






## William Reynolds Primary School Curriculum Framework Overview Nursery 2024-25

|   | Autumn Term<br>8 weeks/7 weeks   |  | Spring Term<br>6 weeks/7 weeks   |   | Summer Term<br>4 weeks/7 weeks   |  |   |  |  |  |                                  |  |
|---|--|--|--|---|--|--|---|--|--|--|----------------------------------|--|
| <p>School Rainbow Values</p> <p>&amp; Whole School themes throughout the year</p> | <p style="color: orange; font-weight: bold;">Challenge</p>    | <p style="color: blue; font-weight: bold;">Honesty</p>  | <p style="color: orange; font-weight: bold;">Ownership</p>    | <p style="color: red; font-weight: bold;">Courage</p>  | <p style="color: green; font-weight: bold;">Collaboration</p>   | <p style="color: green;">School Values</p> <p style="color: green;">British Values</p> <p style="color: green;">Active Lifestyles</p> <p style="color: green;">Careers including inspirational people</p> <p style="color: green;">Sustainability</p> <p style="color: green;">Safeguarding including online</p> |   |  |  |  |                                  |  |
| National & whole school events  | International Day of Democracy 15 <sup>th</sup> Sept<br>Black History Month (October)  |  | Anti-bullying wk. 11 <sup>th</sup> - 15 <sup>th</sup> Nov<br>Children in Need - 15 <sup>th</sup> Nov<br>National School Meals Week 6 <sup>th</sup> - 10 <sup>th</sup> Nov<br>Remembrance Day -11 <sup>th</sup> Nov |   | National Handwriting Day 23 <sup>rd</sup> Jan<br>Internet Safety Day - 11 <sup>th</sup> February   |  | World Book Day 6 <sup>th</sup> March<br>World Maths Day 23 <sup>rd</sup> March<br>Comic Relief 15 <sup>th</sup> March |  | World Earth Day 22 <sup>nd</sup> April<br>St Georges Day 23 <sup>rd</sup> April<br>Shakespeare Day 23 <sup>rd</sup> April<br>Mental Health Awareness Week 12 <sup>th</sup> -19 <sup>th</sup> May   |  | Sports Week<br>Arts Week         |  |
| Theme   | Jolly Postman - Traditional Stories  |  |  |   | Percy The Park Keeper - People Who Help Us   |  | The Seaside   |  |  |  |                                  |  |
| Subject area  | AUTUMN TERM 1 <sup>st</sup> Half   |  | AUTUMN TERM 2 <sup>nd</sup> Half   |   | SPRING TERM 1 <sup>st</sup> Half   |  | SPRING TERM 2 <sup>nd</sup> Half  |  | SUMMER TERM 1 <sup>st</sup> Half   |  | SUMMER TERM 2 <sup>nd</sup> Half |  |
| Personal Social and Emotional Development   | Social Stories   |  |  |   |  |  |   |  |  |  |                                  |  |
| Communication and Language  | <ul style="list-style-type: none"> <li>Listen to, join in and talk about stories</li> <li>Recap and tell stories in their own words</li> <li>Be guided by adults using open questions</li> <li>Engage in planned talk time - news, plan-do-review, talk partners in learning</li> <li>Be stimulated to explore (linked to UW)</li> </ul> |  |  |   | <ul style="list-style-type: none"> <li>Engage in focus teach groups</li> <li>Follow two-part instructions first, next</li> <li>Develop technical vocabulary linked to theme</li> <li>Engage in storytelling through role play</li> <li>Engage in two-way conversations during planned talk time - news, talking ted, plan-do-review, talk partners in learning, in play</li> <li>Present weather to peers</li> </ul> |  |   |  | <ul style="list-style-type: none"> <li>Be observed interacting during child-led activities</li> <li>Be told (not read) stories and show understanding</li> <li>Hear rhymes and jokes linked to theme</li> <li>Engage in two-way conversations during planned talk time - news, talking ted, plan-do-review, talk partners in learning, in play</li> <li>Develop storylines through thematic role play</li> </ul> |  |                                  |  |

