



Yearly Overview

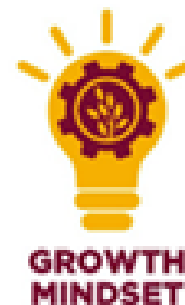
Acorns Nursery












2023-2024

3-4 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	
Themes	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	
Special Days	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	
Stories	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	
Mark Making	Clip boards in every area Phone book in Home Area with clip board		 Day card Laminated name cards – 3 & 4 year olds	  	  	  	
Phonics	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.	
PSED Skills	<p>To separate from main carer and learn to adapt to the Nursery environment.</p> <p>To select and use activities and resources, with some support if needed.</p> <p>To wash hands after using the toilet.</p>	<p>To learn about daily routines and classroom rules.</p> <p>To be aware of behavioural expectations in the Nursery.</p> <p>To select and use activities and resources, with some support if needed.</p> <p>To show an awareness of the importance of oral health.</p>	<p>To learn how to share resources and play in a group.</p> <p>To learn to look after resources within the class.</p> <p>To listen to, and follow rules set.</p> <p>To take turns whilst playing and waiting patiently to have a go.</p>	<p>To show independence in accessing and exploring the environment.</p> <p>To independently put on coats and use the toilet.</p> <p>To listen to, and follow rules set.</p> <p>To learn to look after resources within the class.</p>	<p>To be able to initiate play with peers and keep play going by giving ideas.</p> <p>To become more outgoing with unfamiliar people.</p> <p>To show more confidence in new social situations.</p> <p>To begin to find solutions to conflicts.</p> <p>To show an awareness of how others may be feeling.</p>	<p>To gain enough confidence to talk to adults and peers.</p> <p>To begin to be assertive towards others where necessary.</p>
Knowledge	<p>To know that they can approach adults in Nursery when needed.</p>	<p>To know how to adapt behaviour to suit classroom routines.</p> <p>To show confidence in asking adults for support.</p> <p>To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.</p>	<p>To know how to manage their emotions in different situations.</p> <p>To know that there are boundaries set.</p> <p>To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'.</p> <p>To know that we must respect our resources and out them back when we have finished with them.</p>	<p>To be aware of the different areas in the Nursery and how to explore them safely.</p> <p>To approach an adult if they need support.</p>	<p>To know that to play nicely it's important to share and take turns.</p> <p>To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort.</p> <p>To know that it is OK to engage with others, even if in a different environment.</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p>	<p>To know how to talk politely and develop an understanding of what is appropriate.</p> <p>To know that it is OK to challenge others, but they must remember to always be kind.</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p>

			To know that when playing in a group they need to share and also know that they will get a turn.			
Communication and Language Skills	<p>To sing rhymes and look at picture books.</p> <p>To talk about the different characters and what they are doing.</p> <p>To talk about themselves and their families.</p> <p>Develop communication that can be understood by others.</p>	<p>To talk about celebrations at home.</p> <p>To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated.</p> <p>To listen to, and follow simple instructions.</p>	<p>To learn and talk about modes of transportation.</p> <p>To be able to identify the different types of vehicles they see on the road.</p> <p>To begin to use a wide range of vocabulary in the correct context.</p> <p>To talk in short sentences that others can understand.</p> <p>To listen to, and follow simple instructions and respond to questions appropriately.</p>	<p>To listen to traditional stories and retain key vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p>To be able to use connectives e.g. Once upon a time and then.</p> <p>To listen to, and follow simple instructions and respond to questions appropriately.</p> <p>To talk in short sentences that others can understand.</p>	<p>To listen to traditional stories and retain key vocabulary.</p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p>To be able to use connectives e.g. Once upon a time and then.</p>	<p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.</p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p>To be able to talk about the setting, characters and the structure of the story with confidence.</p>
Knowledge	<p>To know that stories have different character which could be real and pretend.</p> <p>To know to sing words clearly so that they are audible.</p> <p>To know that it is OK to talk to others about wants and needs.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to understand simple instructions.</p>	<p>To be able to differentiate and categorise objects based on their properties.</p> <p>To remember new words I am learning when talking to others.</p> <p>To be able to understand simple instructions, questions and commands.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to answer questions related to the story.</p> <p>To be able to understand simple instructions, questions and commands.</p>	<p>To know that stories have a beginning, middle and an end.</p> <p>To be able to answer questions related to the story.</p> <p>To be able to use vocabulary learnt to have a conversation with others.</p>	<p>To be able to independently sequence familiar rhymes and to be able to say what happens next in a story.</p> <p>To use the words they know appropriately to organise themselves and their play.</p>
Literacy Skills	<p>To be able to mark make and identify their marks.</p>	<p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To talk about and retell a range of familiar stories.</p>	<p>To begin to attempt writing familiar letters, e.g letters in their name.</p>	<p>To be able to mark make and give meaning to their marks.</p> <p>To identify the pictures linked to RWI sound.</p>	<p>To identify the pictures linked to RWI sound.</p>	<p>Lots of Fred games focussing on oral blending.</p> <p>Children are able to identify initial sounds and blend familiar CVC words.</p>

