

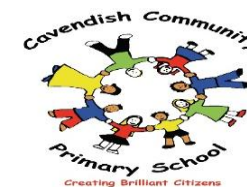


Cavendish Community Primary School EYFS Curriculum for Nursery



Overarching Principles	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured Positive Relationships: Children flourish with warm, strong and positive partnerships between all staff and parent/carers. This promotes independence across the EYFS curriculum. Children and practitioners are not alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them build on their learning over time. Learning and development: Children learn and develop at different rates. We must be aware of children who need greater support than others. PLAY: At Cavendish Community Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible, and therefore we are proud that our EYFS setting has an underlying ethos of learning through play. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and to develop relationships, set their own goals and solve problems. Children learn by leading their own play, and taking part in play that is guided by adults. – The Cavendish EYFS Team We will ensure that children learn and develop well and are kept healthy and safe at all times.
Characteristics of Effective Learning	Playing and Exploring – Children investigate and experience things and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning. Active Learning – Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, life-long learners they are required to take ownership, accept challenge and learn persistence. Creating and Thinking Critically – Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.
Curriculum Goals	- To become a confident communicator who can listen carefully in various situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain feelings and ideas. - To become an independent individual who can follow the school rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. - To become a fantastic friend who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.

	- To become an amazing athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of ways, and use a range of equipment. - To become a talented tool-user who can hold a pen effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers) safely and with confidence. - To become a brilliant bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds or diagraphs they have learned). - To become a wow writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and diagraphs they have learned) that can be read by others. - To become a master of maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds. - To become a compassionate citizen who can help to look after their community and care for the environment, know some reasons why Manchester is special and have an awareness of other people's cultures and beliefs - To become an exceptional explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. - To become a proud performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm. - To become a dynamic designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching theme	All About Me	Festivals	People Who Help Us	Life Cycles	Under the Sea	Holidays
Celebrations and Events	Harvest Festival Sukkot Grandparents Day	Diwali Christmas Hanukah	Lunar New Year	Eid al-Fitr Easter Bonnet Parade	Endangered Species Day World Turtle Day	Eid-al Adha
First-hand experiences	Forest School Book Club Father Christmas		Forest School Book Club		Forest School Book Club Smithills Farm	



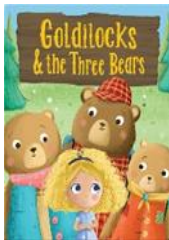
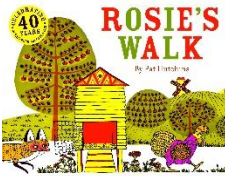
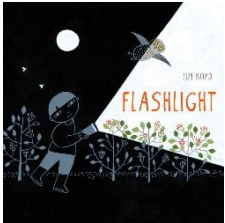
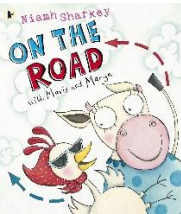
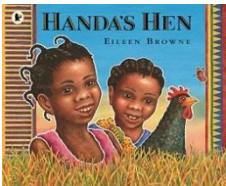
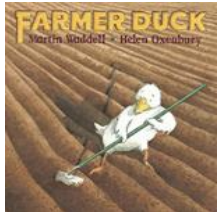
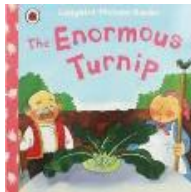
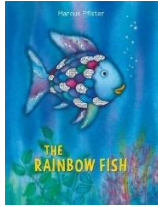
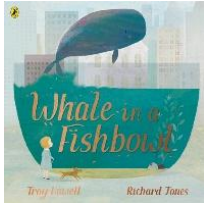
			Visits from people who help us in school Chicks (Science)		Splash experience	
Parental involvement	Stay and Play Parent's Evening	Nativity performance Stay and Play	Communication and Language workshop Stay and Play	Parent's evening Stay and Play	Forest School Showcase	End of year celebration performance Stay and Play

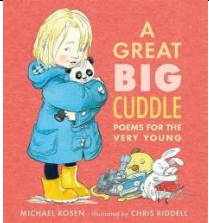
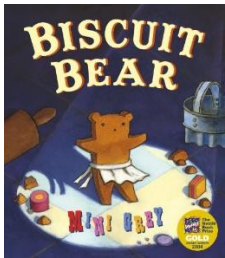
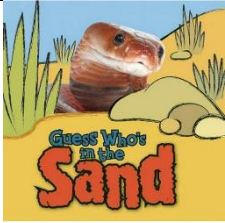
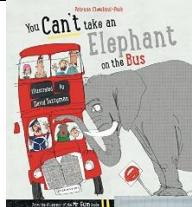
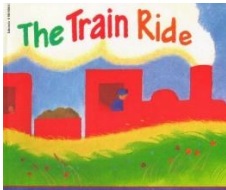
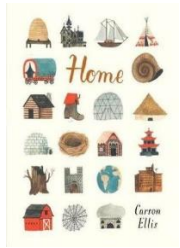
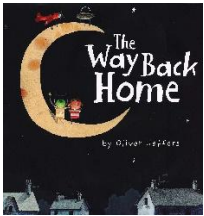
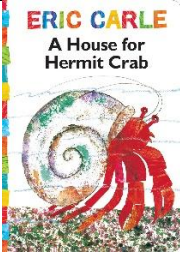
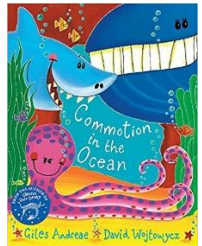
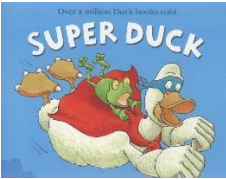
“Teaching should not be taken to imply a “top down” or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language; showing, explaining, demonstrating, exploring ideas; encouraging, questioning, recalling; providing a narrative for what they are doing; facilitating and setting challenges. It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children’s next steps in learning and monitor their progress.”

Ofsted Early Years Inspection Handbook

Cavendish Community Primary School

Nursery Curriculum Overview for Communication and Language

Educational Programme for Communication and Language	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.					
Planning around a quality text	 	 	 	 	 	 

	 	 AND Guess who's in the grass/trees	 	  	 	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Every practitioner should:	- Work out how developed child's communication and language skills are based on observation and knowledge of typical child development. - Assess gaps and provide appropriate opportunities for language development.					
Ongoing Communication and Language skills developed throughout the year	Learning new vocabulary and its meaning. Using new vocabulary in a range of contexts. Using new vocabulary and sentence types in conversations and discussions – with teachers and peers. Learning new rhymes, poems and songs – some of which I can recite.					

