



# Yearly Overview

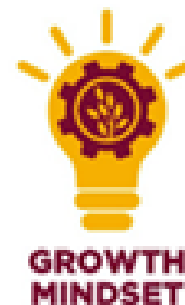
## Acorns Nursery












### 2023-2024

### 2-3 Year Olds

*At Ludlow Primary School we strive to ensure that the children enjoy a rich and relevant curriculum which includes depth and breadth of knowledge, therefore this curriculum map is subject to change, to address the needs of the children.*

## Our Curriculum Drivers



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
<b>Themes</b>	All About Me  Families  Traditional stories  Autumn	Light and dark  Traditional stories  Nursery Rhymes	Diggers and Construction  Traditional stories  Winter	Baby animals and farms    Spring	Growth    Summer	Growth and change  People that help us	
<b>Special Days</b>	Starting nursery Harvest	Bonfire Night, Diwali Remembrance Day World Nursery Rhyme Week Christmas	National Storytelling Week Chinese New Year World Book Day Mother's Day	Easter	Father's Day	Sports Day	
<b>Stories</b>	Five Minutes Peace Owl Babies The Little Red Hen We're Going on a Bear Hunt Goldilocks Pumpkin Soup Percy the Park keeper stories Where's My Teddy? Eddys Teddy Postman Bear Hide and Seek Pig  Non-Fiction Autumn stories	Night Monkey Day Monkey Whatever Next? Incy Wincy Spider Stick Man The Night before Christmas Aliens love Pants Claus Ten Gingerbread Men  Diwali Story Traditional Christmas story	Say Hello to the Snowy Animals Baby Owls The Snowman Traditional story of how CNY began My Mum is fantastic  The Gruffalos Child Winter stories	The Very Hungry Caterpillar Mad about Mini beasts Baby Animals Peppa Pig Stories Easter Egg Hunt The Ugly Duckling Rosie's Walk  Spring stories	Just like my dad Jack and the Beanstalk Jasper's Beanstalk The Three Little Pigs  Summer stories	Emergency Super Tato stories Daisy the Doctor Starting School stories Rainbow Fish  Seaside Stories	
<b>Mark Making</b>	Clip boards in every area  Phone book in Home Area with clip board		 Day card  Laminated name cards – 3 & 4 year olds	  	  	  	
<b>Phonics</b>	The main focus in nursery class is language comprehension. It is vital to embed oral activities during the nursery years. To support our children in the Nursery we model speaking in whole sentences and do lots of talking throughout the day especially in play! We model how to form sentences and get children to add their ideas and repeat these back! We Use second tier vocabulary with children throughout the day to extend vocabulary for example we might say "Children, this morning Charlie looks sad. In fact, he does not just look sad, he looks upset and tearful". We have		Fred Talk It is vital that schools use lots and lots of oral Fred Talk in Nursery. This is where we say words in sounds ad encourage children to work out what is being said. For example 'Can you touch your l-i-p (lip)'. Fred the frog is the Caterpillar's best friend! Fred can only talk in sounds and they have to work out the words he is saying.  From early on the Nursery children are introduced to a carpet buddy and are encouraged to turn to their buddy to share ideas and answers. This leads into		Tuning into sounds (auditory discrimination). Acknowledging pictures that represent sounds in Set 1 and emphasising the initial sound when name the picture (e.g. mmmmmmountain) – looking at both real	Listening to and remembering sounds. Introducing two sounds a week from Set 1 – Speed sound lessons. Fred talk – verbally	Continue to introduce two sounds a week. Introduce writing sounds. Fred talk – physical cards available. HA – Introduce one sound per day and

