

**Newtown Nursery School**  
**CURRICULUM INTENT OVERVIEW**  
**2020-2021**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme</b>	<b>Me &amp; My World</b>	<b>Sparkle and Shine</b>	<b>Hot &amp; Cold</b>	<b>Growing and Changing</b>	<b>Out and About</b>	<b>Journeys</b>
<b>Knowledge &amp; Concepts</b>	Baseline Sense of belonging Routines and relationships Personal attributes Families Similarities and differences Harvest	Festivals/Celebrations Stars Space Light and dark Changing seasons - Autumn	Heating and cooling Freezing and melting Hot climates Cold climates Houses, habitats and foods Opposites	Life cycles Planting Growing and eating our own food Seasonal Changes - Spring	Our community. Occupations The local area Landmarks Buildings Walks in the local community Shopping	Travel Other countries Transition to school Transport & Vehicles Holidays, trips and days out
<b>Cultural Capital</b>	Harvest Walk to School – sponsored Dot Walk	Community Walk – walk to school Visit to Church Children in Jumper Day Artist- Lowry Festivals and celebrations Christmas Bonfire- fireworks Halloween	New Year discussions/recall Chinese New Year 25th Jan Walk to school Tatty Bumpkin Library Visit Look for Book Winter Dance/Yoga- the Snowman Valentine's Day	Sports Relief Red Nose Day St David's Day Easter Walk to School Caring for Animals – vet visit Mother's day	St George's Day May Day – VE day celebrations Summer Fair	School Trip Den Day Colne Gala Father's Day Sports day Graduation Transition to school
<b>Characteristics and learning behaviours</b>	Finding out and exploring- Showing particular interests Playing with what they know - Pretending objects are things	Finding out and exploring – showing curiosity about objects and events. Showing high levels of energy and fascination relating to topics of interest.	Finding out and exploring – using senses to explore. Taking a risk, engaging in new experiences, and learning by trial and error	Engaging in open-ended activity Showing a 'can do' attitude Keep on trying - Persisting with activity	Representing their experiences in play Taking on a role in their play Showing a belief that more effort or a different	Acting out experiences with other people Being willing to 'have a go' Initiating activities Seeking challenge

*Italics – 0-2's*    Normal font 2-3's    **Bold Font 3-4's**    For progression across terms for typically developing children.

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		<p>from their experience Being involved and concentrating - Maintaining focus on their activity for a period of time Making links Making links and noticing patterns in their experience</p>	<p>Finding ways and opportunities to solve problems and choosing ways to do things</p>	<p>Active Learning- Paying attention to details. Creating &amp; thinking critically – making predictions.</p>	<p>when challenges occur Showing satisfaction in meeting their own goals Developing ideas of grouping, sequences, cause and effect</p>	<p>approach will pay off Planning, making decisions about how to approach a task, solve a problem and reach a goal Checking how well their activities are going</p>	<p>Being proud of how they accomplished something – not just the end result Enjoying meeting challenges for their own sake rather than external rewards or praise</p>
<b>Areas of Learning</b>							

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<b>PSED Overview</b>	<b>Self Confidence and Self Awareness</b>	<p><i>Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention.</i></p> <p>Explores new toys and environments, but ‘checks in’ regularly with familiar adult as and when needed.</p> <p><b>Expresses own preferences and interests.</b></p>	<p><i>Laughs and gurgles, e.g. shows pleasure at being tickled and other physical interactions.</i></p> <p>Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).</p> <p><b>Can select and use activities and resources with help. Welcomes and values praise for what they have done.</b></p>	<p><i>Enjoys finding own nose, eyes or tummy as part of naming games.</i></p> <p>Demonstrates sense of self as an individual, e.g. wants to do things independently, says “No” to adult.</p> <p><b>Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations.</b></p>	<p><i>Learns that own voice and actions have effects on others. Uses pointing with eye gaze to make requests, and to share an interest.</i></p> <p>Expresses own preferences and interests.</p> <p><b>Confident to talk to other children when playing, and will communicate freely about own home and community.</b></p>	<p><i>Engages other person to help achieve a goal, e.g. to get an object out of reach.</i></p> <p>Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).</p> <p><b>Shows confidence in asking adults for help. Confident to speak to others about own needs, wants, interests and opinions.</b></p>	<p><i>Explores new toys and environments, but ‘checks in’ regularly with familiar adult as and when needed.</i></p> <p>Expresses own preferences and interests.</p> <p><b>Can describe self in positive terms and talk about abilities</b></p>