	To recognise familiar logos and labels within the environment.	To begin to explore initial sounds in familiar words.	Adults will consistently model correct formation. To find and identify familiar letters, e.g. letters in their names. To talk about and retell a range of familiar stories.	To begin to form some letters correctly, e.g. letters in their name.	Children will begin to identify some sounds during oral blending games. To begin to make predictions about a story, sometimes supported by an adult with vocabulary.	Make predictions about a story using the relevant vocabulary with independence. To mark make for a purpose and be able to talk about the marks.
Knowledge	To know that text can be used as a form of identification. To know that text has a meaning. To know that text is read from left to right and top to bottom in English. To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages To learn a range of Nursery Rhymes.	To know that letters are used to make up words. To know that each letter makes a sound – focussing on sounds in their names. To learn that stories have a sequence; beginning, middle and end. To know that text is read from left to right and top to bottom in English. To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages To begin to acknowledge initial sounds and their relevance in the environment	To know that each letter makes a sound – focussing on sounds in their names. To join in with repetition within stories and rhymes. To be able to talk about different parts of the story.	To be able to talk about their marks with confidence. To talk about the sounds they have identified from the RWI program. To join in with repetition within stories. To be able to talk about different parts of the story.	To know that blending sounds makes words. To identify the pictures with corresponding. To join in with repetition within stories. To be able to talk about different parts of the story.	To identify CVC words orally. To be able to segment sounds in CVC words. To know that letters make sounds. To join in with repetition within stories. To engage in extended conversations about stories.
Maths Skills	To talk about what happened today, yesterday and tomorrow. To count out a group of up to 5 objects.	To count out a group of up to 5 objects. To match number of objects to numeral.	To count out a group of up to 10 objects. One more/less using a number line.	To identify, describe and compare groups of objects. To compare and order objects according to their weight and distance.	Practical problem solving with numbers up to 5. To select and use shapes appropriately in play, combining them to make models and enclosures.	To count, order and recognise numbers to 10, in and out of sequence. To name and describe 2D shapes.

	<p>To show an understanding of 1:1 counting to 5.</p> <p>Knowing that the last number you count represents the total number of objects</p> <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners</p>	<p>To show an understanding of 1:1 counting to 5.</p> <p>Knowing that the last number you count represents the total number of objects</p> <p>Talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners</p>	<p>To develop fast recognition of numbers.</p> <p>To count up to 10.</p> <p>To show an awareness of how numerals are formed and to experiment with own mathematical mark making.</p> <p>To talk about and explore patterns in the environment</p>	<p>To develop fast recognition of numbers.</p> <p>To count up to 10.</p> <p>To show an awareness of positional language such as under/behind/ next to/over/ on top of.</p> <p>To independently create and talk about own patterns using a range of objects and resources.</p>	<p>To develop fast recognition of numbers.</p> <p>To use relevant mathematical vocabulary when talking about learning.</p> <p>To begin to make sensible comparisons between objects relating to size, length, weight and capacity.</p> <p>To begin to describe a sequence of events accurately.</p> <p>To recall simple facts about a familiar journey.</p>	<p>To name some common 3D shapes and properties.</p> <p>To compare and order objects according to their size and distance.</p> <p>To develop fast recognition of numbers.</p> <p>To use relevant mathematical vocabulary when talking about learning.</p> <p>To begin to describe a sequence of events accurately.</p> <p>To recall simple facts about a familiar journey.</p>
Knowledge	<p>Singing a range of number songs.</p> <p>To say number names to 5 in order.</p> <p>To know that time can be measured using days.</p> <p>To know that the last number said represents the total number of objects</p>	<p>To say number names to 10 in order.</p> <p>To know that a group of objects can also be represented by a number</p> <p>Singing a range of number songs.</p> <p>To know that the last number said represents the total number of objects</p>	<p>To create and repeat simple patterns.</p> <p>To subitise to 3.</p> <p>To know number order beyond 5 when counting.</p> <p>To say number names to 10 in order.</p> <p>To be able to say number names forwards and backwards to 10.</p>	<p>To subitise to 3.</p> <p>To know number order beyond 5 when counting.</p> <p>To use the language of more and less to compare amounts.</p> <p>To know that numbers can be ordered.</p> <p>To be able to demonstrate through games and role</p>	<p>To subitise to 6.</p> <p>To remember the order in which things happen.</p> <p>To know that subtraction means taking an amount away from a group.</p> <p>To know that some shapes more appropriate than others when building.</p> <p>To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".</p>	<p>To subitise to 6.</p> <p>To learn vocabulary linked to describing size and distance.</p> <p>To be able to say number names forwards and backwards to 15.</p> <p>To remember the order in which things happen.</p> <p>To remember different aspects of a journey, e.g. "I</p>

