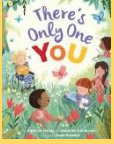









St. Wilfrid's CE Primary Academy Curriculum Overview 2024-2025



Nursery

Term:	Autumn Term		Spring Term		Summer Term	
Focus Theme:	I'm special, I'm me	Tell me a story	Whatever the weather	Mini-beast Madness	Food Glorious food	Under water adventure
Hook:	Photograph album	Crime scene	Box of weather-related items	Mini-beast hunt around school	Food tasting	Aquarium clip
Focus Reading Text:	There's Only One You by Kathryn Heling 	Illustrated Traditional Stories by Various 	Meet the Weather by Caryl Hart 	Do You Love Bugs? Matt Robertson 	The Shopping Basket by John Burningham 	The Snail and the Whale by Julia Donaldson 
Home Learning project:	Create a family tree		Make a mini-beast model		Select a recipe and make this together	
Showcase:	The story of the Birth of Jesus - Church Service		Easter stay and play		Teddy bear picnic stay and play	

Personal, Social and Emotional Development:

Self -Regulation

This aspect is about how children can understand their own feelings and other people's feelings, and how they learn to manage their feelings without letting them spill out at every small annoyance they meet.

Managing Self

This aspect is about how young children come to develop confidence in who they are and what they can do and in expressing their own ideas.

Building Relationships

This aspect is about how young children learn to get along with other children and with adults; how they can see something from somebody else's point of view and take that into account when they play and work with other children. It is also significant in developing friendships.

*Strong PSED enables children to become confident learners in all areas of the curriculum. Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary**. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating, and manage personal needs independently**. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can **achieve at school and in later life**.*

Autumn Term	Spring Term	Summer Term
Think Equal Level 1 Become more outgoing with unfamiliar people, in the safe context of their setting Talk about their feelings/favourite rhymes/stories Play with one or more other children Increasingly follow rules, understanding why they are important Select and use activities and resources, with help when needed. New beginnings Boundaries, rewards	Think Equal Level 1 Develop confidence in new social situations Help to find solutions to conflicts Learn about feelings Follow Golden Rules Develop assertiveness Talking about favourite toys	Think Equal Level 1 Play with other children, extending and elaborating play ideas Talk with others to solve conflicts Talk about their feelings Begin to understand how others might be feeling Develop their sense of responsibility and membership of a community Changes Relationships

Physical Development:

Gross Motor Skills:
through outdoor learning in the outdoor area and weekly PE lessons

Fine Motor Skills:
daily opportunities for fine motor activities

*Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a child's **strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness, co-ordination and agility**. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.*

Autumn Term	Spring Term	Summer Term
Use large-muscle movements to wave flags and streamers, paint and make marks Movement to music 'Sticky kids' and dance/yoga Use one-handed tools and equipment like hammers Develop independence as they get dressed and undressed with coats Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills Be increasingly independent in meeting their own care needs Start to eat independently and learning how to use a knife and fork	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills Use one-handed tools and equipment like scissors Show a preference for a dominant hand Use a comfortable grip with good control when holding pencils Show a preference for a dominant hand Be increasingly independent putting on jumpers and coats Using small equipment Skill Wise-First touch	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 Choose the right resources to carry out their own plan Collaborate with others to manage large items Use a comfortable grip Make healthy choices about food, drink and activity Yoga, dance and circle games

Communication and Language: Listening, Attention and Understanding, Speaking

Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, Poetry, speech and language interventions, role-play areas, sharing weekend news, EYFS productions, assemblies and weekly interventions

*The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.*

Autumn Term	Spring Term	Summer Term
Role play- support children in their play Small group time speaking opportunities Begin to listen to story books with pictures and answer some simple questions about the story. Model show and tell and questioning Use a wider range of vocabulary Know many rhymes Use longer sentences of four to five words Understand a question or instruction that has two parts e.g., 'Put your coat on and line up at the door' Follow a two chained instruction	Role play- support children in developing characters. Maintain attention Talk in larger groups and develop conversational skills between peers and adults Begin to follow instructions Listen to and remember much of what happens in longer stories Learn rhymes, talk about familiar books, and tell a long story Use talk to organise themselves and their play Understand 'why' questions	Develop their communication, but may continue to have problems with irregular tenses and plurals Role play- Support children in creating storylines Maintain attention in group activities. Talk in large and small groups. Begin to ask questions in response to conversations. Begin to understand sentences containing three pieces of information.

