Atlas Academy Nursery Curriculum Overview

Nursery EYFS

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Theme	All about Me	Journeys	Dinosaurs	Growing and Changing	Animals and their Babies	Heroes and Adventurers
Texts Referenced in UtW Plan:	Where Is the Baby? by Anita Walsh Mitchell (links to family) Asleep Wake by Julie Clare Bell (links to routines and consent) Later by Curtis Ackie The Great Big Book of Families by Mary Hoffman There's a house inside my mummy! By Giles Andreae A place called home by Kate Bellew Coming to England by Floella Benjamin Real Superheroes by Julia Seal The Tree by Britta Teckentrup Additional suggested texts: I am too Absolutely Small for School by Lauren Child Later by Curtis Ackie Owl Babies Little Bear Lost Goldilocks and the Three Bears Where's My Teddy? Ruby's Worry by Tom Percival Peepo by Janet and Alan Ahlberg A Great Big Cuddle (poetry) by Michael Rosen	Places we visit, ways to travel including walking, cars, buses, trains, aeroplanes, faraway places including the coldest places on earth Handa's Surprise by Eileen Brown Mr Gumpy's Motor Car by John Burningham Car Truck Jeep by Nick Sharratt Oi, Get off our Train by John Burningham, any of the Thomas the Tank Engine series by Reverend Wilbert Awdry 'You can't take an elephant on the bus' by Patricia Cleveland-Peck Non-fiction texts about travel, journeys, transport Lost and Found by Oliver Jeffers The Roller Bear Son by Lydia Dabcovich Komik's first Sled by Sulurayok Additional suggested texts: Rosie's Walk The Gruffalo Stick Man Hairy Maclary from Donaldson's Dairy and Hairy Maclary's Bone Where the Wild Things Are The Way Back Home On Sudden Hill by Linda Sarah	What the world was like a long, long time ago, how we know about dinosaurs, fossils, extinction Chicken Licken We are going on a Bear Hunt by Michael Rosen Handa's Surprise by Eileen Brown Mr Gumpy's Motor Car by John Burningham Car Truck Jeep by Nick Sharratt Oi, Get off our Train by John Burningham, any of the Thomas the Tank Engine series by Reverend Wilbert Awdry 'You can't take an elephant on the bus' by Patricia Cleveland-Peck Non-fiction texts about travel, journeys, transport Lost and Found by Oliver Jeffers The Roller Bear Son by Lydia Dabcovich Komik's first Sled by Sulurayok Additional suggested texts: Rosie's Walk The Gruffalo Stick Man Hairy Maclary from Donaldson's Dairy and Hairy Maclary's Bone Where the Wild Things Are The Way Back Home On Sudden Hill by Linda Sarah	Texts Referenced in UtW Plan: Harry and the Dinosaurs series by Ian Whybrow Dinosaur Roar by Henrietta Stickland Dinosaurs and all that rubbish by Michael Foreman Silly Dizzy Dinosaur by Jack Tickle Non-fiction texts about dinosaurs Additional suggested texts: Rosie's Walk The Gruffalo Stick Man Hairy Maclary from Donaldson's Dairy and Hairy Maclary's Bone Where the Wild Things Are The Way Back Home On Sudden Hill by Linda Sarah	Texts Referenced in UtW Plan: The Tiny Seed by Eric Carl Baby Botanist by Dr Laura Gehl Jack and the Beanstalk The Enormous Turnip Baba Yaga	Animals and their offspring, pets, woodland animals, animals who live in the coldest places on earth The Ugly Duckling Owl Babies The Hungry Caterpillar Noah's Ark Non-fiction texts about animals Percy the Park Keeper Dear Zoo Three Billy Goats Gruff	Valentina Tereshkova (Russian Cosmonaut) Ernest Shackleton (explorer) Edmund Hillary and Tenzing Norgay (Climbed Mount Everest) Malala Yousafzai (Education campaigner) Texts Referenced in UtW Plan: Hello Lighthouse A Day in the Life of Bob Mog in the Fog Professor Astrocat's Solar System What's Out There? On the Moon The Snail and the Whale Non-fiction texts about the world, space, STEM How to Catch a Star by Oliver Jeffers Whatever Next! By Jill Murphy
Communication Language (phonics, whole and small story times)	Listen to others one on one or in small groups, for example to share photos of children as babies. Join in with repeated refrains and anticipating key events and phrases in rhymes and stories, e.g. during story time, circle time, small groups sharing stories in a book area. Respond to simple instructions, e.g. we will put on our coats as it is raining outside. Retell simple past events in correct order e.g. things that happened in the drawings and own imagination, school day, or events from a story. Retell stories using puppets, use owl finger puppets to retell part of the story of Owl Babies Provide opportunities for mark making e.g. printing with paints and fruit, vegetables, vehicles etc, finger paints, painting with other tools such as toothbrushes, feathers, string.	Follow directions e.g. Simon says games. Join in with repeated refrains and familiar stories e.g. poems, stories, songs, call and response games etc. Show understanding of prepositions such as 'under, on top'. Use vocabulary from recently read stories in conversations e.g. names of vehicles from transport books. Ask questions using what, where, when and why to find out more about journeys. Retell stories using puppets, drawings and own imagination e.g. create puppets using pictures and lollysticks to retell Rosie's Walk with different characters Provide opportunities for mark making and emergent writing; fingers in paint, mud, glue and glitter, shaving foam, sand, rice etc in a tuff tray. .	Build up vocabulary that reflects knowledge and experience e.g. talking about dinosaurs, that they lived a long time ago, their names and features etc. Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago, e.g. we are alive now, dinosaurs are not alive anymore, they lived a long time ago. Ask relevant questions Share opinions, explaining preferences e.g. My favourite dinosaur is… because… Provide opportunities for mark making e.g. stamping in play dough, wheels and other shapes into playdough, carving into fruit and vegetables, Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc.	Understand 'how' and 'why' questions, relating them to growing and changing e.g. planting seeds and talking about how they will grow and why we need to water them. Use increasingly complex sentences to link thoughts e.g. using and, 'because' e.g. put seeds started to grow because we planted them and gave them water. Use newly acquired vocabulary e.g. name and describe dough, conversations. Apply new vocabulary to explain changes noticed in plants e.g. this plant did not grow well because the soil was too dry. Provide opportunities for mark making and emergent writing e.g. printing with paints and fruit, vegetables, vehicles etc, finger paints, rubbings of leaves.	Create a storyboard to retell the story of Tiny Seed; identify the different places the seeds landed. Join in with the repeating refrains in the Enormous Turnip, anticipating what comes next and rhymes. Respond to questions using full sentences, e.g. I think because.	Describe a pretend object e.g. this is my tractor, I am ploughing my field (whilst riding a tricycle). Question to understand why, what, when, how, who, where. Use intonation and rhythm when joining in with stories Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc.	Role play the story of the Hungry Caterpillar, sequencing the foods he ate and the main events such as when he had a tummy ache, when he made a cocoon, and the final transformation into a butterfly. Respond to questions using full sentences, e.g. I think because. Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc.	Use talk to explain what is happening and anticipate what might happen next e.g. discussing how Edmund Hillary climbed Everest. Recall and relive past experiences; e.g. children discuss when they went on a school trip. Retell events in order; their school day, or a special event. Respond to comments from peers using full sentences, e.g. I agree with because… Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This should be modelled by adults consistently. Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc.