Sentence types	Declarative, interrogative.					
Communication and Language: Listening, Attention and Understanding	-follow simple instructions Rosie's Walk -recognise and point to objects on request -focus on an activity of my choice -identify familiar objects and properties when they're described Goldilocks and the Three Bears -directed to an activity by an adult -understand and follow a 2 key word instruction -use intonation, pitch and different volumes when 'talking'	-listen to simple stories and understand what is happening using the pictures Guess who's in the trees/grass/sand - listen to others when they speak -identify action words by pointing to the right picture -understand simple concepts (big/little, open/shut) Flashlight	-remember what happens in longer stories The Gruffalo's Child -understand and follow a key three-word sentence -switch attention between listening to a speaker and focussing on a task -understand the use of objects in the classroom	-understand why questions -understand and follow a question or instruction that has two parts -enjoy listening to longer stories Farmer Duck -understand prepositions such as 'on top', 'behind', 'under' Handa's Hen	-listen carefully and talk about why listening is important -join in at group time by putting up my hand and waiting for my turn to talk	-focus on a chosen activity for at least ten minutes -sit quietly and listen for at least 15 minutes -move away from distractions when concentrating -understand questions such as 'why do you want to wear your boots today?'
Speaking	-make eye contact for longer periods -link for or five words together	-begin to answer who, what and where questions	-use sentences of four to six words	-use future tense -pronounce l, w, y, s, d, z	-understand and answer 'how' questions	-express a point of view and debate when I disagree with an adult or friend

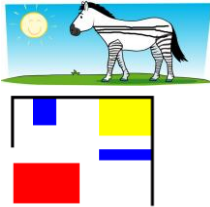
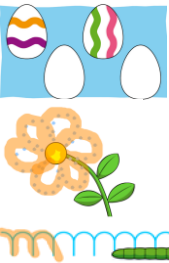
	-use the speech sounds p,b,m,w -use 'words' to make myself understood -use 'what' questions	-use the pronouns me, him/her, he/she Heather Has Two Mummies - use the prepositions in, on, under Guess who's in the trees/grass/sand -start a conversation -sing the songs: Incy Wincy Spider, I Hear Thunder, Baa Baa Black Sheep, Hickory Dickory Dock, It's Raining It's Pouring,	-use 'and 'because' to link spoken sentences You can't take an Elephant on the Bus -use language to retell a simple past event in correct order On the Road with Mavis and Marge -start a conversation with an adult of friend and continue it for many turns -use talk to organise myself and my play	-use 'where' and 'who' questions Farmer Duck -use a wider range of vocab in play and interactions which is linked to knowledge, skills and technical language in all areas of development The Way Back Home -sing independently: (Tommy Thumb, Goosey Goosey Gander, Hey Diddle, Diddle, Hot Cross Buns, Miss Polly Had a Dolly)	A House for a Hermit Crab -use past tense -question why things happen The Enormous Turnip -pronounce r, j, th, ch, sh - articulate multisyllabic words such as hippopotamus, pteradactyl	-use a wider range of vocab in my work Lubna and the Pebble which is linked to knowledge, skills and technical language in all areas of learning and development -sing independently: Wind the Bobbin Up, Two Little Dickie Birds, Diddle Diddle Dumpling, Three Blind Mice, Mary Had a Little Lamb, See Saw Margorie Daw
End of Nursery attainment statement for communication and language	Children at the expected level of development will listen attentively when something interests them, and will be starting to respond with relevant comments and actions. In small group settings, they will comment on what has been read to them and will start to ask relevant questions to clarify understanding. They will take part in small group discussions and begin to offer their own ideas. They will be starting to remember and use recently introduced vocabulary. They will express themselves through declarative and interrogative sentences – sometimes using tense correctly – with support from their teacher.					
The Nursery Year provides the foundation	Listening, Attention and Understanding ELG Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small					



for communication and language skills the children will build upon in Reception Where are they going? Reception Expectations	group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking ELG Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
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Nursery Curriculum Overview for Physical Development

Education al Program me for Physical Develop ment	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 .					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Physical Develop ment: <i>Fine Motor</i>	-learn to use the toilet with help, and then independently. -begin to show a preference for a dominant hand -begin to learn to use a knife and fork -begin to get dressed independently for outdoor play	-use some one-handed tools and equipment across provision: ☐ Pouring / filling ☐ Stirring / mixing ☐ Rolling ☐ Painting / Drawing / mark making ... -use fork and spoon to take food from plate to mouth -move from a palmer-supinate grasp (whole hand grip) to a digital pronate grasp.	-show preference a for a dominant hand -continue to learn to use a knife and fork -increase independence getting dressed and undressed	-use one-handed tools and equipment; use tweezers to pick up small objects, squeeze a clothes peg and attach to a string line -use a knife to cut my own food at lunch time, with some support Investigate joined straight lines and angled patterns	-use scissors to cut along a line -eat using a knife, fork and spoon appropriately -fasten my own coat -thread small beads onto string -move from a digital pronate grasp to a four finger and thumb grip.	-use a two finger, one thumb grip for appropriate activities/tools -form the letters in my name correctly when tracing over -take off and put on my own shoes and socks after an activity Write Dance Scrimbling movements:

	-introduce strategies for putting coat on independently	Investigate dots (Penpals for handwriting F1 Unit 12) Draw dots to follow the bees  and plane Investigate straight lines and crosses (Penpals for handwriting F1 Unit 13) Draw straight lines and crosses 	Investigate circles (Penpals for handwriting F1 Unit 14) Draw circles  Investigate curves, loops and waves (Penpals for handwriting F1 Unit 15) 	(Penpals for handwriting F1 Unit 16)  Investigate eights and spirals (Penpals for handwriting F1 Unit 17) 	Write Dance Scrimbling movements: Side to side (straight) Lines up Lines down Circles Dashes Dots Side to side (curved)	Squares/angular movements Loops Side to side (waves) Side to side (arches) Crosses V shapes speckles
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Gross Motor	Introduction to PE – - To move safely and sensibly in a space with consideration of others. - To develop moving safely and stopping with control. - To use equipment safely and responsibly. - To use different travelling actions whilst following a path. - To work with others co-operatively and play as a group.	Gymnastics – - To copy and create shapes with your body. - To be able to create shapes whilst on apparatus. - To develop balancing and taking weight on different body parts. - To develop jumping and landing safely. - To develop rocking and rolling. - To copy and create short sequences by linking actions together.	Dance – - To explore different body parts and how they move. - To explore different body parts and how they move and remember and repeat actions. - To express and communicate ideas through movement exploring directions and levels. - To create movements and adapt and perform simple dance patterns. - To copy and repeat actions showing confidence and imagination. - To move with control and co-ordination, linking, copying and repeating actions.	Fundamentals – - To develop balancing whilst stationary and on the move. - To develop running and stopping. - To develop changing direction. - To develop jumping and landing. - To develop hopping and landing with control. - To explore different ways to travel.	Ball Skills – - To develop rolling a ball to a target. - To develop stopping a rolling ball. - To develop accuracy when throwing to a target. - To develop bouncing and catching a ball. - To develop dribbling a ball with your feet. - To develop kicking a ball.	Games – - To work safely and develop running and stopping. - To develop throwing and learn how to keep score. - To play games showing an understanding of the different roles within it. - To follow instructions and move safely when playing tagging games. - To work co-operatively and learn to take turns. - To work with others to play team games.
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	To follow, copy and lead a partner.					
End of Nursery attainment statement for P.E/Gross motor skills		Children are beginning to show control when running and stopping, changing direction when running, jumping and landing and hopping and landing. Children explore many different ways to travel. Children can balance whilst stationary and on the move. Children can manipulate a ball in a variety of ways including throwing, catching, bouncing dribbling and kicking and are beginning to play competitively against themselves and others with some consideration of rules (with adult support). Children climb on large apparatus with awareness of safety. Children can balance well and take weight on different body parts. Children copy short sequences and link actions together safely (rocking, rolling, jumping, balancing). Children can express and communicate ideas through movement exploring directions and levels, by copying and repeating actions as well as making up their own. Children can play team games safely. Children have an understanding of score keeping. Children are able to follow instructions, work collaboratively and take turns when playing games.				