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| Phonics/Read<br>Write Inc              | General sound discrimination<br>Rhyme and rhythm  | Alliteration<br>Oral blending and segmenting  | RWI - teach set 1 sounds  |
| Quality Texts                          | The Jolly Postman<br>Goldilocks and the three bears<br>Rama and Sita<br>Jack and the beanstalk<br>Cinderella  | One snowy night<br>Owl takes charge<br>Chinese New Year<br>Police Officer<br>Doctor   | The train ride<br>Lucy and Tom at the seaside<br>Fantastic fish<br>Rainbow fish   |
| Role Play                              | Jack and the Beanstalk<br>Jack's cottage  | Percy the Park Keeper<br>Percy's Hut  | The Seaside<br>Lucy and Tom's House   |
| Physical<br>Development<br>Fine Motor  | <ul style="list-style-type: none"> <li>• Access fine motor development activities</li> <li>• Use a range of tools in different contexts</li> <li>• Be guided to use equipment safely</li> <li>• See correct letter formation being modelled</li> <li>• Use cutlery at snack time</li> </ul> | <ul style="list-style-type: none"> <li>• Access fine motor development activities</li> <li>• Use a range of tools in different contexts</li> <li>• Be guided to use equipment safely</li> <li>• See correct letter formation being modelled</li> <li>• Use cutlery at snack time</li> </ul> | <ul style="list-style-type: none"> <li>• Access fine motor development activities</li> <li>• Use a range of tools and techniques in different contexts</li> <li>• Talk about and demonstrate safety</li> <li>• See correct letter formation being modelled</li> <li>• Use cutlery at snack time</li> </ul>  |
| Physical<br>Development<br>Gross Motor | <ul style="list-style-type: none"> <li>• Play outdoors, moving in a variety of ways</li> <li>• Access scooters, trikes and bikes to develop balance</li> <li>• Be guided to use equipment safely</li> </ul>   | <ul style="list-style-type: none"> <li>• Play outdoors, moving in a variety of ways and using climbing and balancing equipment</li> <li>• Use a range of tools in different contexts for example spades and trowels for digging</li> <li>• Be guided to use equipment safely</li> </ul>     | <ul style="list-style-type: none"> <li>• Play outdoors, moving in a variety of ways using climbing and balancing equipment</li> <li>• Take part in group games and games the children make up for themselves in teams</li> <li>• Use a range of tools and techniques in different contexts for example spades and trowels</li> <li>• Talk about and demonstrate safety</li> </ul> |

|                                |  |  |  |  |
|--------------------------------|--|--|--|--|
| <p>Maths</p>                   | <p style="text-align: center;"><b>Comparison 1</b><br/>More than, fewer than, same</p> <p style="text-align: center;"><b>Shape, space and measure 1</b><br/>Explore and build with shapes and objects</p> <p style="text-align: center;"><b>Pattern 1</b><br/>Explore repeats</p> <p style="text-align: center;"><b>Counting 1</b><br/>Hear and say number names</p> <p style="text-align: center;"><b>Counting 2</b><br/>Begin to order number names</p> <p style="text-align: center;"><b>Subitising 1</b><br/>I see 1,2,3</p> <p style="text-align: center;"><b>Pattern 2</b><br/>Join with repeats</p> <p style="text-align: center;"><b>Shape, space and measure 2</b><br/>Explore position and space</p> |  |  |  |
| <p>Understanding the World</p> | <p style="writing-mode: vertical-rl; transform: rotate(180deg);">People, Culture &amp; Communities</p>   | <ul style="list-style-type: none"> <li>Engage in talking partners with their peers - talking ted, plan-do-review, text related discussions</li> <li>Respond to targeted questions about their family and friends</li> <li>Local walk - woodland, Birthdays and Christmas Diwali</li> </ul> | <ul style="list-style-type: none"> <li>Engage in talking partners with their peers - talking ted, plan-do-review, text related discussions</li> <li>Respond to targeted questions about their family and friends</li> <li>Family celebrations; Birthdays, Mother's Day New year, Pancake Day Chinese New Year, Chinese food, Easter</li> <li>Continue to develop positive attitudes about the differences between people.</li> </ul> | <ul style="list-style-type: none"> <li>Engage in talking partners with their peers - talking ted, plan-do-review, text related discussions</li> <li>Respond to targeted questions about their family and friends</li> <li>Grandparents in Birthdays, Father's Day</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> |

