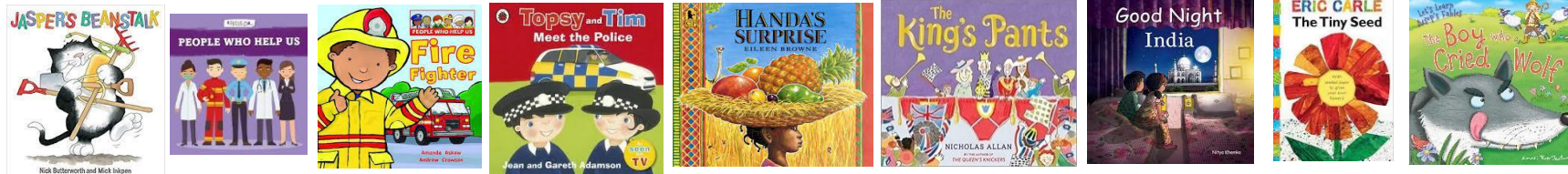
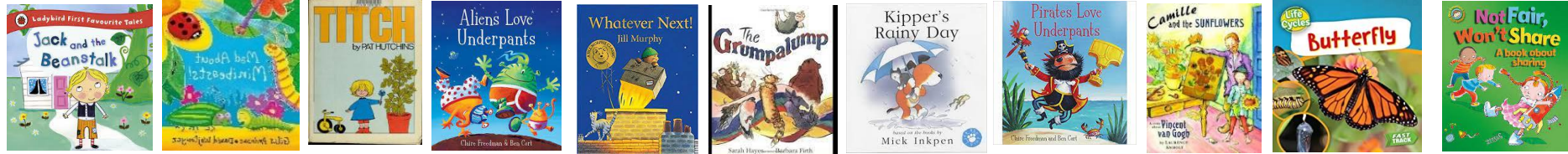


Curriculum intent: To increase children's range of vocabulary to improve their life chances.

Nursery and Reception Curriculum Overview – Our Wonderful World (Year B)

Link
Texts:



Themes/Interests/Lines of Enquiry:



Values



Caring for animals



Habitats



Jobs/Careers



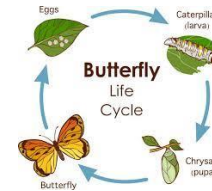
Healthy Lifestyle



British Values



Countries & Cultures



Lifecycles



Growing

Seasonal Festivals/Celebrations/Events: Father's Day 18th June / Graduation/ King's Coronation Saturday 6th May/Summer trips/Story teller/Sports Day/Summer Fayre/ Road safety lady talk/Transition.

Three and Four Year Olds

Children in Reception

PSD

Development Matters Coverage

- To select and use activities and resources to achieve a goal
- To develop their sense of responsibility
- To become more outgoing with unfamiliar people
- To play with more children, extending and elaborating play ideas.
- To show more confidence in new social situations
- To increasingly follow rules
- To not always need an adult to remind them of the rules
- To talk about feelings
- To begin to understand how others might be feeling
- To talk with others to solve conflicts and rivalries.

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Think about the perspectives of others.
- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian

	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> • Caring for mini beasts and plants • Working together to plant a seed • School trips to the farm/Sycamore Adventure • Talk about their trip / how it made them feel / how did their friends feel? / What was it like to be somewhere new? What rules did they have to follow? Sign something to say they will follow the rules / instructions when they are off the school site • Be confident when trying new activities linked to the topic • Know right from wrong link to caring minibests / plants etc • Activities based on the value of the month – Talking about when they can demonstrate this at school / home 	
CAL	Development Matters Coverage	<ul style="list-style-type: none"> • To enjoy listening to longer stories and remember much of what has happened • To use a wider range of vocabulary • To develop communication • To understand two-part instructions • To understand why questions • To sing a repertoire of songs • To know many rhymes • To talk about familiar books / tell long stories • To use longer sentences • To be able to express a point of view • To start a conversation • To use talk to organise their play 	<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Engage in story times. <ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> • Introduce topic vocabulary • Listening to stories and talking about what they have heard • Retelling the stories, we have read together and using puppets / role play • Talk about minibests – How to look after them/what do they look like • Minibest/vehicle feely bag game • 'What am I' describing game (Headbandz / Early Reading activities – describe it and find it) • Non-fiction books linked to topic e.g. people who help us, life cycle. • Learn and listen to poems • Learn and join in with songs – wheels on the bus, tiny caterpillar on a leaf, incy wincy spider, driving in my car. • Answer questions in relation to the topic e.g. what have they learnt about mini beasts • Opportunities for regular partner discussion • Listen to story CD's and discuss how to be a good listener • Following and giving instructions for planting a seed 	

PD	Development Matters Coverage	<ul style="list-style-type: none"> • To continue to develop movement • To use large muscle movements to wave flags / streamers / paint / make marks • To start taking part in group activities which they make up for themselves • To collaborate with others to manage large equipment • To increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm • To choose the right resources to carry out their plan • To use one handed tools and equipment • To use a comfortable grip with good control • To show a preference for a dominant hand • To be increasingly independent as dress / meeting own care needs • To make healthy choices about food and drink 	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: Lining up - Mealtimes
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> • Digging skills when planting- using tools safely and with good control • Move like a mini beast • Construction- making emergency vehicles/rockets • Drawing and painting vehicles/minibeasts/sunflower with accuracy • Use the cars and bikes on the road — stop at signs • Kinetic letters - Letter and number formation • Painting / draw pictures of mini beasts etc • Putting minibeasts into magnifying pots • Writing linked to mini beasts / animal topic / labels for plants • Collaborating with others to create an emergency vehicle with crates and planks • Car wash in the outdoor area • Sports day practise — throwing at targets, sack race, javelin, running, hopping, basket race, balancing beanbags on his head etc. • Weekly PE lessons in the hall with the P.E coach 	