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<b>Managing Feelings and Behaviour</b>	<p><i>Is comforted by touch and people's faces and voices. Seeks physical and emotional comfort by snuggling into trusted adults.</i></p> <p>Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.</p> <p><b>Shows understanding and cooperates with some boundaries and routines.</b></p> <p><b>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</b></p>	<p><i>Calms from being upset when held, rocked, spoken or sung to with soothing voice.</i></p> <p>Responds to a few appropriate boundaries, with encouragement and support.</p> <p><b>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</b></p>	<p><i>Shows a range of emotions such as pleasure, fear and excitement.</i></p> <p>Begins to learn that some things are theirs, some things are shared, and some things belong to other people.</p> <p><b>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</b></p>	<p><i>Reacts emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if hears another child crying.</i></p> <p>Shows understanding and cooperates with some boundaries and routines.</p> <p><b>Begins to accept the needs of others and can take turns and share resources, Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</b></p>	<p><i>Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated.</i></p> <p>Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others.</p> <p><b>Can usually adapt behaviour to different events, social situations and changes in routine.</b></p> <p><b>Aware of the boundaries set, and of behavioural expectations in the setting.</b></p>	<p><i>Cooperates with caregiving experiences, e.g. dressing.</i></p> <p><i>Beginning to understand 'yes', 'no' and some boundaries.</i></p> <p>Tries to help or give comfort when others are distressed.</p> <p><b>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</b></p> <p><b>Beginning to be able to negotiate and solve problems without aggression,</b></p>
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<b>Making Relationships</b>	<p><i>Enjoys the company of others and seeks contact with others from birth. Gazes at faces and copies facial movements, e.g. sticking out tongue, opening mouth and widening eyes.</i></p> <p>Builds relationships with special people.</p> <p>Plays alongside others</p> <p>Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth</p> <p><b>Interested in others' play and starting to join in.</b></p> <p><b>Seeks out others to share experiences.</b></p> <p><b>May form a special friendship with another child.</b></p>	<p><i>Responds when talked to, for example, moves arms and legs, changes facial expression, moves body and makes mouth movements.</i></p> <p>Seeks out others to share experiences.</p> <p><b>Initiates play, offering cues to peers to join them.</b></p>	<p><i>Recognises and is most responsive to main carer's voice: face brightens, activity increases when familiar carer appears.</i></p> <p>Shows affection and concern for people who are special to them.</p> <p><b>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</b></p>	<p><i>Responds to what carer is paying attention to, e.g. following their gaze</i></p> <p><i>Seeks to gain attention in a variety of ways, drawing others into social interaction.</i></p> <p>Interested in others' play and starting to join in.</p> <p><b>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</b></p> <p><b>Initiates play, offering cues to peers to join them.</b></p>	<p><i>Shows interest in the activities of others and responds differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.</i></p> <p>May form a special friendship with another child.</p> <p><b>Initiates conversations, attends to and takes account of what others say.</b></p>	<p><i>Plays alongside others</i></p> <p><i>Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth</i></p> <p>Interested in others' play and starting to join in.</p> <p>Seeks out others to share experiences.</p> <p>May form a special friendship with another child.</p> <p><b>Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.</b></p>
