

BECCLES PRIMARY ACADEMY CURRICULUM GRID 2021 – 2022 Early Years - Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year group theme	Main - Me and My Community Mini - Exploring Autumn	Main - Once Upon a Time Mini - Sparkle and Shine	Main - Starry Night Mini - Winter Wonderland	Main - Dangerous Dinosaurs Mini - Puddles and Rainbows	Main - Sunshine and Sunflowers Mini – Creep, Crawl and Wriggle	Main - Big Wide World We want all children to be in school; however, the number of positive cases is high, resulting in missed education, we are requesting that all parents/carers wear a face covering whilst on site, this includes collecting and dropping children in the playground. Mini - Splash!
Inspirational start / trip or event (WOW)	Fire engine/police car/dentist to visit the class	Bedtime Stories event Pantomime	Owl visit to school	Trip to Worlingham Woods – Dinosaur theme visit	Trip to 100 River Farm	Trip to Africa Alive
Quality Texts	The Lion and The Mouse Lost and Found You Choose My Two Grannies Superheros Are Everywhere The Wolf Who Wouldn't Go to School Have You Filled a Bucket Today? Enemy Pie	Goldilocks and the Three Bears Little Red Riding Hood Cinderella Jack and the Beanstalk The Three Billy Goats Gruff The Three Little Pigs The Three Little Wolves and the Big Bad Pig The Little Red Hen	Peace At Last Night Monkey, Day Monkey, Whatever Next! How to Catch a Star Owl Babies The Night Pirates The Way Back Home Goodnight Everyone Astro Girl Look up!	Cave Baby Dear Dinosaur Dinosaur Roar Tyrannosaurus Drip Harry and the Bucketful of Dinosaurs Dinosaurs Love Underpants Ten Little Dinosaurs Dinosaurs in the Supermarket Dinosaurs (First Facts)	The Tiny Seed Shark in the Park The Very Hungry Caterpillar Errol's Garden My Butterfly Bouquet Jump and Shout!	Little Red and the Very Hungry Lion We're Going on a Lion Hunt My Granny Went to Market Handa's Hen Handa's Surprise Handa's Noisy Night My Name Is Not Refugee Tidy The Snail and the Whale

	<p>My Mum</p> <p>Superhero Dad</p> <p>Once There Were Giants</p> <p>The Rainbow Fish</p> <p>Families, families, families!</p> <p>The Boy Who Loved Everyone</p>	<p>The Princess and the Pea</p> <p>Rapunzel</p> <p>Each Peach Pear Plum</p> <p>The Gingerbread Man</p>	<p>The Great Race: The Story of the Chinese Zodiac</p>	<p>The Odd Egg</p> <p>The Ugly Duckling</p>		<p>Somebody Swallowed Stanley</p> <p>Mr Gumpy's Outing</p> <p>Tanka Tanka Skunk</p> <p>Mama Panya's Pancakes</p> <p>All Are Welcome</p> <p>The Lion Who Wanted to Love</p>
<p>Personal, Social & Emotional Development</p>	<p>I can separate from my main carer with support</p> <p>I can distract myself when I am upset</p> <p>I know about oral hygiene</p>	<p>I can express my own feelings</p> <p>I am aware of my own feelings and am beginning to understand that some actions and words can hurt other's feelings</p> <p>I can demonstrate friendly behaviour and form good relationships with adults and peers</p>	<p>I can separate from my main carer with support</p> <p>I can distract myself when I am upset</p> <p>I can use an adult as a secure base</p> <p>I can begin to accept the needs of others and can take turns and share resources</p> <p>I can show confidence in asking adults for help</p>	<p>I am beginning to understand about foods that are healthy and unhealthy</p> <p>I can express my own preferences and interests</p> <p>I can respond to a few appropriate boundaries</p>	<p>I can separate from my main carer with support</p> <p>I can distract myself when I am upset</p> <p>I can use an adult as a secure base</p> <p>I am confident to talk to other children when playing</p> <p>I can usually tolerate delay when my needs are not immediately met</p> <p>I can seek out others to share experiences</p> <p>I welcome value and praise for what I have done</p>	<p>I enjoy the responsibility of carrying out small tasks</p> <p>I can select and use activities and resources independently</p> <p>I can follow rules and understand why they are important</p> <p>I understand that my wishes may not always be met</p> <p>I am confident and outgoing with familiar people in the safe context of my setting</p>

<p>Physical Development</p>	<p>I can hold a pencil (fisted/digital pronate grip) to make marks</p> <p>I can turn the pages in a book</p>	<p>I can fit the pieces of a puzzle together</p> <p>I can pick up tiny objects using a fine pincer grasp</p> <p>I can use one-handed tools and equipment, e.g. make snips in paper with child scissors</p>	<p>I can use tweezers.</p> <p>I can use tools effectively in playdough (eg: cutters/rollers)</p> <p>I can take off and put on my own shoes (not laces).</p>	<p>I can show increasing control over tools like pencils and crayons.</p> <p>I can use tools for mark making with control.</p> <p>I can grip using five fingers or preferably two fingers and thumb for control.</p>	<p>I can use a 4 finger grip to hold my pencil</p> <p>I can use pincers, tweezers and threading equipment with increasing control and confidence</p>	<p>I can use scissors effectively to cut straight lines in paper</p> <p>I am beginning to use 3 fingers (tripod grip) to hold my pencil</p>
<p>Physical Development – Gross Motor</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>I can beginning to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>I can go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>I can skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>I can use large muscle movements to wave</p>	<p>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>I can choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>	<p>With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Uses a toothbrush independently.</p>	<p>Begin to be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>I can start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>I can go up steps and stairs, or climb up apparatus, using alternate feet</p> <p>I can use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills</p> <p>I can eat independently and use a knife and fork</p>	<p>I am independent and helps to get dressed and undressed</p> <p>I can make healthy choices about food, drink, activity and tooth brushing</p> <p>Developing their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>I have an awareness of safety and manage own risks</p> <p>Matches developing physical skills to tasks and activities. For example, to decide whether to crawl, walk or run across a plank,</p>

