

Nursery Curriculum Overview



Nursery Curriculum

Our curriculum is led from quality texts supported by high quality continuous provision both inside and outside of the classroom. Communication and language underpin our curriculum. Children have ample opportunities to learn through play. All staff will ensure that learning will be fun, engaging and will challenge children to be the best that they can be. As an EYFS team, we deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS framework 2021.

Characteristics of effective Teaching and Learning

The three characteristics of effective teaching and learning underpin all that we do:

1. **Playing and exploring-** children investigate and experience things, and ‘have go’.
2. **Active Learning-** children concentrate and work on building resilience to keep on trying if things get difficult, as well as enjoying their achievements and successes.
3. **Creating and thinking critically-** children develop their own ideas, make links between ideas and acquire strategies for doing things.

Autumn


Spring

Summer

Key Texts

Cycle A



<p>Cycle B</p>			
<p>Mini topics</p>	<ul style="list-style-type: none"> • Autumn/Harvest • Halloween • Remembrance Day • Nursery Rhyme Week • Children in Need • Christmas/Winter 	<ul style="list-style-type: none"> • Chinese New Year • Pancake Day • Valentine's Day • Mother's Day • World Book Day • Spring • Easter 	<ul style="list-style-type: none"> • Planting seeds • Sports Day • Toddle and picnic • Annual trip (farm/sea life) • Father's Day • Summer
<p>Core Rhymes and Songs</p>	<p>1,2,3,4,5 Once I caught a fish alive 1 potato, 2 potato, 3 potato, 4 5 little speckled frogs 5 little ducks 5 current buns When Goldilocks went to the house of the bears 5 sausages 1 finger, 1 thumb 5 Little men in a flying saucer 2 little dickie birds Zoom, Zoom, Zoom</p>	<p>Three blind mice Three little kittens 5 snowmen 4 teddy bears 5 fingers Alice the Camel Sing a song of six pence I'm a little bean 5 cheeky monkeys swinging through the trees Head, shoulders, knees and toes</p>	<p>1, 2 buckle my shoe Humpty Dumpty sat on a wall One elephant went out to play Ring-a roses London bridge is falling down One big hippo 5 cheeky monkeys jumping on the bed 5 little apples</p>

I Wonder Questions	<p>Open ended questions to prompt deeper discussion:</p> <ul style="list-style-type: none"> • I wonder how you get there? • I wonder who lives there? • I wonder what it looks/tastes/sound/feels like...? • I wonder what happens if...? • I wonder what it is...? • I wonder how it's made...? • I wonder how many...? • I wonder who/how/why...?
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Prime Areas of Learning

Communication and Language	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures</p>
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Learning Opportunities	<p>Communication and Language is developed throughout the year through;</p> <ul style="list-style-type: none"> • High quality interactions. • Daily group discussions. • Learning new vocabulary and its meaning. • Using new vocabulary in a range of contexts. • Using new vocabulary in conversations and discussions – with teachers and peers. • Learning new rhymes, poems and songs and repeating these. • Speech and Language interventions when needed (BLAST, Talk Boost, Listening Lola)
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By the end of Nursery children should be able to:	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Speak clearly in a sentence using 4-6 words. • Foster love of a variety of stories, poems, songs and rhymes. • Listen and respond appropriately with relevant comments, questions or actions. • Learn new vocabulary relating to different curriculum and experiences.
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	<ul style="list-style-type: none"> • Show an understanding of prepositions, such as under, on top, behind by carrying out an action or selecting correct picture. • Be able to use language in recalling past events. • Start a conversation with an adult/friend and continue it for many turns. • Be able to sing a simple nursery rhyme all the way through e.g. Twinkle Twinkle, Humpty Dumpty, Baa Baa Black Sheep. • Understand ‘who’, ‘how’ and ‘why’ questions such as, ‘Why do you think the caterpillar got so fat?’ • Use talk to explain what is happening and organise themselves in their play e.g. ‘Let’s go on the bus...you be the driver...I’ll sit here’ • Begin to use a range of tenses e.g. play, playing, will play, played. • Understand a question or instruction that has 2 parts ‘Get your coat and wait at the door’.
Personal, Social and Emotional Development	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>
Learning Opportunities	<ul style="list-style-type: none"> • Practitioners promote social interactions between children through managing activities involving team work, and encouraging social skills such as turn-taking and sharing. • Practitioners help to build a child’s self-esteem and self-confidence by giving praise throughout the day for activities they do and tasks they complete. • Provide stable and familiar environment. • Model empathy and talk about emotions. • Feelings chart and pegs • Colour Monsters (feelings) • Circle time • Reflection corner

