

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>WOW Moments</p>	<ul style="list-style-type: none"> • Children in Need • Remembrance Day • Nursery Rhyme Week • Christmas 	<ul style="list-style-type: none"> • Chinese New Year • Pancake Day • Valentine's Day • Mother's Day • World Book Day 	<ul style="list-style-type: none"> • Sports Day • Toddle and picnic • Annual trip (farm/sea life) 			
<p>I Wonder Questions</p>	<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...? 					
<p>Core Rhymes and Songs</p>	<p>Humpty Dumpty</p> 	<p>Hickory Dickory Dock</p> 	<p>Wind the Bobbin up</p> 	<p>Five Little Ducks</p> 	<p>5 Currant Puffs</p> 	<p>RING A RING O ROSES</p> 

Prime Areas of Learning

Personal, Social and Emotional Development

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.

Learning Opportunities

- 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"> • Speak with confidence to new adults and friends • Share toys with others • Play alongside others • Follow classroom routines and rules • Develop relationships with other people • Make new friends • Take turns • Develop confidence during carpet and circle times • Express their feelings and interests • Care for each other and animals • Understand others needs and feelings • Deal with changes in a positive way
<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. • 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"> • Develop gross motor skills through outdoor play; running, climbing, balancing, building etc • Develop fine motor skills such as; pencil grip, scissor control, manipulating small objects (threading, jigsaws, small construction) • Learn self-help skills such as; general hygiene, toileting, washing hands, feeding themselves appropriately

	<ul style="list-style-type: none"> • Run with special awareness and negotiate space successfully • Be able to put on own shoes and coat
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>
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)
By the end of Nursery children should be able to:	<ul style="list-style-type: none"> • Speak with confidence during carpet / circle times • Listen and respond appropriately with relevant comments, questions or actions • Greet and interact with friends and adults • Learn new vocabulary relating to different topics and events • Know how to make their needs known • Use appropriate story language to re-enact/re-tell simple and familiar stories

Specific Areas of Learning

Literacy	<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>	
Learning Opportunities	<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’ 	
By the end of Nursery children should be able to:	<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 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 • Re-tell stories through puppets and role play • Learn to recognise and begin to write own names 	
Phonics	Environmental sounds Alliteration Instrumental sounds Body Percussion Rhythm and Rhyme Voice Sounds Blending and Segmenting – Beginning to hear and say sounds in words	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.
By the end of Nursery children should be able to:	<ul style="list-style-type: none"> • Count through songs, stories and in their play • Count 3 objects with 1:1 correspondence. • Show an awareness of subitising to 3 – use resources and fingers • Know the last number reached when counting a small set, tells you how many there are in total. • Recognise numerals 0-3. • Begin to match numerals to amounts up to 3. • Talk about and explore 2d and 3d shapes using informal language- sides, corners, straight, flat, round • Understand and use the language of position through play, e.g. on, inside, next to, under, in front, behind • Recognise and discuss patterns on clothes, in nature, and in the environment, e.g. stripes, spots, checks, ect
Understanding the World	<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>

Learning Opportunities	<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)
By the end of Nursery children should be able to:	<ul style="list-style-type: none"> • Talk about themselves, their interest, families and favourite things • Share thoughts and experiences about families and how families can be similar or different to others • Think about different people and how they help us • Talk about those who are important to them and why • Share experiences and feelings about different festivals and how they are celebrated • Recognise signs of the seasons, talking about the changes in the weather and environment • Compare different animals and thinking about their similarities and differences • Explore different technologies in school
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.

By the end of Nursery children should be able to:

- Use a range of media, tools and materials in their artwork
- Explore different musical instruments and using them to make music
- Use their imagination for role play