End of Nursery attainment statement for Fine Motor Skills	Children at the expected level of development will: Hold a in a four finger and thumb grasp and will be showing an interest in the use of small tools, including scissors, paint brushes and cutlery.
Where are they going? The Nursery Year provides the foundation for the Gross Motor skills the children will build upon in Reception Reception ELG and expectations	*Children show good control when running and stopping, changing direction when running, jumping and landing and hopping and landing. *Children can negotiate space safely with consideration for others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Children combine movements, selecting actions in response to the task and apparatus. Children create sequences using shapes, balances and travelling actions including using apparatus. Children can confidently and safely use a range of large and small apparatus. Children can use movement skills with developing strength, balance and coordination showing control and grace. Children are confident to try new challenges and perform in front of others. Children can follow instructions involving several ideas or actions. Children play games honestly and safely with consideration of the rules and can keep score. Children play co-operatively, take turns and encourage others. Negotiate space and obstacles safely, with consideration for themselves and others. Children play ball games with consideration and understanding of the rules. Children use ball skills with competence and accuracy and persevere when trying new challenges. Demonstrate strength, balance and coordination when playing.
Where are they going?	Fine Motor Skills ELG Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.

The Nursery Year provides the foundation for the Fine Motor skills the children will build upon in Reception Reception ELG	
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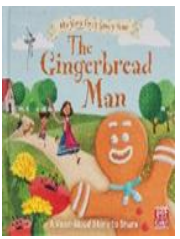
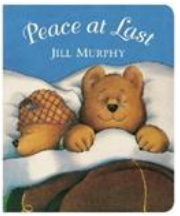
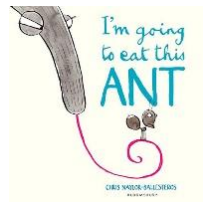
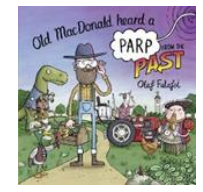
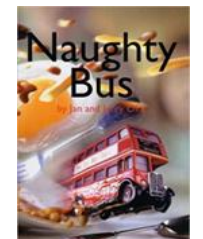
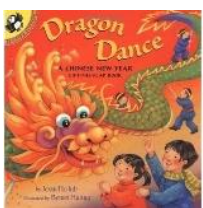
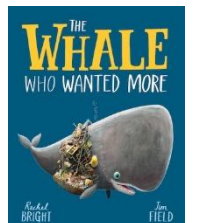
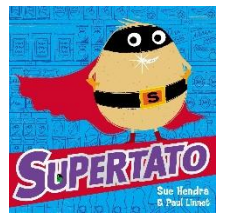
Nursery Curriculum Overview for PSED

Educational Programme for PSED	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.					
Managing self Self-regulation Building relationships	Understand how it feels to belong and that we are similar and different Understand how feeling happy and sad can be expressed I can work together and consider	Know how it feels to be proud of something I am good at. Tell you one way I am special and unique. Know that all families are different. Know there are lots of	Understand what a challenge means Can keep trying until I can do something Set a goal and work towards it Know some kind words to	I know the names for some parts of my body and am starting to understand that I need to be active to be healthy Can tell you some of the things I need to do to be healthy Know what the word 'healthy'	Tell you about my family Understand how to make friends if I feel lonely Tell you some of the things I like about my friends Know what to say and do if	Name parts of my body and show respect for myself Tell you some things I can do and some food I can eat to be healthy Understand that we all start as babies and grow

	other people's feelings Use gentle hands and understand that it is good to be kind to people Starting to understand children's rights and this means we should all be allowed to learn and play Learning what being responsible means	different houses and homes. Tell you how I could make new friends. Use my words to stand up for myself.	encourage people with I can start to think about the jobs I might like to do when I'm older Can feel proud when I achieve a goal	means and that some foods are healthier than others Know how to help myself go to sleep and that sleep is good for me Wash my hands and know it is important to do this before I eat and after I go to the toilet Know what to do if I get lost and how to say NO to strangers	somebody is mean to me Use Calm Me time to manage my feelings Work together and enjoy being with my friends	into children and then adults Know that I grow and change Can talk about how I feel moving to School from Nursery Can remember some fun things about Nursery this year
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End of Nursery statement of attainment for PSED	Children at the expected level of development will be starting to show an understanding of their own feelings and those of others. They will work towards simple goals with support from the teacher. Focus on what the teacher says and respond appropriately when not engaged in an activity. Follow instructions involving one (or two) steps. They will attempt to behave accordingly, in line with the classroom routines. They will enjoy new activities, when introduced. They are aware of their need to use the toilet and are usually successful. They put their own shoes and coat on and off successfully. They are starting to take turns and make a good friend.					
The Nursery Year provides the foundation for Personal, Social and Emotional Development skills the children will build upon in Reception Where are they going? Reception Expectations	Self-Regulation ELG Children at the expected level of development will: • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self ELG Children at the expected level of development will: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. Building Relationships ELG Children at the expected level of development will: • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs.					

Nursery Curriculum Overview for Literacy

Educational Programme for Literacy	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).					
Planning around a quality text	 	 	 	 	 	 
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension (developing a passion for reading)	-know books have words and pictures -turn pages one at a time	-point to print in the classroom environment -point to print in a book	-recognise signs from local environment -recognise a known character in a	-recognise name in a line up of names -talk about what happens at the beginning, middle	-to use a wider range of vocabulary	-express opinions about a story -begin to empathise with the character

