



Avanti Court Primary School Annual Curriculum Overview 2020-2021 Year: Nursery

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value		Empathy	Self-discipline	Respect	Integrity	Courage	Gratitude
Main Themes		‘ALL ABOUT ME’	‘CELEBRATIONS Stars’	‘Dinosaurs’	Down on the Farm	‘Mini beasts and GROWING’	‘Under the sea’
Area of Learning	Aspects	<u>Texts:</u>	<u>Texts:</u>	<u>Texts:</u>	<u>Texts:</u>	<u>Texts:</u>	<u>Texts:</u>
			<ul style="list-style-type: none"> Me My nose your nose Funny bones Things that I like Harry and the dinosaurs go to school Diwali Story 	<ul style="list-style-type: none"> Fireworks (Non fiction) Under the star Laura’s star Whatever Next The Nativity Story 	<ul style="list-style-type: none"> Harry and the Dinosaurs Green Dinosaur Here comes the Dinosaurs The Dinosaur Chinese New Year story 	<ul style="list-style-type: none"> Goldilocks and the Three Bears Little Red Hen Oliver’s Vegetables Handa’s Surprise I Will Never Not Ever Eat a Tomato’ The Easter Story 	<ul style="list-style-type: none"> Hungry Caterpillar Sunflowers Arrgh Spider Mad about mini beasts Snail trail
Safeguarding awareness		<ul style="list-style-type: none"> Being aware of similarities and differences between cultures and traditions Trips - Stranger danger, terror attacks, use of escalators E-Safety linked to Music and Computing learning and when researching from the past How to be safe around the school Use of scissors and awareness of how to handle equipment safely Fire safety in school including evacuation procedure; Starch Fields evacuation and lockdown procedures 	<ul style="list-style-type: none"> Stranger danger link to opening doors to strangers Materials- ensuring they are safe whilst exploring different textured materials Chn to learn about the hazards to different materials (such as flammable or inflammable materials) Keeping safe from animals · Using different tools to make models/structures Trips - Stranger danger, terror attacks, use of escalators Fire safety whilst using candles (link to Diwali) E-Safety linked to Music and Computing learning and when researching from the past How to be safe around the school Use of scissors and awareness of how to handle equipment safely Fire safety in school including evacuation procedure; Starch Fields evacuation and lockdown 	<ul style="list-style-type: none"> Using different tools to make models/structures Trips - Stranger danger, terror attacks, E-Safety linked to Music and Computing learning and when researching from the past How to be safe around the school Use of scissors and awareness of how to handle equipment safely Fire safety in school including evacuation procedure; Starch Fields evacuation and lockdown procedure 	<ul style="list-style-type: none"> Using different tools to make models/structures Trips - Stranger danger, terror attacks, use of escalators E-Safety linked to Music and Computing learning and when researching from the past How to be safe around the school Use of scissors and awareness of how to handle equipment safely Fire safety in school including evacuation procedure; Starch Fields evacuation and lockdown procedure 	<ul style="list-style-type: none"> Using different tools to make models/structures Trips - Stranger danger, terror attacks, use of escalators E-Safety linked to Music and Computing learning and when researching from the past How to be safe around the school Use of scissors and awareness of how to handle equipment safely Fire safety in school including evacuation procedure; Starch Fields evacuation and lockdown procedure 	<ul style="list-style-type: none"> Using different tools to make models/structures Trips - Stranger danger, terror attacks, use of escalators E-Safety linked to Music and Computing learning and when researching from the past How to be safe around the school Use of scissors and awareness of how to handle equipment safely Fire safety in school including evacuation procedure; Starch Fields evacuation and lockdown procedure

