

## Waterside Curriculum Overview

| Year Group                      | Subject                 | Au 1<br>Marvellous me!                                                                                                                                                               | Au2<br>Light in the night!                                                                                     | Sp1<br>Our world!                                                                                                                                  | Sp2<br>Plants and bugs!                                                                                                                         | Su1<br>All around town!                                                                                                                                                                       | Su2<br>Summer celebrations!                                                                                                            |
|---------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Pre-school (2 year olds)</b> | Literacy                | Blow a kiss, catch a kiss<br><br>Mixed!<br>A colourful story<br><br>The family book<br><br>Autumn (Board book collection)<br><br>I like to be kind<br><br>We're going on a bear hunt | I'm a little pumpkin<br><br>The quiet little firework<br><br>Baby's first Diwali<br><br>Spot's first Christmas | Winter (board book collection)<br><br>3 Billy goats gruff (board book)<br><br>First book to find animals<br><br>Dear zoo<br><br>Hop little bunnies | Spring (board book selection)<br><br>The very hungry caterpillar (board book)<br><br>Grow it! (Board book)<br><br>Poppy and Sam's animal sounds | Goldilocks and the three bears (board book)<br><br>My first things that go (board book)<br><br>What's in my house?<br><br>My first busy town                                                  | Summer (board book selection)<br><br>National trust – Seaside explorers<br><br>That's not my turtle...<br><br>Peekaboo – under the sea |
|                                 | Maths                   | To begin to stack items with a range of resources<br><br>Take part in finger rhymes with numbers                                                                                     |                                                                                                                | Counting to three or more in everyday contexts<br>Comparing sizes<br>Using words and gestures eg. Big, small                                       |                                                                                                                                                 | Name some 2D shapes<br>Begin to understand positional language eg. can you go under there, can you go through the tunnel<br>Use vocabulary to describe different amounts eg. lots, more, same |                                                                                                                                        |
|                                 | Understanding the world | Marvellous Me<br>My family<br>Autumn<br>Bonfire night/Diwali/Christmas                                                                                                               |                                                                                                                | Winter<br>Farm and zoo animals<br>Spring<br>Growth/Planting<br>Minibeasts<br>Dinosaurs<br>Easter                                                   |                                                                                                                                                 | Summer/Weather<br>People who help us<br>Homes in our town<br>Under the sea<br>Boats                                                                                                           |                                                                                                                                        |

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|  | Expressive Arts and Design                 | Self Portraits – mark making<br>Home corner<br>Firework splatting<br>Christmas cards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Spring collage<br>Minibeasts arts and crafts<br>Easter cards                                                     | Large vehicle role play<br>Building vehicles and homes (Loose parts and junk modelling)                                              |
|  | Personal, Social and Emotional Development | Settle into Pre-school<br>Begin to play cooperatively with others<br>Begin to recognise differences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Begin to follow Pre-school routines<br>Begin to understand Healthy Choices<br>Begin to be able to solve conflict | Relationships<br>Becoming more independent<br>Expressing their needs and feelings to familiar adults and peers                       |
|  | Physical development                       | One-handed tools such as hammer toys, crayons.<br>Clapping and stamping to music.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Fine motor activities eg. Painting, jigsaws<br>Throwing balls                                                    | Dance along with music, moving different parts of their bodies.<br>Showing more independence in everyday tasks eg. using the toilet. |
|  | Communication and Language                 | <p>To show a curiosity for picture books by pointing and naming people and objects</p> <p>To develop communication that can be understood by others</p> <p>To begin and talk about significant celebrations like birthdays and Christmas</p> <p>To listen to simple stories on celebrations such as birthdays and Christmas</p> <p>To begin to identify and name local wildlife, farm and zoo animals.</p> <p>To develop an increased level of everyday vocabulary learnt through conversations and stories.</p> <p>To identify and name an Increased amount and variety of living beings.</p> <p>To show interest in a more complex stories eg. The hungry caterpillar</p> <p>With support, begin to express information about their home and family eg. Who lives in their house?</p> <p>Can join in familiar stories eg. We're going on a bear hunt</p> <p>To join in some familiar nursery rhymes and poems, using actions to help them.</p> <p>To recognise characters from books and show an increased interest in books eg. Knowing how to turn the page, pointing to illustrations.</p> |                                                                                                                  |                                                                                                                                      |