-point to a picture in a book -match pictures to pictures and symbols to symbols -point to a named character in a familiar book -listen to a simple story and understand what is happening with the support of pictures -enjoy sharing a book with adults -pay attention and respond to pictures and words Peace at Last Begin to understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to	-have favourite books and seek them out to share with an adult, another child, or to look at alone -join in with words and phrases to use over and over again Old MacDonald -ask for a specific story Continue to understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	different context The Gruffalo's Child -begin to sequence a story using talk Naughty Bus -answer questions about the story, talk about places and people in stories and important things that are happening -know that print has meaning and purposes Naughty Bus -know that we read English text from left to right and from top to bottom -name the different parts of a book- cover, title, page - link spoken sentences	and end of a story Little Owl's Egg -use nouns and adjectives for description, verbs for events -reason as to why and also explain how Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother The Journey Home	-to engage in extended conversations about the story -to begin to express a point of view Continue to develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother The Whale who Wanted More	-know what speech bubbles are for -to talk about their feelings and begin to understand how others might be feeling. Lubna and Pebble Embed their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Supertato
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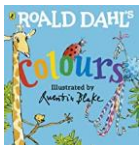
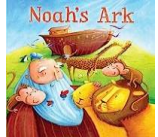
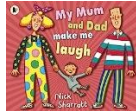
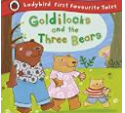
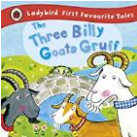
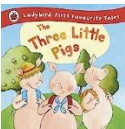
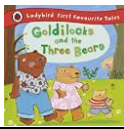
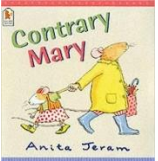
	right and from top to bottom - the names of the different parts of a book - page sequencing The Gingerbread Man	I'm going to eat this Ant				
Word Reading	Phase 1 phonics Letter and Sounds Aspects 1-4 - pronounce the sounds p, b, m, w -join in with songs and rhymes, copying sounds, rhythms, tunes, tempo, - say some of the words in rhymes and songs -listen carefully to sounds in the environment	Phase 1 phonics Letter and Sounds Aspect 4-7 with SFA phonics units -sing songs and rhyme using rhythm, tunes and tempo Old MacDonald Heard a Parp -tell you the initial sound of name -say multi-syllabic words such as banana, computer Heather Has Two Mummies	Consolidation of Phase 1 phonics Letter and Sounds Aspects 1-7 SFA phonics units -sing songs and say rhymes independently, for example, singing whilst playing -listen for rhyming words The Gruffalo's Child -produce and say rhyming words The Gruffalo's Child	Consolidation of Phase 1 phonics Letter and Sounds Aspects 1-7 SFA phonics units -pronounce /l/, /w/, /s/, /dz/ -say multi-syllabic words such as hippopotamus -think of an alliterative name for myself and a friend -isolate the sound at the start of words	Consolidation of Phase 1 phonics Letter and Sounds Aspects 1-7 SFA phonics units -notice rhymes	Consolidation of Phase 1 phonics Letter and Sounds Aspects 1-7 SFA phonics units -predict rhymes

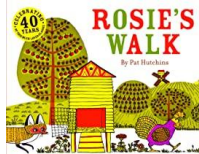
		-talk about the sounds made by different instruments -distinguish between different sounds Old MacDonald Heard a Parp	-say the initial sound of at least 3 words -count and clap syllables in a word The Gruffalo's Child			
Writing Physical and technical development	Children are given opportunities to articulate ideas and structure them in speech before writing – a focus on oral composition. Children are taught to 'hold a sentence', with the teacher transcribing it, so they can see how oral composition is transferred to writing.					
	-draw and scribble -sit in a balanced position -pretend to write -hold mark making implements using a whole hand or finger grip -make controlled marks in sand, shaving foam, using large chalk, painting easel -begin to establish a dominant hand	-make controlled marks e.g enclosures, lines, dots, dashes, back and forth scribbles, and circling -distinguish and name marks -copy shapes and patterns using increasingly precise tools -move from a palmer-supinate grasp (whole hand grip) to a digital pronate grasp.	-make small controlled marks e.g lines, dots, dashes, circles etc -use a two finger and thumb grip Dragon Dance -use a preferred hand	-use a preferred hand when using pens and pencils	-use some of my print and letter knowledge in early writing -move from a digital pronate grasp to a four finger and thumb grip for appropriate activities/tools	-write some or all of my name -write some letters accurately (lower case plus capitals for name)

Developing communication and meaning (mastery in bold)	-show interest in and recognise marks -distinguish between marks and pictures/drawings Begin to: -add some marks to their drawings, which they give meaning to. For example: "That says mummy." -enjoy drawing freely -make marks on their picture to stand for their name -use some of their print and letter knowledge in their early writing	Continue to: -add some marks to their drawings, which they give meaning to. For example: "That says mummy." -enjoy drawing freely -make marks on their picture to stand for their name -use some of their print and letter knowledge in their early writing	Embed: -use some of their print and letter knowledge in their early writing -write some (or all) of their name	Further embed: -use some of their print and letter knowledge in their early writing -write some (or all) of their name	Non-negotiable: -use some of their print and letter knowledge in their early writing Begin to: -write some letters accurately	Continue to: -write some letters accurately
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End of Nursery attainment statement for literacy	Comprehension-Children will have developed their confidence and competence with oral language through daily story sessions with high quality texts. • Demonstrated their understanding of questions and key vocabulary through the focus story of the week and begin to use longer sentence structure and key vocabulary during discussions about the text and independent narrative play. Word Reading- Children will listen to and join in with a wide variety of songs and be able to sing familiar songs from memory. They will have developed their understanding of rhyme and be able to notice and predict rhymes in a familiar text. Identify the initial phoneme at the start of words. Writing-Children will have a deeper understanding of what writing looks like through texts, print and modelling. Develop a wide range of opportunities to engage in writing through different mark making materials and gross and fine motor movement sessions. Be able to ascribe meaning to their independent marks and begin to write symbols and letters with the preferred hand and correct pen hold. Write own name and some letters accurately.
The Nursery Year provides the foundation for literacy skills the children will build upon in Reception Where are they going? Reception Expectations	Comprehension ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading ELG Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing ELG Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.

Nursery Curriculum Overview for Mathematics

Educational Programme for Mathematics	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.					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Picture books and rhymes used to enrich mathematics	 When Goldilocks went to the house of the bears One finger one thumb	 The animals went in two by two 2 Little Dickie Birds 	3 little monkeys jumping on the bed   	4 little monkeys Sing 1,2,3,4,5 Once I caught a Fish alive 5 Little Speckled Frogs 6 Currant Buns  	 Heads Shoulders Knees and Toes 5 currant buns The Wheels on the bus Old MacDonald Sing 5 Little Monkey's jumping	5 little monkeys 12345 once I caught a fish alive

			5 little monkeys 5 currant buns 1,2,3,4,5 Once I caught a Fish alive Sing 5 Little Speckled Frogs			
Number and Numerical Patterns	Consolidate 1-3 Counting and saying number words in sequence Count objects up and back from zero to 5 Collect a number of objects in play Join in with number songs and rhymes that go to 5 and back. Understand the concepts of more and less Colours and matching	Learn one to one correspondence when counting to five Problem solving up to 5 More than/fewer than	Counting irregular arrangements Know the last number said is the total so far More than/less than Composition – a number can be partitioned into 2 numbers	Subitising to 3 Counting on and back to 10 Ordering, more than, less than Comparing quantities	Solve problems up to 5 and beyond Symbols and marks Concept of most and least Counting on and back, counting actions	Counting – match numbers to numbers of objects Solving problems beyond 5 Most and least