Literacy:

Developing a passion for reading

*It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and **composition** (articulating ideas and structuring them in speech, before writing)*

Comprehension

Word Reading

ELS

Autumn Term

Spring Term

Summer Term

I'm special, I'm me

Tell me a story

Whatever the weather

Mini-beast Madness

Food Glorious food

Under water adventure

What Makes Me A Me?
by Ben Faulks

The Gruffalo
by Julia Donaldson

The Wind Blew
Pat Hutchins

Mad About Minibeasts!
by Giles Andreae

Oliver's Vegetables
by Vivian French

The Rainbow Fish
Marcus Pfister

I'm Special, I'm Me
by Ann Meek

The Gingerbread Man
by Mara Alperin



Aaaarrgghh, Spider!
by Lydia Monks

Oliver's Fruit Salad
by Vivian French



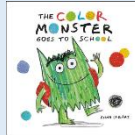
The Colour Monster Goes to School
by Anna Llenas

Goldilocks and the Three Bears
by Utomo and Gabhor

Rain
Sam Usher

Bella Loves Bugs
by Jess French & Duncan Beedie

Breakfast Around the World
by Casey Null Peterson



The Tiger and the Wise Man
by Andrew Fusek Peters

Sun
by Sam Usher



Zed's Bread
by Manning Mick

Tiddler
Julia Donaldson and Axel Scheffler

You're All My Favourites
by Sam McBratney



One Springy Day: A Percy the Park Keeper Story
by Nick Butterworth

Do You Love Bugs?
by Matt Robertson

Mama Panya's Pancakes
by Mary and Rich Chamberlin

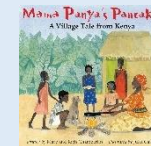
Sea
Patricia Hegarty & Britta Teckentrup

Super Duper You
by Sophy Henn

Dingo Dog and the Billabong Storm
by Andrew Fusek Peters

What Small Rabbit Heard
by Sheryl Webster

The Very Hungry Caterpillar
by Eric Carle



Commotion in the Ocean
Giles Andreae & David Wojtowycz

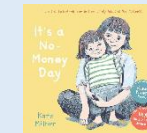
The Name Jar
by Yangsook Choi

Two Homes
by Claire Masurel



Once Upon a Raindrop: The Story of Water
by James Carter

It's a No-Money Day
by Kate Milner



Dougal's Deep-Sea Diary
by Simon Bartram

Sulwe
by Lupita Nyong'o

George and Flora's Secret Garden
by Dr Jo Elworthy and Ley Honor Roberts

One Day on Our Blue Planet: In the Ocean
by Ella Bailey

Sharing a Shell
by Julia Donaldson

Poetry

Daily Read and Recite:
Collection of rhymes, poems and songs

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Collection of rhymes, poems and songs

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Collection of rhymes, poems and songs

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Collection of rhymes, poems and songs

Writing:

Books and Texts used as stimulus across the year

*Writing is an important **lifelong skill**. Learning to write is a complex process that involves learning many skills. First, children need to learn to speak, build their vocabulary and develop gross motor and fine motor coordination they will need to manipulate a writing instrument. As they grow, they need to learn about the alphabet and to **make connections between spoken and written words**. Children need to learn to write so they can communicate and express themselves. Formal writing, taught later in reception, involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). Children should be provided with opportunities to build their **physical strength and control in the core, upper body, hands and fingers**. Writing develops alongside all learning areas, especially communication and language, reading and mathematics. Writing, along with reading, makes up literacy, one of the four specific areas of the Early Years Foundation Stage (EYFS).*

