

## Curriculum Overview Year N

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus Topic	All About Me	Celebrations	Reach for the Stars	Once Upon a Tale	The wonderful world of animals	Growing and Changing
Key Texts	<p>Nursery Rhymes</p> <p>Can't you sleep little bear</p> <p>Head, shoulders, knees and toes (book)</p> <p>Guess How Much I love you?</p> <p>What I like about me</p> <p>Marvellous me</p> <p><b>Senses</b> Brown bear, brown bear, what can you see</p>	<p>Helpful Hedgehog (celebration of Autumn).</p> <p>We're going on an elf chase (Christmas)</p> <p>What's in the witches kitchen (Halloween)</p> <p>Diwali board book story</p> <p>Kippers birthday</p> <p>Fireman sam books</p>	<p>Whatever Next</p> <p>Aliens Love Underpants</p> <p>Catch a star</p> <p>Draw me a star</p>	<p>The Three Little Pigs</p> <p>Goldilocks and the Three Bears</p> <p>We're going on a bear hunt</p> <p>There was an old lady who swallowed a fly</p> <p>Peace at last</p>	<p>Old McDonalds farm</p> <p>Tractor Ted stories</p> <p>Dear zoo</p> <p>Handa's Hen</p> <p>Duck in the truck</p>	<p>Oliver's Vegetables</p> <p>Handa's surprise</p> <p>The Very Hungry Caterpillar (grow grass caterpillars).</p> <p>Topsy and Tim go to school</p>
Wow moments	Sensory boxes	Nativity performance	Dark Den (create space).	<p>Storyteller/puppet show.</p> <p>Parent/grandparent come in to read a story.</p>	Visit to Aldi (buy fruits and veg).	Butterfly world
Communication and Language	<p><b>LA</b> – listens to others in small groups and is able to follow directions.</p> <p><b>U</b> – Identifies action words by following simple instructions. -Understand <i>who, what</i> and <i>where</i> in simple questions.</p>	<p><b>LA</b> – Listens to familiar stories with increasing attention and recall.</p> <p><b>U</b> – Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet.</p>	<p><b>LA</b> – Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p><b>U</b> – Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?).</p>	<p><b>LA</b> – Shows interest in play with sounds, songs and rhymes.</p> <p><b>U</b> – Developing understanding of simple concepts (e.g. fast/slow, good/bad).</p>	<p><b>LA</b> – Focusing attention – can still listen or do, but can change their own focus of attention.</p> <p><b>U</b> – Understands use of objects (e.g. Which one do we cut with?).</p> <p><b>S</b> - Beginning to use more complex sentences</p>	<p><b>LA</b> – • Single channelled attention; can shift to a different task if attention fully obtained.</p> <p><b>U</b> – Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture.</p>

	<b>S</b> – Uses language to share feelings, emotions and thoughts.	<b>S</b> - Learns new words very rapidly and is able to use them in communicating.	<b>S</b> - Uses a variety of questions (e.g. what, where, who).	<b>S</b> - Beginning to use word endings (e.g. going, cats).	to link thoughts (e.g. using and, because).	<b>S</b> - Uses talk to explain what is happening and anticipate what might happen next.
Personal, Social and Emotional Development	<p><b>MR</b> – Seeks companionship with adults and other children sharing experiences and play ideas.</p> <p><b>SS</b> – Knows their own name, preferences and interests and is becoming aware of their unique abilities.</p> <p><b>UE</b> – Express the self-aware emotions of pride and embarrassment as well as a wide range of other feelings.</p>	<p><b>MR</b>- Shows empathy and concern for people who are special to them by partially matching others’ feelings with their own, e.g. may offer a child a toy they know they like.</p> <p><b>SS</b> - Is developing an understanding of and interest in differences of gender, ethnicity and ability.</p> <p><b>UE</b> - Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions.</p>	<p><b>MR</b>- Uses their experiences of adult behaviours to guide their social relationships and interactions.</p> <p><b>SS</b> - Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions.</p> <p><b>UE</b> - Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset.</p>	<p><b>MR</b>- Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play.</p> <p><b>SS</b> - Experiments with their own and other people’s views of who they are through their play, through trying out different behaviours, and the way they talk about themselves.</p> <p><b>UE</b> - Responds to the feelings of others, showing concern and offering comfort.</p>	<p><b>MR</b>- Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.</p> <p><b>SS</b> - Is gradually learning that actions have consequences but not always the consequences the child hopes for.</p> <p><b>UE</b> - May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions.</p>	<p><b>MR</b>- Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking.</p> <p><b>SS</b> - Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.</p> <p><b>UE</b> - Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants.</p>
Physical Development	<p><b>MH</b> – Begins to understand and choose different ways of moving. -Holds mark-making tools with thumb and all fingers.</p> <p><b>HSC</b> – Develops some independence in self-care and shows awareness of routines. -Able to help and increasingly</p>	<p><b>MH</b> - May be beginning to show preference for dominant hand and/or leg/foot. - Holds mark-making tools with thumb and all fingers.</p> <p><b>HSC</b> - Develops increasing understanding of and control of the bowel and bladder urges and starts to</p>	<p><b>MH</b> - Climbs up and down stairs by placing both feet on each step while holding a handrail for support.</p> <p><b>HSC</b> - Begins to recognise danger and seeks the support and comfort of significant adults.</p>	<p><b>MH</b> - Moves in response to music, or rhythms played on instruments such as drums or shakers.</p> <p><b>HSC</b> - Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions.</p>	<p><b>MH</b> - Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.</p> <p><b>HSC</b> - Can tell adults when hungry, full up or tired or when they want to rest, sleep or play.</p>	<p><b>MH</b> - Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p> <p><b>HSC</b> - Observes and can describe in words or actions the effects of physical activity on their bodies.</p>