Shape, Space and Measure	developing shape awareness through construction Choose shapes for a particular purpose Children to move themselves and objects around so they see things from different perspectives Comparing with measures	Compare amount of continuous quantities Awareness of 2d shapes Developing spatial awareness: experiencing different viewpoints Copying and continuing an AB pattern.	Make own AB patterns Sequencing Recognise and name 2 and 3D shape Comparing quantities Understand position through words	Recognise and name 2 and 3D shape Matching Understand position through words	Recap 2d and 3d Shape Compare shapes combine shapes to make new ones measures begin to sequence time	Position Describing routes/locations Sequencing Pattern
Vocabulary	Match, same, different, sort, pair, set, group, colour names, shapes, circles, squares, rectangles, 4 sides, straight sides, short, long, large, middle sized, small, guess, edge, corner	Number, one, only, single, numerals, count, two, many, away, gone, back, each, pattern, spots, stripes, straight, wavy, zig zags, repeat, repeating, first, then, next	Number names, numeral, count, before, after, next, subitise, compare, few, more, less, least, 1: 1 counting, Part-whole model, total	one at a time, 1,2,3,4,5,6, tens frame, Height, length, tall, biggest, longest, equal, weigh, Heaviest, lightest, balance, scales, weight, heavier, lighter, Capacity, full, empty	Start, end, time, day, days of the week, morning, lunch, evening, night, day, routine, seasons, Spring, Summer, Autumn, Winter, sequence, route, forwards, backwards, around, through, over, under, finish, position, location, more than, fewer,	altogether, made, make, total, pattern, up, down, across, less take away, add, amount, check

					sphere, ball, 3D, cube, cuboid, dice, faces, cone, cylinder	
In addition to daily adult led maths sessions, children will be exposed to mathematical vocabulary and mathematical experiences and challenges in the indoor and outdoor classrooms. Through well-chosen resources, children will be able to play what they know in a purposeful way whilst learning.						
End of Nursery attainment statement for mathematics	Comparison – Be able to compare two small groups of up to five objects, saying when there are the same number of objects. Counting - To recognise numerals 0-10. Cardinality - To link numerals with amount up to 5 and beyond. - To explore using a range of their own signs. Spatial Awareness – Be able to respond to and use language of position and direction. • Be able to predict, move and rotate objects to fit the space or create a shape. Shape – Be able to partition and combine shapes to make new shapes. • Begin to show an awareness of shape similarities and differences between objects. Pattern – Be able to add to simple linear patterns of two or three repeating items. – Be able to join in with simple patterns in sounds, objects, games and movement, predicting what comes next. Measures – Be able to find longer or shorter, heavier or lighter and more/less full in meaningful context. • Be able to recall a sequence of events in everyday life and stories.					

The Nursery Year provides the foundation for mathematical skills the children will build upon in Reception Where are they going? Reception Expectations	Number ELG - Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns ELG - Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
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Nursery Curriculum Overview for Understanding the World - Past and Present

Educational Programme for Understanding the World	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.
In EYFS the teaching of historical concepts is not limited to taught sessions, but are taught through high quality teaching and learning experiences throughout the provision.	High quality teaching and learning experiences:  The collage includes several images with labels in blue boxes: a clock icon labeled '... routines'; a painting of a person in historical dress labeled '... nursery rhymes'; a book titled 'I love my grandad' labeled '... stories'; a book titled 'I love my dinosaur' labeled '... stories'; a book titled 'Toys' labeled '... non-fiction texts'; a book titled 'Going to the Doctor' labeled '... non-fiction texts'; a book titled 'The Queen's Handbag' labeled '... non-fiction texts'; a photo of Queen Elizabeth II labeled '... non-fiction texts'; a photo of a candlestick and a colorful plate labeled '... artefacts'; a photo of an elderly man with a beard labeled '... visitors'; and a photo of a building with a 'MUSEUM' sign labeled '... local visits'.

Key Theme: Chronology	
Progression in Learning	The Big Picture of Events Across Time: - Understand and follow the daily routine with the use of a visual timetable - Understand that their birthday and some key festivals aren't celebrated every day, and some days are different from other days - Begin to develop an awareness of the different seasons Sequence: - Begin to predict what might happen next within the daily routine, including the sequence of morning and afternoon - Understand and engage in key events to complete an activity e.g. washing hands before snack time - Understand and begin to use the vocabulary of time within the context of the daily routine – later / next / after - Be aware of beginning and end of a story, and begin to be aware of middle of a story - Begin to use sequencing vocabulary e.g. before / next / after - Recite numbers beyond 5 within the context of nursery rhymes and counting up to 5 objects - Begin to recognise and sequence a repeating pattern Duration: - Understand that activities are different in lengths of time e.g. short / long story - Begin to recite the days of the week - Know that some days are different e.g. week days in school, weekends at home, music day Sense of period: - Understand that they, and their parents, were once a baby / a toddler e.g. when I was a baby / toddler ... (Own life story and family history)
Key Learning Experiences across Nursery	Daily Routines & Days of the Week: *Daily Routines – ☐ Use a simple visual timetable throughout the day to remind children what is happening next ☐ Use words such as later / after /next ☐ Role play daily routines e.g. meal times, bed times etc *Key events to complete an activity – ☐ Remind / ask children what they need to do before e.g. eating /painting/ going outside etc *Length of activities – ☐ Talk about short / long activities or turn on the bike

	etc ☐ Ask children to choose a short or long story or song * Days of the week – ☐ Begin to learn days of the week songs / rhymes ☐ Count the days of the week Birthdays: * Birthdays aren't celebrated everyday – ☐ Create a birthday display ☐ Talk about whose birthday is going to be next / soon ☐ See also 'Own Life Story and Family History' Seasons: * The differences between seasons – ☐ Seasonal clothes available in role play areas e.g. woolly hats, scarves, sunglasses, wellies ☐ Share books about the current season ☐ Collect seasonal natural resources Sequencing – through Stories and Maths: * Stories – ☐ Talk about the beginning, middle and end of a familiar story. ☐ Sequence three pictures to represent the story e.g. peg on a washing line ☐ Retell stories using: actions; a simple story map / mountain (with beginning, middle and end); words such as before, next, after * Number rhymes – ☐ represent numbers with fingers ☐ act the rhymes out ☐ use props and pictures * Patterns – using e.g. natural resources, objects/toys, beads / cubes etc ☐ notice in the environment ☐ repeat simple patterns ☐ continue simple patterns ☐ explore a wider range of patterns e.g. sound ☐ begin to correct errors in simple patterns ☐ begin to create own pattern ☐ use words such as next, after, before When We Were Babies / Toddlers: ☐ See 'Own Life Story and Family History'
Key Theme: Own Life-story and Family History	
Progression in Learning	- Continue to develop an awareness of themselves Begin to make sense of their own life-story and family's history - Develop an awareness of who is in their family – who lives in my house? - Begin to develop an awareness of different types of families - Understand that they were once a baby / a toddler e.g. when I was a baby / toddler ... (Chronology: Sense of Period) - Begin to understand that their parents were once babies and children (Chronology: Sense of Period) - Imitate everyday actions / events from family life