Communication and Language	Listening and Attention	<p>Listens with interests to the noises adults make when they read stories.</p> <p>Shows interest in play with sounds, songs and rhymes.</p>	<p>Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door.</p> <p>Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus.</p>	<p>Listens to stories with increasing attention and recall.</p>	<p>Listens to others one to one and in small groups, when conversation interests them.</p> <p>Focusing attention, still listen or do, but can shift own attention.</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Is able to follow directions</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity.</p>
	Understanding	<p>Identifies action words by pointing to the right picture.</p> <p>Developing understanding of simple concepts.</p>	<p>Understands more complex sentences</p>	<p>Understands ‘who’ ‘what’ ‘where’ in simple questions.</p> <p>Shows understanding of prepositions.</p>	<p>Understands use of objects</p>	<p>Responds to simple instructions.</p> <p>Beginning to understand ‘why’ and ‘how’ questions.</p>	<p>Responds to instructions involving a two-part sequence.</p>
	Speaking	<p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>Uses gestures sometimes with limited talk.</p>	<p>Holds a conversation jumping from topic to topic.</p>	<p>Uses simple sentences.</p> <p>Learns new words very rapidly and is able to use them in communicating.</p> <p>Beginning to use word endings.</p> <p>Uses talk in pretending that objects stand for something else.</p>	<p>Uses a variety of questions.</p> <p>Beginning to use more complex sentences to link thoughts.</p> <p>Questions why things happen and gives explanations.</p> <p>Uses vocabulary focused on objects and people that are of importance to them.</p>	<p>Can retell a simple past event in correct order.</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p>	<p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Uses a range of tenses.</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Uses language too imagine and recreate roles and experiences in play situations.</p>
Personal, Social and Emotional	Making relationships	<p>Shows affection and concern for people who are special to them.</p>	<p>Seeks out others to share experiences.</p> <p>Interested in others play and starting to join in.</p> <p>May form a special friendship with another child.</p>	<p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Keeps play going by responding to what others are saying or doing.</p> <p>Initiates play, offering cues to peers to join in.</p>	<p>Can play in a group, extending and elaborating play ideas.</p>	<p>Initiates conversations, attends to and takes account of what others say.</p>
	Self- confidence and self- awareness	<p>Separates from main carer with support and encouragement from a familiar adult.</p>	<p>Expresses own preferences and interests.</p>	<p>Shows confidence in asking adults for help.</p> <p>Can select and use activities and resources with help.</p>	<p>Welcomes and values praise for what they have done.</p> <p>Enjoys responsibility of carrying out small tasks.</p>	<p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Confident to talk to other children when playing and will communicate freely about own home and community.</p>	<p>Confident to speak to others about own needs, wants, interests and opinions.</p>

	Managing feelings and behaviour	<p>Seeks comfort from familiar adults when needed.</p> <p>Can express their own feelings such as sad, happy, cross, scared, and worried.</p>	<p>Shows understanding and cooperates with some boundaries and routines.</p> <p>Responds to the feelings and wishes of others.</p> <p>Aware that some actions can hurt or harm others.</p>	<p>Tries to help or give comfort when others are distressed.</p> <p>Can inhibit own actions/behaviours.</p>	<p>Growing ability to distract self when upset.</p> <p>Aware of own feelings and knows that some actions and words can hurt others feelings</p> <p>Can usually tolerate delay when needs are not immediately met, and understands that wishes may not always be met.</p>	<p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p>Aware of the boundaries set, and of behavioural expectations in the setting.</p>
Physical	Moving and handling	<p>Runs safely on whole foot.</p> <p>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</p>	<p>Beginning to use three fingers to hold writing tools.</p> <p>Can kick a large ball.</p> <p>Turns pages in a book, sometimes several at once.</p> <p>Walks upstairs or downstairs holding onto rail two feet to step.</p>	<p>Climbs confidently and is beginning to pull themselves up on nursery play equipment.</p> <p>Shows control in holding and using jugs to pour, hammers, books and mark making tools.</p> <p>Imitates drawing simple shapes such as circles and lines.</p> <p>May be beginning to show preference for dominant hand.</p> <p>Mounts steps or stairs using alternate feet.</p>	<p>Holds pencil between thumb and two fingers, no longer using whole hand grasp.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment.</p> <p>Moves freely and with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p>	<p>Can copy some letters.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can momentarily stand on one foot when shown.</p> <p>Can catch a large ball.</p>	<p>Walks downstairs, two feet to each step whilst carrying small object.</p> <p>Runs skilfully and negotiates spaces successfully, adjusting speed and direction to avoid obstacles.</p> <p>Begins to form recognisable letters.</p>
	Health and self-care	<p>Feeds self competently with spoon.</p> <p>Drinks well without spilling.</p> <p>Clearly communicates their need for potty or toilet.</p>	<p>Beginning to recognise danger and seeks support of significant adults for help.</p> <p>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p> <p>Beginning to be independent in self-care, but still often needs adult support.</p>	<p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Can usually manage washing and drying hands.</p>	<p>Dresses with help.</p> <p>Can tell adults when hungry or tired or when they want to rest or play.</p>	<p>Observes the effect of activity on their bodies.</p> <p>Understands that equipment and tools have to be used safely.</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p>	<p>Usually dry and clean during the day.</p>
Literacy	Reading	<p>Reading/ singing favourite stories, rhymes, songs, poems or jingles.</p>	<p>Repeats words or phrases from familiar stories.</p> <p>Fills in the missing word or phrase in a known rhyme.</p> <p>Knows information can be relayed in the form of print.</p>	<p>Enjoys rhyming and rhythmic activity.</p> <p>Shows awareness of rhyme and alliteration</p> <p>Recognises rhythm in spoken words.</p> <p>Looks at books independently.</p> <p>Handles books carefully.</p>	<p>Listens to and joins in with stories and poems, one to one and also in small groups.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Holds books the correct way up and turns pages.</p>	<p>Suggests how the story might end</p> <p>Beginning to be aware of how stories are structured.</p> <p>Describes main story settings, events and principal characters.</p> <p>Knows that print carries meaning and, in English, is read from left to right and from top to bottom.</p>	<p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Listening to stories with increasing attention and recall.</p>

