

FOUNDATIONS FOR CHILDREN NURSERY SCHOOLS FEDERATION- Curriculum overview of skills

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Celebrations: family customs, traditions, (cultural capital)	Pumpkins Joining nursery (my family)	Bonfire Night Diwali- Temple Christmas-Church Remembrance Winter solstice Children in Need	Lunar New Year Shrove Tuesday Valentine's day- people we love	Easter Mothering Sunday Ramadan/Eid World Book Day Holi, Earth Day International Women's Day	Father's Day Summer Solstice	Holidays Family events
Key skills intended as focus Based on planned learning Intent	To learn how to: <ul style="list-style-type: none"> Use new vocabulary that reflect their experiences Talk about own and others feelings. To use mathematics concepts, smaller, heavier. Comparison between eight and size Count and compositions of amounts Match numerals Use language to describe and sequence what they have been doing 	To learn how to <ul style="list-style-type: none"> Give meanings to drawings a paintings Use commons shape names Recreate patterns Use number names and number language Make own models with own ideas Talk about how things happen and how tings work Make letter shapes and writing for purpose. 	To learn how to: <ul style="list-style-type: none"> Talk about significant events, who is special to them and why Hold scissors to snip paper and may move onto wavy lines or shapes. Match numerals to groups Increase attention and listening during group times. join things together Use tools more confidently paintbrush, glue stick, spade etc. Develops ideas through experimentation with materials Write for different purposes Use talk to explain and anticipate what might happen next 	To learn how to: <ul style="list-style-type: none"> Have confidence in choosing resources and preservation with new skill or project Talk about similarities and differences in more detailed way. Talk in detail about special events/past events Talk extensively about things important to them. Creates paintings, and drawings to communicate meaning. Attempt to write own name Preference for dominant hand Information can be relayed in different ways Use spatial language Hold conversations with others, paying attention and making comments 	To learn how to: <ul style="list-style-type: none"> Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Match, rotate and manipulate materials. Have control of tool in dominant hand for drawing or writing. Write for different purposes. write recognisable letters and some words things that interest them Name sounds and letters 	To learn how to: <ul style="list-style-type: none"> Write for different purposes such as letters, postcards, shopping lists and stories. Choose items based on shape and purpose. Use 2d and 3d shapes and how to design and make, Use construction materials, joining, stacking vertically and horizontally. Make patterns and enclosures. Share, sort and group objects.
Themes	Settling In Me and My Family What I like Routines, expectations and boundaries	Autumn /Winter Light and Dark/Space Hibernating animals	Fairy tales Self-care and taking care Winter- Ice	Routes and Maps Transport Occupations Spring- growing	Growing and animals - taking care and respect Life Cycles Spring	Transitions- Road safety/safer strangers- our bodies Wider world- animals and climates Summer
Key skills intended as focus Based on planned learning Intent	To learn how to: <ul style="list-style-type: none"> Talk to explain, clarify and reason Draw representations of them and other family members Predict, move and rotating objects Understand and use, how what why when questions Continue a rhyming strong from familiar stories 	To learn how to: <ul style="list-style-type: none"> Join in with repeated refrains and anticipate key events Count 1:1 correspondence Start early writing-lines and circles Develop own ideas and creativity through experimentation Talk about stories, events and characters- re telling Rhyme and use alliteration 	To learn how to: <ul style="list-style-type: none"> Give meanings to drawing and painting. Ask many questions to extend their vocabulary and thinking. Retell a familiar fairytale- key events and characters Make observations of similarities and differences. Carry out self help such as toileting, handwashing and snack routines. Recall or create own stories. Engage in imaginative play with peers Play alongside others engaged in same theme., 	To learn how to: <ul style="list-style-type: none"> Listens and joins in with longer stories, waiting turn in conversations Starting to link letters and sounds. Recognizing numerals 1-5 Follow directions and atlas Use non-fiction books to find out more. Order and sequence events Make observations about seasons and plants and why things occur Of shape similarities and differences Aware of colour names and start to create colours. Rhyme and use alliteration 	To learn how to: <ul style="list-style-type: none"> Use marking making and or writing in play Use large muscle movements to dig, plant and maintain the garden. Recite number beyond five. Talk about regular events in the year Compare size and capacity. Draw, paint or design with detail. Show care and concern for living things and the environment. Talk about life cycles and document this. Listen to stories with increasing attention and recall 	To learn how to: <ul style="list-style-type: none"> Keep themselves safe online and in the community. Ask many questions to develop their vocabulary and understanding further and use them when talking Show increasing consideration of other people's needs Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt Describe properties of shapes Listen and respond within a large group, waiting to comment or respond to questions.
Music group	<i>Increasing range of songs, rhymes and rhythmic patterns relating to everyday life, seasonal and celebratory events.</i> <i>To increase vocabulary that reflects their experiences</i> <i>To increase executive function through attending, listening and actively engaging with dance, movements and rhythmic patterns</i>					

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