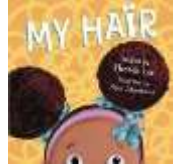
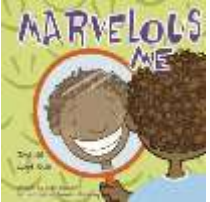
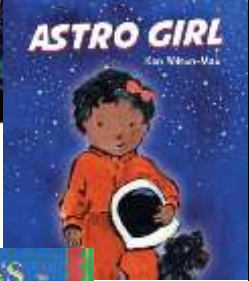
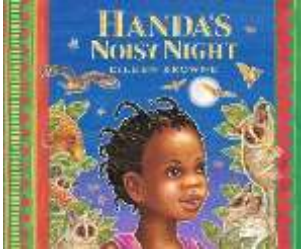
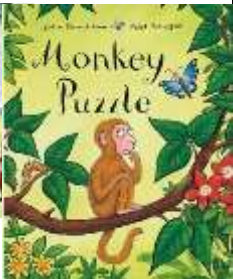
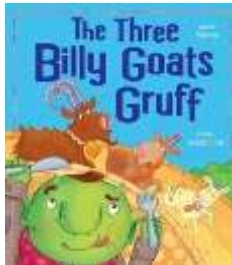


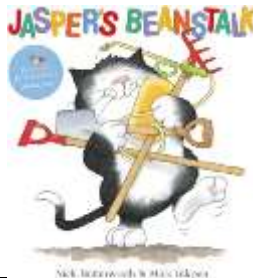
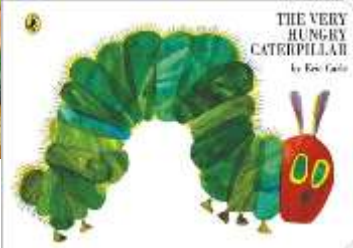
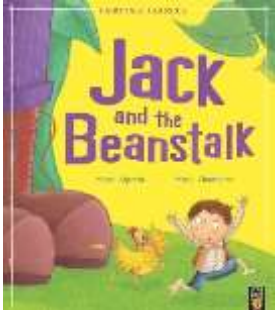
PRINCESS MAY - NURSERY CURRICULUM OVERVIEW

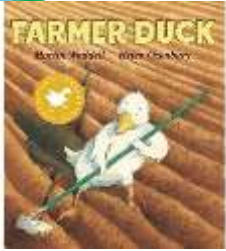
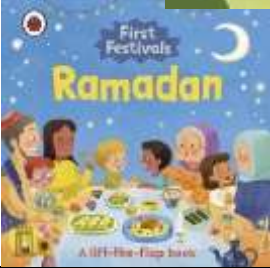
	Theme	Key Texts	Development Matters focus	Literacy	Maths	Core Experiences
Autumn 1	All About Me	   	- Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people in the safe context of their setting.	Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Recite numbers past 5. - Say one number for each item in order: 1,2,3,4,5.	- Local area walk - Autumn hunt & autumn crown making - African drumming workshop
	Seasons: Autumn	  	- Talk about the differences between materials and changes they notice - Talk about what they see using a wide range of vocabulary.	 	- 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.	

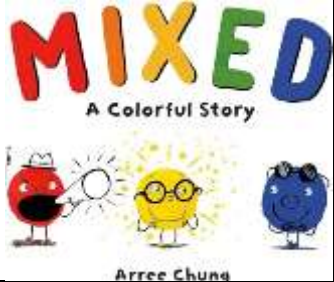
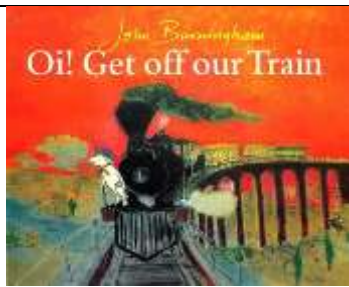
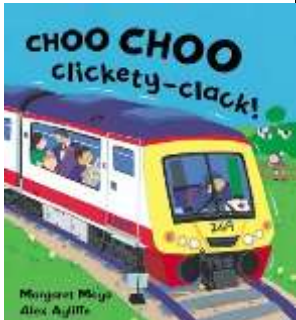
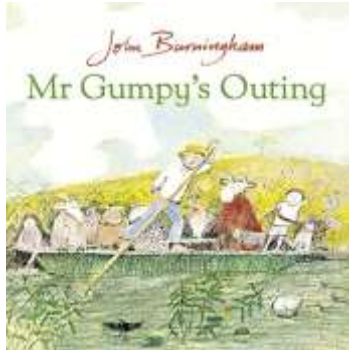
Autumn 2	Stars in the sky: Bonfire Night	  	• Explore and talk about different forces they feel. • Use drawing to represent ideas like movement or loud noises. • Listen with increased attention to sounds.	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing		• Young V&A Museum trip • Brixton Windmill bread making workshop • Rangoli pattern making • Nativity performance • Firework Painting

