



Stoneygate Nursery School

Curriculum Overview

Long term Plan Little Gems 2023–2024

	Autumn	Spring	Summer
Key Texts	Owl Babies A Dark Dark Tale Dear Zoo We're Going on a Bearhunt	Meeow and the chairs Whatever next Walking through the jungle Brown bear Brown bear, what do you see?	The Very Hungry Caterpillar Meeow and the box Jasper's Beanstalk The Very Busy Spider
Key Rhymes	Twinkle Twinkle little star Incey Wincey Spider Humpty Dumpty Baa baa black sheep	The Wheels on the bus Row, row, row your boat Two little dickie birds 1,2,3,4,5 once I caught a fish alive	5 little firemen 5 little monkeys 5 little ducks 5 little speckled frogs
PSED	Learning to play on their own in the classroom. Exploring and learning to be independent in the classroom.	Learning to talk about simple emotions and feelings e.g. happy and sad. Exploring play with other children. Learning to make decisions for myself e.g. what fruit I would like, where I would like to play.	Learning to self regulate and express my emotions. Learning to develop friendships with other children.
Physical – Gross Motor	Opportunities to use outdoor climbing equipment. Exploring different sized balls in the outdoor area. Opportunities to move in different ways i.e. walking, crawling, rolling, waving, kicking. Opportunities for in action songs and rhymes. Fully toilet trained in the day. Access to one handed tools.	Opportunities to use outdoor climbing equipment. Opportunities to move in different ways i.e. walking, crawling, rolling, waving, kicking. Learning how to kick balls. Learning to use bikes and trikes outdoors. Access to one handed tools. Access to a variety of construction resources.	Access to a variety of construction resources. Opportunities to use outdoor climbing equipment. Opportunities to move in different ways i.e. walking, crawling, rolling, waving, kicking. Learning how to throw and catch balls. Access to one handed tools. Go to the toilet independently and be able to pull up and down trousers/tights/underpants without help.
Physical- Fine Motor	Access to malleable materials daily. Drinking from a cup without a lid. Daily access to snack to be able to feed myself. Access to mark making tools indoors and outdoors.	Access to malleable materials daily. Learning how to zip/unzip coats. Learning to help with dressing/undressing. Daily access to snack to be able to feed myself. Access to mark making tools indoors and outdoors.	Access to malleable materials daily. Beginning to zip/unzip coat with some support. Self serving snack and milk. Access to mark making tools indoors and outdoors.
Communication and Language	Listening to Nursery rhymes, songs and simple stories. Hearing a wide range of vocabulary in the classroom.	Joining in with Nursery rhymes, songs and stories. Opportunities to listen and take part in conversations with adults and other children during group times and in continuous provision.	Opportunities to listen and take part in conversations with adults and other children during group times and in continuous provision. Daily opportunities to take part in group times.



	Daily opportunities to take part in group times. Show understanding of simple instructions. Put two words together to communicate.	Daily opportunities to take part in group times. Learning to use words associated with feelings e.g. happy and sad.	Put 3-4 words together to communicate. Understand and follow an instruction with 2 parts.
Predictable Interests, Special Events and Celebrations	Autumn Halloween Diwali Bonfire Night Children in Need Remembrance Day Christmas	Chinese New Year Winter Pancake Day Easter Spring Mother's Day	Father's Day Eid Ramadan



