

Downsell Primary School's Creative Curriculum

Nursery

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme | Nursery Rhymes | Festivals & Autumn | Traditional Tales | Down on the Farm | Wonderful Water | Julia Donaldson |
| Topics | <ul style="list-style-type: none"> Transition Baseline Black History Month | <ul style="list-style-type: none"> Fireworks Divali Autumn Christmas | <ul style="list-style-type: none"> Three little pigs 3 Billy Goats Gruff Jack and the Beanstalk Each Peach, Pear, Plum Goldilocks and the Three Bears | <ul style="list-style-type: none"> Farmer Duck Owl Babies Pig in the pond Old Macdonald Ten in the bed Over in the meadow | <ul style="list-style-type: none"> Commotion in the ocean Rainbow fish Tiddler Snail & the whale Lost and Found Bright Stanley and the Cave Monster | <ul style="list-style-type: none"> Room on the broom Stickman Squash and a squeeze The Smeds and the Smoos Gruffalo The Gruffalo's Child |
| Texts | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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? | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 |
| Celebrations | <ul style="list-style-type: none"> Black History Month | <ul style="list-style-type: none"> Remembrance day Anti-bullying week Children in Need Christmas | <ul style="list-style-type: none"> New Year Chinese New Year | <ul style="list-style-type: none"> Pancake Day World Book Day Mother's day Easter | <ul style="list-style-type: none"> Eid | <ul style="list-style-type: none"> Father's Day |
| Trips | <ul style="list-style-type: none"> Walk around school grounds | <ul style="list-style-type: none"> Walk to the park | <ul style="list-style-type: none"> Walk to Library | <ul style="list-style-type: none"> Walk & short bus ride to local farm | <ul style="list-style-type: none"> Emergency Services visit | <ul style="list-style-type: none"> End of year trip to the Gruffalo Trail |
| Development Matters | | | | | | |
| Personal, Social and Emotional Development | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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". | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Be increasingly independent in meeting their own care needs. Develop appropriate ways of being assertive. Become more outgoing with unfamiliar people, in the safe context of their setting. | <ul style="list-style-type: none"> Talk with others to solve conflict. Show more confidence in new social situations. Remembers rules without needing an adult to remind them. Understand gradually how others might be feeling. | <ul style="list-style-type: none"> Make healthy choices about food, drink, activity and tooth brushing. Find solutions to conflicts and rivalries. Not everyone can be Spiderman and suggesting other ideas. |
| Communication and Language | <ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books. | <ul style="list-style-type: none"> Use a wider range of vocabulary. Use longer sentences of four to six words. Develop their pronunciation but may have problems saying some sounds. | <ul style="list-style-type: none"> Enjoys listening to longer stories and can remember what happens. Understands "why" question. | <ul style="list-style-type: none"> 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". | <ul style="list-style-type: none"> 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 and their play: "Let's go on a bus ...you sit there...I'll be the bus driver." | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Show a preference for a dominant hand. Go up steps and stairs, or climb up apparatus, using alternative feet. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Start taking part in some group activities, which they make up for themselves, or in teams. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Be increasingly independent as they get dressed and undressed e.g zips and buttons. |
| Literacy | <ul style="list-style-type: none"> Understand the 5 concepts about print: Print has meaning. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Write some letters accurately. | <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. |
| Maths | <ul style="list-style-type: none"> Say one number for each item in order to 5. Talk about and explore 2D shapes. Link numerals and amounts up to 5. | <ul style="list-style-type: none"> Know that the last number reached when counting tells you how many there are in total. Show finger numbers up to 5. Make comparisons between objects relating to size, length, weight and capacity. Talk about and identifies the patterns around them. Combine shapes to make new ones. | <ul style="list-style-type: none"> Recite numbers past 5. Talk about and explore 2D & 3D shapes: use "sides", "corners", "straight", "flat", "round". Select shapes appropriately: flat surfaces for building, a triangular prism for a roof. Extend and create ABAB patterns. | <ul style="list-style-type: none"> Solve real world mathematical problems with numbers up to 5. Experiment with own symbols and marks as well as numerals. Understand position through words alone. Notice and correct an error in a repeating pattern. | <ul style="list-style-type: none"> Compare quantities using language: "more than" and "fewer than". Describe a familiar route. Begin to describe a sequence of events, real or fictional, using words such as first", "then...." | <ul style="list-style-type: none"> Discuss routes and locations, using words like "in front of" and "behind". |
| Understanding the World | <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials, Talk about what they see, using a wide vocabulary. | <ul style="list-style-type: none"> Show an interest in different occupations. Explore how things work. Understand the effect of changing seasons on the natural world. | <ul style="list-style-type: none"> Talk about the differences between materials and changes they notice. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | <ul style="list-style-type: none"> Explore and talk about different forces they can feel. Continue developing positive attitudes about the differences between people. |
| Expressive Arts and Design | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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 and then decide which materials to use to express them. Use drawing to represent ideas like movement or loud noises. Remember and sing entire songs. | <ul style="list-style-type: none"> 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). | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Show different emotions in their drawings and paintings, like happiness, sadness etc. | <ul style="list-style-type: none"> Create their own songs or improvise a song around one they know. |