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<b>Communication and Language</b>	<b>Listening and Attention</b>	<p><i>Reacts in interaction with others by smiling, looking and moving.</i> Concentrates intently on an object or activity of own choosing for short periods. Pays attention to dominant stimulus – easily distracted by noises or other people talking. <b>Listens with interest to the noises adults make when they read stories.</b> <b>Recognises and responds to many familiar sounds.</b></p>	<p><i>Turns towards a familiar sound then locates range of sounds with accuracy.</i> Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. <b>Shows interest in play with sounds, songs and rhymes</b> <b>Listens to others one to one or in small groups, when conversation interests them.</b></p>	<p><i>Listens to, distinguishes and responds to intonations and sounds of voices.</i> Listens to and enjoys rhythmic patterns in rhymes and stories. <b>Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</b></p>	<p><i>Quietens or alerts to the sound of speech. Looks intently at a person talking, but stops responding if speaker turns away.</i> Rigid attention – may appear not to hear. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. <b>Is able to follow directions</b> <b>Listens to stories with increasing attention and recall.</b></p>	<p><i>Listens to familiar sounds, words, or finger plays.</i> <i>Fleeting Attention – not under child’s control, new stimuli takes whole attention.</i> Listens with interest to the noises adults make when they read stories. Shows interest in play with sounds, songs and rhymes <b>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</b> <b>Maintains attention, concentrates and sits quietly during appropriate activity.</b></p>	<p><i>Moves whole bodies to sounds they enjoy, such as music or a regular beat.</i> <i>Concentrates intently on an object or activity of own choosing for short periods.</i> Recognises and responds to many familiar sounds. <b>Maintains attention, concentrates and sits quietly during appropriate activity.</b> <b>Two-channelled attention – can listen and do for short span.</b></p>
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<b>Understanding</b>	<p><i>Stops and looks when hears own name.</i>  Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.  <b>Understands 'who', 'what', 'where' in simple questions (e.g. who's that? What's that? Where is?).</b>  Developing understanding of simple concepts (e.g. big/little).</p>	<p><i>Starts to understand contextual clues, e.g. familiar gestures, words and sounds.</i>  Understands simple sentences (e.g. 'Throw the ball'.)  <b>Understands use of objects (e.g. "What do we use to cut things?")</b></p>	<p><i>Developing the ability to follow others' body language, including pointing and gesture.</i>  Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'  <b>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture</b></p>	<p><i>Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?').</i>  Identifies action words by pointing to the right picture.  <b>Responds to simple instructions, e.g. to get or put away an object.</b>  Beginning to understand 'why' and 'how' questions.</p>	<p><i>Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'.</i>  Understands 'who', 'what', 'where' in simple questions (e.g. who's that? What's that? Where is?).  <b>Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.</b></p>	<p><i>the different things said when in a familiar context with a special person</i>  Developing understanding of simple concepts (e.g. big/little).  <b>Responds to instructions involving a two-part sequence.</b>  <b>Understands humour, e.g. nonsense rhymes, jokes.</b></p>
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	<b>Speaking</b>	<p><i>Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing. Makes own sounds in response when talked to by familiar adults.</i></p> <p>Copies familiar expressions, e.g. 'Oh dear', 'All gone'</p> <p><b>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating.</b></p>	<p><i>Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, nono, gogo'.</i></p> <p>Beginning to put two words together (e.g. 'want ball', 'more juice').</p> <p>Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).</p> <p><b>Beginning to use more complex sentences to link thoughts Can retell a simple past event in correct order Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</b></p>	<p><i>Uses sounds in play, e.g. 'brrrm' for toy car.</i></p> <p><i>Uses single words.</i></p> <p>Beginning to ask simple questions.</p> <p>Beginning to talk about people and things that are not present.</p> <p><b>Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others.</b></p>	<p><i>Frequently imitates words and sounds.</i></p> <p><i>Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes.</i></p> <p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic.</p> <p><b>Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences.</b></p>	<p><i>Uses pointing with eye gaze to make requests, and to share an interest.</i></p> <p>Learns new words very rapidly and is able to use them in communicating.</p> <p>Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'.</p> <p><b>Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</b></p> <p><b>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</b></p>	<p><i>Creates personal words as they begin to develop language.</i></p> <p><i>Copies familiar expressions, e.g. 'Oh dear', 'All gone'.</i></p> <p>Uses a variety of questions (e.g. what, where, who). Uses simple sentences</p> <p>Beginning to use word endings</p> <p><b>Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</b></p>
