

**Castle Hill CP School**  
**Long Term Curriculum Overview 2022-2023**

<b>Nursery 3+</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>TOPIC</b>	<b>Feelings</b>	<b>Construction</b>	<b>Transport</b>	<b>Explores</b>	<b>Spring</b>	<b>Colours</b>
<b>Communication and Language</b>	Sing a large repertoire of songs.					
	Understand why questions. Pay attention to more than one thing at a time, which can be difficult. 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.	Use a wider range of vocabulary. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Understand a question or instruction that has two parts. Use longer sentences of four to six words. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Enjoy listening to longer stories and can remember much of what happens. Develop their pronunciation but may have problems saying: some sounds: r, j, the, h, and sh. multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.	Use longer sentences of four to six words.
<b>Personal, Social and Emotional Development</b>	Talk about their feelings using words like happy, sad or worried. Become more outgoing with unfamiliar people, in the safe context of their setting. Understand gradually how others might be feeling.	Find solutions to conflicts and rivalries. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.	Develop their sense of responsibility and membership of a community. Talk with others to solve conflicts.	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 appropriate ways of being assertive.	Play with one or more other children, extending and elaborating play ideas. Make healthy choices about food, drink, activity and tooth brushing.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
<b>Physical Development</b>	Take part in group activities which they make up for themselves. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Choose the right resource to carry out their plan. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Use a comfortable grip with good control when holding pens and pencils. Go up steps and stairs, or climb up apparatus, using alternate feet. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Match their developing physical skills to tasks. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Use large muscle movements. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
<b>Main Text</b>	The Colour Monsters	The Three Little Pigs.	The Train Ride	We're Going On A Bear Hunt	The Very Hungry Caterpillar	Brown Bear Brown Bear
<b>Literacy</b>	Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing.					
		Use some of their print and letter knowledge in their early writing.	Count or clap syllables.	Write some or all of their name.	Engage in extended conversations about stories, learning new vocabulary.	Develop their phonological awareness, so they can spot and suggest rhymes. Write some letters accurately. Develop their phonological awareness, so that they can: spot and suggest rhymes, in a word, recognise words with the same initial sound.

<b>Maths</b>	<p>Recite numbers past 5.            Say one number for each item in order: 1,2,3,4,5.            Know that the last number reached when counting a small set of objects tells you how many there are in total.</p>					
	<p>Make comparisons between objects relating to size, length, weight and capacity.            Notice and correct an error in a repeating pattern.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them.            Solve real world mathematical problems with numbers up to 5.            Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.            Combine shapes to make new ones - an arch, a bigger triangle etc.</p>	<p>Talk about and explore 2D and 3D shapes.            Discuss routes and locations, using words like 'in front of' and 'behind'.            Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Describe a familiar route.            Make comparisons between objects relating to size, length, weight and capacity.            Talk about and explore 2D and 3D shapes.            Understand position.</p>	<p>Show 'finger numbers' up to 5.            Link numerals and amounts            Experiment with their own symbols and marks as well as numerals.</p>	<p>Compare quantities using language: 'more than', 'fewer than'.            Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.            Notice and correct an error in a repeating pattern.</p>
<b>Understanding the World</b>	<p>Continue to develop positive attitudes the differences between people.            Begin to make sense of their own life-story and family's history.</p>	<p>Explore and talk about different forces they can feel.            Show interest in different occupations.</p>	<p>Talk about what they see, using a wide vocabulary.            Explore how things work.            Explore and talk about different forces they can feel.            Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Use all their senses in hands-on exploration of natural material.            Explore collections of materials with similar and/or different properties.</p>	<p>Understand the key features of the life cycle of a plant or animal.            Plant seeds and care for growing plants.            Begin to understand the need to respect and care for the natural environment and all living things.            Talk about the differences between materials and changes they notice.</p>	<p>Explore colour and colour mixing.            Talk about the differences between materials and changes they notice.</p>
<b>Expressive Arts and Design</b>	<p>Remember and sing entire songs.</p>					
	<p>Show different emotions in their drawings and paintings.            Draw with increasing complexity and detail, such as representing a face with a circle and including details.            Sing the pitch of a tone sung by another person ('pitch match').            Play instruments with increasing control to express their feelings and ideas.</p>	<p>Explore different materials freely.            Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.            Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Use drawing to represent ideas like movement or loud noises.            Listen with increased attention to sounds.            Create their own songs, or improvise a song around one they know.</p>	<p>Begin to develop complex stories using small world equipment.            Join different materials and explore different textures.            Develop their own ideas and then decide which materials to use to express them.</p>	<p>Take part in pretend play, using an object to represent something else.            Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>
<b>Celebration</b>		Diwali & Christmas	Chinese New Year	Easter		
<b>Trips</b>						Wingham Wildlife Park
<b>Whole school events</b>					Sports Week	
<b>Visitors</b>		Santa				Safari Pete???????