Long term Plan Jewels 2023–2024

	Autumn	Spring	Summer
Key Texts	Owl Babies A Dark Dark Tale Brown Bear Brown Bear Polar Bear Polar Bear The Diwali Story Whatever Next How to catch a star The Nativity Story	The Gingerbread Man The Three Little Pigs Goldilocks and the Three Bears The Three Billy Goats Gruff Jack and the Beanstalk The Enormous Turnip	Jasper's Beanstalk The Hungry Caterpillar Oliver's Vegetables Little Red Hen Monkey Puzzle Little Red Riding Hood Handa's Surprise
PSED	Learning and understanding the Golden Rules. Access resources independently. Building relationships with others. Being able to play well with others. Ring games during group times and outdoors.	Being able to talk about feelings. Being confident in new situations. Using words to handle conflicts. Being able to understand others' feelings.	Playing/working with other children to share ideas and resources. Developing resilience. Developing a sense of responsibility and being involved in my community. Becoming school ready.
PSED Continuous Strands	Children will be reminded to follow the rules at all times. They will be rewarded for following the rules with a hand stamp or shown the smiley face card. Adults to overtly model empathy, comfort and making amends to other children. E.g. when another child has upset another child, or when a child has missed a go or can't have access to a toy. Make children aware of their feelings in everyday situations. "You cannot find your picture and I can see you are sad. " Modelling positive play and interactions in the provision. Adults to make children aware of their abilities "You have made a lovely picture. You like to be in the creative area".		
Physical – Gross Motor	Playing outdoors using the climbing equipment. Using scooters and bikes in the outdoor area. Balancing on planks and other outdoor equipment. Making marks using chalk. Being independent in self help skills. Access to a variety of one handed tools.	Playing on the outdoor equipment and moving in different ways. Using large brooms, mops and paintbrushes outside. Sticky kids – moving in different ways. Access to a variety of one handed tools.	Playing on the outdoor equipment and moving in different ways. Ball/bean bag games – practising throwing, catching and kicking. Parachute games Access to a variety of one handed tools.
Physical- Fine Motor	Manipulating malleable materials. Access daily funky finger activities. Practising fastening zips and buttons on coats.	Access daily funky finger activities. Daily name writing practise as part of Nursery routine.	Access daily funky finger activities. Seeing correct letter formation for letters in names.



Physical Education Continuous Strands	<p>Outside provision– large play apparatus, climbing area, gross-motor equipment such as hoops, balls, balance beams, stepping stones, etc. Explore the Forest and climb across the stepping stones. Climb the water wall with confidence. Jump from crate to crate.</p> <p>Inside provision: ‘Manipulative’ activities to develop hand grip and a range of different levels of items in sand, water and construction. These will be rotated to maintain interest and enhanced to match the current area of learning.</p> <p>Independent snack, selecting fruit from the tray and pouring own drink; and support for independence at lunch.</p>		
Communication and Language	<p>Listening to different sounds in the environment.</p> <p>Listening and joining in with Nursery rhymes, songs and simple stories.</p> <p>Hearing a wide range of vocabulary in the classroom.</p> <p>Speaking and listening focussed group times.</p>	<p>Learning new rhymes and songs.</p> <p>Listening, recalling and joining in with repeated refrains in chosen stories.</p> <p>Opportunities to speak to others’ during continuous provision and group times.</p>	<p>Being confident to speak to others’.</p> <p>Being able to tell a long story.</p> <p>Being exposed to and learning about a wide range of vocabulary.</p>
C and L Continuous Strands	<p>Stories and rhymes with repeated refrains will be shared during carpet times, in the reading baskets and in the reading area.</p> <p>Directed learning: use language of our rules e.g. “choose it/ use it/ put it away.” “Finished” “you have made me happy”</p> <p>Lots of praise at Carpet time and during continuous provision.</p> <p>Everyday quality interactions – reframing what the children said in a sentence, repeated correct modelling of language</p> <p>Adults to overtly model the new language that is key to the setting giving the children a scaffold for their sentences.</p> <p>Give children visual and verbal ongoing instructions to follow</p>		
Literacy	<p>Experiencing a range of print in the environment.</p> <p>Access to a variety of books including non-fiction.</p> <p>Engaging in rhymes and rhythmic activities.</p> <p>Listening to a range of stories.</p> <p>Mark making opportunities available indoors and outdoors.</p> <p>Phonics Phase 1 Aspects 1,2 and 3</p>	<p>Exploring books with adults and independently.</p> <p>Talking about the different parts of a story, the author and illustrator.</p> <p>Having opportunities to write in different areas.</p> <p>Opportunities to see writing modelled by adults.</p> <p>Having daily opportunities to practise names as part of the Nursery routine.</p> <p>Phonics Phase 1 Aspects 1,2,3,4,5</p>	<p>Being able to recognise and suggest rhyming words.</p> <p>Being able to recognise words which begin with the same sound.</p> <p>Being able to talk about stories in detail.</p> <p>Being able to write letters in their own name.</p> <p>Phonics Phase 1 Aspects 6 and 7</p>
Literacy Continuous Strands	<p>Stories and rhymes with repeated refrains will be shared during carpet times and in the reading area. Children will be encouraged to join in.</p> <p>Everyday quality interactions, particularly when the continuous provision links to stories the children are looking at so they hear the sound repeatedly.</p> <p>Wellcomm assessments, small groups and Speech and Language interventions.</p> <p>Writing– follow the progress of writing as set out by Lancashire CC.</p> <p>Use of 5 Ws questions throughout provision– who what where when why?</p> <p>Children encouraged to recognize name through registration and writing in writing area. Children’s names visible around the room.</p>		
Mathematics	Number rhymes –	Working with numbers up to 10.	Ordering numerals.