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<b>Physical Development Overview</b>	<b>Moving and Handling</b>	<p><i>Turns head in response to sounds and sights. Makes movements with arms and legs which gradually become more controlled.</i></p> <p>Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes</p> <p><b>May be beginning to show preference for dominant hand. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</b></p>	<p><i>When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet.</i></p> <p>Beginning to balance blocks to build a small tower. Makes connections between their movement and the marks they make.</p> <p><b>Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</b></p>	<p><i>Reaches out for, touches and begins to hold objects. Explores objects with mouth, often picking up an object and holding it to the mouth.</i></p> <p>Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</p> <p><b>Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</b></p>	<p><i>Walks around furniture lifting one foot and stepping sideways and walks with one or both hands held by adult. Takes first few steps independently. Passes toys from one hand to the other. Holds an object in each hand and brings them together in the middle.</i></p> <p>Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</p> <p><b>Holds pencil near point between first two fingers and thumb and uses it with good control.</b></p>	<p><i>Picks up small objects between thumb and fingers. Enjoys the sensory experience of making marks in damp sand, paste or paint.</i></p> <p>Beginning to use three fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes such as circles and lines. Can copy some letters, e.g. letters from their name.</p> <p><b>Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Begins to form recognisable letters.</b></p>	<p><i>Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes</i></p> <p>May be beginning to show preference for dominant hand. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p><b>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Experiments with different ways of moving.</b></p>
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<b>Health and Self-Care</b>	<p><i>Responds to and thrives on warm, sensitive physical contact and care. Expresses discomfort, hunger or thirst.</i></p> <p>Shows a desire to help with dressing /undressing and hygiene routines.</p> <p><b>Beginning to be independent in self-care, but still often needs adult support.</b></p>	<p><i>Anticipates food routines with interest. Opens mouth for spoon. Holds own bottle or cup.</i></p> <p>Feeds self competently with spoon. Drinks well without spilling.</p> <p><b>Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</b></p>	<p><i>Grasps finger foods and brings them to mouth. Attempts to use spoon: can guide towards mouth but food often falls off. Can actively cooperate with nappy changing (lies still, helps hold legs up).</i></p> <p>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p> <p><b>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</b></p>	<p><i>Can actively cooperate with nappy changing (lies still, helps hold legs up). Develops own likes and dislikes in food and drink. Willing to try new food textures and tastes.</i></p> <p>Beginning to be independent in self-care, but still often needs adult support</p> <p><b>Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies.</b></p>	<p><i>Holds cup with both hands and drinks without much spilling. Starts to communicate urination, bowel movement.</i></p> <p>Clearly communicates their need for potty or toilet.</p> <p>Understands that equipment and tools have to be used safely.</p> <p><b>Eats a healthy range of understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</b></p>	<p><i>Shows a desire to help with dressing/ undressing and hygiene routines.</i></p> <p>Beginning to recognise danger and seeks support of significant adults for help.</p> <p><b>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</b></p>
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<b>Literacy Overview</b>	<b>Reading</b>	<p><i>Enjoys looking at books and other printed material with familiar people.</i>          Interested in books and rhymes and may have favourites  <b>Listens to and joins in with stories and poems, one-to-one and also in small groups.</b></p>	<p><i>Enjoys looking at books and other printed material with familiar people.</i>          Has some favourite stories, rhymes, songs, poems or jingles.  <b>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</b>  <b>Enjoys rhyming and rhythmic activities.</b>  <b>Shows awareness of rhyme and alliteration.</b></p>	<p><i>Handles books and printed material with interest</i>          Repeats words or phrases from familiar stories.  <b>Beginning to be aware of the way stories are structured.</b>  <b>Suggests how the story might end.</b>  <b>Listens to stories with increasing attention and recall.