	To show an awareness and name some 2D shapes in the environment.	To show an awareness and name some 2D shapes in the environment.	To know that each object should only be counted once. Singing a range of number songs.	play an understanding of positional language. Singing a range of number songs.		walked over a bridge to get to school”.
Physical Skills	To take care of toileting needs independently. To begin to show a preference for a dominant hand. To climb apparatus safely. To begin to show awareness of moving equipment safely with peers.	To independently put on their coats, with some support for the zipper and buttons. To copy dance moves and to move to different kinds of rhythms. To use mark making resources with increasing independence.	To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc. To mark make in sensory trays and also copy different patterns. To mark make using a comfortable grip when using pencils and pens. To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills. To hold jugs and containers confidently and pour from one container into another. To show awareness of healthy food choices and impact on our body.	To hold the pencil correctly using a tripod grip. To begin to form numbers and familiar letters, e.g. letters in their name. To look at books independently whilst turning pages one at a time. Using balancing apparatus. To mark make using a comfortable grip when using pencils and pens.	To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly. To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. To run skilfully and be able to negotiate space. To mark make using a comfortable grip when using pencils and pens.	To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently. To independently write their name. To confidently use scissors and other tools safely. To mark make using a comfortable grip when using pencils and pens.
Knowledge	To know about personal hygiene and the importance of being clean and tidy.	To show confidence in dressing up and self-care activities. To know how to move on different beats and rhythms	To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.	To know that the pencil needs to be held comfortably and with one hand to form letters and numbers.	To know the correct ways of forming letters. To know that snips should be made on the line and the pattern should be followed.	To know how to hold the pencil correctly and also recognise and self-correct when they form letters incorrectly.

	<p>To know that washing hands is important after using the toilet and before we eat.</p> <p>To know that books in English should be read from left to right and one page at a time.</p> <p>To use alternate feet when climbing apparatus.</p> <p>To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers.</p>	<p>e.g. slowly for slow music and fast on quicker beats.</p> <p>To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.</p>	<p>To know that they need to use tools with a dominant hand.</p> <p>To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping.</p> <p>To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely.</p> <p>To know what making right food choices looks like.</p> <p>To show independence in self help skills such as toileting and dressing.</p>	<p>To know how to use one handed tools effectively.</p> <p>To be able to follow a simple sequence of movements to music and rhythm.</p>	<p>To know how to feed paper/materials through hand when cutting around objects.</p> <p>To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.</p>	<p>To successfully take part in group games with support from an adult.</p> <p>To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.</p>
<p>Understanding the World</p> <p>Skills</p>	<p>To be able to talk about their body parts and what the function is of each part.</p> <p>To draw silhouettes and orally label body parts.</p> <p>To be able to identify similarities and differences between themselves and peers.</p>	<p>To know that everyone has a birthday and they are usually celebrated in a similar manner around the world.</p> <p>To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and</p>	<p>To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment.</p> <p>To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/ doctors/fire</p>	<p>To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow.</p> <p>Continue to use the computer to gain confidence in using the mouse.</p>	<p>To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats.</p> <p>Make comparisons between habitats of farm animals and wild animals.</p> <p>Talk about the life cycle of a plant and animals.</p>	<p>To listen to rhymes such as Humpty Dumpty and Baa Baa Black Sheep and talk about where eggs/wool come from and talk about what we use these for.</p> <p>Talk about where food comes from and bake a range of things.</p>