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	All about Me	Journeys	Dinosaurs	Growing and Changing	Animals and their Babies	Heroes and Adventurers

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1 2 3

Nursery
EYFS

PKC Primary Knowledge Curriculum

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Journeys	Journeys	Dinosaurs	Growing and Changing	Animals and their Babies	Heroes and Adventurers
Personal, Social and Emotional Development						
Stories for Bedtime	Spatial awareness and multi-step instruction games: gerbread Man The Elves and the Shoemaker Running, jumping, using tricycles outside	Fireworks/Bonfire Night Remembrance Sunday The Little Reindeer The Christmas Jumper The Gingerbread Man Advent – Christmas Nativity	Invasion games and basic movement skills Hanukkah The Selfish Giant Cinderella Shrove Tuesday Easter	Building and light Goldilocks Three Billy Goats Gruff Jack & the Beanstalk	Ball Skills Ugly Duckling Little Red Riding Hood Henny Penny Day	Racing and obstacle courses – Sports day Anansi Harvest Day The Enormous Turnip Noah's Ark Eid ul Fitr
Nursery Times	The Rosh Hashanah The Harvest Festival Eid ul Adha All Saints Day Hallowe'en	Thanksgiving Hanukkah			St George's Day Running, jumping, hopping, skipping	
Transition to	Family Trees	Recognising numbers 0–10			Recognise and use the	
Cross Motor	The season of Autumn, (grandparents, leaves changing colour and falling from trees.	Representing on fingers and other concrete counting (show me			Small tools: cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals	
Chosen for	Animals begin to prepare for colder weather and hibernation e.g. squirrels bury nuts in the ground.	Dinosaurs lived on our planet but they are now extinct.			Endangered animals	
Fine Motor	Developing sense of time: people who were here before, people who come after me, when I go to school.	Dinosaurs lived in different parts of the world.			Drawing and painting, mixing primary colours,	
Mathematics	Counting stamps, claps and jumps to 10 and beyond where appropriate	Counting claps, claps and jumps to 5			Drawing, painting and modelling dough, animals,	
Expressive Arts and Design	Exploring paint on large scale	Make models of dinosaurs using different materials			Endangered species	
Creating with Materials	Regular referral to calendar, weather, days of the week,	Make models of dinosaurs using different materials			Life cycles: chicks and butterflies.	
	Primary colours and hello, goodbye	Types of lines				
	Exploring percussion instruments	Dinosaur bones have been found all around the world, particularly in North America, China and Argentina. (Locate on map or globe)			Animals in England: farm animals, woodland animals, seaside animals,	
Imaginative and expressive Arts	Singing (good morning songs, home time songs, seasonal songs, counting songs)	Perform well known songs and rhymes in small groups			Animals and dance sessions: Animals	
Personal Development	People who help us in our school and wider community (teachers, nurses, doctors, firefighters, police)	Understand that fossils are left over parts of animals or plants that lived a very long time ago.			Building positive, healthy relationships	
Works of Art:	Matisse's The Snail	Turner's The Fighting Temeraire (include the story of the ship)			Tiger in a Tropical Storm by Henri Rousseau	

The Natural World (Science)

People and Communities (Geography)