</b></p>	<p><i>Enjoys stories songs and rhymes with adults</i>          Fills in the missing word or phrase in a known rhyme, story or game.  <b>Listens to stories with increasing attention and recall.</b>  <b>Describes main story settings, events and principal characters.</b></p>	<p><i>Interested in books and rhymes and may have favourites</i>          Repeats words or phrases from familiar stories.  <b>Shows interest in illustrations and print in books and print in the environment.</b>  <b>Recognises familiar words and signs such as own name and advertising logos. Knows information can be relayed in the form of print.</b></p>	<p><i>See Phonic Programme</i>          Enjoys rhyming and rhythmic activities.  <b>Continues a rhyming string.</b>  <b>Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</b>  <b>Links sounds to letters, naming and sounding the letters of the alphabet.</b></p>
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<b>Writing</b>	<p><i>Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers.</i></p> <p>Enjoys the sensory experience of making marks in damp sand, paste or paint. Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.</p> <p><b>Distinguishes between the different marks they make.</b></p>	<p><i>Passes toys from one hand to the other. Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together.</i></p> <p>Makes connections between their movement and the marks they make.</p> <p><b>Sometimes gives meaning to marks as they draw and paint.</b></p>	<p><i>Picks up small objects between thumb and fingers. Enjoys the sensory experience of making marks in damp sand, paste or paint.</i></p> <p>Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</p> <p><b>Ascribes meanings to marks that they see in different places</b></p> <p><b>Gives meaning to marks they make as they draw, write and paint.</b></p>	<p><i>Makes movements with arms and legs which gradually become more controlled.</i></p> <p>Imitates drawing simple shapes such as circles and lines.</p> <p><b>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</b></p>	<p><i>Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.</i></p> <p>Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes such as circles and lines.</p> <p><b>Continues a rhyming string.</b></p> <p><b>Hears and says the initial sound in words.</b></p>	<p><i>Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.</i></p> <p>Distinguishes between the different marks they make.</p> <p><b>Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</b></p> <p><b>Writes own name and other things such as labels, captions.</b></p>
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<b>Maths</b>	<b>Numbers</b>	<p><i>Notices changes in number of objects/images or sounds in group of up to 3.</i>  <b>Says some counting words randomly</b>  <b>Recites some number names in sequence.</b>  <b>Creates and experiments with symbols and marks representing ideas of number.</b></p>	<p><i>Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.</i>          Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles.  <b>Knows that a group of things changes in quantity when something is added or taken away.</b>  <b>Uses some number names and number language spontaneously.</b></p>	<p><i>Has some understanding that things exist, even when out of sight.</i>          Says some counting words randomly.          Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.  <b>Uses some number names accurately in play. Recites numbers in order to 10.</b>  <b>Knows that numbers identify how many objects are in a set.</b></p>	<p><i>Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers.</i>          Recites some number names in sequence.          Beginning to represent numbers using fingers, marks on paper or pictures.  <b>Sometimes matches numeral and quantity correctly.</b>  <b>Shows curiosity about numbers by offering comments or asking questions.</b>  <b>Compares two groups of objects, saying when they have the same number.</b></p>	<p><i>Has some understanding that things exist, even when out of sight.</i>          Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'.  <b>Shows an interest in number problems.</b>  <b>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment.</b>  <b>Shows an interest in representing numbers.</b>  <b>Recognise some numerals of personal significance.</b>  <b>Recognises numerals 1 to 5.</b></p>	<p><i>Says some counting words randomly</i>          Recites some number names in sequence.          Creates and experiments with symbols and marks representing ideas of number.  <b>Counts up to three or four objects by saying one number name for each item.</b>  <b>Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</b>  <b>Finds the total number of items in two groups by counting all of them. Says the number that is one more</b></p>
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							than a given number.
