

BECCLES PRIMARY ACADEMY CURRICULUM GRID 2023 – 2024 Early Years - Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Quality Texts	In Every House On Every Street Rain Before Rainbows The Worrysaurus Ravi's Roar What Happened To You? Wow! Said The Owl	Funnybones Peppa's Diwali My Hair I Am Nefertiti Stickman We're Going On An Elf Hunt	Nursery Rhyme week Goldilocks And The Three Bears The Three Little Pigs The Little Red Hen The Queen's Hat The Great Race	Astro Girl The Way Back Home All Through The Night The Good Egg Too Many Carrots	The Extraordinary Gardener Errol's Garden Oliver's Vegetables A Great Big Cuddle – collection of poems The Dot Splash	The Suitcase The Same But Different Too Do Baby Elephants Suck Their Trunks? Tidy Tiddler
Personal, Social & Emotional Development	<p>Gaining more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Dresses but still needs some help, e.g. puts arms into open fronted coat when held up, pulls up own trousers, and pulls up zip once it is fastened at the bottom.</p> <p>Beginning to understand healthy choices about food and drink.</p> <p>Willing to try a range of different textures and tastes and expresses a preference.</p> <p>Seek out companionship with adults and other children.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Show more confidence in new social situations.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Able to express their needs and ask adults for help.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Practice skills of negotiation and compromise, e.g. I would like that one please... Can I play with that when you have finished?</p>					

<p>Physical Development – Gross Motor</p>	<p>Able to move more quickly and fluently around the outdoor space, confidently avoiding obstacles and people when walking and running and sometimes jumping small things in their way (proprioception).</p> <p>Rides trikes, balance bikes, scooters and scooter boards / floor surfers confidently around the setting avoiding other people and objects.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Stand on one leg and hold a pose for a game like musical statues.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.</p> <p>Can skip and hop and is developing strength and confidence when running, jumping and climbing.</p> <p>Is developing stamina when walking, beginning to walk further distances.</p>
<p>Physical Development – Fine Motor</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Use static tripod grip (may already use dynamic tripod grip).</p> <p>Use scissors accurately. Use masking tape, Sellotape (and cutter), elastic bands, Pritt stick and PVA glue accurately.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Form the first five pre-writing shapes accurately.</p> <p>Use playdough and plasticine to sculpt specific ideas.</p>
<p>Communication & Language</p>	<p>Able to follow directions (if not intently focused)</p> <p>Understand the use of objects</p> <p>Understand the use of colour, number, time and preposition words</p> <p>Begin to understand and answer ‘how’ and ‘why’ questions</p> <p>Join in with repeated refrains and rhymes when reading a story</p> <p>Questions why things happen and give explanations</p> <p>Begin to use more complex sentences to link thought and ideas</p> <p>Begin to use a range of tenses</p>

	<p>Have mostly clear speech, although may continue to have difficulties with a small number of sounds</p> <p>Talks more extensively about things that are important to them</p> <p>Make confident contributions in small groups expressing their ideas and opinions</p>					
Literacy	<p>Filling in missing words from well-known rhymes</p> <p>Showing a preference for a book, song or rhyme.</p> <p>Joining in with rhymes and stories.</p> <p>Randomly scribbling on the page, sometimes with both hands.</p>	<p>Showing enjoyment for stories about familiar people</p> <p>Holding a book, turning the pages and showing an understanding of pictures and print.</p> <p>Using a range of tools to make marks and show an interest in my own marks and others marks.</p>	<p>Beginning to be aware of the way stories are structured.</p> <p>Showing interest in illustrations and print in books and print in the environment.</p> <p>Understanding that print has meaning</p> <p>Holding a book the right way up and turning pages by myself</p> <p>Giving meaning to my marks</p>	<p>Talking about events and characters in a book</p> <p>Suggesting how a story might end</p> <p>Telling an adult what my marks mean</p> <p>Drawing lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.</p>	<p>Read Write Inc</p> <p>Talking about events and characters in a book</p> <p>Suggesting how a story might end</p> <p>Identifying signs and symbols in the environment and recalling what they mean</p> <p>Writing some or all of my name.</p>	<p>Read Write Inc</p> <p>Telling a story to friends</p> <p>Spotting and suggesting rhymes</p> <p>Counting and/or clapping syllables in a word</p> <p>Starting to recognise words with the same initial sound, such as money and moon</p> <p>Writing some letters accurately</p>
Mathematics	<p>Number songs</p> <p>Colours</p> <p>Matching</p> <p>Sorting</p>	<p>Compare amounts</p> <p>Compare size, mass and capacity</p> <p>Simple patterns</p> <p>Consolidation</p>	<p>Number 1</p> <p>Weight</p> <p>Number 2</p>	<p>Number 3</p> <p>Length and height</p> <p>Number 4</p>	<p>Number 5</p> <p>One more, one less</p> <p>Shapes</p>	<p>My day</p> <p>Capacity</p> <p>Positional Language</p> <p>Consolidation</p>
Understanding of the World – Science focus	<p>Name body parts</p> <p>Use all their senses in hands-on exploration of natural materials</p> <p>Name more weather types, e.g. thunder, lightning, rainbow.</p>	<p>Use all their senses in hands-on exploration of natural materials</p> <p>Know the difference between day and night, dark and light</p> <p>Make observations and talk about what they see, using a wide vocabulary.</p>	<p>Use all their senses in hands-on exploration of natural materials</p> <p>Explore collections of materials with similar and / or different properties</p> <p>Explore different materials freely, to develop their ideas</p>	<p>Explore how things work, e.g. wind-up toys, pulleys, sets of cogs with pegs and boards</p> <p>Know the difference between day and night, dark and light</p> <p>Make observations and talk about what they</p>	<p>Know that fruit and vegetables are plants</p> <p>Observe the changes that occur in the life cycle of a plant</p> <p>Show care and concern for living things and environment. E.G. watering plants.</p>	<p>Name body parts of an animal</p> <p>Name some differences between animals. E.G. markings, fur etc.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>