<p>By the end of Nursery children should be able to:</p>	<ul style="list-style-type: none"> • Understand that expectations vary depending on different events, social situations and changes in routine. • Talk about how others might be feeling and respond accordingly to their understanding of the other person's needs and wants • Show their confidence and self-esteem e.g. trying new things or new social situations, ask adults for help. • Find a supportive adult for help in resolving conflict with peers. • Show some understanding that other people have perspectives, ideas and needs that are different to theirs. • Play with one or more other children, extending and elaborating play ideas. • Be able to access and concentrate on an adult directed task for 15+ minutes. • Be able to follow rules, routines and adult direction. • Become independent with range of personal skills e.g. put on socks and shoes, fasten/unfastening zips, helping with small responsibilities (e.g. giving out snack/milk) • Make healthy choices about food, drink, activity and toothbrushing
<p>Physical Development</p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>
<p>Learning Opportunities</p>	<ul style="list-style-type: none"> • Daily Dough Disco • Outdoor provision- our outdoor provision is planned for through our medium and short term planning to develop the particular needs of the children. Through a rich learning environment; Small World, Mud Kitchen, Water area, Den Building, Ride on Vehicles, Literacy area and Maths area. • Weekly PE sessions in school hall, taking off socks and shoes, music and movement, apparatus, team games • Outdoor team games- preparation for Sports Day in Summer term. • Health and hygiene- toileting, hand washing, healthy snack choices, exercise • Working with parents to support the children's good health and hygiene routines at home.
<p>By the end of Nursery children should be able to:</p>	<ul style="list-style-type: none"> • Run with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Balance on one foot or in a squat momentarily. • Go up and stairs, or climb up apparatus, using alternative feet. • Start taking part in some group activities which they make up for themselves or in teams.

	<ul style="list-style-type: none"> • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Manipulate a range of tools and equipment in one hand, e.g. paint brushes, scissors, scarves or ribbons. • Hold a pencil consistently in the same hand using a tripod grip. • Hold and operate scissors correctly to make snips in paper. • Be able to put on own shoes and coat and start to use fastenings. • Kick and throw a ball in a desired direction. • Catch a large, soft ball closing 2 hands on it. • Be able to pour water from a larger bottle or jug into another container.
<p>Specific Areas of Learning</p>	
<p>Literacy</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>
<p>Learning Opportunities</p>	<ul style="list-style-type: none"> • Daily stories of children’s choice. • Daily stories of children’s choice · Text rich curriculum- a focus text will enable children to deepen their story language, comprehension and mark making skills. We talk about the parts of a book, the Author and Illustrator. • Self-registration- name recognition, supported by activities such as ‘name jigsaws’ • Regular opportunities to copy over name (daily self-registration) - leading to writing some letters of name. • Regularly clapping syllables of name (daily hello song) • Regular activities involving segmenting and blending spoken words • Focus on initial sound in their name, play I-spy
<p>By the end of Nursery children should be able to:</p>	<ul style="list-style-type: none"> • Listen to a range of stories during carpet time – beginning with simple repetitive texts, nursery rhymes, listening to whole longer stories • Begin to understand print carries meaning • Experiment with mark making using different resources • Learn to recognise print in the environment • Enhance pencil control • Begin to form letters, numerals and shapes

	<ul style="list-style-type: none"> • Re-tell stories through puppets and role play • Learn to recognise and begin to write own names • Be interested in words that rhyme by finishing a rhyming string, choosing a rhyming pair or beginning to offer own rhyming words • Can tell you the initial sound of their name, can play I-spy with a few choices 		
Phonics	Autumn 1 BLAST	Autumn 2 Environmental sounds Alliteration Instrumental sounds Body Percussion Rhythm and Rhyme Voice Sounds Blending and Segmenting – Beginning to hear and say sounds in words	Spring 2-/Summer Read, Write, Inc Nursery
Mathematics	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>		
Learning Opportunities	<ul style="list-style-type: none"> • Daily counting song “How many children are here today?” • Master the Curriculum- maths programme. • Throughout the year, the principles of ‘understanding number’ are be embedded into our Maths teaching, continuous provision and daily routine to enable the children to develop the skills to become confident mathematicians. We use our pedagogical knowledge to plan progressive and meaningful Maths opportunities so that all children confidently apply the skills taught. • Regular use of 5 frames to embed subitising. 		