Maths

**Comparison 1**

More than, fewer than, same

**Shape, space and measure 1**

Explore and build with shapes and objects

**Pattern 1**

Explore repeats

**Counting 1**

Hear and say number names

**Counting 2**

Begin to order number names

**Subitising 1**

I see 1,2,3

**Pattern 2**

Join with repeats

**Shape, space and measure 2**

Explore position and space

**Subitising 2**

Show me 1,2,3

**Counting 3**

Move and label 1,2,3

**Shape, space and measure 3**

Explore position and routes

**Pattern 3**

Explore patterns

**Counting 4**

Take and give 1,2,3

**Shape, space and measure 4**

Match, talk, push and pull

**Subitising 3**

Talk about dots

**Composition 2**

Compare and sort collections

**Pattern 4**

Lead on own repeats

**Shape, space and measure 5**

Start to puzzle

**Pattern 5**

Making patterns together

**Subitising 4**

Make games and actions

**Counting 5**

Show me 5

**Pattern 6**

My own pattern

**Counting 6**

Stop at 1,2,3,4,5

**Comparison 3**

Match, sort, compare

Understanding the World

People, Culture & Communities

- Engage in talking partners with their peers - talking ted, plan-do-review, text related discussions
- Respond to targeted questions about their family and friends
- Local walk - woodland, Birthdays and Christmas Diwali

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- Family celebrations; Birthdays, Mother's Day New year, Pancake Day Chinese New Year, Chinese food, Easter
- Continue to develop positive attitudes about the differences between people.

- Engage in talking partners with their peers - talking ted, plan-do-review, text related discussions
- Respond to targeted questions about their family and friends
- Grandparents in Birthdays, Father's Day
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

|                            |                         |  |  |  |
|----------------------------|-------------------------|--|--|--|
|                            | The Natural World       | <ul style="list-style-type: none"> <li>• Explore and investigate Autumn</li> <li>• Read books about Autumn</li> <li>• Talk about what they see and find</li> <li>• Record and discuss the weather daily</li> <li>• Autumn Walk. Autumn Trees Explore and plant bulbs.</li> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Explore and investigate Winter and Spring</li> <li>• Read books about Winter and Spring</li> <li>• Talk about what they see and find</li> <li>• Record and compare weather</li> <li>• Change: ice, Similarities/differences - woodland animals,</li> <li>• Signs of spring - walk Growing - in propagators, winter pansies, spring bulbs</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul> | <ul style="list-style-type: none"> <li>• Explore and investigate Summer</li> <li>• Read books about Summer</li> <li>• Talk about what they see and find</li> <li>• Record and compare weather</li> <li>• Change: lifecycle of a butterfly</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Explore how things work.</li> </ul>  |
|                            | Past and Present        | <ul style="list-style-type: none"> <li>• Plan, do, review in key person groups</li> <li>• Access books that that reflect different jobs people can have</li> <li>• Discuss events that happened in the children's own life.</li> <li>• Begin to make sense of their own life-story and family's history</li> </ul>   | <ul style="list-style-type: none"> <li>• Plan, do, review in key person groups</li> <li>• Access books that that reflect different jobs people can have</li> <li>• Listen to stories about the past.</li> <li>• Compare everyday objects from the past to the present.</li> <li>• Begin to make sense of their own life-story and family's history</li> </ul>  | <ul style="list-style-type: none"> <li>• Talk partners</li> <li>• Plan, do, review in key person groups</li> <li>• Access books that that reflect different jobs people can have</li> <li>• Listen to stories about the past.</li> <li>• Discuss the seaside now and what the children may have experienced at the sea side.</li> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>   |
| Expressive Arts and Design | Creating with Materials | <ul style="list-style-type: none"> <li>• children to access creative areas independently indoor and out</li> <li>• adults to observe children's choices, experiences and responses in a range of imaginative play</li> <li>• Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> </ul> <p>Focus Artist: Paul Horton - houses</p> | <ul style="list-style-type: none"> <li>• children to access creative areas independently indoor and out</li> <li>• adults to observe children's choices, experiences and responses in a range of imaginative play</li> <li>• Join different materials and explore different textures.</li> <li>• Ceate closed shapes with continuous lines and begin to use these shapes to represent objects.</li> </ul> <p>Focus Artist: Henri Matisse- snail collage</p>  | <ul style="list-style-type: none"> <li>• children to access creative areas independently indoor and out</li> <li>• adults to observe children's choices, experiences and responses in a range of imaginative play</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> </ul> <p>Focus Artist: Julia Crossland Coastal Artist. Oil pastel Seaside</p> |