	<b>Shape, Space and Measure</b>	<i>sensory awareness and opportunities to observe objects and their movements, and to play and explore. Associates a sequence of actions with daily routines. Beginning to understand that things might happen 'now'. <b>Anticipates specific time-based events such as mealtimes or home time.</b></i>	<i>Recognises big things and small things in meaningful contexts. Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. Uses blocks to create their own simple structures and arrangements. Enjoys filling and emptying containers. <b>Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment.</b></i>	<i>Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime. Notices simple shapes and patterns in pictures. <b>Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</b></i>	<i>Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. Begins to use the language of size. <b>Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</b></i>	<i>Uses blocks to create their own simple structures and arrangements. Begins to use the language of size. Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. <b>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'.</b></i>	<i>Enjoys filling and emptying containers. Anticipates specific time-based events such as mealtimes or home time. <b>Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money.</b></i>
<b>UTW</b>	<b>People and communities</b>	<i>Develops attachment with key person</i>	<i>Recognises and is most responsive to main carer's voice: face brightens, activity</i>	<i>Is curious about people and shows interest in stories</i>	<i>Enjoys pictures and stories about themselves,</i>	<i>Seeks to gain attention in a variety of ways, drawing others</i>	<i>Shows interest in the activities of others (PSED)</i>

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	<p>Enjoys pictures and stories about themselves, their families and other people.  <b>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Remembers and talks about significant events in their own experiences.</b></p>	<p><i>increases when familiar carer appears.</i>          Is curious about people and shows interest in stories about themselves and their family  <b>Recognises and describes special times or events for family or friends.</b></p>	<p><i>about themselves and their family.</i>          Shows interest in the lives of people who are familiar to them.  <b>Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others.</b></p>	<p><i>their families and other people.</i>          In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.  <b>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</b></p>	<p><i>into social interaction. Builds relationships with special people.(PSED)</i>          Learns that they have similarities and differences that connect them to, and distinguish them from, others.  <b>Shows interest in different occupations and ways of life. Enjoys joining in with family customs and routines.</b></p>	<p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.  <b>Recognises and describes special times or events for family or friends.</b></p>
<b>The World</b>	<p><i>Reacts with abrupt change when a face or object suddenly disappears from view.</i>          Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers. Knows things are used in</p>	<p><i>Looks around a room with interest; visually scans environment for novel, interesting objects and events.</i>          Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</p>	<p><i>Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle.</i>          Remembers where objects belong. Matches parts of objects that fit together, e.g. puts lid on Teapot.  <b>Comments and asks questions about aspects of</b></p>	<p><i>Closely observes what animals, people and vehicles do.</i>          Enjoys playing with small-world models such as a farm, a garage, or a train track.  <b>Can talk about some of the things they have observed</b></p>	<p><i>Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers.</i>          Notices detailed features of objects in their environment  <b>Developing an understanding of</b></p>	<p><i>Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.</i>          Remembers where objects belong. Enjoys playing with small-world models such as a farm, a garage, or a train track.</p>

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		different ways, e.g. a ball for rolling or throwing, a toy car for pushing. <b>Enjoys playing with small-world models such as a farm, a garage, or a train track.</b>	<b>Notices detailed features of objects in their environment</b>	<b>their familiar world such as the place where they live or the natural world.</b>	<b>such as plants, animals, natural and found objects. Talks about why things happen and how things work</b>	<b>growth, decay and changes over time. Shows care and concern for living things and the environment.</b>	<b>Looks closely at similarities, differences, patterns and change.</b>