	To make self-portraits.	Christmas is celebrated by Christians. Operate simple equipment e.g. turn on CD player or use a remote control.	fighters/postman/ shop assistant etc). To use the computer to complete a simple task.	To learn about Easter. To use senses to explore the world around them.	Make own habitats using a range of resources. To use senses to explore the world around them.	
Knowledge	To know about family structures and be able to talk about who is part of their family.	To know the difference between farm animals and wild animals. To be able to categorise animals by their characteristics. To make Rangoli patterns on the computer. To learn about the different stories related to Autumn festivals.	To know similarities and differences between modes of transportation. To know that adults do a variety of jobs and that they are not all the same. To show an awareness of the emergency services and how they can help us.	To know that every living being has a life cycle and they change in shape and size as they grow. To know that living beings follow a similar growth pattern and make comparisons. To know about who celebrates Easter and what is its significance. To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from.	To know that different creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful. Wild animals live in forests/jungles/ safari and sometimes zoo's or aquariums. To begin understand the importance of looking after our environment and all living things and where we can collect natural resources from.	To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket. To begin understand the importance of looking after our environment and all living things` and where we can collect natural resources from.
Expressive Arts and Design Skills	Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. To learn about art and music of Africa for Black History Month. Uses various construction materials.	Sing familiar Nursery Rhymes. To use different colours and materials to make Rangoli Patterns. To make salt dough Diva's. To make Christmas cards and decorations for friends and family using a range of media. To make Hanukah cards. To make patterns with paint and different objects,	To use scissors effectively. To begin to act out different scenarios using props to enhance imaginative play. Sing familiar songs or make up own songs. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.	To learn about different textures and talk about them. Feely bag activities with different objects for children to feel and describe. To engage in role play by making stick puppets of different story characters. Sing familiar Nursery Rhymes.	To use puppets and props to act out different traditional stories. To make masks for role play. Sing familiar songs in the correct tone and changing melody if appropriate. Uses available resources to create props to support role-play. To use available props to develop stories and make imaginative play more purposeful.	Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. To listen to music and create movements to the different beats. To construct with bricks and blocks to make an enclosure. Explore different materials freely, using them with a purpose.

		<p>exploring what happens when you mix colours. .</p> <p>Joins construction pieces together to build and balance.</p>	<p>To play instruments with increasing control.</p>	<p>Realises tools can be used for a purpose.</p> <p>To create closed shapes with continuous lines which represent objects that can be spoken about or identified.</p>	<p>To show different emotions in pictures clearly.</p> <p>To draw with increasing control, representing features and detail clearly.</p>	
Knowledge	<p>To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard.</p> <p>To know that certain art types belong to different cultures. E.g. Africa.</p> <p>For children to be able to construct with a purpose and safely.</p>	<p>To know how different colours and materials can be used to create things.</p> <p>To learn about art and crafts from different cultures e.g. Rangoli patterns and divas are from India and Christmas is celebrated by Christians all around the world.</p>	<p>To know how colours can be mixed to make a new colour.</p> <p>To use their imagination to create different works of art.</p> <p>For children to be able to construct with a purpose and safely.</p> <p>To play instruments to express feelings and ideas.</p>	<p>To know about the different materials and what can be created with them.</p> <p>To use their knowledge of stories in acting them out with friends.</p> <p>Sing songs clearly using correct words that have been learned.</p> <p>To know how to create recognisable representations of objects.</p>	<p>To know how to use props appropriately for particular stories.</p> <p>To know that they can change their voices whilst singing or acting out stories to create a dramatic effect.</p> <p>For children to be able to construct with a purpose and safely.</p> <p>To know how to use available props to develop stories and make imaginative play more purposeful.</p>	<p>To know that body movements can be changed depending on the rhythm to achieve a desired effect.</p> <p>To know that different construction toys can be used to make new things that can be used in pretend play.</p> <p>To show confidence in choice of media when creating a model or picture.</p>