



Bobbin Class- Nursery Curriculum Overview

	Term One	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	All about Me!	One starry night	Celebrate!	Once upon a time	Growing	Changes/Animals
School events and enrichment	Meet new Nursery friends Autumn walk Getting to know the school grounds	Christmas craft workshop (parents invited) Visits from Key member of our community Singing performance Nursery Rhyme Week	Chinese New Year food exploration Making pancakes	Creating props to retell stories and perform to others. Parents coming in to share books	May dancing Visit to local library	Sports Day Visiting Reception class
Texts	- Owl babies - Sharing a shell - A Superhero like you - My Hair - There's a monster in your book	- Stickman - Oi Dog - Meg and Mog - Dear Santa - Pumpkin soup - Nursery Rhymes - The Gingerbread Man	- Peace at last - A squash and a squeeze - Guess How Much I Love you - The Runaway pancake	- The Three Billy Goats Gruff - The Three little pigs - Were going on an Egg Hunt - Princess and The Pea	- The Very lazy ladybird - Jack and the beanstalk - A seed in need - The enormous turnip - Oliver's Vegetables	- The Very Hungry Caterpillar - Dear Zoo - Titch - The Enormous Turnip - Starting School
Communication & Language 2-year olds will be	Sit in a group and listen for short periods. The Children will learn to develop their listening	The children will extend their vocabulary exploring unfamiliar words and concepts and gaining an understanding of what	Learn to speak with confidence during circle/carpet times. Learn to listen and respond appropriately with relevant	Learn how to greet and interact with friends and adults Using language to make friends, to share ideas and	Communicate their needs, wants and interests. Learn new vocabulary relating to topics.	Use appropriate story language to re-enact/retell simple and familiar stories

supported to work on their skills through interactions and small groups	and attention skills, this will support them to Listen and respond to sounds, their own name, rhymes, stories, conversation. The children will Learn our Good sitting, Good listening, hands still, and good talking prompts. The children will begin to learn new vocabulary that is explored through a variety of texts. The children will be offered a Language rich environment in which adults talk with children throughout the day.	they mean through stories and other activities. Children will explore new vocabulary which occurs frequently in books and other contexts Children will be offered lots of interesting things to investigate, encouraging them to ask questions. Anticipating words, phrases and events in stories and rhymes. Answering simple questions who, what, where, when.	comments, questions or actions. The children will become familiar with and grow to love a variety of books, songs and rhymes. The Children will engage in a variety of story retelling activities to help them retell, invent and tell their own rhymes, songs and stories. This will be done through: -Small world-based play -Story Sacks -Puppet Shows -Role play/Dressing up Explore a large repertoire of songs.	experiences, to give explanations, to ask questions, to pretend and imagine The Children will hear correct pronunciations modelled to them by teachers for Example: "runned/ ran". The children will explore a variety of different traditional tales. The children will explore events, Characters and settings. The Children will continue to engage in a variety of story retelling activities to help them retell, invent and tell their own rhymes, songs and stories. This will happen through: -Small world-based play -Story Sacks -Puppet Shows -Role play/Dressing up	Children will be encouraged to use "Thinking time" before responding during interactions/ conversations. Children will begin to learn to 'Work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities and extend a narrative. Children will explore 'I wonder... and What if...' questions to encourage and promote thinking and challenges.	Children will continue to explore 'I wonder... and What if...' questions to encourage and promote thinking and challenges. Children will engage in scientific investigations to explore their thinking. Explore a large repertoire of songs
Personal, Social, Emotional Development. 2-year olds will be supported to work on their skills through interactions and small groups	Separate from our main carers with support. Build relationships with our Key person. Independently explore the nursery environment. Select and use activities and resources asking for help	Increasingly follow the rules and understand why they are important. Emphasis on tidy up time using the clean-up song inside and the que of the whistle outside to encourage this. Develop a sense of responsibility	Show more confidence in new social situations, beginning to understand and accept the needs of others through group sharing activities, listening games and modelling how to share and take turns with each other.	Learn to play with one or more other children, building up and extending play ideas. Talk about solving conflicts, being kind to others, sharing and taking turns.	Talk about our feelings using words like 'happy', 'sad', 'angry' or 'worried'. Beginning to talk about our feelings and explore different situations from different points of view.	Finding solutions to conflicts with little adult support. Discussion around feeling and thoughts about the transition to Reception.

