**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   | MathsCarpet 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  | REPSHE/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 OctoberChristmas Performance | Safer Internet Day 6 Feb World Book Day 7 MarchBritish science week 8-17 March Easter performance | Sports Day |
| **EXPERIENCES:** Local walk: Autumn Season | Local walk: Spring Season Farm visiting schoolLibrary visit | Local walk: Summer SeasonZoo LabPeople who help us visitors |
| **RHYTHMS OF THE YEAR:**New beginnings / transition Seasonal change: Autumn/Winter HarvestFestivals: 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, chalkPre-writing tasks around gross and fine motor skills Name writingLetter Formation | Mark making – giving meaning Name writingLetter formationLabels and signs | Letter formationName writingCaptionsCVC words |
| **Maths:** Number within 5Counting songsTouch countingSubitisingSharing and Comparing2D shapeLengthColour and size patterns | Numbers within 10Counting songsRecognising numeralsTouch countingAddition (basic)Subtraction (basic)Representing numbersPosition3D shape | Numbers beyond 10Egg box mathsRepresenting numbersCounting songsMissing number patternsSequencingCapacity |
| **PD:**Negotiate space and obstacles safely Spatial awarenessFine motor- drawing | Pencil gripTools and fixings Fine motor- drawing | Move energeticallyFine 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 RelationshipsImportance of respecting others |
| **The Natural World**Autumn – changing seasonsLifecycle of plants/ growing vegetables Freezing and melting | Spring - changing seasons Everyday materials | Summer - changing seasons Animal life cyclesHuman 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 |  |  |  |
|  |  |
| 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 bagsAutumn collage/ Learn autumn song Talk about changes in weather.Compare night and day.**Supporting text: Tidy** |
| 16/10 |
| 23/10 | **Half Term** |  |
| 30/10 |  | EADColours | **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 songsComparing different types ofweather |
| 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 | EADImaginative and Expressive- Drama | **Drama*** Using voices
* Improvise, devise and script drama

**Science*** Everyday materials
 | Role play Retelling the storyMaking porridge- choosing toppings/ observe changes |
| 15/1 |  | EADCreating with Materials | **DT*** Range of materials
* Tools and fixings
 | Junk modelling - making housesrange of materials including paper, fabric, foil joining equipment including clips, tape, glue |
| 22/1 | The Three Little Pigs |  | **Science*** Everyday materials
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|  |  | 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 andcommunities | Learn and use positional languageLearn 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. |
|  |  |
| 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 diaryLearning 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 booksUnderstand 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 eatingFruit 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** |  |  |
|  |
| 3/6 |  | UTW- Past and present/ People, culture and communities | **History*** Significant people / events locally
 | Focus: Important people: Kings and queenWho 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) |
|  |  |  |  |
| 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, iceMake ‘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 childrenTalk about what jobs they would like to do when they are olderSupporting 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 |  |