	planned storybooks throughout the year that children grow to love, connecting them to the role play area and other areas of the Nursery environment, encouraging children to 'jump in', 'join in', use 'phrases to keep forever'. We start with fairy tales and build up a wider bank of stories from here. These stories are in addition to the wealth of stories, nursery rhymes and songs that are part of the nursery day.	what will be expected of them later in Reception when they begin more formal Read, Write, Inc sessions. We introduce the classroom management signals to the children as early as possible. These include 1,2,3 to move around the classroom, get their belongings and take part in challenges!	and cartoon images that represent initial sounds.	segmenting and blending.	introduce 1.1 green words.
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<b>Communication &amp; Language</b>					
	<b>The Children will know how to:</b> <ul style="list-style-type: none"> <li>enjoy rhymes and begin to participate using actions</li> <li>copy other peoples' facial expressions</li> <li>respond to their name</li> <li>show a responsiveness to music</li> <li>use gestures to communicate</li> <li>understand single words</li> <li>repeat words/phrases</li> <li>begin to use everyday simple words (nouns and verbs)</li> </ul>		<b>The Children will know how to:</b> <ul style="list-style-type: none"> <li>begin to respond to simple instructions confidently</li> <li>begin to call adults/ other children by their name</li> <li>begin to show greater focus and attention on chosen activities</li> <li>begin to join 2 words together</li> <li>understand simple questions (who, where, what?)</li> </ul>		<b>The Children will know how to:</b> <ul style="list-style-type: none"> <li>begin to say how they feel</li> <li>begin to develop conversations, jumping from topic to topic</li> <li>begin to develop pretend play</li> <li>ask simple questions</li> <li>confidently join 2 words together</li> </ul>
<b>Personal, Social and Emotional</b>					
<b>Making Relationships</b>	<b>Children will know how to:</b> <ul style="list-style-type: none"> <li>become interested in other children and show an interest in playing together</li> <li>begin to show empathy towards people who are special to them</li> <li>begin to form a friendship with another child</li> </ul>				
<b>Self-Confidence and Self-Awareness</b>	<b>Children will know how to:</b> <ul style="list-style-type: none"> <li>separate from main carer with some support and encouragement from a familiar adult</li> <li>confidently express their interests and needs</li> <li>begin to try new things</li> <li>play confidently with themselves as well as other children</li> <li>become increasingly independent and take pride in their accomplishments</li> </ul>				
<b>Managing Feelings and Behaviour</b>	<b>Children will know how to:</b> <ul style="list-style-type: none"> <li>seek comfort from familiar adults when needed</li> <li>find ways to calm themselves and begin to self-regulate</li> </ul>				
<b>Zones of Regulation</b>	<b>Children will know how to:</b> <ul style="list-style-type: none"> <li>begin to name different emotions</li> </ul>		<b>Children will know how to:</b> <ul style="list-style-type: none"> <li>begin to label their own emotions</li> </ul>		<b>Children will know how to:</b> <ul style="list-style-type: none"> <li>say how they feel</li> <li></li> </ul>
<b>Physical Development</b>	<b>Children will know how to:</b>	<b>Children will know how to:</b>	<b>Children will know how to:</b>	<b>Children will know how to:</b>	<b>Children will know how to:</b>

	<ul style="list-style-type: none"> <li>begin to run safely in the space</li> <li>begin pulling themselves up on climbing equipment</li> <li>engage in ball games (rolling, throwing, kicking)</li> <li>begin to hold tools/equipment with fingers</li> </ul>	<ul style="list-style-type: none"> <li>begin to run safely in the space</li> <li>begin to climb up equipment more confidently</li> <li>engage in ballgames (rolling, throwing, kicking)</li> <li>begin to hold tools/equipment with fingers</li> </ul>	<ul style="list-style-type: none"> <li>run on whole foot</li> <li>climb up and down equipment with more speed</li> <li>become more confident at throwing and catching balls</li> <li>hold and use tools/equipment with more control</li> </ul>	<ul style="list-style-type: none"> <li>run on whole foot</li> <li>begin climbing over climbing equipment</li> <li>become more confident at throwing and catching balls</li> <li>begin to draw circles and lines using gross motor skills</li> </ul>	<ul style="list-style-type: none"> <li>run with varying degrees of speed</li> <li>run in and out of people/ obstacles</li> <li>begin to play a ball game with a peer</li> <li>begin to use tripod grip to hold writing tools</li> </ul>	<ul style="list-style-type: none"> <li>run with varying degrees of speed</li> <li>run in and out of people/ obstacles</li> <li>begin to play a ball game with a peer</li> </ul>
<b>Mathematical Development</b>	<p><b>Children will know how to:</b></p> <ul style="list-style-type: none"> <li>say some of the number names in order.</li> <li>to give you the correct amount of objects from a collection (up to 3).</li> <li>They will show an understanding of 'more' in their play and at snack and mealtimes.</li> <li>to use the word 'more' and 'a lot' to describe amounts of objects.</li> <li>to understand that if they add something to a collection, they have more and that if they take something away, they do not have as much.</li> <li>to make marks to represent numbers and quantities.</li> <li>Children will show an increased interest in shape and patterns.</li> <li>sort collections into groups that are the same colour, shape and size.</li> <li>use words like 'big' and 'little' to describe objects and pictures.</li> <li>They will know the order of regular things that happen every day.</li> </ul>					
<b>Understanding the World</b>	<p><b>Children will know how to:</b></p> <ul style="list-style-type: none"> <li>be able to point to different parts of their body</li> <li>explore different materials using their senses</li> <li>be able to name different members of their family</li> </ul>	<p><b>Children will know how to:</b></p> <ul style="list-style-type: none"> <li>begin to explore differences between people</li> <li>show curiosity about living things (minibeasts/insects)</li> <li>plant and grow a seed</li> </ul>	<p><b>Children will know how to:</b></p> <ul style="list-style-type: none"> <li>explore a range of natural phenomena</li> </ul>			
<b>Expressive Arts and Design</b>	<p><b>Children will know how to :</b></p> <ul style="list-style-type: none"> <li>shows an interest in musical instruments</li> <li>creates sounds by tapping, shaking and banging</li> <li>move while singing or listening to sounds/music</li> <li>explore with a range of materials</li> <li>create sound effects and movements to accompany play</li> <li>begin to pretend that one object represents another during imaginative play</li> </ul>					