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|----------------|-----------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <b>Nursery</b> | <b>Literacy</b>                   | The colour monster<br><br>Find out about families<br><br>Germs are not for sharing<br><br>We're going on a leaf hunt | The Gruffalo's child<br><br>We're going on an elf chase<br><br>Pip and Custard's fireworks<br><br>Zim Zam Zoom | 3 Billy goats gruff<br><br>The tiger who came to tea<br><br>Rhinos don't eat pancakes<br><br>Poo in the zoo<br><br>We're going on an egg hunt | Mad about mini-beasts<br><br>Jasper's beanstalk<br><br>The very hungry caterpillar | Goldilocks and the three bears<br><br>My first town<br><br>Animal Homes<br><br>Mouse House                                                                                                                              | What the ladybird heard at the seaside<br><br>Sharing a shell<br><br>Look what I found at the seaside<br><br>Brilliant boats |
|                | <b>Maths</b>                      | Colours/matching/sorting<br>2D shapes<br>Subitise up to 2<br>Simple pattern                                          |                                                                                                                | Subitise to 3 and over<br>Count to 6<br>Lengths and capacity/vocabulary eg. short, tall, taller, full, empty                                  |                                                                                    | Positional language eg. Moving forwards, next to, under, over, First, next, then<br>2D shapes/vocabulary eg. sides, corners, flat, round<br>Composition of number to 6<br>Subitise numbers up to 5<br>More/less up to 6 |                                                                                                                              |
|                | <b>Understanding the world</b>    | Marvellous Me<br>Healthy bodies<br>My family<br>Autumn<br>Bonfire night/Diwali/Christmas<br>Space                    |                                                                                                                | Winter<br>Farm and zoo animals<br>Spring<br>Growth/Planting<br>Minibeasts<br>Dinosaurs<br>Easter                                              |                                                                                    | Summer/Weather<br>People who help us<br>Homes in our town<br>Animal homes<br>Under the sea<br>Boats<br>Holidays<br>Transition                                                                                           |                                                                                                                              |
|                | <b>Expressive Arts and Design</b> | Self Portraits<br>Colour mixing<br>Home corner<br>Firework splatter paintings<br>Christmas cards                     |                                                                                                                | Spring collage<br>Dinosaur fossil<br>Make simple models<br>Butterfly printing<br>Easter cards                                                 |                                                                                    | Vehicle junk modelling<br>Holiday role play<br>End of year self portraits                                                                                                                                               |                                                                                                                              |

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|  | <b>Personal, Social and Emotional Development</b> | Settle into Pre-school<br>Begin to play cooperatively with others<br>Begin to recognise differences                                                                                                                                                                                                                                                                  | Begin to follow Pre-school routines<br>Begin to understand Healthy Choices<br>Begin to be able to solve conflict                                                              | Relationships<br>Becoming more independent<br>Transition to Reception                                                                      |
|  | <b>Physical development</b>                       | Show a preference for a dominant hand.<br>Climb up low apparatus safely and independently.<br>Awareness of moving equipment safely around others eg. Chairs/scissors etc.                                                                                                                                                                                            | Fine motor activities such as threading, snipping, holding a pencil, joining in dough disco.<br>Increased control in spinning, bending, jumping and crawling through tunnels. | Letter formation/name writing/pencil grip<br>Using stairs, mostly independently.<br>To throw a large ball back forth, using their underarm |
|  | <b>Communication and Language</b>                 | Listen and respond to simple instructions<br>Listen to simple stories<br>Begin to develop narrative/conversation<br>Understand simple who, what, where, why questions<br>Sing a wide range of songs<br>Begin to join up sentences using 'and'/'because'<br>Begin to use future, past and present tenses<br>Listen to stories recalling some key events or characters |                                                                                                                                                                               |                                                                                                                                            |