Key Learning Experiences across Nursery	All About Me: *Me now - □ Use mirrors / photographs of self to create a self-portrait using a range of different media □ What I can do - share achievements at school and at home (photographs / products ...) * When I was a baby / toddler - □ Share baby / toddler photographs, practitioners and children My family: * My extended family - □ Practitioners and children share photographs of family including grandparents and pets. □ Paint family portrait □ Grandparent stay and play session □ Practitioners and children share photographs of self / parents as babies. Match baby to now photograph. What is the same / different? Creating and sharing memories: * A special event - □ Use photographs to talk about a past special event in nursery / at home with family members □ Encourage children to share events that are going to happen soon (in the future) * My birthday - □ Create a birthday display □ Share a range of birthday stories and talk about birthday celebrations □ Model and scaffold birthday celebration role □ Children take the birthday sticker and certificate home to share with the event with their family * Imaginative Play - □ Domestic role play to re-enact: (i) everyday family events (ii) different seasons (iii) special events / celebrations (iv) arrival of new baby □ birthday party for class bear □ Create a display of baby photos/ family photos * Other birthdays - □ Encourage children to make birthday cards for family members / friends at nursery. ■ Sing songs: □ My Family (tune The Muffin Man – Tell me what you like to do, like to do, like to do. Tell me what you like to do with your family. Emma likes to walk the dog, walk the dog, with her family.) □ Happy Birthday Linked Texts: □ Meet the Parents- Peter Bently □ Happy Birthday from the Very Hungry Caterpillar – Eric Carle □ 15 Thing not to do with a Granny – Margaret McAllister □ No, Baby, No! – Grace Nichols
Key Theme: Figures / Characters, Settings and Events from the Past	
Progression in Learning	- Develop an awareness characters, settings and events through traditional nursery rhymes - Develop an awareness of different characters, settings and events through stories - Begin to develop a sense of a 'long time ago'

	- See Chronology
Key Learning Experiences across Nursery	Nursery rhymes / stories: □ Sing rhymes and read stories with props / illustrations and actions □ Look carefully at linked illustrations and name: (i) key character(s) – Who is in the rhyme / song / story? (ii) setting – Where is the rhyme / song / story taking place / the setting? (iii) main event – what happened? (iv) sequence - what happened at the beginning, middle and end? - see links to Chronology * A 'long time ago' □ Key questions with illustrations / photographs to support children to begin to develop a sense of a 'long time ago' linked to nursery rhymes / stories e.g. The Big Ship Sails on the Ally Ally Oh – Has anyone ever seen or been on a boat? Can we go on a pirate ship? What did the first boats move? □ Rhyme / story bag or box in provision for children to revisit learning – with illustrations and props * Linked first-hand experience / Imaginative Play - □ Stories linked to dinosaurs □ Key questions with illustrations / photographs to support children to begin to develop a sense of a time e.g. What did the dinosaurs look like? What did they like to do? Are there dinosaurs today? □ Small world play with dinosaurs ■ Sing songs: ■ Nursery rhymes e.g. □ The Big Ship Sails on the Ally Ally Oh Linked Texts: □ The Elves and the Shoemaker □ Jack and the Beanstalk □ Say Hello to the Dinosaurs – Ian Whybrow □ If I Had a Dinosaur – Alex Barrow
Key Theme: Familiar Situations from the Past (Similarities and Differences)	
Progression in Learning	- Develop an awareness of past significant events e.g. birthdays / holidays / trips - Remember and talk about significant events in their own experiences - Develop an awareness of past significant nursery and school events e.g. Home visits, World Book Day, Christmas show - Begin to compare past events / experiences e.g. an autumn and winter walk
Key Learning Experiences across Nursery	■ Remembering and talking about special events: See Own Life and Family History ■ Comparing different events in the past (within their personal experience): * Celebrations / visitors / baking – □ Compare and order two similar events e.g. what was the weather like yesterday and today. ■ Sing songs: ■ Nursery rhymes e.g. □ Incy Wincy Spider

Linked Texts: ☐ Off to the Park							
Specific Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Text	-15 things not to do with a Granny -Meet the parents -Happy Birthday from the Very Hungry Caterpillar -No, Baby, No		-The Elves and the Shoemaker -Jack and the Beanstalk -Say Hello to the Dinosaurs - If I Had a Dinosaur		-Off to the Park	
	Rhyme			-The Big Ship Sails on the Ally Ally Oh -BBC Dinosaurs rhyme		-Incy wincy spider	-
	Pictures	- Family photos - Baby/toddler photos of children and practitioners		-Photos of different types of boats -Traditional Illustrations		-Photos of their first day of school -Photos of going to a park -Photos of nursery events	
	Teaching	- I know what I could do when I was a baby - I know what I can do now - I know who lives in my house - I can talk about other members my family - I know what a birthday is - I know that I had a birthday		- I know that some objects have changed over time (linked to The Big Ship Sails) -I can use stories to talk about the past - I know that dinosaurs existed a long time ago		-I can remember my first day of school -I can talk about a time when I went to the park - I remember our nursery events -I know that our playground looks different now (Linked to seasons)	

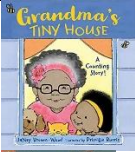
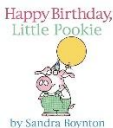
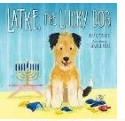
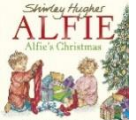
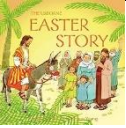
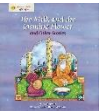
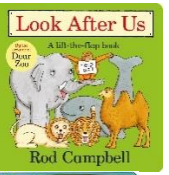
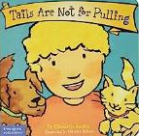
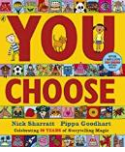
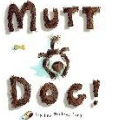


End of Nursery attainment statement for past and present	Begin to talk about some of the people around them, and some of the roles in their immediate environments. Begin to know some similarities and differences from when they were younger, and now drawing mainly on their own experiences. Develop an awareness of the past through settings, characters and events encountered through pictures, traditional stories and rhymes.
The Nursery Year provides the foundation for skills in History, through Past and Present that will be built upon in Reception Where are they going? Reception Expectations	Past and Present ELG Children at the expected level of development will: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling;

Nursery Curriculum Overview for Understanding the World - People, Culture and Communities

