

Nursery - Harriers Banbury Academy Whole School Curriculum Overview: 2023-24						
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self Worth		Engagement			Purpose	
Belonging Fun & excitement		Heroes	Spirit of adventure Sense of accomplishment	Curiosity & creativity	Leadership & responsibility	Confidence to take action
Teamwork (Think, pair, share)		Respect (Engaged learning)	Independence (Responsible for own learning)	Resilience	Communication	Self-motivation (Improving work)
What do I see on my way to school?		How can you show me which is the greatest dinosaur?	As Scientists, can you help an astronaut get home from space?	How can you identify a Hero? What "makes" you a hero?	If you were an explorer how would you survive without buying food from a shop?	Where in our world is the best place for animals to live?
To be able to share a map and talk through the way to school naming features.		To create a model and be able to speak about the process	To create a discussion about how to get home	The children will work to set their own goal and review what they have achieved	With support, students use scaffolded strategies to meet the demands of a task	To present ideas about habitats
		Postman	Librarian	Firefighter	Retail worker	Vet
Students understand that people have different strengths.		With support, students use scaffolded strategies to meet the demands of a task	Collaboration Work individually towards given group goals and follow given incremental small steps to acheive them	Students are receptive to being given personal learning goals for individual learning tasks	The children will work collaboratively to create a meal and be able to tell you where all of the food came from	Evidence of completing a collaborative task
Local walk to Easington park		Trip to the post office	Library trip	Visitor- firefighter	Peoples park	Zoo lab
To entertain (describe): To make a list POR: Owl babies		To inform: descriptive dinosaur facts POR: Oh no George	To entertain: Poem about space POR: Astro Girl	To entertain: "instructions in science POR: What the ladybird heard	To inform: worm fact file POR Yucky Worms	To persuade: Come to the zoo!. POR: Handa's Supprise
Writing Text Type						
Literacy			Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Write some or all of their name. Write some letters accurately.	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. Write some letters accurately.(see PD document too) Help children tune into the different sounds in English by making changes to rhymes and songs, like: - changing a word so that there is still a rhyme: "Twinkle, twinkle yellow car" - making rhymes personal to children: "Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon."	Directly teach them to 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. Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you can, you can't catch me I'm the gingerbread —." Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'.	Write some letters accurately.(see PD document too) Blend sounds into words (robot arm some words as you talk) Can you go to the d-oor?
Maths		Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Sing finger rhymes which involve hiding and returning, like 'Two little dicky birds'. Compare amounts, saying 'lots', 'more' or 'same'. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'	During intervention: Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Do large-scale sensory play, such as making marks with fingers in wet sand or in a tray of flour - using sticks and leaves to make marks during Forest school sessions	Solve real world mathematical problems with numbers up to 5. Encourage children in their own ways of recording (for example) how many balls they managed to throw through the hoop. Provide numerals nearby for reference. Suggestions: wooden numerals in a basket or a number track on the fence. support children to solve problems using fingers, objects and marks: "There are four of you, but there aren't enough chairs...." Compare quantities using language: 'more than', 'fewer than'. 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'.	Describe a familiar route using vocab. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, 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'. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the
EAD - ART; MUSIC, D&T		Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make Help children to develop their pretend play by modelling, sensitively joining in and helping them to elaborate it. Suggestion: help to develop a child's home corner play of feeding a 'baby', by suggesting a nappy-change and then a song as you settle the 'baby' to sleep.	conflicts. Notice children who are not taking part in pretend play, and help them to join in. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create their own songs, or improvise a song around one they know	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').	Play instruments with increasing control to express their feelings and ideas.
PSED		Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children.	Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Show more confidence in new social situations.	Through guided intervention: Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Do lots of carpet quizzes about rules and how to follow them	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.
C&L		Multi-syllabic words such as 'banana' and 'computer' Set up interventions to get them to understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). Enjoys listening to longer stories and seeing what happens (plan in longer texts) Understands 2 part instructions (build into lessons and daily routine). Sing a large repertoire of songs. Develop longer sentences of 4-6 words (build in talk frames to C&L plan)	Sing a large repertoire of songs Know many rhymes (phonics) Use "Singing Phonics" to develop a set of lessons Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Develop longer sentences of 4-6 words (build in talk frames to C&L plan)	Sing a large repertoire of songs Know many rhymes (phonics) Use "Singing Phonics" to develop a set of lessons Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Develop longer sentences of 4-6 words (build in talk frames to C&L plan)	Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Create talk frames about a picture or object that Uses longer sentences of four to six words.	Promote and model active listening skills: "Wait a minute, I need to get into a good position for listening, I can't see you. Let's be quiet so I can concentrate on what you're saying." Signal when you want children to listen: "Listen carefully now for how many animals are on the broom." Link listening with learning: "I could tell you were going to say the right answer, you were listening so carefully."

