**Nursery Timetable**

WARDLEY CE PRIMARY SCHOOL: NUR – 2024/25

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| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| 8.55 – 9.15 | WELCOME & REG | | | | |
| 9.15 – 10.00 | RWI | RWI | RWI | RWI | RWI |
| 10.00 – 10.20 | Milk and fruit Outside | Milk and fruit Outside | Milk and fruit Outside | Milk and fruit Outside | Milk and fruit Outside |
| 10.20 – 11.30 | Maths  Carpet focus of counting and then maths provision in the environment | Maths  Carpet focus of counting and then maths provision in the environment | Maths  Carpet focus of counting and then maths provision in the environment | Carpet focus of counting and then maths provision in the environment | Maths  Carpet focus of counting and then maths provision in the environment |
| 11.30 – 12.00 | Lunch in the hall | | | | |
| 12.15 - 1:00 | Outside play | | | | |
| 13.00 - 13.20 | Structured story time  (focused instruction) | Structured story time   (focused instruction) | Structured story time  (focused instruction) | Structured story time   (focused instruction) | Structured story time  (focused instruction) |
| 13.20 - 14.40 | Get Busy  & targeted group teaching | | | | |
| 14.40. - 15.05 | S&L | S&L | S&L | Music  PSHE/Circle time | RE  PSHE/Circle time |

Nursery 2024 – 2025 Curriculum sequence on a page

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| **Autumn 2024** | **Spring 2025** | **Summer 2025** |
| **Events:**  National Poetry Day 5th October  Christmas Performance | Safer Internet Day 6 Feb World Book Day 7 March  British science week 8-17 March  Easter performance | Sports Day |
| **EXPERIENCES:**  Local walk: Autumn Season | Local walk: Spring Season Farm visiting school  Library visit | Local walk: Summer Season  Zoo Lab  People who help us visitors |
| **RHYTHMS OF THE YEAR:**  New beginnings / transition Seasonal change: Autumn/Winter Harvest  Festivals: Bonfire night/ Christmas/Diwali | Seasonal change: Spring  Festivals: Easter | Seasonal change: Summer  Transition and moving on. |
| **Writing opportunities:**  Mark making with different material/tools -Pencil, pen, paint brush, crayon, chalk  Pre-writing tasks around gross and fine motor skills  Name writing  Letter Formation | Mark making – giving meaning Name writing  Letter formation  Labels and signs | Letter formation  Name writing  Captions  CVC words |
| **Maths:**  Number within 5  Counting songs  Touch counting  Subitising  Sharing and Comparing  2D shape  Length  Colour and size patterns | Numbers within 10  Counting songs  Recognising numerals  Touch counting  Addition (basic)  Subtraction (basic)  Representing numbers  Position  3D shape | Numbers beyond 10  Egg box maths  Representing numbers  Counting songs  Missing number patterns  Sequencing  Capacity |
| **PD:**  Negotiate space and obstacles safely Spatial awareness  Fine motor- drawing | Pencil grip  Tools and fixings Fine motor- drawing | Move energetically  Fine motor- drawing and sculpting |
| **PSED**  Starting nursery Making friends Different families. Zones of regulation | Looking after our world – learning about plants and animals | Health and Self-Care Healthy food and drink Building Relationships  Importance of respecting others |
| **The Natural World**  Autumn – changing seasons  Lifecycle of plants/ growing vegetables Freezing and melting | Spring - changing seasons Everyday materials | Summer - changing seasons Animal life cycles  Human body Staying healthy |
| **People, places and communities**  Different families Christmas and special times | Maps and routes Physical features | Jobs in our community |
| **Past and Present**  Family trees | Old and new objects and clothing - link to nursery rhymes | Important people |
| **Art and Design**  Colours – primary and secondary Being an artist/gallery | Junk modelling – building structures | Drawing and sculpture |
| **Expressive Arts (Music, Dance, Drama)**  Nursery rhymes/ songs. Listening games with instruments | Role-play of traditional stories | Experimenting with sound- water music |

**Literature Spine code:**

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| Revisited authors | | |  |
| Heritage texts/ classics | | |  |
| Diversity of representation - author or protagonist | | |  |
| Strong female role model | | |  |
| Specific social, ethical, moral issues |  |  |  |
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| Rhythms of the year | | |  |
| Specific curriculum link |  |  |  |