Educational Programme for Understanding the World	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.
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The Natural World and People and Communities (Geography) objectives	Discuss their homes and other familiar buildings in the local area Experience seasonal weather – Autumn (through Forest School taster session)	Learn about and meet people who help us in school	Explore similarities and differences between celebrations in China and the UK. Experience seasonal weather -winter (through Forest School taster session)	Experience seasonal weather – spring (through Forest School taster session) Explore and begin to understand areas beyond classroom	Understand the need and how to respect and care for their own environment and pets	Explore and discuss common transport Experience seasonal weather – summer (through Forest School taster session)
People and Communities (R.E)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Text	 	   	 	  		  
Pictures						Symbols and badges

People and Communities (R.E) objectives	Which people are special and why? -talk about people who are special to them -say what makes family and friends special to them	Which times are special and why? -give examples of special occasions and suggest good features of a celebration	Which stories are special and why? -hear some religious stories -identify how the stories make them feel	What is special about our world? -explore the natural world, with joy, wonder and curiosity -talk about what people do to mess up the world and what they do to look after it -use simple ideas about care for nature and animals	Which places are special and why? -talk about somewhere that is special to themselves, saying why -what makes a place special -recognise a place of worship	Where do we belong? -recognise symbols or badges which show belonging -share and record when things have happened in their lives that have made them feel special -talk using simple ideas about experiences of belonging and community
End of nursery attainment statement for People, Culture and Communities and the Natural World	Children at the expected level of development will: Describe their immediate environment using observation, discussion. Understand that different things, places and stories are special to different people and to themselves. Know that life can be different in another country, drawing from knowledge of texts. Start to observe and draw pictures of what is around them. Have experience of seasons changing, through forest school and other experiences.					

The Nursery Year provides the foundation for skills in Geography, Science and R.E through People and Communities and the Natural World that will be built upon in reception. Where are they going? Reception expectation	People Culture and Communities ELG Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
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Nursery Curriculum Overview for Understanding the World - The Natural World

Educational Programme for Understanding the World	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.
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The Natural World and People and Communities (Geography) objectives Sound – ongoing all year around	Discuss their homes and other familiar buildings in the local area Experience seasonal weather – Autumn	Learn about and meet people who help us in school	Explore similarities and differences between celebrations in China and the UK. Experience seasonal weather -winter	Experience seasonal weather – spring (through Forest School taster session) Explore and begin to understand areas beyond classroom	Understand the need and how to respect and care for their own environment and pets	Explore and discuss common transport Experience seasonal weather – summer (through Forest School taster session)
The Natural World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Text, rhymes	
End of nursery attainment statement for People, Culture and Communities and the Natural World	Children at the expected level of development will: Describe their immediate environment using observation, discussion. Understand that different things, places and stories are special to different people and to themselves. Know that life can be different in another country, drawing from knowledge of texts. Start to observe and draw pictures of what is around them. Have experience of seasons changing, through forest school and other experiences.
The Nursery Year provides the foundation for skills in Geography, Science and R.E through People and Communities and the Natural World that will be built upon in reception. Where are they going? Reception expectation	The Natural World ELG Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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Nursery Curriculum Overview for Computing

Educational Programme for Computing in EYFS	Computing and technology are vitally important subjects to deliver to EYFS children. Not only will teaching a well-planned Computing curriculum ensure that children enter Key Stage 1 with a strong foundation of knowledge, but Computing lessons in the EYFS also ensure that children develop listening skills, problem-solving abilities and thoughtful questioning — as well as improving subject skills across the seven areas of learning. We live in a technological world and there is no escape from the reality that technology is integrated into the lives of young children. Just as we ensure the children in our care are ready for the adult world by teaching them maths and literacy, we also make sure that they are fluent in computer literacy and all-important e-safety. Our computing lessons for EYFS are centred around play-based, unplugged activities that focus on building children’s listening skills, curiosity and creativity and problem solving. While there is no longer a specific technology strand, the skills learned in computing lessons will ensure progression across all other subjects.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Computing/technology through provision: Technology in the Early Years can mean: taking a photograph with a camera or tablet, searching for information on the internet, playing games on the interactive whiteboard, exploring an old typewriter or	Computing/technology through provision: Technology in the Early Years can mean: taking a photograph with a camera or tablet, searching for information on the internet, playing games on the interactive whiteboard, exploring an old typewriter or	Computing/technology through provision: Technology in the Early Years can mean: taking a photograph with a camera or tablet, searching for information on the internet, playing games on the interactive whiteboard, exploring an old typewriter or	Programming: <u>All about instructions</u> -follow instructions as part of practical activities and games. -follow instructions as part of a dressing up game and learn to give	Computing/technology through provision: Technology in the Early Years can mean: taking a photograph with a camera or tablet, searching for information on the internet, playing games on the interactive whiteboard, exploring an old typewriter or	Data handling: <u>Introduction to data</u> -sort and categorise objects. -sort themselves into groups based upon given categories and then independently. -respond to yes/no questions

	other mechanical toys, using a Beebot, watching a video clip, listening to music. Allowing children the opportunity to explore technology in this carefree and often child-led way, means that not only will they develop a familiarity with equipment and vocabulary but they will have a strong start in key stage 1 Computing and all that it demands.	other mechanical toys, using a Beebot, watching a video clip, listening to music. Allowing children the opportunity to explore technology in this carefree and often child-led way, means that not only will they develop a familiarity with equipment and vocabulary but they will have a strong start in key stage 1 Computing and all that it demands.	other mechanical toys, using a Beebot, watching a video clip, listening to music. Allowing children the opportunity to explore technology in this carefree and often child-led way, means that not only will they develop a familiarity with equipment and vocabulary but they will have a strong start in key stage 1 Computing and all that it demands.	simple instructions. -learn that an algorithm is a set of instructions to carry out a task, in a specific order. -use logical reasoning to read simple instructions and predict the outcome.	other mechanical toys, using a Beebot, watching a video clip, listening to music. Allowing children the opportunity to explore technology in this carefree and often child-led way, means that not only will they develop a familiarity with equipment and vocabulary but they will have a strong start in key stage 1 Computing and all that it demands.	as an introduction to branching databases. -interpret a basic pictogram.
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Nursery Curriculum Overview for Expressive Arts and Design (Art, DT, Music, Roleplay)