PD - Art; D&T,	<p>Pass things from one hand to the other. Let go of things and hand them to another person, or drop them</p> <p>Clap and stamp to music</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Build independently with a range of appropriate resources.</p>	<p>Develop manipulation and control. – playdough, threading, beads.</p> <p>Explore different materials and tools. Painting, washing, scrubbing.</p>	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Letter formation: Week 1 – curly caterpillar Week 2 – curly caterpillar Week 3 – robot letters Week 4 – ladder letters Week 5 – ladder letters Week 6 – monster letters</p>	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Letter formation: Week 1 – curly caterpillar Week 2 – curly caterpillar Week 3 – robot letters Week 4 – ladder letters Week 5 – ladder letters</p>	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Letter formation: Week 1 – curly caterpillar Week 2 – curly caterpillar Week 3 – robot letters Week 4 – ladder letters Week 5 – ladder letters</p>
	<p>Explore natural materials, indoors and outside.</p> <p>Make connections between the features of their family and other families</p> <p>Encourage toddlers and young children to enjoy and explore the natural world. Suggestions: - standing in the rain with wellies and umbrellas - walking through tall grass - splashing in puddles - seeing the spring daffodils and cherry blossom - looking for worms and minibeasts</p>	<p>Encourage toddlers and young children to enjoy and explore the natural world. Suggestions: - standing in the rain with wellies and umbrellas - walking through tall grass - splashing in puddles - seeing the spring daffodils and cherry blossom - looking for worms and minibeasts</p> <p>Make connections between the features of their family and other families</p> <p>Notice differences between people.</p>	<p>Use all their senses in hands on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Show interest in different occupations</p>	<p>Provide children with opportunities to change materials from one state to another. Suggestions: - cooking – combining different ingredients, and then cooling or heating (cooking) them - melting – leave ice cubes out in the sun, see what happens when you shake salt onto them</p> <p>Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.</p> <p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
UTW PE	PE: PE Fundamentals unit 1	PE: Balls skills unit 1	PE Dance Unit 1	PE: Fundamentals Unit 1	PE: Games unit 1	PE: Gymnastics unit 1
PSHE	<p>Making Relationships</p> <p>To be able to initiate and hold conversations by asking questions and responding to peers and adults.</p> <p>To understand right and wrong behaviour and being able to listen to others.</p> <p>To be able to share, listen to ideas and communicate with peers for example working together to construct something.</p> <p>To be aware of different feelings (happy, sad, upset, angry, worried) and how these can be displayed. Use this knowledge to recognise how others may be feeling and how to interact appropriately.</p>	<p>Self-confidence and Self-awareness</p> <p>To know how to express needs, wants, interests and opinions through communication. For example, asking for help, talking about things they like, explaining why they like something.</p> <p>To know what they are good at doing and understand positive behaviours.</p> <p>To be confident in their learning environment to explore all activities and use communication to express what they have enjoyed.</p>	<p>To understand turn taking within a circle time to be able to express ideas.</p> <p>To be aware of activities and resources available and access these independently e.g. making a 3D shape model in the Art area.</p> <p>To understand own capabilities and be confident to try activities sometimes without an adult when help isn't needed.</p>	<p>Managing Feelings and Behaviour</p> <p>Becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>To know the class rules and expectations of behaviour and be able to follow these e.g. "I can see you are in the yellow zone what do you think you should do to help yourself?" "Spend time in the thinking zone to calm down."</p>	<p>Managing feelings and behaviours: To understand how to negotiate problems with sharing e.g. when someone has taken their toy communicating how they could both use the toy fairly.</p> <p>To use the zones of regulation to explain feelings and discuss consequences of feelings.</p>	<p>Managing feelings and behaviours To be able to work as a team with the class to achieve class rewards through following the rules and making the right choices.</p> <p>To be able to behave appropriately in different situations e.g. P.E. lessons in the hall and assembly.</p>