	<b>Technology</b>	<i>Exploring and making sense of objects and how they behave.</i> Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. <b>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</b> <b>Knows how to operate simple equipment.</b>	<i>Showing curiosity about objects, events and people Using senses to explore the world around them (COEL)</i> Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. <b>Shows an interest in technological toys with knobs or pulleys, or real objects.</b>	<i>Finding ways to solve problems Finding new ways to do things (COEL)</i> Seeks to acquire basic skills in turning on and operating equipment. <b>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</b>	<i>Anticipates repeated sounds, sights and actions.</i> Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. <b>Knows that information can be retrieved from computers.</b>	<i>Shows interest in toys with buttons, flaps and simple mechanisms</i> Seeks to acquire basic skills in turning on and operating equipment. <b>Completes a simple program on a computer.</b>	<i>Shows interest in toys with buttons, flaps and simple mechanisms</i> Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them. <b>Interacts with age-appropriate computer software.</b>
<b>EAD</b>	<b>Exploring Media &amp; Materials</b>	<b>Artist – Damien Hirst</b> <b>Primary colours focus</b>	<b>Artist – Andy Goldsworthy</b> <b>Autumn colours</b> <b>Metallic light &amp; dark- (black and white) focus</b>	<b>Artist – Azuma Makoto (Ice)</b> <b>Warm and cold colours focus</b>	<b>Artist – Monet</b> <b>Pastel colours focus</b>	<b>Artist – Lowry</b> <b>Different shades of colour (adding white/dark)</b>	<b>Artist – Barbara Hepworth</b> <b>Fluorescent colours</b>

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		<p><i>Sensory exploration using whole body</i>  Joining in with favourite songs  Putting actions to songs and rhymes  Explore media and materials by getting to know areas of continuous provision.  <b>Learns about fixing and joining. Expresses self through physical action, sound and pretend play.</b></p>	<p><i>Explore media and materials as part of their exploration of the world around them.</i>  Begins to move to music, listen to or join in rhymes or songs.  Notices and is interested in the effects of making movements which leave marks.  <b>Enjoys joining in with dancing and ring games. Sings a few familiar songs. Uses various construction materials.</b></p>	<p><i>Explores and experiments with a range of media through sensory exploration, and using whole body.</i>  Creates sounds by banging, shaking, tapping or blowing.  <b>Imitates movement in response to music. Taps out simple repeated rhythms. Explores colour and how colours can be changed.</b></p>	<p><i>Move their whole bodies to sounds they enjoy, such as music or a regular beat.</i>  Experiments with blocks, colours and marks.  <b>Explores and learns how sounds can be changed. Beginning to be interested in and describe the texture of things.</b></p>	<p><i>Imitates and improvises actions they have observed, e.g. clapping or waving.</i>  Joins in singing favourite songs.  <b>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Constructs with a purpose in mind, using a variety of resources.</b></p>	<p><i>Notices and is interested in the effects of making movements which leave marks.</i>  Shows an interest in the way musical instruments sound.  Experiments with blocks, colours and marks.  <b>Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect.</b></p>
	<b>Being Imaginative</b>	<p><i>Explore the world and develop a range of ways to communicate</i>  Expresses self through physical action and sound.  <b>Developing preferences for forms of expression. Uses</b></p>	<p><i>Copies every day actions.</i>  Pretends that one object represents another, especially when objects have characteristics in common.  <b>Sings to self and makes up simple</b></p>	<p><i>Expresses self through physical action and sound.</i>  Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me'.  <b>Uses available resources to create props to</b></p>	<p><i>Engaging in open-ended activity (COEL)</i>  Pretends that one object represents another, especially when objects have characteristics in common.</p>	<p><i>Showing particular interests (COEL)</i>  Beginning to make-believe by pretending.  <b>Create simple representations of events, people and objects. Chooses particular</b></p>	<p><i>Pretending objects are things from their experience – symbolic play.</i>  Beginning to make-believe by pretending.  <b>Plays alongside other children who are</b></p>

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		movement to express feelings Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.	songs. Makes up rhythms. Engages in imaginative role-play based on own first-hand experiences.	support role play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.	Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'	colours to use for a purpose. Introduces a storyline or narrative into their play.	engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.