|                           |                                  |   |   |  |
|---------------------------|----------------------------------|---|---|--|
|                           | Being Imaginative and Expressive | <ul style="list-style-type: none"> <li>Singing and music making linked to Phase 1 phonics</li> <li>Exploring instruments indoors during child led</li> <li>Exploring outdoor sound board and sound making in the environment - tapping on different materials</li> <li>Naming the instruments and how to play them. Being able to spot an instrument by its sound.</li> <li>Learning songs.</li> <li>Play, share and perform a wide variety of music and songs from different cultures and historical periods.<br/>Frog song- Greta Pederson and Pam<br/>DonkinDiwali song cbeebies<br/>Music for a ball- Waltz- Straus<br/>Diwali- cbeebies<br/>Diwali story of Rama and Sita bbcbitese</li> </ul> | <ul style="list-style-type: none"> <li>Singing and music making</li> <li>Exploring instruments indoors during child led</li> <li>Exploring outdoor sound board - tapping and scraping using wooden implements and sticks.</li> <li>Making up stories in the role play area. Acting out stories.</li> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Play, share and perform a wide variety of music and songs from different cultures and historical periods including Songs for teaching Bamboo Flute by Hap Palmer and Chinese New Year ribbon dances.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.<br/>Explores the different sounds of instruments.</li> <li>Storm interlude- Benjamin Britten</li> <li>Watch videos of musicians, story tellers and dancers</li> <li>You tube Chinese ribbon dance</li> </ul> | <ul style="list-style-type: none"> <li>Singing and music making</li> <li>Exploring instruments indoors during child led</li> <li>Exploring outdoor sound board - tapping metal with metal to create bell sounds and turning objects with different fillings to be rainmakers</li> <li>Telling stories using props. Using the stage for performance.</li> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Create their own songs, or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul> |
| Computing                 |                                  | Operate simple technology equipment<br>Operate simple software<br>Use the internet with adult supervision<br>Programme a simple electronic device - Beebot<br>Software - paint<br>Show interest in technological toys<br>Show an interest in touchscreen devices and ipads  | Operate simple technology equipment<br>Operate simple software<br>Use the internet with adult supervision<br>Programme a simple electronic device - Beebot<br>Software - paint<br>Show interest in technological toys<br>Show an interest in touchscreen devices and ipads  | Operate simple technology equipment<br>Operate simple software<br>Use the internet with adult supervision<br>Programme a simple electronic device - Beebot<br>Software - paint<br>Show interest in technological toys<br>Show an interest in touchscreen devices and ipads   |
| E safety                  |                                  | Thinkuknow - Jessie and Friends   | Thinkuknow - Jessie and Friends   | Thinkuknow - Jessie and Friends  |
| Healthy Lifestyles        |                                  | Fire Drill, PD & Healthy Eating, E-Safety, Brilliant Tooth brushes  | E safety, PD & Healthy Eating, Fire Drill Brilliant Tooth brushes   | E-Safety, PD & Healthy Eating, Fire Drill, Enrichment Day, Forest school Brilliant Tooth brushes   |
| Learning in the community |                                  | Visit from school nurse.<br>Parent partnership-Learning journals comments.  | Visit from Fire Service and Police Service.<br>Parent Partnership -Learning journals comments   | Arts Week.<br>Parent Partnership -Learning journals comments.  |
| Enrichment                |                                  | Diwali Day  | Chinese Cultural Centre   | Exotic zoo   |