

Long Term Curriculum Overview Year Pre Nursery

	Term 1	Term 2	Term 3
Writing	Begins to understand the cause and effect of their actions in mark making Knows that the marks they make are of value Enjoys the sensory experience of making marks	Distinguishes between the different marks they make Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.	Sometimes gives meaning to their drawings and paintings
Reading	Is interested in and anticipates books and rhymes and may have favourites Begins to join in with actions and sounds in familiar song and book sharing experience	Begins to recognise familiar logos from children’s popular culture, commercial print or icons for apps Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes	Has some favourite stories, rhymes, songs, poems or jingles Repeats and uses actions, words or phrases from familiar stories Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a
Maths – comparison, counting & cardinality	Comparison Responds to words like lots or more Counting Says some counting words Cardinality Uses number words, like one or two and sometimes responds accurately when asked to give one or two things	Comparison Beginning to notice changes in the number of things Counting May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence Cardinality Beginning to notice numerals (number symbols)	Comparison Beginning to compare and recognise changes in numbers of things, using words like more, lots or ‘same’ Counting Begins to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?) In everyday situations, takes or gives two or three objects from a group Beginning to count on their fingers.
Maths – Pattern	Becoming familiar with patterns in daily routines Beginning to arrange items in their own patterns, e.g. lining up toys	Joins in with and predicts what comes next in a story or rhyme	Joins in and anticipates repeated sound and action patterns Is interested in what happens next using the pattern of everyday routines
Maths – Shape, Space & Measures	Shape Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles Beginning to select a shape for a specific space Enjoys using blocks to create their own simple structures and arrangements Space Enjoys filling and emptying containers Investigates fitting themselves inside and moving through spaces Measures Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram	Shape Chooses puzzle pieces and tries to fit them in Makes simple constructions Space Moves their bodies and toys around objects and explores fitting into spaces Begins to remember their way around familiar environments Measures Shows an interest in size and weight Beginning to understand that things might happen now or at another time, in routines	Shape Recognises that two objects have the same shape Space Responds to some spatial and positional language Explores how things look from different viewpoints including things that are near or far away Measures Explores differences in size, length, weight and capacity Beginning to understand some talk about immediate past and future Beginning to anticipate times of the day such as mealtimes or home time
Personal, Social & Emotional Development – Making Relationships	Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy Asserts their own ideas and preferences and takes notice of other people’s responses Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration	Builds relationships with special people but may show anxiety in the presence of strangers Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult Enjoys playing alone and alongside others and is also interested in being together and playing with other children Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions	Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it Shows empathy and concern for people who are special to them by partially matching others’ feelings with their own, e.g. may offer a child a toy they know they like Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest
Personal, Social & Emotional Development – Sense of Self	Is aware of and interested in their own and others’ physical characteristics, pointing to and naming features such as noses, hair and eyes Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine	Knows their own name, their preferences and interests and is becoming aware of their unique abilities Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions	Is developing an understanding of and interest in differences of gender, ethnicity and ability Experiments with their own and other people’s views of who they are through their play, through trying out different behaviours, and the way they talk about themselves Is gradually learning that actions have consequences but not always the consequences the child hopes for
Personal, Social & Emotional Development – understanding emotions	Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking Asserts their own agenda strongly and may display frustration with having to comply with others’ agendas and with change and boundaries	Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated Is aware of others’ feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child’s excitement	Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling Responds to the feelings of others, showing concern and offering comfort May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions Participates more in collective cooperation as their experience of routine Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions

Communication and Language - Speaking	Copies familiar expressions, e.g. Oh dear, All gone. Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot) Beginning to put two words together (e.g. Want ball, More juice) Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying Want it	Beginning to talk about people and things that are not present Beginning to ask simple questions Uses longer sentences (e.g. Mummy gonna work)	Beginning to use word endings (e.g. going, cats) Uses a variety of questions (e.g. what, where, who) Uses language to share feelings, experiences and thoughts Holds a conversation, jumping from topic to topic Learns new words very rapidly and is able to use them in communicating
Communication and Language - Understanding	Understands different situations - able to follow routine events and activities using nonverbal cues Selects familiar objects by name and will go and find objects when asked, or identify objects from a group Understands simple sentences (e.g. Throw the ball)	Identifies action words by following simple instructions, e.g. Show me jumping Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet	Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) Developing understanding of simple concepts (e.g. fast/slow, good/bad)
Communication and Language – Listening & attention	Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations Pays attention to own choice of activity, may move quickly from activity to activity	Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations Shows interest in play with sounds, songs and rhymes	Listens with interest to the noises adults make when they read stories Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus
Physical Development – Gross motor skills	Securely walks using feet alternately and can also run short distances Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time Changes position from standing to squatting and sitting with little effort Shows interest, dances and sings to music rhymes and songs, imitating movements of others Can walk considerable distance with purpose, stopping, starting and changing direction Uses gesture and body language to convey needs and interests and to support emerging verbal language use	Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands Sits comfortably on a chair with both feet on the ground Runs safely on whole foot Moves in response to music, or rhythms played on instruments such as drums or shakers Jumps up into the air with both feet leaving the floor and can jump forward a small distance Begins to walk, run and climb on different levels and surfaces	Begins to understand and choose different ways of moving Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it Climbs up and down stairs by placing both feet on each step while holding a handrail for support Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride Creates lines and circles pivoting from the shoulder and elbow
Physical Development – Fine motor skills	When holding crayons, chalks etc, makes connections between their movement and the marks they make Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand).	Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions Turns pages in a book, sometimes several at once Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools	Picks up resources using whole hand grasp. Understands that wrist movement is needed when using crayons, brushes, orchalks. Holds mark-making tools with thumb and all fingers May be beginning to show preference for dominant hand and/or leg/foot
Health & Self Care	Daytime sleeping continues to be important for healthy development Highly active in short bursts, with frequent and sudden need for rest or withdrawal Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need Uses physical expression of feelings to release stress. Shows interest in indoor and outdoor clothing and shoes/wellingtons Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling	Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day Feeds self competently Can hold a cup with two hands and drink well without spilling Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet Develops own likes and dislikes in food and drink, willing to try new food textures and tastes	Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots Begins to recognise danger and seeks the support and comfort of significant adults Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions
Understanding the World – People, Culture and Communities	RE: What makes people special? & What is Christmas? In pretend play, I imitate everyday actions and events from my own family and cultural background including Christmas I am curious about people and show an interest in stories about people - Christmas Geography: Has a sense of own immediate family and relations and pets Is interested in photographs of themselves and other familiar people and objects Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them	RE: How do people celebrate? & What is Easter? In pretend play, I imitate everyday actions and events from my own family and cultural background, including Birthdays & Easter I am curious about people and show an interest in stories about people – Birthdays & Easter Geography: Beginning to have their own friends Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.	RE: What makes places special? What can we learn from stories? I am curious about people and show an interest in stories about people – The Hare & the Tortoise In pretend play, I imitate everyday actions and events from my own family and cultural background – my home Geography: Talks about their home and places they go to in their immediate environment Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake Learns that they have similarities and differences that connect them to, and distinguish them from, others