	independently to take off simple clothing.	communicate their need for the preferred choice of potty or toilet.				
Literacy	<p><b>R</b> – Listens and joins in with stories and poems when reading one-to-one and in small groups.</p> <p><b>W</b> – Distinguishes between different marks they make.</p>	<p><b>R</b> - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p><b>W</b> - Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</p>	<p><b>R</b> - Begins to be aware of the way stories are structured, and to tell own stories.</p> <p><b>W</b> - Makes up stories, play scenarios, and drawings in response to experiences, such as outings.</p>	<p><b>R</b> - Talks about events and principal characters in stories and suggests how the story might end.</p> <p><b>W</b> - Sometimes gives meaning to their drawings and paintings.</p>	<p><b>R</b> - Stories and suggests how the story might end.</p> <p><b>W</b> - Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</p>	<p><b>R</b> - Shows interest in illustrations and words in print and digital books and words in the environment.</p> <p><b>W</b> - Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.</p>
Mathematics	<p><b>C</b> – Beginning to count on their fingers.</p> <p><b>SA</b> – Moves their bodies and toys around objects and explores fitting into spaces.</p>	<p><b>C</b> - Beginning to compare and recognise changes in numbers of things, using words like more, lots or ‘same’.</p> <p><b>SA</b> - Explores how things look from different viewpoints including things that are near or far away.</p>	<p><b>C</b> - Begins to say numbers in order, some of which are in the right order (ordinality).</p> <p><b>S</b> - Recognises that two objects have the same shape.</p>	<p><b>C</b> - In everyday situations, takes or gives two or three objects from a group.</p> <p><b>P</b> - Joins in and anticipates repeated sound and action Patterns.</p>	<p><b>C</b> - Beginning to notice numerals (number symbols).</p> <p><b>M</b> - Explores differences in size, length, weight and capacity.</p>	<p><b>C</b> - Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You’ve got two, I’ve got two. Same!</p> <p><b>M</b> - Beginning to anticipate times of the day such as mealtimes or home time.</p>
Understanding the World	<p><b>PC</b> – Has a sense of own immediate family relations and pets.</p> <p>-Begin to have their own friends.</p> <p><b>TW</b> – Enjoys playing with small world reconstructions building on first hand experiences.</p>	<p><b>PC</b> – In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.</p> <p><b>TW</b> - Can talk about some of the things they have observed such as</p>	<p><b>PC</b> – Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p><b>TW</b> - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p><b>PC</b> – Enjoys joining in with family customs and routines.</p> <p><b>TW</b> - Developing an understanding of growth, decay and changes over time.</p> <p><b>T</b> - Knows how to operate simple equipment, e.g.</p>	<p><b>PC</b> – Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p><b>TW</b> - Shows care and concern for living things and the environment.</p>	<p><b>PC</b> – Recognises and describes special times or events for family or friends.</p> <p><b>TW</b> - Begin to understand the effect their behaviour can have on the environment.</p> <p><b>T</b> - Knows that information can be retrieved from</p>

	<p><b>T</b> – Plays with water to investigate `low technology` such as washing and cleaning.</p>	<p>plants, animals, natural and found objects.</p> <p><b>T</b> - Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet.</p>	<p><b>T</b> - Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>turns on CD player, uses a remote control, can navigate touch-capable technology with support.</p>	<p><b>T</b> - Plays with water to investigate “low technology” such as washing and cleaning.</p>	<p>digital devices and the internet.</p>
Expressive Arts and Design	<p><b>CM</b> – Joins in singing songs. -enjoys and responds to playing with colour in a variety of ways such as combining colours.</p> <p><b>BI</b> – uses movement and sounds to express experiences, ideas and feelings.</p>	<p><b>CM</b> - Creates sounds by rubbing, shaking, tapping, striking or blowing.</p> <p><b>BI</b> - Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations.</p>	<p><b>CM</b> - Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects.</p> <p><b>BI</b> - Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music.</p>	<p><b>CM</b> - Develops an understanding of how to create and use sounds intentionally.</p> <p><b>BI</b> - Sings to self and makes up simple songs.</p>	<p><b>CM</b> - Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</p> <p><b>BI</b> - Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously.</p>	<p><b>CM</b> - Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience.</p> <p><b>BI</b> - Uses available resources to create props or creates imaginary ones to support play.</p>