	<b>Learning for Life</b>	Food for life - breads & soups Gardening – Cress Environmental- Helping our World - reduce, reuse , recycle, feeding the birds. Textiles/crafts – modelling – box, playdough.	Food for life- truffles, celebration food, party day, Christmas Lunch. Gardening – planting spring bulbs. Environmental- Lights & Electricity, saving energy. Bird Feeding Textiles/crafts – Christmas decorations. Environmental	Food for Life – hot & cold, melting, warming, spicy. Gardening – carrots, peas. Environmental- climate change saving energy RSBP bird watch week Textiles/crafts – hot/cold colours, colours for a purpose. Pom, poms.	Food for life – Pancakes Easter cakes (nests) Gardening – Planting potatoes. Environmental- walk to school . Textiles/crafts –. Clay, papier mache, Mod Rock. Environmental	Food for life - Gardening – herbs Environmental, saving energy. Textiles/crafts –. Wood work Environmental- reduce, reuse , recycle	Food for life - Smoothies, fruit kebabs Gardening – bedding plants Environmental-, saving water Textiles/crafts –. Fabric dyeing, sewing. Environmental

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Books, Literature and Core Texts for Learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Traditional Tales and Focussed Author	<b>Book for Half Term-</b> Little Red Riding Hood Author-	<b>Book for Half Term-</b> The Three Little Pigs Author-	<b>Book for Half Term-</b> The Gingerbread Man Author-	<b>Book for Half Term-</b> Jack and The Beanstalk Author-	<b>Book for Half Term-</b> The Three Bears Author-	<b>Book for Half Term-</b> The Billy Goats Gruff Author-
Curriculum Theme Books	Mummy Mine Peace at Last	Pumpkin Soup Funny Bones Room on the Broom Jolly Christmas Postman	Snow The Snowman Jack Frost The Snail and the Whale	Hungry Caterpillar Oliver’s Vegetables Crunching Munching Caterpillar Enormous Turnip Jaspers Beanstalk	Just Like Dad What the Ladybird Heard Rosie’s Walk	Starting School Colour Monster goes to school
Woodland Books	The Gruffalo Little Red Riding Hood Hansel & Gretel	Stickman The Three Little Pigs Foggy Foggy Forest	Walking through the Jungle The Gingerbread Man	Owl Babies Jack and The Beanstalk Spring Non-Fiction	Bear Hunt The Three Bears Where the Wild Things Are	Highway Rat The Billy Goats Gruff
Books to Promote Mathematics	Counting Animals Ten Little Finger, Ten Little Toes My first 1,2,3, 10 terrible dinosaurs	Counting on Autumn Ten Fat Sausages	Dog Loves Counting	Over in the Meadow One Mole Digging Hole Hungry Caterpillar The Great Pet Sale	One Baer at Bedtime One Ted Falls out of Bed The Shopping Basket	Spinderella One is a Snail Handa’s Surprise
Phonic Programme	Hug Mummy Mine Each Peach Pear Plum The Gruffalo	Hip Hip Horaay Dinosaur Roar Dark Dark Tale Here Come The Aliens The Little Red Hen (Harvest)	Peekaboo Jungle Walking through the Jungle Giraffes Can’t Dance The Gingerbread Man	Poppy Cat Series The Little Red Hen Pass The Jam Jim Don’t put your finger in the Jelly Nelly	That’s Not my Teddy Brown Bear Brown Bear Going on Bear Hunt It’s The Bear	Hug Dear Zoo Aliens in Underpants The Train Ride
Imagination Library	Almost Anything, This is not a fairy tale, Just Imagine, 123 In the Night Garden, Shark in the Park on a Windy Day, The Gingerbread man	Coat of Many Colours, Grumpy Frog, Edie, Sweet Dreams Peter, Spot goes to the Park The Very Hungry Caterpillars abc, Peekaboo Moo, Dog Loves Books, Mister Magnolia, My Name is Chicken Nugget	Baby Bedtime, Head, Shoulders, Knees and Toes, Almost Anything, Give the Dog a Bone, Otto the Book Bear in the Snow Twinkle, Twinkle, Jungle Jamboree, Pants,	Chocolate Cake, Busy Farm Planet earth, The Giant Jumperee, Hair Love, Goodnight Digger	Rosie’s Walk	

*Italics – 0-2’s*    Normal font 2-3’s    **Bold Font 3-4’s**    For progression across terms for typically developing children.