	<p>Know that we wear different clothes for different weather</p> <p>Make observations and talk about what they see, using a wide vocabulary.</p>		<p>about how to use them and what to make.</p> <p>Make observations and talk about what they see, using a wide vocabulary.</p>	<p>see, using a wide vocabulary.</p>	<p>Make observations and talk about what they see, using a wide vocabulary.</p>	<p>Make observations and talk about what they see, using a wide vocabulary.</p> <p>Use all their senses in hands-on exploration of natural materials</p>
Understanding of the World – Geography and RS	<p>Name the school</p> <p>Recognise, name and locate areas around the school setting and the grounds, e.g. playground, hall, library, forest school, trim trail etc.</p> <p>Name more weather types, e.g. thunder, lightning, cloudy</p> <p>Know that we wear different clothes for different weather</p>	<p>Know the name of the place and street in which they live</p> <p>Describe a familiar route</p> <p>Recognise and describe special times or events for family or friends</p>	<p>Know about a city, e.g., London and that it is in England</p> <p>Know some key features in London, e.g., Buckingham Palace, Big Ben, London Eye and how it is different from where they live</p> <p>Use physical resources, e.g., floor mats, small world, loose parts to make simple representations of maps to identify water / land.</p>	<p>Know the difference between day and night, dark and light</p> <p>Draw simple maps of their environments or linked to stories e.g. a treasure map</p> <p>Show interest in different occupations and ways of life indoors and outdoors</p>	<p>Use simple maps, recognise water as blue and land as green on the maps</p> <p>Show interest in different occupations and ways of life indoors and outdoors</p>	<p>Know that there are different countries in the world, using stories and discussions about holidays</p> <p>Name physical and human features from stories, e.g. woods, forest, city, ocean</p>
Understanding of the World – History	<p>Re-tell simple past events related to their own lives in the correct order</p> <p>Begin to describe a sequence of events, real or fictional</p> <p>Observe and talk about changes in the seasons and weather</p>	<p>Observe and talk about changes in the seasons and weather</p> <p>Enjoy joining in with family customs and routines</p> <p>Recognise and describe special times or events for family or friends</p>	<p>Know about Queen Elizabeth II.</p> <p>Know that we now have a King.</p> <p>Notice some differences between then and now when reading nursery rhymes and stories, e.g. Five Currant Buns in a Baker's Shop</p>	<p>Linked to family / friends, show interest in different occupations and ways of life indoors and outdoors</p> <p>Observe and talk about changes in the seasons and weather</p> <p>Enjoy joining in with family customs and routines</p>	<p>Re-tell simple past events related to their own lives in the correct order</p> <p>Begin to describe a sequence of events, real or fictional</p> <p>Begin to ask questions about artefacts, suggesting what they might be used for</p> <p>Develop an understanding of</p>	<p>Observe and talk about changes in the seasons and weather</p> <p>Know the days of the week, e.g. through song</p> <p>Begin to describe a sequence of events, real or fictional</p>

				Recognise and describe special times or events for family or friends.	growth, decay and change over time.	
Expressive Art & Design – Art and DT focus	<p>Explore different materials freely to develop their ideas about how to use them and what to make.</p> <p>Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</p> <p>Use scissors with increasing accuracy and with supervision, use staplers and hole punches safely.</p> <p>Recognise and name a wider range of colours including black, white, grey, silver, gold and the secondary colours (green, orange, purple).</p> <p>Explore what happens when they mix primary colours.</p> <p>Choose particular colours to use for a purpose</p> <p>Select different tools to paint, e.g. brushes, rollers, sponges, body parts</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use playdough and plasticine to sculpt specific ideas.</p> <p>Express simple likes and dislikes about different paintings / designs / sculptures saying why they think /feel this.</p>					
Expressive Art & Design – Music, Dance and Drama	<p>Remember and sing entire songs</p> <p>Name and play instruments with increasing control</p> <p>Experiment with different parts of their bodies and the sounds they can make</p> <p>Create sounds and movement in response to a stimulus</p> <p>Enjoy joining in with dancing and ring games</p> <p>Begin to move freely and rhythmically</p> <p>Engage in imaginative play based on their own ideas and first hand experiences</p>					
11 Before 11	<p>Ten Deeds In Ten Days</p> <p>Ride a large animal</p>					
Home Learning	Library book to share	Library book to share	Library book to share	Library book to share	Library book to share Letter of the week activity mat	Library book to share Letter of the week activity mat