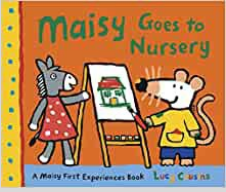
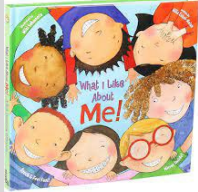
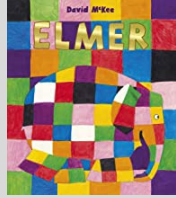
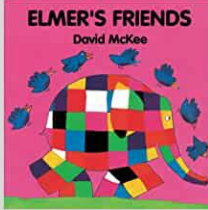
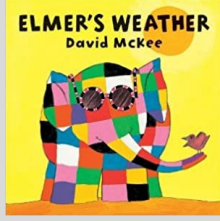
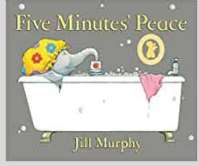
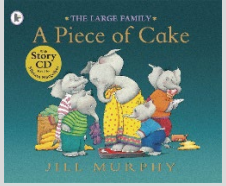


Thematic Curriculum Half-termly Overview Nursery

Half term/year: Autumn 1 2023

Theme: Marvellous Me and My Families



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Texts	<p>Maisy Goes To Nursery</p> 	<p>What I like about Me!</p> 	<p>Elmer</p> 	<p>Elmer's Friend</p> 	<p>Elmer's weather</p> 	<p>Five Minutes Peace</p> 	<p>A piece of Cake</p> 
Communication and Language	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions Sing a large repertoire of songs. Start a conversation with an adult or a friend and continue it for many turns Use talk to organise themselves and their play 						
PSED	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. Play with one or more other children, extending and elaborating play ideas. Find and talk about solutions to conflicts and rivalries. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Understand gradually how others might be feeling 						
SCARF	Marvellous me!		I'm Special!		People Who Are Special to Me!		
Physical Development Gross Motor Development	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Match their developing physical skills to tasks and activities in the setting. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 						
Fine Motor Development	<ul style="list-style-type: none"> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and tooth brushing. 						
Reading	<ul style="list-style-type: none"> Know that: <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book Page Sequencing Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound Engage in extended conversations about stories, learning new vocabulary 						

Phonics	Phase 1- Sound Discrimination	Phase 1 – rhythm and rhyme	Phase 1 – Body Percussion	Phase 1 – Instrumental sounds	Phase 1 Voice sounds	Phase 1 Oral segmenting and blending	Phase 1 Oral segmenting and blending
Writing	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. • Write some or all of their name. • Write some letters accurately 						
Writing Outcomes	Names – signing in Names/card/initial letters	Names – signing in Elmer books	Names – signing in Book of friends	Names – signing in My Colour Book	Names – signing in Book of weather	Names – signing in My Family	Names – signing in My house
Maths	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1, 2,3,4,5. • Show 'finger numbers' up to 5 • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Make comparisons between objects relating to size, length, weight and capacity. 						
	Maths rhymes and songs	Number 1	Number 2	Number 3	Number 4	Number 5	Numbers 1-5
Understanding of the World People, Culture and Communities The Natural World	<ul style="list-style-type: none"> • Shows an interest in different occupations • Begins to make sense of their own life story and family's history. • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 						
Expressive Arts and Design Creating With materials Being Imaginative and Expressive	<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Remember and sing entire songs. • Play instruments with increasing control to express their feelings and ideas. 						
Quality Outcome (writing / art / production / presentation / assembly etc...)			Paint a wall or fence outside		Family sing along		Grandads, dads and uncles
Trips	Keighley Library Asda	Going to Asda Café Greggs Shaans Supermarket	Paint shop B and Q Victoria Park		Cliffe Castle	Allotments B and Q	Farm Trip
Outdoor Learning	Cliffe castle Victoria Park Low woods St Ives	Allotments	Riddlesden woods Prince of wales Bolton Abbey		Riddlesden woods Skipton castle Bolton Abbey	Woodbank Garden Centre Wycoller Riddlesden Mud Kitchen	Robertshaws Farm Shop Ilkley Tarn Community Garden