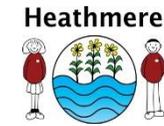


Curriculum Overview- Nursery 2019-2020

Respect Resilience
High expectations



Topic	What is your BIG QUESTION?	Which Core Value will you address?	Core texts	Enrichment opportunities- Where will you go? Workshops?	Subjects to be covered
<p>Autumn 1 All about me</p>	<p>How can I look after my class and classroom?</p>	<p>Respect- How to respect ourselves and the environment.</p>	<p>1. Spot goes to Nursery 2. Topsy and Tim start school 3. A bit Lost by Chris Haughton 4. Abigail by Catherine Rayner</p>	<p>Wandsworth Hub resources. Walk around the school, introduce the areas. Parent Workshop- How to read with your child</p>	<p>UW- P&C Our family PSED- Fellings/ Likes and dislikes L- Ascribe meanings to what they draw. PD- MH learning to use environment safety. HS- dress themselves/ toileting/ general hygiene CL- speaking/ listening/ understanding</p>
<p>Autumn 2 Celebrations</p>	<p>What makes us unique?</p>	<p>High Expectations- having the confidence to try something new.</p>	<p>1. Elmer- why do we celebrate 2. Spot goes to the Fire Brigade (Guy Fawkes) 3. Colin and Lee Carrot and Pea (Remembrance day) 4. Non- fiction text on Diwali 5. Giraffes can't dance (Birthdays) 6. The Jolly Postman (Christmas) 7. A Christmas Carol 8. Nativity</p>	<p>Story Stalks- A Christmas Carol A visit from the Fire Brigade- fire safety. Post box walk to take our letters to Santa Parent workshop- fine motor skills</p>	<p>EAD- Exploring and experimenting with colours, UW- similarities and differences PC- shows interest in our friends that are similar/ different to us. Showing interest in different ways of life. CL- listening to one another in small groups, listening to stories with increased recall. Joining in to storytelling, anticipating key events. R- Listens and joins in with key texts and poetry. Describes main characters in stories MH- developing fine motor skills- scissor skills/ handling salt dough</p>

<p>Spring 1 Bears</p>	<p>Should we treat other as we treat ourselves?</p>	<p>Respect- Respect others as we treat ourselves.</p>	<p>1. Goldilocks and the Three Bears 2. Brown Bear 3. Peace at Last 4. Can't you sleep Little Bear 5. Non Fiction Bear text 6. Biscuit Bear 7. Poetry about Bears</p>	<p>Story stalks- Goldilocks and the Three Bears am</p> <p>Visit to the Co-op to buy porridge and have a taste test of their porridge.</p> <p>Visit from the Police- teach about Stranger danger, (link to respect of communities and environment)</p> <p>Parent workshop- How to use play to teach your child</p>	<p>R- Beginning to join in with actions and repeated refrains Maths- size, ordering small/ large. SSM- making bear biscuits, N- number three UW- E comments about the natural world and where we live and the natural world PC- shows interest in different occupations and ways of life. HS- can tell adult when want they want to rest or play. PSE- MF B can tolerate delay SCA Is more outgoing towards unfamiliar people and confident in new situations.</p>
<p>Spring 2 Growing</p>	<p>How can we help something grow?</p>	<p>High Expectations- We are committed to learning I have the responsibility to look after plants</p>	<p>1. The very Hungry Caterpillar 2. Oliver's Vegetables 3. Jack and the Beanstalk 4. The enormous turnip 5. Titch</p>	<p>Story Stalks- Jack and the Beanstalk</p> <p>Visit to buy vegetables to make soup (Asda in the minibus)</p> <p>Morden Hall Park (visit garden centre)</p> <p>Caterpillars in the classroom (order of amazon beginning of half term)</p> <p>Parent workshop- introduction to Understanding of the World</p>	<p>UW- developing an understanding of the world in which we live. Can talk about plants/ natural world, asking questions. Show care and concern for living things in the environment. M SSM- ordering by length and height. N-C Counting PSED- working together CL- listening to others in small groups EAD- engages in imaginative role play Captures experiences with a range of media.</p>
<p>Summer 1 Journeys</p>	<p>Why do we go on journeys? Where do we want to go?</p>	<p>Resilience- we can keep going in the face of obstacles.</p>	<p>1. Rapunzel 2. Bear Hunt 3. Whatever Next 4. We're going on a lion hunt</p>	<p>Story Stalks- Rapunzel (focus on journey)</p> <p>Visit to Goldstone farm</p>	<p>UW- asks and comments about the natural world Can talk about why things happen and why things work Shows understanding of decay and growth over time</p>

				<p>Parent workshop- introduction to phase 1/2</p>	<p>EAD Builds stories around toys Uses available resources to create props to support role play</p> <p>CL Uses talk to organise, sequence and clarify thinking, ideas and feelings and events</p>
<p>Summer 2 People that help us</p>	<p>How can we be our best selves?</p>	<p>Resilience- How can we be our best selves?</p>	<p>1.Little Red Riding Hood 2. Non-fiction texts about different occupations 3. Going to the doctors 4. To Market! To Market by Anushka Ravishankar 5. So Much by Trish Cooke</p>	<p>Story Stalks- Little Red Riding Hood (shows confidence in asking adults for help)</p> <p>Visit from doctor/ dentist throughout the half term</p> <p>Parent picnic on Wimbledon Common</p>	<p>UW- shows interest in different occupations</p> <p>PHSE Is more outgoing towards unfamiliar people and more confident in new social situations</p> <p>CL Uses vocab focused on objects and people that are of particular importance to them Builds vocab based on own experiences.</p> <p>Uses language to imagine and recreate roles and experiences in play situations</p>