Literacy	Development Matters Coverage	<ul style="list-style-type: none">• To understand the five key concepts about print• To develop phonological awareness• To engage in extended conversations about stories, learning new vocabulary• To use some of their print and letter knowledge in their early writing• To write some or all of their name• To write some letters accurately	<ul style="list-style-type: none">• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.• Read some letter groups that each represent one sound and say sounds for them.• Read a few common exception words matched to the school's phonic programme.• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.• Form lower-case and capital letters correctly.• Spell words by identifying the sounds and then writing the sound with letter/s.• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.• Re-read what they have written to check that it makes sense.
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none">• Finding information from books and computers about mini beasts, space, other countries and emergency vehicles/jobs.• Sharing new words related to topic• Labelling a minibeast/ plant• Writing about what they enjoyed doing at the farm• Sequencing story pictures from Jack and the Beanstalk• Creating signs and labels for role play activities• Adding sounds/labels to treasure maps• Ongoing fine motor / letter formation activities• Begin to recognise and use capital letters• RWI lessons• Look for rhyming words and syllables• Retelling familiar stories – Jack and the Beanstalk.• Predicting what will happen next in key stories e.g. Jack and the Beanstalk, Handa's Surprise.• Using new vocabulary linked to topic in role play e.g. fire station, Garden Centre.• Writing linked to role play• Writing instructions for planting a seed• Writing a sentence about what job they would like to do e.g. I will be a vet/doctor/cook• What's in a pirtaes pocket writing – He has a ... coin/map/patch/ring.	

Maths	Development Matters Coverage	<ul style="list-style-type: none"> • To subitise up to 3 objects • To recite numbers past 5 • To say one number for each item • To show finger numbers up to 5 • To link numerals and amounts up to 5 • To experiment with symbols and marks as well as numerals • To solve real world mathematical problems • To compare quantities • To talk about and explore 2d and 3d shapes • To select and combine shapes to make new ones • To understand position through words alone • To describe a familiar route • To make comparisons between objects relating to size, length, capacity and weight • To talk about and identify patterns • To extend and create ABAB patterns • To notice and correct an error in a repeating pattern • To begin to describe a sequence of events 	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> • Count and match clothes into a case to take on a journey to another/space • Count/doubling spots on ladybirds/butterflies • Talk about journeys / trips been on / routes around school – how to get to the hall or library. • Count legs on mini-beasts • Use emergency vehicles to create an ABAB patterns • See how many bees you need to count into a hive • Compare the sizes of minibeads • Sequence life cycles of minibeads • Comparing the length of worms • Making an emergency vehicle using 2D shapes • Money- paying for items in a garden centre role play area • Positional language- beebots • Count gems onto a pirate chest • Doubling/counting using jelly beans • Looking at different coins and their value • Sorting odd/even numberblocks • Learning how to use Rekenreks to count amounts/for number bonds. 	

UW	Development Matters Coverage	<ul style="list-style-type: none"> • To use all their senses to explore natural materials • To explore collections of materials with similar or different properties • To talk about what they see using a wide vocabulary • To show an interest in different occupations • To explore how things work • To plant seeds and care for growing plants • To understand the key features of the life cycle of a plant • To begin to understand the need to respect and care for the natural environment and all living things • To talk about different forces they can feel • To continue to develop positive attitudes about the differences between people • To know that there are different countries in the world and talk about the differences (link to animals and their habitats etc) they have experienced or seen in photos 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> • Find out about caterpillar or other mini beast life cycles • Go on mini beast hunts in the school grounds, look at their habitats, what materials are they made out of? Are they natural or man-made materials? etc • Do litter picks to help keep our school tidy • Posters for people to help us keep our school / environment tidy • Go on a summer walk around school – what is different? (SNAP Science) • Minibeast sorting activity • Similarities/ differences of where we come from • Compare different emergency vehicles- what job are they connected to? • Making a home for a mini beast using natural materials • Record how a seed is growing- taking pictures • Map work- looking at where we live/ how to get to other places on Google maps • Map of the world- how would we get there? • Drawing a mini beast/ rocket on an iPad • Discussing roles of people who help us in society • Watch the Queen's coronation video and discuss differences in relation to the past. • Look at old photos linked to the royal family and discuss differences between now and then 	

EAD	Development Matters Coverage	<ul style="list-style-type: none"> • To begin to develop complex stories using small world • To make imaginative and complex 'small worlds' • To explore and develop their own ideas and then decide which materials to use to express them • To join different materials and explore different textures • To create closed shapes to represent objects • To draw with increased complexity and detail • To use drawing to represent ideas like movement or loud noises / different emotions • To explore colour and colour mixing • To listen to sounds with increasing attention • To respond to what they have heard • To remember and sing entire songs • To create their own songs or improvise a song around one they know • To play instruments with increasing control to express their feelings and ideas 	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.
	Planned Teaching and Learning Opportunities	<ul style="list-style-type: none"> • Use and combine different small world objects • Join materials to make minibeasts / emergency vehicles • Creating our own instruments (Kapow) • Sing songs about minibeasts/growing • Construction models of minibeasts/rockets • Role play area linked to growing/people who help us, using props and materials to act out their ideas • Paint a minibeast • Learn about Van Gough and create our own sunflowers 	