**Downsell Primary School’s Creative Curriculum**

**Nursery Cycle 1**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2**  |
| **Theme**  | Nursery Rhymes | Festivals & Autumn | Traditional Tales | Down on the Farm | Wonderful Water | Julia Donaldson |
| **British Values**  | Democracy Link: PSHE – establish routines and boundaries within the nursery environment  | Rule of Law Link: PSHE – increasingly follow rules and understanding why they are important  | Mutual respect Link: PSHE – develop their sense of responsibility and membership of a community  | Tolerance Link: PSHE – talk with others to solve conflict  | Individual liberty Link: PSHE – develop appropriate ways of being assertive  | Review of all British Values Link: PSHE - Remember rules without needing an adult to remind them Link: PSHE - find solutions to conflict and rivalries  |
| **Topics** | * Transition
* Baseline
* Black History Month
 | * Fireworks
* Divali
* Autumn
* Christmas
 | * Three little pigs
* 3 Billy Goats Gruff
* Jack and the Beanstalk
* Each Peach, Pear, Plum
* Goldilocks and the Three Bears
 | * Farmer Duck
* Owl Babies
* Pig in the pond
* Old Macdonald
* Ten in the bed
* Over in the meadow
 | * Commotion in the ocean
* Rainbow fish
* Tiddler
* Snail & the whale
* Lost and Found
* Bright Stanley and the Cave Monster
 | * Room on the broom
* Stickman
* Squash and a squeeze
* The Smeds and the Smoos
* Gruffalo
* The Gruffalo’s Child
 |
| **Texts** | * Incy Wincy Spider
* Humpty Dumpty
* The wheels on the bus/Mr Grumpy’s outing
* Twinkle Twinkle/Whatever next
* I’m a little teapot/The tiger who came to tea
* 5 little men/Aliens love underpants
* Handa’s surprise/We’re going on a lion hunt
 | * Bonfire Night
* It’s Divali
* Autumn
* Let’s go on a leaf hunt
* The Gingerbread Man
* Runaway Chapatti
* We’re going on a leaf hunt
* Dear Santa
* The Christmas Story
 | * Three little pigs
* Little Red Riding Hood
* Little Red Hen
* Once Upon a Time
* The enormous watermelon
* 3 Billy Goats Gruff
* Ugly Ducklings
* Jack and the beanstalk
* Each Peach, Pear, Plum
* Little Red Hen
* Goldilocks and the Three bears
* Whose’s been eating my porridge?
 | * Farmer Duck
* I love animals
* Owl Babies
* Where’s my Teddy?
* Pig in the pond
* Farm concert
* Old Macdonald
* Rosie’s walk
* Ten in the bed
* A farmer’s life for me
* Over in the meadow
* On the farm
 | * Commotion in the ocean
* Barry the Fish with fingers
* Rainbow fish
* Gilbert the Hero fish
* Tiddler
* Sharing a shell
* Snail & the whale
* Mr Seahorse
* Lost and Found
* The fish who could wish
* Bright Stanley and the Cave Monster
* Shark in the park
 | * Stick Man
* Superworm
* Squash and a squeeze
* Smartest Giant in Town
* The Smeds and the Smoos
* Elmer
* Room on the broom
* Gruffalo
* The Gruffalo’s Child
* The selfish Crocodile
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| **Celebrations** | * Black History Month
 | * Remembrance day
* Anti-bullying week
* Children in Need
* Christmas
 | * New Year
* Chinese New Year
 | * Pancake Day
* World Book Day
* Mother’s day
* Easter
 | * Eid
 | * Father’s Day
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| **Trips**  | * Walk around school grounds
 | * Walk to the park
 | * Walk to Library
 | * Walk & short bus ride to local farm
 | * Emergency Services visit
 | * End of year trip to the Gruffalo Trail
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| **Development Matters** |
| **Personal, Social and Emotional Development** **Including RE** | * Establish routines and boundaries within the nursery environment.
* Become familiar with nursery routines.
* Independently explore the nursery environment.
* Find ways to calm themselves, through being calmed and comforted by their key worker.
* Welcome
* Friendship
* Belonging
 | * Increasingly follow rules, understanding why they are important.
* Play with one or more other children, extending and elaborating play ideas.
* Select and use activities and resources with help when needed.
* Talk about their feelings using words like “happy”, “sad”, “angry” or “worried”.
* Special Places
* Special Times
* Special Books
 | * 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.
* Develop their sense of responsibility and membership of a community.
* People special to me
* My special things
 | * Talk with others to solve conflict.
* Be increasingly independent in meeting their own care needs.
* Become more outgoing with unfamiliar people, in the safe context of their setting.
* My senses
* The Natural World
 | * Develop appropriate ways of being assertive.
* Show more confidence in new social situations.
* Understand gradually how others might be feeling.
* Our community
* People who help us
 | * Make healthy choices about food, drink, activity and tooth brushing.
* Remembers rules without needing an adult to remind them.
* Find solutions to conflicts and rivalries. Not everyone can be Spiderman and suggesting other ideas.
* Myself
* My life stories
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| **Communication and Language**  | * Sing a large repertoire of songs.
* Know many rhymes, be able to talk about familiar books.
 | * Use a wider range of vocabulary.