	Autumn Term		Spring Term		Summer Term	
	<p>Begin to hold writing instruments to create marks.</p> <p>Manipulate dough to strengthen hand muscles for writing</p> <p>Provide opportunities for threading, for hand and eye coordination</p> <p>Begin to have a dominant hand for writing, using a palmer grip</p> <p>Scrimbling (mark making to music)</p> <p>Children are provided with lots of activities to work on large scale using brushes on walls with water and large-scale painting.</p>	<p>Consolidate Autumn One</p> <p>Sequence the story (pictures)</p> <p>Activities to support children to develop fine and Gross motor skills to develop strength.</p> <p>Adults support children to expand on their mark making skills, developing wavy lines into more distinct separate shapes.</p> <p>Use lines to create pictures to represent objects</p> <p>Scrimbling (mark making to music)</p> 	<p>Continue to provide opportunities for children to strengthen their fine motor skills.</p> <p>Adults support children's early writing by talking to children, re-phrasing what they have said and modelling correct sentence structure.</p> <p>Children begin to use emergent writing to label pictures.</p> <p>Scrimbling (mark making to music)</p>	<p>Opportunities are given for children to draw freely and act like writers.</p> <p>Begin to identify the initial sounds in words and may attempt to write them.</p> <p>Tell an adult what they have written to make sure it makes sense.</p> <p>Adults model writing Mothering Sunday poems and descriptions.</p> <p>Scrimbling (mark making to music)</p>	<p>Opportunities are given for children to draw freely and act like writers.</p> <p>Most children will have developed a dominant hand using a tripod grip.</p> <p>Begin to Write recognisable letters (lower case) some of which are formed correctly and may be part of their name.</p> <p>Begin to complete CVC words puzzles by identifying the sounds</p> <p>Sequence the story and talk about what has happened in the picture.</p> <p>Opportunities are giving to children to practise making lists using some recognisable letters. (Shopping lists and recipes).</p> <p>Begin to use familiar letters in their writing and mark making</p>	<p>Opportunities are given for children to draw freely and act like writers.</p> <p>Writing initial sounds and simple captions.</p> <p>Some children will begin to write CVC words by identifying the sounds.</p> <p>Adults will support children in using their phonological skills to begin to write some of the sounds.</p> <p>Continue to sequence the story and begin to use talk for writing <i>e.g. What could we write about this picture?</i></p> <p>Adults model how to write a sentence.</p>
Phonics: ELS	Phase 1 phonics aspects 1,2,3	Phase 1 Phonics aspects 1,2,3	Phase 1 Phonics aspects 1,2,3,4	Phase 1 Phonics aspects 1,2,3,4,5	Phase 1 Phonics aspect 1,2,3,4,5,6,	Phase 1 Phonics aspect 1,2,3,4,5,6,7

Maths:

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 5**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children develop **positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, **'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.

Autumn Term	Spring Term	Summer Term
<p>To recite numbers past 5 and show finger numbers up to 5</p> <p>Talk about and identify the patterns around them, use informal language to describe them</p> <p>Extend and create ABAB patterns</p> <p>Positional Vocab,</p> <p>Counting small groups of objects and recognising numbers of personal significance</p> <p>Shape</p> <p>Sorting by size</p> <p>Measuring, Size</p> <p>Counting sets of objects</p>	<p>Number and counting</p> <p>Counting sets of objects using 1-1 correspondence</p> <p>Recognising numbers to 5</p> <p>Sorting and classifying</p> <p>Explore pattern and create patterns</p> <p>Subitising</p> <p>2 D and 3 D Shapes</p> <p>Length</p> <p>Height</p> <p>Weight</p>	<p>Adding sets of objects together</p> <p>Subitising</p> <p>Adding groups of objects together</p> <p>Match numbers and objects</p> <p>Experiment with their own symbols</p> <p>Solve real world maths problems</p> <p>Understand position through words</p> <p>Describe and discuss a familiar route</p> <p>Begin to describe a sequence of events</p> <p>Shape</p> <p>Sorting and classifying</p>

Expressive Arts and Design:

Being Imaginative and Expressive

Moving to music, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.

Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.