	<p>5 little speckled frogs 5 little ducks 5 currant buns 5 little monkeys 5 green bottles</p> <p>Working with numbers up to 5. Sorting objects in different ways.</p>	<p>Exploring shape and size. Touch and move counting with 1-1 correspondence. Numeral recognition up to 10. Learning about patterns. Understanding the cardinal principle. Understanding and using positional language.</p>	<p>Matching numerals to quantities. Accessing number and maths books. Making own patterns. Being able to compare size, shapes, length and capacity.</p>
<p>Maths Continuous Strands</p>	<p>Numerous opportunities to create patterns – e.g. in the outdoors, using natural materials such as sticks, leaves, stones, pine cones; in craft activities, using stamping, sticking, printing.</p> <p>Count children in the morning as part of the morning routine. Counting teddy bears on the self register.</p> <p>Encouraging children to compare different attributes in everyday situations: 'I wonder who has the longest snake?' 'I wonder whose pot will hold the most water?' 'I wonder which ball is the heaviest?'</p> <p>Focusing on asking for specific things according to their attributes. For example: 'Please can you pass me a ... that is ... than this one?'</p> <p>Opportunities to have a range of number symbols available, e.g. wooden numerals, calculators, handwritten (include different examples of a number, e.g. , ,)</p>		
<p>Understanding the World</p>	<p>Learning and talking about me and my family. Learning about the different parts of my body. Access to a range of materials indoors and outdoors. Exploring and talking about seasonal changes. Learning about and taking part in different celebrations and festivals.</p>	<p>Learning about and exploring growth and life cycles. Talking about and asking questions about things they can see. Accessing Forest School sessions. Exploring and talking about seasonal changes. Learning about and taking part in different celebrations and festivals. Access to magnets, magnifying glasses and binoculars indoors and outdoors.</p>	<p>Talking about what they see and find. Talking about differences between them and others'. Exploring and talking about seasonal changes. Learning about and taking part in different celebrations and festivals.</p>
<p>UTW Continuous Strands</p>	<p>Looking for wildlife in the forest school area. Watching aeroplanes and helicopters as they fly over. Observing the buildings around us. Planting area and flower beds and taking clippings from the bushes to use in the mud kitchen. Challenges in water areas, construction, small world.</p>		
<p>Expressive Arts and Design</p>	<p>Exploring musical instruments and noise makers indoors and outdoors. Access to drawing and painting resources. Accessing a range of construction materials. Accessing a range of small world resources. Practising using creative tools – rollers, sponges, creative scissors, paintbrushes.</p>	<p>Listening to and learning new songs and rhymes. Practising using tools– glue spreaders, scissors, hole punches, cutters, rollers. Exploring and talking about different textures. Using a variety of resources to make models. Using props to re-tell stories and songs. Exploring different colours.</p>	<p>Singing a variety of songs and rhymes from memory. Drawing and painting more detailed pictures. Mixing different colours and textures. Playing instruments with confidence. Making props and small worlds to tell a story.</p>
<p>EAD</p>	<p>Morning and Afternoon Dance- "Shake your Sillies Out"</p>		

Continuous Strands	<p>Songs outside and in, especially nursery rhymes. Tidying up to songs and getting in to a circle as staff sing. Ring games and Rhymes on the Interactive Whiteboard. Creative activities in the workshop linked to children's interests or our current are of learning. Instruments available to create music and Masks/Role play outfits to encourage imaginative play.</p>		
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