	flags and streamers, paint and make marks.					depending on its length and width. I can work with others to manage large items, like moving a long plank safely and carrying large hollow blocks.
Communication & Language	<p>WELLCOMM</p> <p>I can respond to my name and change my activity when encouraged</p> <p>I can use everyday words to talk about people I know</p> <p>I can follow simple instructions with visuals</p> <p>I can listen and respond to adults and peers</p>	<p>WELLCOMM</p> <p>I can follow two-step simple instructions with visuals</p> <p>I can concentrate for slightly longer periods</p> <p>I can join in with a small group</p> <p>I can remember and join in with stories and rhymes</p>	<p>WELLCOMM</p> <p>I can speak in 2/3/4 word sentences</p> <p>I can understand more simple questions and answer appropriately</p> <p>I can express desires, feelings and needs</p> <p>I can begin to hold two-way conversations with adults and peers</p>	<p>WELLCOMM</p> <p>I can begin to understand and ask why and how questions</p> <p>I can remember and use new words</p> <p>I can engage in imaginary role-play sometimes building stories around objects and toys</p>	<p>WELLCOMM</p> <p>I can explain my own thinking/ideas</p> <p>I can describe the story settings and characters</p> <p>I can join in with the repeated lines and refrains</p> <p>I can use language as a powerful means of widening contacts and sharing feelings</p>	<p>WELLCOMM</p> <p>I can communicate effectively with my peers and adults</p> <p>I can follow three-step simple instructions, sometimes without visuals</p> <p>I can anticipate key events in stories</p> <p>I can take turns in small groups</p> <p>I can ask simple questions and wait for a response</p>
Literacy	<p>I can fill in missing words from well-known rhymes</p> <p>I can show a preference for a book or a song or a rhyme.</p> <p>I can join in with rhymes and stories.</p>	<p>I can identify myself in a story and show enjoyment for stories about familiar people</p> <p>I can hold a book, turn the pages and indicate an understanding of pictures and print.</p> <p>I can use a range of tools to make marks and show an interest in</p>	<p>I am beginning to be aware of the way stories are structured.</p> <p>I show interest in illustrations and print in books and print in the environment.</p> <p>I can understand that print has meaning</p>	<p>I can begin to talk about events and characters in a book</p> <p>I can suggest how a story might end</p> <p>I can tell an adult what my marks mean</p> <p>I can draw lines and circles in the air, on the floor or on large sheets</p>	<p>Read Write Inc</p> <p>I can begin to talk about events and characters in a book</p> <p>I can suggest how a story might end</p> <p>I can identify signs and symbols in the environment and recall what they mean/ I can</p>	<p>Read Write Inc</p> <p>I can tell a story to friends</p> <p>- I can spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and moon</p>

	I can randomly scribble on the page, sometimes with both hands.	my own marks and others marks.	I can hold a book the right way up and turn pages by myself I ascribe meaning to my marks	of paper, balancing well and using whole arm and body.	ascribe meaning to other marks, like on signage. I can write some or all of my name.	I can write some letters accurately
Mathematics	Number songs Colours Matching Sorting	Compare amounts Compare size, mass and capacity Simple patterns Consolidation	Number 1 Weight Number 2	Number 3 Length and height Number 4		
Understanding of the World	I am interested in photographs of myself and familiar people and objects I show interest in different occupations (Eg: fire fighters/nurse/police officers) Autumn Woodland animals	I enjoy celebrating my birthday and that of others I can make observations about my immediate environment Christmas Bonfire Night Diwali	I can identify where things belong in my environment Eg: where my bottle/coat/painting goes Chinese New Year Shrove Tuesday Winter Hot and cold	I can talk about environments in stories I can talk about places I have visited (e.g.: the park/ASDA) I can follow positional language instructions I am beginning to notice changes in my environment Easter Spring	I can see my new friends have similarities and differences that connect them to, and distinguish them from, others I can talk about places in and around school Weather	I can use simple positional language I am beginning to talk about and describe changes in my environment Where do I live? Looking after our classroom/school Making simple observations about animals
Expressive Art & Design	I can explore different materials freely, in order to develop my ideas about how to use them and what to make. I can use various construction materials	I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) I can recognise and name colours	I can join different materials and explore different textures I can draw identifiable pictures I can use a variety of tools to apply paint (brushes of different sizes, sponges,	I can talk about what I am creating I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me.'	I can draw a person with identifiable features I can develop my own ideas and then decide which materials to use to express them	I have been exposed to a different range of artists I can show interest and describe the texture of things

	I can manipulate play dough (roll, knead)		fingers) with increasing control			
11 Before 11	Seed to Supper					
Parent Activity	Read Write Inc Activity Cafe	Bedtime stories event Nativity Performance	Winter based craft afternoon	Easter Egg Hunt & Easter Crafts session	Teddy Bears Picnic	Sports Day
Home Learning	Library book to share at home	Library book to share at home	Library book to share at home	Library book to share at home	Library book to share Speed sounds book RWI letter formation	Library book to share Speed sounds book RWI letter formation