	if needed. Making friendships.	and community by learning how to look after the classroom and each other.				
Jigsaw PSHE	Being me in my world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical Development Consideration for 2-year olds	Building gross motor skills through, large shoulder and arm movements – large chalkboards, ribbons and flags. Fine motor: Draw lines and circles using gross motor movements. Put my coat on my peg	The children will be encouraged to use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Use one-handed tools correctly, for example, making snips on paper. Finger strengthening activities. Take off my shoes	The children will continue to develop their movement, balancing, riding (scooters, trikes, and bikes), and ball skills. They will be becoming increasingly independent in getting dressed. Put my own shoes on.	The children will match their developing physical skills to tasks and activities such as deciding whether to crawl, walk or run across a plank, depending on its length and width. Fine motor: Manipulate objects with good fine motor skills	Outdoor loose parts are played and created with a purpose in mind. (tyres, large planks, wooden crates etc.) Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks	The children will use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.
Literacy Consideration for 2-year olds	Enjoy songs and rhymes, tuning in and paying attention. Turning pages in books. Ask questions about books. Making comments and sharing their own ideas. Randomised mark making.	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Notice some print in the environment such as signs or logos. Repeat words and phrases from familiar stories and rhymes. Add some marks to their drawings to	Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories N2- Begin to learn/ use new vocabulary from stories and rhymes. Print has meaning	N1- Develop play around favourite stories using props. N2- Sequence simple/ familiar stories e.g. describing what happens at the beginning, middle and end of the story.	N2- Engage in extended conversations about stories, learning new vocabulary N1- Pay attention and respond to the pictures or the words.	N2- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name N1- Add some marks to their drawings, which

		represent 'writing'.	Print can have different purposes			they give meaning to. For example: "That says mummy."
Rocket Phonics 2-year olds will focus on phase one activities.	/m/ m /p/ p /b/ b /n/ n /t/ t /d/ d Environmental sounds Instrumental sounds Body percussion	/w/ w /h/ h /k/ c k /g/ g /f/ f /s/ s Rhythm and rhyme Alliteration Voice sounds	/w/ w /h/ h /k/ c k /g/ g /f/ f /s/ s Rhythm and rhyme Alliteration Voice sounds	/z/ z /r/ r /j/ j /th/ th /k+w/ qu /k+s/ x Rhythm and rhyme Alliteration Voice sounds	/a/ a /i/ i /e/ e /o/ o /u/ u /ai/ ai Environmental sounds Instrumental sounds Body percussion	/ee/ ee /igh/ igh /oa/ oa /or/ or /oo/ oo /oo/ oo Rhythm and rhyme Alliteration Voice sounds
Mathematics 2-year olds will access the learning in smaller groups with targeted activities.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.	Say one number for each item in order: 1,2,3,4,5. Knowing that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Understand position through words alone – for example, "The bag is under the table," –with no pointing. Describe a familiar route.	Compare quantities using language: 'more than', 'fewer than'. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'. Discuss locations using words like 'in front of' and 'behind'.	Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'	Make comparisons between objects relating to size, length, weight and Consolidate prior learning and revisit areas as needed.
Understanding of the	The children will be encouraged to make	The children will be supported to explore	The children will explore forces with resources in	The children will use all senses to explore and	The children will plant seeds and learn how to	Understand the key features of the life cycle

World Consideration for 2-year olds	connections between the features of their family and other families. Notice differences between people. The children will begin to making sense of their own life-story and family. As we get to know the classroom the children will explore how things work in continuous provision and enhanced activities.	materials with different properties. For example, natural materials, indoors and outside. Use all their senses in hands-on exploration of natural materials.	the environment and natural phenomena The children will continue to have opportunities to explore and talk about different forces they can feel.	name what they see, hear, smell and feel. The children will Talk about the differences between materials and changes they notice through activities planned around the texts.	care for growing plants. Through this we will reinforce the importance the need to respect and care for the natural environment and all living things.	of a plant and an animal. Naming animals and features, talk about what they observe.
Expressive arts and design 2-year olds will be supported to work on their skills through interactions and small groups	Move and Dance to music. Explore voices and enjoy making sounds. Make marks intentionally. Develop pretend play alongside other people. Play with familiar resources. Use their imagination to consider what they can do with different materials.	Use objects to represent other objects in simple pretend play. Explore different materials freely, in order to develop ideas about how to use them/ what to make. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Listen with increased attention to sounds e.g., play sound-matching	Begin to develop stories using small world equipment, and our own experiences as inspiration e.g. bus rides. Develop our own ideas and decide which materials to use to express them. Draw with increasing detail/ complexity. Explore different art techniques e.g. printing with different media, collage etc. Use drawing to represent ideas like movement or loud noises. Listen with increased attention to sounds. Remember and sing entire songs e.g., nursery rhymes. Sing in a group, trying to keep in time. Copies basic actions.		Make imaginative and complex 'small worlds' with blocks and construction materials. Join different materials using simple techniques, and explore different textures. Show different emotions in their drawings. Draw simple things from memory. Explore colour and colour mixing. Respond to what they have heard, expressing their feelings e.g. commenting on a piece of music. Play instruments with increasing control. Play a given instrument to a simple beat. Begin to learn short dance routines. Create our own songs and improvise songs around familiar songs/ rhymes. Begin to weave.	