<p>By the end of Nursery children should be able to:</p>	<ul style="list-style-type: none"> • Refer to Master the Curriculum and Trust Ready document
<p>Understanding the World</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>
<p>Learning Opportunities</p>	<ul style="list-style-type: none"> • Seasonal changes, investigation and discussion. • Harvest festival, Bon Fire Night, Christmas (Autumn) • Caterpillars/Living Eggs- Chicks in school • Planting outdoors • Shrove Tuesday, Chinese New Year, Easter, Mother’s Day (Spring) • Animals and their babies. • How I have changed from being a baby • Planting continued and caring for our plants/fruit/veg. Harvesting our crop. • Fathers Day, Summer trip- farm/sea-life centre (Summer)
<p>By the end of Nursery children should be able to:</p>	<ul style="list-style-type: none"> • Notice features in Lingdale such as the allotments, the park, the shop, the meadow garden. • Children enjoy playing with small world reconstructions, e.g. visiting the allotments, the park, the shop, the meadow garden, train tracks, the farm. • Begin to know simple directions such as forwards and backwards. • Know buildings have different features such as a door, windows. • To use children’s experiences, photographs, books and IT to know that there are countries beyond ours. • To understand and begin to name the four seasons, typical weather, clothing and events. • To show an interest in familiar people who work in the local community- e.g. the butcher, hairdressers, mechanics, shop assistant. • Begin to understand the need to respect and care for the natural environment and all living things- class snails, planting seeds and minibeasts.

	<ul style="list-style-type: none"> ● To know that some materials change and given examples, e.g. ice, snow, mud, baking. ● Explore and talk about different forces such as pushing and pulling, wind-up pulleys and knobs (pipes, funnels to carry and transport water and transport from one place to another). ● Begin to explore the changes in day time and night time. ● Begin to use images, stories and real life experiences to develop an understanding of animal mothers and babies- sheep/lamb, horse, calf. ● Begin to talk about their own life story ● Understand the past and present through their life- baby, child, adult ● Remember and talk about significant events in their own experience- birthdays, Christmas and family events. ● Know that there are different jobs and occupations and talk about some common ones- shop keeper, doctor, teacher, fire fighter. ● Begin to explore and talk about past events. -i.e. Remembrance Day- through making Poppies and the CBeebies Remembrance Bunny.
Expressive Arts and Design	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>
Learning Opportunities	<ul style="list-style-type: none"> ● Music- signing, exploring instruments; the sounds they make, their names and how to play them, keeping a rhythm and steady beat. ● Singing familiar songs, learning new songs throughout the year and remembering new songs to sing independently through daily songs and rhyme. ● Dance- sticky kids and free movement. Outdoor large-scale movement with materials and music. ● Craft- adult led activities teaching new skills and independent free flow activities; painting easel, junk modelling. ● Progression using scissors beginning with spring loaded scissors
By the end of Nursery children should be able to:	<ul style="list-style-type: none"> ● Draws and identifiable picture of a person and basic animal. E.g. Body, head, arms, legs. ● Begin to explore colour mixing with a range of media- paints, tissue paper and food colouring/water. ● Develop finger strength and control in order to manipulate and use tools independently- holding scissors to make snips in paper. ● Use a range of resources to build with a purpose or meaning e.g. junk modelling, loose parts and wooden blocks. ● Begin to show emotions in their drawings/paintings like happiness, sadness, e.g. on people’s faces- linked to the Colour Monster text. ● Match the sound of a musical instrument.

- Begin to copy a sound pattern.
- Sing a simple nursery rhyme or song all the way through. E.g. Twinkle, Twinkle, Humpty dumpty, Baa, Baa, Black sheep.