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| **YN Term A1** | **SST Text** | **Focus A of L** | **Foundational Knowledge** | | **Explicit Teaching** |  |
| 5/9 | FLEXIBLE WEEKS: Home visits/ settling new children in groups. Establishing routines and expectations. Teaching listening behaviours and story time behaviours. | | | | |
| 11/9 |
| 18/9 |
| 25/9 |
| 2/10 | Nursery? Not Today | PSED | **PSHE**   * Self-Regulation * Managing Self * Building relationships   **Art**   * Drawing | | Nursery class charter/rules- model and teach.  Self-portraits for class display- we all belong to Nursery Family photos display- talk about families.  Embedding the routines of Nursery |
| 9/10 | The Leaf Thief | UTW: Natural World | **Science**   * Seasonal change   **Geography**   * Fieldwork + skills Seasonal changes and weather   **Art**   * Colour/pattern/texture/shape | | Send home Autumn treasure collection bags  Autumn collage/ Learn autumn song Talk about changes in weather.  Compare night and day.  **Supporting text: Tidy** |
| 16/10 |
| 23/10 | **Half Term** | | | | |  |
| 30/10 |  | EAD  Colours | **Art** | * Colours * Painting * Artists /wider concepts | Primary and secondary colours.  Use a range of colour and different types of materials sponge/ roller/brushes- fruit/veg printing.  Create a painting from a dot. |  |
|  |  |  | Look at the pointillist movement: Georges-Pierre Seurat |
|  |
|  | Wow’ Said the Owl |  | and Paul Signac. |
|  |  |  | what an artist, an art show and an art gallery are |
| 6/11 |  |  |  |
|  |  |  | **Supporting text: The Dot** |
| 13/11 | Come Over to My House | UTW: People, culture and communities/ Past and present | **Geog/RE**   * People and Communities * Place knowledge * Locational knowledge   **History**   * Their families | | Talk about similarities and differences between their families and other families.  Create class book – ‘*Come over to My House’* - using photos of each family at home.  Explore local area in and around school. Google maps to explore where we live. |
| 20/11 |
|  |  |  |  | | **Supporting text: Who are you?** |
| 27/11 |  | PSED | **PHSE**  Self-regulation | | Discuss different techniques you can do to help self-  regulate. |
|  |  |  |  | | Re-introduce zones of regulation |
|  | Ravi’s Roar |  |  | | The three steps |
|  |
| 4/12 |  |  |  | | **Supporting text The Worrysauraus** |
|  |  | UTW: Natural World | **Science**   * Everyday materials * Seasonal change and weather   **Geography**   * Seasonal change and weather   **RE**   * People and communities | | Winter seasons song, Christmas songs  Comparing different types of  weather |
| 11/12 |  |  | Noticing observing how elements can change. |
|  | The Snowy Day |  | -freezing water/ice/ noticing how it melts |
|  |  |  | Nativity story. How is Christmas celebrated? Decorate |
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| 18/12 |  |  | class tree/ make Xmas decorations |
|  |  |  | **Supporting text: DK The Christmas Story** |
| Christmas break | | | | | |  |

