



Queen Victoria Primary School Curriculum Framework Overview – Nursery 2022 - 2023

School Global Theme	September Humility	October Joyfulness	November Equality (unity)	December Honesty	January Trust	February Love	March Helpfulness (Thinking of Others)	April Forgiveness	May Diversity/ Tolerance	June Courage	July Responsibility (including for self)
Experience days	Harvest Festival Autumn Black History Diwali	Halloween Bonfire Remembrance Service Christmas	Chinese New Year Winter Valentines Day Pancake Day	Vaisakhi Easter St Georges Day Spring	Summer	Father's Day Sport's day					
Adult Led Themes	<u>Me and My family</u>	People who help Us	Traditional Tales	Fantasy	Animals	Places to visit					
Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
Key Texts	My world, your world You Choose Owl Babies Peace At Last Olivers vegetables Handa's surprise	Real superheroes Emergency On the way home Topsy and Tim Ouch I need a plaster Ness the Nurse Busy People Mog and the V E T	A selection of traditional tales. Jaspers Beanstalk Mr Wolfs Pancakes	Aliens love underpants. Louie and the monsters George and the dragon Into the castle The Night Pirates Ten Little Pirates	Farmer Duck The Train Ride The Great Pet Sale. The Very Hungry Caterpillar The Lazy ladybird	Mr Gumpy's motorcar/outing Lucy and Tom at the seaside Billy's Bucket We're going on a bear hunt					
Children's interests	In addition to the topics and texts above staff will respond directly to the children's interests when planning which texts to use and which activities to set up to engage the children in learning. For this reason topics and texts may be moved if the class have a specific interest.										
Communication and language Activities to include but not restricted to:-	Respond to conversation starters – Good Morning, how are you. Follow simple instructions – get your coat Look at the person they are talking to	Listen to a story paying attention for a longer period of time. Use longer sentences of 4-6 words Use language related to daily observation – days	Start a conversation with an adult or a friend and continue it by responding to what they say or do. Start to say how they are feeling using words as well as actions.	Develop their communication. Use a wider range of vocabulary Understand a how and why question.	Understand a question that has 2 parts. Use talk to organise themselves and play	Be able to retell a simple story using language from the text. Be able to express a point of view in a debate with another child.					

	<p>Address people by their name.</p> <p>Use manners in conversation</p>	<p>of the week, months of the year.</p> <p>Can maintain attention for a short period of time when information is being relayed by an adult.</p>	<p>Sing a repertoire of songs and rhymes</p>			
Personal, social and emotional development	<p>Select and use activities and resources, with help when needed.</p> <p>Begin to become more independent and begin to manage their own basic hygiene including dressing, going the toilet, knowing when to wash their hands and the importance of a healthy lifestyle.</p>	<p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p>	<p>Increasingly follow rules, understand why they are important.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p>	<p>Manage their own needs and be able to wait for what they want.</p> <p>Begin to understand how others might be feeling.</p>	<p>To learn the importance of sharing and taking turns with others.</p> <p>Develop their sense of responsibility and membership of a community.</p>
Physical Development	<p>Use gross and small motor skills to do things independently such as buttons, put on shoes, get coat off peg.</p> <p>Go up steps and stairs or climb up apparatus, using alternate feet.</p> <p>Learn to use the toilet independently.</p>	<p>Hop, stand on one leg and freeze for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, print and make marks.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Be increasingly independent in meeting their own care needs</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Continue to develop their movement, balancing, riding a tricycle and roll, kick and throw a ball.</p>	<p>Show a preference for a dominant hand.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Hop, stand on one leg and freeze for a game like musical statues</p>	<p>Start to eat independently and learning how to use a knife and fork.</p> <p>Use a comfortable grip with increasing control when holding pens and pencils.</p> <p>Match their developing physical skills to tasks and activities in the setting.</p>	<p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Start taking part in some group activities</p>

						<p>with a given set of rules.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>
Literacy	<p>Repeat words and phrases from familiar stories.</p> <p>Notice some print, such as the first letter of their name, a bus or a door number, or a familiar logo.</p> <p>Develop play around favourite stories using props.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Make marks on their picture to stand for their name.</p> <p>Talk about books and say what happens in a story.</p>	<p>Develop an awareness of 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 and page sequencing.</p> <p>Begin to learn the alphabet song and see what the alphabet looks like – both lower-case and capital letters.</p>	<p>Use print in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Discuss familiar stories, talking about characters, setting and the plot.</p>	<p>Develop their phonological awareness so 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.</p> <p>Write some letters recognisable letters and expose them to both lower case and capital letters</p>	<p>Write some or all of their name.</p> <p>Ask questions about the book. Make comments and shares their own ideas.</p>
Mathematics	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Describe a familiar route.</p>	<p>Solve real world mathematical problems with number up to 5.</p> <p>Talk about and explore 3D shapes (cylinder, cone, cube, cuboid and</p>	<p>Compare quantities using language: 'more than', 'less than'.</p> <p>Extend an ABAB patterns e.g. stick, leaf, stick, leaf.</p>

	<p>Say one number for each item in order: 1, 2, 3, 4, 5.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc</p>	<p>Show 'finger numbers' up to 5</p> <p>Understand position through words alone – for example, "the bag is under the table," – with no pointing.</p>	<p>Talk about and explore 2D shapes (circle, rectangle, square and triangle) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'</p>	<p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Talk about and identifies the patterns around them.</p> <p>Begin to describe a sequence of events, real or fictional using words such as 'first', 'then...'</p>	<p>pyramid) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>Notice and correct an error in a repeating pattern.</p>
Understanding the world	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Name and draw basic facial features of the human body.</p> <p>Take part in making a simple range of food types e.g. decorating biscuits or basic food recipes.</p> <p>Introduce the effect of changing seasons on the natural world around</p>	<p>Talk about what they see using a wider vocabulary.</p> <p>Explore and talk about different forces they can feel.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Use a variety of technology.</p> <p>Take part in making a simple range of food types e.g. decorating biscuits or basic food recipes.</p>	<p>Identify and talk about who is in their family.</p> <p>Show interest in different occupations.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Make connections between the features of their family and other families.</p> <p>Take part in making a simple range of food types e.g. decorating biscuits or basic food recipes.</p> <p>Introduce the effect of changing seasons on the natural world around</p>	<p>Explore collections of materials with similar and/or different properties.</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Take part in making a simple range of food types e.g. decorating biscuits or basic food recipes.</p>	<p>Understand the key features of the life cycle of a plant and an animal</p> <p>Use a variety of technology.</p> <p>Name common animal including pets, zoo animals, farm animals and sea creatures.</p> <p>Take part in making a simple range of food types e.g. decorating biscuits or basic food recipes.</p>	<p>Explore how things work</p> <p>Plant seeds and care for growing plants.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photo</p> <p>Take part in making a simple range of food types e.g. decorating biscuits or basic food recipes.</p> <p>Introduce the effect of changing seasons on the natural world around them,</p>

	them, including states of matter.		them, including states of matter.			including states of matter.
Expressive art and design	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Listen with increased attention to sounds.</p> <p>Remember and sing entire songs.</p>	<p>Begin to develop stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Show different emotions in their drawings – happiness, sadness, fear etc.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Make imaginative 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Join different materials and explore different textures.</p> <p>Explore colour and colour mixing.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Create their own songs, or improvise a song around one they know.</p> <p>Use their imagination as they consider what they can do with different materials</p> <p>Make simple models which express their ideas.</p> <p>Make rhythmical and repetitive sounds</p>