talk about what they see using a wide vocabulary Explore how things work Understand the key features of a life cycle Explore and talk about the different forces they can feel Talk about the differences between materials and changes they notice.
	Past and present – links to History	Begin to talk about what happened yesterday and what happened today.	Look at photos and talk about events from the past	Begin to make sense of their own life story, e.g. baby photos, family, etc.
EAD – links to DT/ART/MUSIC	Creating with materials	Explore paint using fingers, other parts of the bodies and brushed as well as other tools Manipulate and play with different materials Make simple models which express their ideas Throughout the year the indoor and outdoor environment will be resourced with: malleable materials, small and large scale construction, workshop/junk modelling, painting, etc. Resources to enhance/follow interests	Join different materials and explore different textures Draw with increasing detail Explore colour and colour mixing	Make imaginative and complex 'small worlds' with blocks and construction kits. Explore different materials freely, accessing a workshop style creative area. Develop their own ideas and then decide which materials to use to express them.
	Being imaginative and expressive	Show attention to sounds and music Move and dance to music Explore their voices and enjoy making sounds Join in with songs and rhymes Explore a range of sound makers and instruments Start to develop pretend play, adults to play alongside to model/enhance role play Children to take part in a Christmas Show	Engages in imaginative play based on their own experiences. Domestic role play is enhanced to meet the needs/interests of the children Listen with increased attention to sounds. Remember and sing entire songs Play instruments with increasing control	Begin to develop complex stories using small world resources Respond to what they have heard, expressing their thoughts and feelings. Create their own songs, or improvise around one they know. Helicopter stories introduced

Laying the foundations for curriculum subjects...



Moorside Primary School Nursery Overview

Science History Geography Design & Technology Art Computing RE PSHE Music PE