**Downsell Primary School’s Creative Curriculum**

**Nursery Cycle 1**

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|  | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **Theme** | Nursery Rhymes | | Festivals & Autumn | | Traditional Tales | | Down on the Farm | | Wonderful Water | | Julia Donaldson | |
| **British Values** | Democracy  Link: PSHE – establish routines and boundaries within the nursery environment | | Rule of Law  Link: PSHE – increasingly follow rules and understanding why they are important | | Mutual respect  Link: PSHE – develop their sense of responsibility and membership of a community | | Tolerance  Link: PSHE – talk with others to solve conflict | | Individual liberty  Link: PSHE – develop appropriate ways of being assertive | | Review of all British Values  Link: PSHE - Remember rules without needing an adult to remind them  Link: PSHE - find solutions to conflict and rivalries | |
| **Topics** | * Transition * Baseline * Black History Month | | * Fireworks * Divali * Autumn * Christmas | | * Three little pigs * 3 Billy Goats Gruff * Jack and the Beanstalk * Each Peach, Pear, Plum * Goldilocks and the Three Bears | | * Farmer Duck * Owl Babies * Pig in the pond * Old Macdonald * Ten in the bed * Over in the meadow | | * Commotion in the ocean * Rainbow fish * Tiddler * Snail & the whale * Lost and Found * Bright Stanley and the Cave Monster | | * Room on the broom * Stickman * Squash and a squeeze * The Smeds and the Smoos * Gruffalo * The Gruffalo’s Child | |
| **Texts** | * Incy Wincy Spider * Humpty Dumpty * The wheels on the bus/Mr Grumpy’s outing * Twinkle Twinkle/Whatever next * I’m a little teapot/The tiger who came to tea * 5 little men/Aliens love underpants * Handa’s surprise/We’re going on a lion hunt | | * Bonfire Night * It’s Divali * Autumn * Let’s go on a leaf hunt * The Gingerbread Man * Runaway Chapatti * We’re going on a leaf hunt * Dear Santa * The Christmas Story | | * Three little pigs * Little Red Riding Hood * Little Red Hen * Once Upon a Time * The enormous watermelon * 3 Billy Goats Gruff * Ugly Ducklings * Jack and the beanstalk * Each Peach, Pear, Plum * Little Red Hen * Goldilocks and the Three bears * Whose’s been eating my porridge? | | * Farmer Duck * I love animals * Owl Babies * Where’s my Teddy? * Pig in the pond * Farm concert * Old Macdonald * Rosie’s walk * Ten in the bed * A farmer’s life for me * Over in the meadow * On the farm | | * Commotion in the ocean * Barry the Fish with fingers * Rainbow fish * Gilbert the Hero fish * Tiddler * Sharing a shell * Snail & the whale * Mr Seahorse * Lost and Found * The fish who could wish * Bright Stanley and the Cave Monster * Shark in the park | | * Stick Man * Superworm * Squash and a squeeze * Smartest Giant in Town * The Smeds and the Smoos * Elmer * Room on the broom * Gruffalo * The Gruffalo’s Child * The selfish Crocodile | |
| **Celebrations** | * Black History Month | | * Remembrance day * Anti-bullying week * Children in Need * Christmas | | * New Year * Chinese New Year | | * Pancake Day * World Book Day * Mother’s day * Easter | | * Eid | | * Father’s Day | |
| **Trips** | * Walk around school grounds | | * Walk to the park | | * Walk to Library | | * Walk & short bus ride to local farm | | * Emergency Services visit | | * End of year trip to the Gruffalo Trail | |
| **Development Matters** | | | | | | | | | | | | |
| **Personal, Social and Emotional Development**  **Including RE** | | * Establish routines and boundaries within the nursery environment. * Become familiar with nursery routines. * Independently explore the nursery environment. * Find ways to calm themselves, through being calmed and comforted by their key worker. * Welcome * Friendship * Belonging | | * Increasingly follow rules, understanding why they are important. * Play with one or more other children, extending and elaborating play ideas. * Select and use activities and resources with help when needed. * Talk about their feelings using words like “happy”, “sad”, “angry” or “worried”. * Special Places * Special Times * Special Books | | * 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 their sense of responsibility and membership of a community. * People special to me * My special things | | * Talk with others to solve conflict. * Be increasingly independent in meeting their own care needs. * Become more outgoing with unfamiliar people, in the safe context of their setting. * My senses * The Natural World | | * Develop appropriate ways of being assertive. * Show more confidence in new social situations. * Understand gradually how others might be feeling. * Our community * People who help us | | * Make healthy choices about food, drink, activity and tooth brushing. * Remembers rules without needing an adult to remind them. * Find solutions to conflicts and rivalries. Not everyone can be Spiderman and suggesting other ideas. * Myself * My life stories |
| **Communication and Language** | | * Sing a large repertoire of songs. * Know many rhymes, be able to talk about familiar books. | | * Use a wider range of vocabulary. * Use longer sentences of four to six words. * Develop their pronunciation but may have problems saying some sounds. | | * Enjoys listening to longer stories and can remember what happens. * Understands “why” question. | | * Know many rhymes, be able to talk about familiar books and be able to tell a long story. * Develop their communication but may continue to have problems with irregular tenses and plurals: “runned” for “ran” and “swimmed” for “swam”. | | * Start a conversation with an adult or a friend and continue it for many turns. * Understand a question or instruction that has two parts. * Use talk to organise themselves an d their play: “Let’s go on a bus …you sit there…I’ll be the bus driver.” | | * 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. |