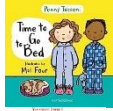
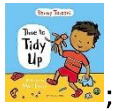
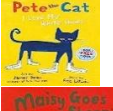
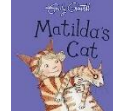
Educational Programme for Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media 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.					
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Creating with Materials Art	-To use a range of techniques to make a colourful background. - To develop small motor skills so that they can use a range of tools competently, safely and confidently. To safely use and explore a variety of materials, tools and techniques,		To be able to use paint and paint brushes to decorate the caring box To be able to use junk modelling techniques to make a caring box for someone who is unwell		To be able to explore mark making in paint. Develops small motor skills so that they can use a range of tools competently, safely and confidently. Develops the foundations of a handwriting style which is fast,	

	experimenting with colour and design. To develop mark-making skills to draw a representation of themselves.				accurate and efficient. Explore, use and refine a variety of artistic effects to express ideas and feelings Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. To be able to make a landscape using collage in specified colours To be able to add mark making to my collage using pens and pencils eg. birds in sky, person	
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					sunbathing, a fish in sea -To develop threading and weaving skills	
DT		We are learning to identify at least one sweet and one savoury Diwali food item. To be able to use descriptive words to talk about the taste, smell, and texture of the food. To be able to demonstrate appropriate table manners and turn-taking during tasting. To manipulate play dough to create different shapes, focusing on circles.		We are learning to name the stages of the chosen animal's life cycle. We are learning to describe what happens at each stage. We will be able to explore a range of textiles and select appropriate materials for their animal creation. We will be learning to use scissors to cut textiles into basic shapes.		To be able to say what a submarine is and where it goes. To be able to explore at least 3 different junk modelling materials and describe how they feel or look. To be able to share one idea for a part of their submarine. To be able to select a main material for their submarine body. We will be learning to use glue or tape to join at least two

		To practice rolling and flattening play dough with a rolling pin. To develop hand strength and coordination through kneading. To be able to participate in the steps of making chapattis (mixing, kneading, rolling). To practice rolling skills learned in the previous lesson with real dough. To taste the freshly made chapattis and describe their experience.		We will be learning to join textile pieces using glue. We will be able to use decorative materials to add detail to their animal parts.		pieces of junk material. We will be learning to attach at least one main feature (e.g., a periscope, a propeller) to their submarine body. To be able to add at least three decorative or functional details to their submarine. To be able to use paints, crayons, or coloured paper to decorate their submarine. To be able to describe one feature of their finished submarine.
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End of Nursery attainment statement for Creating with Materials	By the end of Nursery children will be confident to experiment with different media and materials and find out about their properties. Be able to modify and manipulate models and materials to create a desired effect. Explore mark making through a variety of materials and writing tools. Create collages and 3D natural pictures using a wide variety of mixed media safely.					
Music	Focus: Beat		Focus: Rhythm		Focus: Pitch	
Being Imaginative and Expressive Music objectives	-join in with the songs we use every day in Nursery -use voice to make different sounds -show attention to sounds and music -join in with the beat through clapping hands, walking and drumming, with support	-sing the songs and rhymes - Move and dance to music -Explore a range of sound makers and instruments -join in with the beat through clapping hands, walking and drumming, with increasing independence	-remember and sing entire songs -make a variety of sounds using body eg.clap -move and dance to a range of music -understand that I cannot talk and listen at the same time -move body to show rhythm in rhymes and songs, with support	-sing the songs and rhymes: -listen with increased attention to sounds, developing my listening skills - move body to show rhythm in rhymes and songs, with increasing independence	-sing quietly and loudly using 'singing voice' -talk about the music/sounds that I have listened to -recognise and name familiar musical instruments: tambourine, maracas, bells, triangle, xylophone -listen to and copy pitch in rhymes and songs, with support	-create own songs, or improvise songs around one I know -perform favourite song in front of a small group -play instruments in different ways, dynamics (loud/quiet), tempo (fast/slow) -hear and copy pitch and rhymes in songs, with increasing independence

Repertoire of songs	daily routine, days of the week, hello song, weather song. Polly put the kettle on	Twinkle Twinkle, Incy Wincy Spider, I Hear Thunder, Baa Baa Black Sheep, Hickory Dickory Dock, It's Raining It's Pouring, Rock-a-Bye-Baby	This is the Way We Wash the Floor / Socks / Pots; Five Little Socks Hanging on the Line	Wind the Bobbin Up, Old MacDonald; Head Shoulders, Wheels on the Bus, I'm a Little Teapot, If you're Happy and You know It, Hey Diddle Diddle	Tommy Thumb, Goosey Goosey Gander, Hey Diddle, Diddle, Hot Cross Buns, Miss Polly Had a Dolly, Three Little Kittens Lost Their Mittens / Pussy Cat, Pussy Cat Where Have You Been?	Wind the Bobbin Up, Two Little Dickie Birds, Diddle Diddle Dumpling, Three Blind Mice, Mary Had a Little Lamb, See Saw Margorie Daw
Picture books and rhymes used to enrich role play experience	 Polly Put the Kettle On	   Twinkle, Twinkle, Rock-a-Bye-Baby	 This is the Way We Wash the Floor/Socks / Pots; Five Little Socks Hanging on the Line	 Let's Go Shopping (verse 1) Mix a Pancake	  Three Little Kittens Lost Their Mittens, Pussy Cat, Pussy Cat Where Have You Been?	 Teddy bears picnic
Role Play objectives	-starting to develop pretend play, pretending that different items represent different things – link to	Further developing pretend play, pretending that different items represent different things - using the	-use small world toys to imagine, beginning to develop more complex stories	Embed pretend play through domestic role play and small world and move to more familiar	-make up stories when playing and concentrate for more than 5 mins -recreate stories with small world	take on a role within role play, talking about who I am and interacting with a peer

	props in role play for food prep -pretend to feed a doll and take it for a walk in the pram	role play equipment appropriately – link to bed time theme/night time celebrations such as bonfire night/Diwali	using animals, cars, people and blocks 'taking care' of roleplay environment	domestic ie shopping	equipment and in role play	
Vocabulary for role play	Snack, food and drink, pour, share, wipe, clean, wash / dry, drink, eat, cut, read, telephone, message, write, placemat	Day, night, sleep, wake up, bed, blanket / duvet, pillow, teddy bear, bedtime, light / lamp – on / off, storytime, teeth / toothbrush / tooth paste, bath time – wash / dry/ soap, pyjamas, nightie, dressing gown, slippers, alarm clock, Diwali, candle, Christmas Stocking	correct names of objects clean / cleaning / cleaned wash / washing / washed dry / drying / dried scrub squeeze brush / sweep iron / ironing fold sort match tidy hang up / peg up list	correct names of objects / actions shopping food & drink basket / bag purse money pay list dress coat hat keys mobile phone meals – breakfast, dinner, tea pancake mix / stir / cook / fry	correct names of objects cat / kitten mother/ babies pet/s feed drink scratch play / playing meow / purr claw lick / tongue whiskers tail paw fur soft big / small / smaller long / longer / short / shorter throw / ing catch roll hide stroke	correct names of objects picnic garden / park / woods / beach pack / unpack full / empty grass travel / journey place sunny / cloudy protect (sun) invite time / morning / afternoon
End of Nursery attainment statement for Being Imaginative and Expressive	By the end of the year children will be confident to join in with and sing a wide repertoire of songs from memory. Explore how the sounds are made from a variety of different instruments, experimenting with pitch and tempo. Name a selection of instruments. Perform a song to others. Engage in imaginary play making up stories and interacting with peers. Take on the role of an imaginary character during play and engage with others					

The Nursery Year provides the foundation for Expressive Arts and Design skills the children will build upon in Reception Where are they going? Reception Expectations	Creating with Materials ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive ELG Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
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