Creating with Materials

Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, clay sculptures,

Lots of links to Fine Motor Skills. Children to explain their work to others.

The development of children's artistic and cultural awareness supports their **imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The **quality and variety** of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The **frequency, repetition and depth** of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Autumn Term	Spring Term	Summer Term
<p>Listen with increased attention to sounds</p> <p>Make imaginative 'small worlds' with blocks and construction kits</p> <p>Play instruments with increasing control to express their feelings and ideas</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Painting and drawing</p> <p>Self portraits</p> <p>Collage, Printing, Baking</p> <p>Singing Nursery rhymes</p> <p>Selecting appropriate materials</p> <p>Learning new songs playing instruments</p>	<p>Develop complex stories using small world equipment</p> <p>Explore colour and colour-mixing</p> <p>Play instruments with increasing control to express their feelings and ideas</p> <p>Drawing, Collage, Printing, Baking, Painting, Sculptures- using clay and plasticine</p> <p>Observational drawings</p> <p>Exploring fastenings</p> <p>Listening to different music and talking about it.</p> <p>Using different things to create music/composing</p>	<p>Develop drawing skills</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Develop singing skills - 'pitch match' and 'melodic shape' of familiar songs</p> <p>Create their own songs, or improvise a song around one they know</p> <p>Using different things to create music/composing</p> <p>Drawing, Collage, Printing, Baking, Painting</p> <p>Exploring instruments</p> <p>Observational drawings of shells</p>

Understanding the world:

People, culture and Communities

Our Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.

They will begin to understand and value the differences of individuals and groups within their own and the wider community.

Children will have opportunity to develop their emerging moral and cultural awareness.

Past and Present

Children begin to explore History by first starting with their own and through reading and exploring high quality texts

The natural world

We encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.

We use our outdoor provision to provide first hand experiences of the natural world

*Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.*

Autumn Term

Use all their senses in hands-on exploration of natural materials
Explore collections of materials with similar and/or different properties
Talk about what they see, using a wide vocabulary
Begin to make sense of their own life-story and family's history

Controlling the mouse
Operating story phones
My body
Senses
Observing similarities and differences
Personal History- when I was a baby

Using buttons, dials and Switches
Code a Caterpillar
Operating story phones
Changing materials
Baking
Children around the world
Fairy tale maps

Spring Term

Explore and talk about different forces they can feel
Talk about the differences between materials and changes they notice
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Paint programmes on the computer
Using Cbeebies
Exploring materials
Observing the weather
Looking at weather symbols.

Using the keyboard
Using Purple mash
Using Cbeebies
Exploring the natural world looking at different mini-beasts
Looking at Insects from other countries
Looking at habitats
Our local area
Map work
Using iPads to take pictures

Summer Term

Planting seeds and caring for plants
Life cycles of plants and animals
Caring for the natural world
Explore different countries and their differences
Develop positive attitudes towards different people

Purple Mash, Beebot
Growing plants
Baking
Food from around the world.
Using iPads to take pictures

Purple Mash
Bee bots
Using iPads to take pictures
Exploring maps of the world
Remembering holidays, we've been on
Places we've been on holiday
Looking at habitats

Other areas:

Religious Education

EYFS 1 I am special
Why are we all different and special?

Links to World Faiths:
Islam

EYFS 4 Christmas: How do Christians celebrate Jesus' birthday?

Links to World Faiths:
Hanukah, Diwali

EYFS 8 Friendship: What makes a good friend?

EYFS 7 Easter: Why do Christians believe that Easter is all about love?

EYFS 10 Prayer: What is prayer?

Links to World Faiths:
Prayer

SMSC

Our Nursery Curriculum promotes children's Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and responsible for their actions as good citizens.

Fundamental British Values

Our Nursery Curriculum actively promotes the Fundamental British Values of *democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith*, in order to prepare children for life in Modern Britain.

Christian Values

Our Christian Values underpin all of our Curriculum at St. Wilfrid's:
FAIR, FORGIVE, TRUST, HOPE, LOVE, JOY, COURAGE, KIND and PEACE