| **Physical Development** | | * Show a preference for a dominant hand. * Go up steps and stairs, or climb up apparatus, using alternative feet. | | * Continue to develop their movement, balancing, riding (scooters, bikes and trikes). * Use large-muscle movements to wave flags and streamers, paint and make marks. * Choose the right resources to carry out their own plans. | | * Use a comfortable grip with good control when holding pens and pencils. * Match their developing physical skills to tasks and activities in the setting. * Use one-handed tools and equipment. | | * Start taking part in some group activities, which they make up for themselves, or in teams. | | * Skip, hop, stand on one leg and hold a pose for a game like musical statues. * Collaborate with others to manage large items, such as moving a long plank safely. | | * Be increasingly independent as they get dressed and undressed e.g zips and buttons. |
| **Literacy** | | * Understand the 5 concepts about print: * Print has meaning. | | * Understand the 5 concepts about print: * Print has meaning, the names of the different parts of a book, we read English from left to right and top to bottom * Write some of or all of their name. * Develop their phonological knowledge awareness, so they can; count or clap syllables in a word. | | * Understand the 5 concepts about print: * Print has meaning, the names of the different parts of a book, we read English from left to right and top to bottom, print can have different purposes. * Develop their phonological knowledge awareness, so they can; count or clap syllables in a word, spot and suggest rhyme. | | * Develop their phonological knowledge awareness, so they can; count or clap syllables in a word, spot and suggest rhyme, recognise words with the same initial sound, such as money and mother. | | * Write some letters accurately. | | * Engage in extended conversations about stories, learning new vocabulary. |
| **Maths** | | * Combine objects like stacking blocks * Take part in finger rhymes * Compare amounts saying “lots”, “more” and “same”. * Develop counting like behaviour * Counting everyday contexts, sometimes missing numbers * Complete insert puzzles * Compare sizes, weights using language “bigger/little/smaller”, “high/low”, “tall” and “heavy” * Notice patterns and arrange things in patterns. * Recite numbers past 5 | | * Experiment with their own symbols and marks as well as numerals * Make comparisons between objects relating to size. * Compare quantities using language: ‘more than’, ‘fewer than’. * Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. * Talk about and identifies the patterns around them. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. | | * Say one number for each item in order: 1,2,3,4,5. * Show ‘finger numbers’ up to 5 * Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. * Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). * Make comparisons between objects relating to size and length, * • Extend and create ABAB patterns – stick, leaf, stick, leaf. | | * Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). * Make comparisons between objects relating to size, length, and weight. * Describe a familiar route. * Understand position through words alone – for example, “The bag is under the table,” – with no pointing * Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc | | * Make comparisons between objects relating to size, length, weight and capacity. * Discuss routes and locations, using words like ‘in front of’ and ‘behind’. * Solve real world mathematical problems with numbers up to 5. * Combine shapes to make new ones – an arch, a bigger triangle etc. * Notice and correct an error in a repeating pattern. | | * Talk about and explore 3D shapes (for example, cubes, sphere, cylinder and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. * Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ |
| **Understanding the World** | | * Use all their senses in hands-on exploration of natural materials, * Talk about what they see, using a wide vocabulary. | | * Show an interest in different occupations. * Explore how things work. * Understand the effect of changing seasons on the natural world. | | * Talk about the differences between materials and changes they notice. | | * Plant seeds and care for growing plants. * Understand the key features of the life cycle of a plant and an animal. * Begin to understand the need to respect and care for the natural environment and all living things. * Begin to make sense of their own life-story and family history. | | * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | | * Explore and talk about different forces they can feel. * Continue developing positive attitudes about the differences between people. |
| **Expressive Arts and Design** | | * Join different materials and explore different textures. * Explore colour and colour mixing. * Listen with increased attention to sound. * Take part in simple pretend play, using an object to represent something else. | | * Begin to develop complex stories using small world equipment like animal sets, dolls, houses etc. * Explore different materials freely, to develop their ideas about how to use them and what to make. * Develop their own ideas an d then decide which materials to use to express them. * Use drawing to represent ideas like movement or loud noises. * Remember and sing entire songs. | | * Make imaginative and complex “small worlds” with blocks and construction kits. * Create closed shapes with continuous lines, and begin to use them to represent objects. * Draw with increasing complexity and detail, such as representing face with a circle and including details. * Sing the pitch of a tone sung by another person (pitch match). | | * Respond to what they have heard, expressing their thoughts and feelings. * Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs * Play instruments with increasing control to express their feelings and ideas. | | * Show different emotions in their drawings and paintings, like happiness, sadness etc. | | * Create their own songs or improvise a song around one they know. |