<p>Understanding the World – The Natural World</p>	<p>Working Scientifically I show curiosity in my environment. I use all my senses in hands-on exploration Similarities & Differences/Changes I explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking I am curious and interested to explore new and familiar experiences in nature eg on an autumn walk Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life</p>	<p>Working Scientifically I show curiosity in my environment. I use all my senses in hands-on exploration Similarities & Differences/Changes I remember where objects belong I match parts of objects that fit together, e.g. puts lid on teapot I am curious and interested to explore new and familiar experiences in nature eg on a Spring walk I notice details of plants and animals in my environment</p>	<p>Working Scientifically I show curiosity in my environment. I use all my senses in hands-on exploration Similarities & Differences/Changes I notice detailed features of objects in my environment I notice details of plants and animals in my environment I am curious and interested to explore animal life I notice details of animals in my environment I can talk about animals I have observed</p>
<p>Expressive Arts – Being Imaginative & Expressive</p>	<p>Imagination & Creativity Expresses self through physical action and sound Music: Hearing & listening Listens to the sounds instruments make Music: Singing Enjoys listening to songs Music: moving & dancing Mirrors and improvises actions they have seen actions eg clapping or waving Moves when singing, listening to music, exploring with instruments Music: exploring & playing Explores a range of media through multi sensory exploration</p>	<p>Imagination & Creativity Pretends that one object represents another, especially when objects have characteristics in common. Creates sound effects and movements eg cars, animals Music: Hearing & listening Shows an interest in the way musical instruments sound Music: Singing Joins in with words and phrases of familiar songs Music: moving & dancing Begins to join in with actions to familiar songs Music: exploring & playing Knows that we interact with an instrument to create sounds (cause and effect) by banging, shaking, tapping, or blowing.</p>	<p>Imagination & Creativity Beginning to make believe by pretending using sounds, movements, words and actions Music: Hearing & listening Beginning to describe music imaginatively eg scary music Music: Singing Sings when listening to music or playing with instruments Joins in with familiar songs Music: moving & dancing Begins to move in response to rhythms heard played on instruments, e.g., a drum. Music: exploring & playing Beginning to create rhythmic sounds</p>
<p>Expressive Arts – Creating with Materials</p>	<p>Art Drawing Makes marks using large chinks and crayons Makes marks in different media eg shaving foam, oats and coloured sand Painting Experiments with colours and marks using hands and fingers Colour Shows an interest in colour Multimedia Explores how objects feel. DT Make: Building blocks Stage 1: Carrying, exploring or prebuilding Touches, carries, moves, piles, or knocks down the blocks Use a mixture of containers to pack, repack, and haul around the blocks. Knocks down a tower that you built together. Explores the sounds blocks make by dropping them or banging them together.</p>	<p>Art Drawing Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' Painting Experiments with blocks, colours and marks using hands, fingers and large brushes Colour Begins to identify objects of different colours Multimedia Enjoys experiencing different textures and sensory activities. DT Make: Building blocks Stage 2: Stacking, Rows and Towers or Repetition Lines up blocks. Stacks blocks one on top of the other for a vertical tower. Lays them on the floor in rows. Technical knowledge: Uses construction materials to stack vertically and horizontally, combine and balance</p>	<p>Art Drawing Begins to enter the pre-schematic stage of drawing, gaining control over the marks being made. Begins to develop a bank of motions to produce marks. Uses the arm, wrist, and finger muscles. Painting Experiments with blocks, colours and mark using a range of large brushes and equipment. Colour Has an interest in objects that are their favourite colour Multimedia Shows interest in and begins to describes (simple vocabulary) the texture of objects. Imitates marks and textures in clay/dough DT Make: Building blocks Stage 2: Stacking, Rows and Towers or Repetition Lines up blocks. Stacks blocks one on top of the other for a vertical tower. Lays them on the floor in rows. Technical knowledge: Imitates how an adult uses tools. Begins to use tools for a purpose</p>