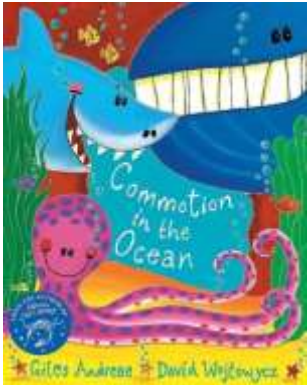
	What happens in winter? Christmas		• Continue developing positive attitudes about the differences between people. • Talk about what they see using a wide range of vocabulary. • Remember and sing entire songs.		• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals.	
Spring 1	People Who Help Us: Occupations		• Show interest in different occupations. • Explore how things work. • Take part in simple pretend play, use an object to represent something else. • Make healthy choices about food, drink, activity and toothbrushing.	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word 	• Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'.	• Visit from person in the local community (shopkeeper /firefighter) • Ridley Road Market walk • Safari trip

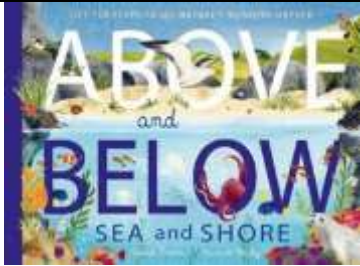
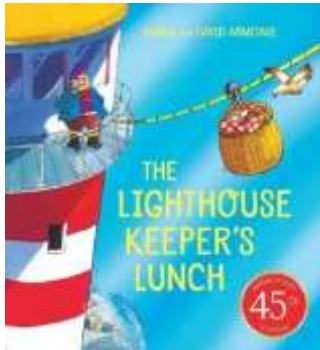
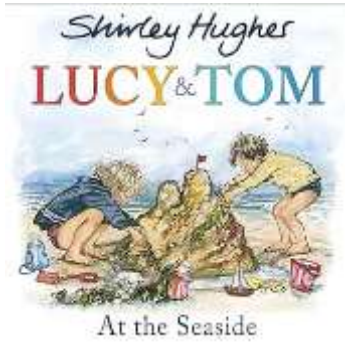
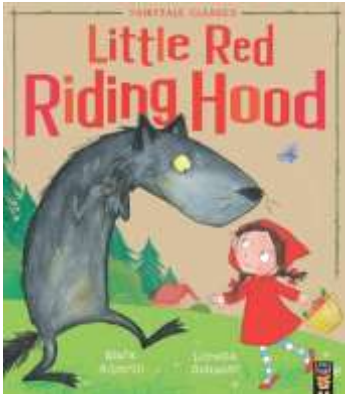
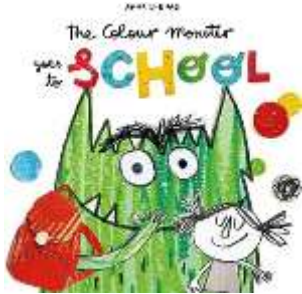
Spring 2	Animals: Safari	  	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	 	- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - Understand position through words alone – for example, "The bag is under the table," – with no pointing.	
	Seasons: Spring & Easter	 	- Plant seeds and care for growing plants. - Explore collections of materials with similar and/or different properties.	Recognise words with the same initial sound, such as money and mother.		- Hackney city farm trip - Wild flowers planting - Minibeast hunt - Making a wormery - Watching duck eggs hatch

				Engage in extended conversations about stories, learning new vocabulary.		
	Animals: Minibeasts	  	Begin to understand the needs to respect and care for the natural environment and all living things.	  	- Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Make comparisons between objects relating to size, length, weight and capacity.	

	Lifecycles: Egg to Duck	  	Understand the key features of the lifecycle of a plant and an animal.			
Summer 1	Colour: Holi & Ramadan	 	- Explore colour and colour mixing. - Explore different materials freely, to develop their ideas and how to use them and what to make. - Use large muscle movements to wave flags and streamers, paint and make marks.	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.	- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones, an arch, a bigger triangle etc.	- Dalston Curve Garden trip - Eid cards - Parent visit

						
	Transport: Trains & Buses	 	• Explore how things work. • Begin to develop complex stories using small world equipment like animal sets, dolls, dolls houses etc...	 	• Talk about and identifies 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.	

	Where do I live?	  	• Begin to make sense of their own life story and family's history. • Make imaginative and complex small words with blocks and construction kits such as a city with different buildings and a park			
Summer 2	Above and Below the Sea		• Begin to understand the need to respect and care for living things. • Play instruments with increasing control to express their	Write some letters accurately. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	• 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...'	• Trip to the beach (Southend of sea) • EYFS Graduation Show • End of year picnic

		 	feelings and ideas.	 		
	Starting Big School	 	• Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Understand gradually how others might be feeling. • Talk about their feelings.		• Revise what I have learnt	