

Nursery - Harriers Banbury Academy Whole School Curriculum Overview: 2024-2025						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 Guiding Principles	Self Worth		Engagement		Purpose	
8 Conditions of learning	Belonging Fun & enjoyment	Heroes	Spirit of adventure Sense of accomplishment	Curiosity & creativity	Leadership & responsibility	Confidence to take action
AL Driving question	What do I see on my way to school? Same LQ as last year, but with a different slant as we will add in magic through the books we look at and move on to spellcasting in the second half of term!	How do I look after a dragon? (3 non-speaking children, and several with very little English so they will need to show how to do this. The other children can explain)	How can we explore underwater?	Which is the best way to travel?	What makes a great game?	Which is the most useful plant? (Mullein/serotony approach - smell, taste, touch/texture, colours, purpose)
AL Assignment	Create a shared map and talk through the way to school naming features and things they see Character: learning to deep learn: Students understand that people have different strengths.	Communication: With support, students use scaffolded strategies to meet the demands of a task	Create an underwater facility	Create a model of their own favourite way to travel (real or imaginary)	Work in teams to create a game, and list the rules, play and review each others' games	Grow plants and take photos of them over time, create class Botanical Alineac Critical thinking: I can ask and answer questions to help me understand
Power skills			Collaboration: Work individually towards given group goals and follow given incremental small steps to achieve them	Character: Learning to deep learn: 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 Creativity: I can generate ideas	
Cultural Capital	Local walk to Easington park	Trip to the post office to post a card to their family	Library trip	Orinoco trip?	Games cafe / Orinoco trip?	Peoples Park
Literacy	Schedule story time and encourage: Repeat words and phrases from familiar stories Ask questions about the book. Make comments and shares their own ideas.	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	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.	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. Write some letters accurately (see PD document too)	Write some letters accurately (see PD document too) 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 man.' 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-coor?
Writing Text Type	To inform: Ruby's School Walk, Spells - Emily Gravett; Very mixed up animals; The Mixed Up Chameleon - Eric Carle	To entertain: description of character Jackie Morris - Tell Me A Dragon; Dare to Care - Pet Dragon; "The Egg" written by M. P. Robertson; The Dragon Machine - Helen Ward (hide dragons all round school), and starlight sailor to lead into Term 3	To inform: Octonauts: A Hole in the Bottom of the Sea. The fish who could wish Angry Octopus, I love sharks; Gilbert the Great; Can you catch a Mermaid? Ocean meets sky to lead into term 4	To persuade: Poppy Cat's Dream; The Jumbies - Edward Lear; Ocean meets Sky, The Great Big Little Red Train	To entertain: Board Games to Create and Play; Invent 100s of games with friends and family Kevin Davis and Viviane Schwarz; Make Your Own Board Game: Designing, Building, and Playing an Original Tabletop Game	To inform: Botanicum by Katie Scott (Illustrator), Kathy Willis (Author/Fungarium Royal Botanic Gardens Kew
Maths	Take part in finger rhymes with numbers. React to changes of amount	Develop fast recognition of up to 3 objects, without having to count	Develop fast recognition of up to 3 objects, without having to count	Solve real world mathematical problems with numbers up to 5.	Positional language	Talk about and explore 2D and 3D shapes (for example, circles,
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.	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Encourage young children to explore materials/ resources finding out what they are/what they can do, and decide how they want to use them.	Help children to negotiate roles in play and sort out 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.	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. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match).	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. Understand gradually how others might be feeling.
PS&D	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...' Show more confidence in new social situations.	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: Final 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 'pilot/odyssey', '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."	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." Develop social phrases. Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"
PD - Art, D&T,	Pass things from one hand to the other. Let go of things and hand them to another person, or drop them Clap and stamp to music Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources.	Develop manipulation and control – playdough, threading, beads. Explore different materials and tools. Painting, washing, scrubbing.	Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.	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. Use large-muscle movements to wave flags and streamers, paint and make marks. 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	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. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 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. Start eating independently and learning how to use a knife and fork. Start eating independently and learning how to use a knife and fork.	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. 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. Start eating independently and learning how to use a knife and fork. Make healthy choices about food, drink, activity and toothbrushing. 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
UTW	Explore materials with different properties. Explore natural materials, indoors and outside. Make connections between the features of their family and other families 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	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 Make connections between the features of their family and other families Notice differences between people.	Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Show interest in different occupations	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 Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Computing - online safety	Common Sense Education Digital Citizenship – Media balance and well-being. Media Balance is Important	Common Sense Education Digital Citizenship – Media balance and well-being.	Common Sense Education Digital Citizenship – privacy and security	Barfoot Computing: Safety Snakes	Childnet	CEOP https://www.thinkuknow.co.uk/parents/jessie-and-friends/videos/ Episode 1 - Watching Videos (4-5 years)
Computing	Exploring Bee Bots - what are they? How do they work?	Exploring mouse and keyboard skills.	Computing systems and networks - Technology around us	Scratch Jr - exploring block coding.	Unplugged sorting activities using given criteria and choosing criteria	Use cameras, Pads to capture still images.
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/RS&E	Coram Life Scarf resources - Me and my relationships	Coram Life Scarf resources - Me and my relationships	Coram Life Scarf resources - Valuing difference	Coram Life Scarf resources - keeping safe	Coram Life Scarf resources - rights and respect	Coram Life Scarf resources - Being my best
assessment	EYFS and N 3 prime areas long observation assessment		EYFS and N 3 prime areas long observation assessment		EYFS and N 3 prime areas long observation assessment	