	Writing	Distinguishes between the different marks they make.	Sometimes gives meaning to marks as they draw and paint.	Sometimes gives meaning to marks as they draw and paint.	Ascribes meaning to marks that they see in different places.	Gives meaning to marks they make as they draw, write and paint.	Hears and says the initial sounds in words.
Maths	Numbers	<p>Selects a small number of objects from a group when asked.</p> <p>Recites some number names in sequence.</p>	<p>Begins to make comparisons between quantities.</p> <p>Uses some language of quantities, such as 'more; and 'a lot'</p> <p>Shows curiosity about numbers by offering comments or asking questions.</p>	<p>Creates and experiments with symbols and marks representing ideas of numbers.</p> <p>Knows that a group of things changes in quantity when something is added or taken away.</p> <p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p>	<p>Shows an interest in numerals in the environment.</p> <p>Recites numbers in order to 10.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using finger, marks on paper or pictures.</p> <p>Sometimes matches numeral and quantity correctly.</p>	<p>Realises not only objects but anything can be counted including steps, claps or jumps.</p> <p>Shows an interest in representing numbers.</p> <p>Shows an interest in number problems</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p>	<p>Compares two groups of objects, saying when they have the same number.</p> <p>Recognises numerals 1 to 5</p> <p>Counts out up to six objects from a larger group.</p>
	Shape, space and measure	<p>Notices simple shapes and patterns in pictures.</p> <p>Anticipates specific time based events such as meal time or home time.</p>	<p>Begins to use the language of size.</p> <p>Understands some talk about immediate past and future.</p>	<p>Beginning to categorise objects according to properties such as shape or size.</p> <p>Shows interest in shapes in the environment.</p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p>	<p>Shows awareness of similarities of shapes in the environment.</p> <p>Uses shapes appropriately for tasks.</p>	<p>Uses positional language.</p> <p>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</p>	<p>Beginning to talk about the shapes of everyday objects.</p> <p>Orders two or three items by length or height.</p>
Understanding of the World	People and Communities	Has a sense of own immediate family and relations.	<p>Beginning to have their own friends.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background.</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p>	Recognises and describes special times or events for family or friends.	Remembers and talks about significant events in their own experiences	Shows interest in different occupations and ways of life.	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.

	The World	Enjoys playing with small world models such as a farm, a garage or train track.	Notices detailed features of objects in their environment.	Comments and asks question about aspects of their familiar world such as the place where they live or the natural world.	Shows care and concern for living things and the environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Talks about why things happen and how things work.	Developing and understanding of growth, decay and changes over time. Looks closely at similarities, differences, patterns and change.
	Technology	Operates mechanical toys.	Seeks to acquire basic skills in turning on and operating some ICT equipment.	Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.	Knows how to operate simple equipment Knows that information can be retrieved from computers.	Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	Uses ICT hardware to interact with age appropriate computer software.
Expressive Arts and Design	Exploring and using media and materials	Joins in singing favourite songs.	Experiments with blocks, colours and marks. Shows an interest in the way musical instruments sound. Creates sounds by banging, shaking, tapping or blowing.	Sings a few familiar songs. Enjoys joining in with dancing and ring games. Explore colours and how colours can be changed. Imitates movement in response to music. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.	Taps out simple repeated rhythms. Beginning to move rhythmically. Explore and learns how sounds can be changed.	Realises tools can be used for a purpose. Beginning to be interested in and describe the texture of things.	Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Uses various construction materials.
	Being imaginative	Beginning to make believe by pretending	Beginning to use representation to communicate. Developing preferences for forms of expression. Uses movement to express feelings.	Sings to self and makes up simple songs. Engages in imaginative role play based on own first hand experiences.	Makes up rhythms Notices what adults do, imitating what is observed and the doing it spontaneously when the adult is not there.	Uses available resources to make props to support role play. Builds stories around toys.	Captures experiences and responses with a range of media, such as music, dance and pain and other materials or words. Creates simple representations of events, people and objects.
Educational Visits		Tour of the school	Church Visit Visit local library	Barkingside park Visit local library	Pet shop/Zoo/Farm/Invite visitor in with animals Visit local library	Teddy bears picnic. Visit local library Local supermarket visit	Visit local library
Special Events		Diwali (Hinduism and Sikhism)	Christmas (Christianity)	Chinese New Year	Easter (Christianity) Vaisakhi (Sikhism) Mother's Day		Ratha Yatra Sports Day Father's Day