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| **YN Term 2** | **SST Text** | **Focus A of L** | **Foundational Knowledge** | **Explicit Teaching** |  |
| 8/1 | Goldilocks and the Three Bears | EAD  Imaginative and Expressive  - Drama | **Drama**   * Using voices * Improvise, devise and script drama   **Science**   * Everyday materials | Role play Retelling the story  Making porridge- choosing toppings/ observe changes |
| 15/1 |  | EAD  Creating with Materials | **DT**   * Range of materials * Tools and fixings | Junk modelling - making houses  range of materials including paper, fabric, foil joining equipment including clips, tape, glue |
| 22/1 | The Three Little Pigs |  | **Science**   * Everyday materials |  |
|  |  | UTW- Past | **History**   * Understanding the past through story | Use images from nursery rhymes such as Polly put the Kettle |
| 29/1 |  | and present | On. Talk about what they see.  Sort objects into old and new (Artefacts from Salford Museum) |
|  | Favourite Nursery |  | Discovery table – old artefacts |
|  |
|  | Rhymes |  | Old fashioned clothes to dress up in. |
| 5/2 |  |  | (see HA unit) |
| 12/2 | **Half Term** | | | |  |
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|  |  | UTW | **Geography**   * Place knowledge * Skills and fieldwork | Make a route using the EY environment, to go on a hunt. |  |
|  |  | People, | Draw a map of routes. (String trail) |
| 19/2 | We’re Going on a | culture and  communities | Learn and use positional language  Learn and use geographical language for physical features |
|  | Bear Hunt |  | e.g. forest/river/field/lake/ocean |
|  |  |  | Create string routes/ draw maps to find way back home. |
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| 26/2 |  |  |  |
|  | Lost and Found |  |  |
|  |  | UTW: Natural | **Science**   * Seasonal change | Learn spring/ Easter songs. |
|  | Seasons | World | Observe seasonal changes in local area |
| 4/3 | (Hannah Pang) |  | blossom/daffodils/bird song |
|  | Tree: Seasons come |  | Paint daffodils and other spring flowers |
|  | and go |  |  |
|  |  | UTW: Natural | **Science**   * Plants | The life cycle of plants |
|  |  | World | To observe the bean/cress grow |
| 11/3 |  |  | Discuss what plants are living things and also need to grow |
|  | Erol’s Garden |  |  |
| 18/3 |  |  |  |
|  | |  | 25/3 Easter break |  |  |

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| **YN Term 3** | **SST Text** | | | | | | **Focus A of L** | **Foundational Knowledge** | **Explicit Teaching** |  |
| 15/4 | FLEXIBLE WEEK:  Lifecycles focus. | | | | | | UTW: Natural World | **Science**   * Animals including humans. | Caterpillars in school Keeping a butterfly diary  Learning about lifecycles of other animals e.g.,  frogs |
| 22/4 | The Body Book | | | | | | UTW: Natural World | **Science**   * Animals including humans.   **PSED**   * Health and self-care | Features of non-fiction books  Understand different and simple bodily functions. Point to different parts of their bodies and name them Know the five different senses |
| 29/4 |
| 6/5 |  | | | | | | UTW: Natural World | **Science**   * Animals including humans.   **PSED**   * Health and self-care   **Art**   * Drawing * Sculpture | Make playdough skeletons. Draw bones/ skeletons |
|  | |  | |  | |
| Funny Bones | | | | | |
| 13/5 | Oliver’s Vegetables | | | | | | UTW: Natural world | **Science**   * Plants   **PSED**   * Health and self-care   Art   * Drawing | Healthy eating  Fruit and vegetables – tasting / using senses. Make healthy shakes /crudites.  Draw /print with fruit and vegetables  **Supporting text: The Extraordinary Gardener** |
| 20/5 |
| 27/5 | **Half Term** | | |  | | | | | |  |
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| 3/6 |  | | | | | | UTW- Past and present/ People, culture and communities | **History**   * Significant people / events locally | Focus: Important people: Kings and queen  Who is our King/his family? |  |
|  |  | |  | |  |
|  | The Queen’s H | | | | at |
| 10/6 |  | | | | | |
| 17/6 |  | | | | | | UTW- Past and present/ People, culture and communities | **History**   * Significant people / events locally | Focus: Important people:  To know the story of at least one famous explorer. Role play – being an explorer (geog link to maps) Talk about people that are important to them (Eid link- prophets) |
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| My First Heroes- Explorers | | | | | |
| 24/6 |  | | | | | | UTW: Natural World | **Science**   * Everyday materials   **Music**   * Experimenting with sound | Explore all the different sources of water- Steam, running water, ice  Make ‘water music’ |
|  |  | |  | |  |
| Hey, Water | | | | | |
| 1/7 | Astro Girl | | | | | | UTW:  People, culture and communities | **Geography/RE**   * People and communities | **Science museum**  Explore jobs in our community- visitors to speak to children  Talk about what jobs they would like to do when they are older  Supporting text: All Through the Night. |
| 8/7 | What Happened to You? | | | | | | PSED | **PSED**   * Building Relationships | Transitions and moving on. Celebrating our achievements |
| 15/7 | **FLEXIBLE WEEK/TRANSITIONS**  FLEXIBLE WEEK/ | | | | | | | | |  |
| Summer break | | | | | | | | | |  |