* Use longer sentences of four to six words.
* Develop their pronunciation but may have problems saying some sounds.
 | * Enjoys listening to longer stories and can remember what happens.
* Understands “why” question.
 | * Know many rhymes, be able to talk about familiar books and be able to tell a long story.
* Develop their communication but may continue to have problems with irregular tenses and plurals: “runned” for “ran” and “swimmed” for “swam”.
 | * Start a conversation with an adult or a friend and continue it for many turns.
* Understand a question or instruction that has two parts.
* Use talk to organise themselves an d their play: “Let’s go on a bus …you sit there…I’ll be the bus driver.”
 | * Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
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| **Physical Development**  | * Show a preference for a dominant hand.
* Go up steps and stairs, or climb up apparatus, using alternative feet.
 | * Continue to develop their movement, balancing, riding (scooters, bikes and trikes).
* Use large-muscle movements to wave flags and streamers, paint and make marks.
* Choose the right resources to carry out their own plans.
 | * Use a comfortable grip with good control when holding pens and pencils.
* Match their developing physical skills to tasks and activities in the setting.
* Use one-handed tools and equipment.
 | * Start taking part in some group activities, which they make up for themselves, or in teams.
 | * Skip, hop, stand on one leg and hold a pose for a game like musical statues.
* Collaborate with others to manage large items, such as moving a long plank safely.
 | * Be increasingly independent as they get dressed and undressed e.g zips and buttons.
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| **Literacy**  | * Understand the 5 concepts about print:
* Print has meaning.
 | * Understand the 5 concepts about print:
* Print has meaning, the names of the different parts of a book, we read English from left to right and top to bottom
* Write some of or all of their name.
* Develop their phonological knowledge awareness, so they can; count or clap syllables in a word.
 | * Understand the 5 concepts about print:
* Print has meaning, the names of the different parts of a book, we read English from left to right and top to bottom, print can have different purposes.
* Develop their phonological knowledge awareness, so they can; count or clap syllables in a word, spot and suggest rhyme.
 | * Develop their phonological knowledge awareness, so they can; count or clap syllables in a word, spot and suggest rhyme, recognise words with the same initial sound, such as money and mother.
 | * Write some letters accurately.
 | * Engage in extended conversations about stories, learning new vocabulary.
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| **Maths**  | * Combine objects like stacking blocks
* Take part in finger rhymes
* Compare amounts saying “lots”, “more” and “same”.
* Develop counting like behaviour
* Counting everyday contexts, sometimes missing numbers
* Complete insert puzzles
* Compare sizes, weights using language “bigger/little/smaller”, “high/low”, “tall” and “heavy”
* Notice patterns and arrange things in patterns.
* Recite numbers past 5
 | * Experiment with their own symbols and marks as well as numerals
* Make comparisons between objects relating to size.
* Compare quantities using language: ‘more than’, ‘fewer than’.
* Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.
* Talk about and identifies the patterns around them. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.
 | * Say one number for each item in order: 1,2,3,4,5.
* Show ‘finger numbers’ up to 5
* Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
* Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).
* Make comparisons between objects relating to size and length,
* • Extend and create ABAB patterns – stick, leaf, stick, leaf.
 | * Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
* Make comparisons between objects relating to size, length, and weight.
* Describe a familiar route.
* Understand position through words alone – for example, “The bag is under the table,” – with no pointing
* Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc
 | * Make comparisons between objects relating to size, length, weight and capacity.
* Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
* Solve real world mathematical problems with numbers up to 5.
* Combine shapes to make new ones – an arch, a bigger triangle etc.
* Notice and correct an error in a repeating pattern.
 | * Talk about and explore 3D shapes (for example, cubes, sphere, cylinder and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.
* Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’
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| **Understanding the World**  | * Use all their senses in hands-on exploration of natural materials,
* Talk about what they see, using a wide vocabulary.
 | * Show an interest in different occupations.
* Explore how things work.
* Understand the effect of changing seasons on the natural world.
 | * Talk about the differences between materials and changes they notice.
 | * 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.
* Begin to make sense of their own life-story and family history.
 | * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
 | * Explore and talk about different forces they can feel.
* Continue developing positive attitudes about the differences between people.
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| **Expressive Arts and Design**  | * Join different materials and explore different textures.
* Explore colour and colour mixing.
* Listen with increased attention to sound.
* Take part in simple pretend play, using an object to represent something else.
 | * Begin to develop complex stories using small world equipment like animal sets, dolls, houses etc.
* Explore different materials freely, to develop their ideas about how to use them and what to make.
* Develop their own ideas an d then decide which materials to use to express them.
* Use drawing to represent ideas like movement or loud noises.
* Remember and sing entire songs.
 | * Make imaginative and complex “small worlds” with blocks and construction kits.
* Create closed shapes with continuous lines, and begin to use them to represent objects.
* Draw with increasing complexity and detail, such as representing face with a circle and including details.
* Sing the pitch of a tone sung by another person (pitch match).
 | * Respond to what they have heard, expressing their thoughts and feelings.
* Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
* Play instruments with increasing control to express their feelings and ideas.
 | * Show different emotions in their drawings and paintings, like happiness, sadness etc.
 | * Create their own songs or improvise a song around one they know.
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