



Nursery

Our curriculum has been written using the Development Matters 2020. Whilst the curriculum has been organised into progressive statements over the year it is important to understand that the actual learning of young children is not so neat and orderly. The practitioners guided by their phase leader will endeavour to deliver a programme of learning in response to the changing stages and developmental needs of the children in their class. The Curriculum overview must be used alongside the

Progression Statements documents to aid planning.

	Autumn 1 & 2 Me and My World	Spring 1 & 2 Once Upon a Time...	Summer 1 & 2 All Creatures Great and Small
Personal Social Emotional Development	Building Relationships All children are comforted and supported as they separate from their main carer. Self-Regulation Staff support children to establish their sense of self as they learn to communicate their likes and dislikes. Managing Self Children are encouraged to show independence by hanging up their own coat and making choices during play.	Building Relationships All children are encouraged to join in with group activities and supported to build friendships with other children. Self-Regulation During group activities children are taught to wait for their turn and show respect to their friends. Managing Self All children are encouraged and shown how to talk about their feelings. Children begin to acknowledge the feelings of others.	Building Relationships Children begin to understand that we are all different, all special and all loved. Self-Regulation Children feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person Managing Self Children can talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
Communication & Language	Listening, Attention & Understanding Children begin to understand frequently used phrases. Children enjoy focussing on an activity of their own choice.	Listening, Attention & Understanding Children can recognise and point to objects if asked about them. Children begin to listen to other peoples talk with interest.	Listening, Attention & Understanding Children can understand simple questions about 'who', 'what' and 'where'.



	Children can listen to and understand simple instructions. <i>For set list of Nursery Rhymes (See Progression Statements)</i>	<i>For set list of Nursery Rhymes (See Progression Statements)</i>	Children can listen to simple stories and understand what is happening, with the help of the pictures.. Children begin to understand and act on longer sentences e.g. 'make teddy jump' or 'find your coat'. <i>For set list of Nursery Rhymes (See Progression Statements)</i>
	Speaking Children begin to use actions, gesture and words to make themselves understood. Children begin to use intonation and pitch when talking. All children enjoy singing and joining in with Nursery Rhymes.	Speaking Children begin to say how they are feeling using words as well as actions. Children are encouraged to use language through imaginative play.	Speaking Children begin to develop conversational skills sometimes jumping from topic to topic. Children successfully use the speech sounds p, b, m, w and correctly pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j Children start to master the pronunciation of multi-syllabic words such as 'banana' and 'vegetable'.
Physical Development	Health & Self Care Children can feed themselves from their hand to mouth competently. Children can follow the picture cue process for washing their own hands.	Health & Self Care Children can drink from a cup without spilling and use a spoon to feed themselves (yoghurt). Children begin to manage their own self-care e.g. look in a mirror and clean around their	Health & Self Care Children gain more control of their bowel and bladder movements and request to go to the toilet.



	Children show a desire to help with dressing.	mouth after eating, wipe nose and place tissue in the bin. Children develop more independence, they remember to wash hands before eating (without reminders), washes up own cup after drinking.	Children can follow the picture cues to use the toilet successfully by themselves.
	Gross & Fine Motor Skills Walk, run & jump, ascend and descend stairs independently. Use their feet to ride on a push along wheeled car or scooter. Explore different materials & tools. Children fit themselves into spaces tunnels, dens large boxes and move around inside them.	Gross & Fine Motor Skills Children clap along. stamp their feet and begin to create their own movements to music. Children kick throw and catch large balls. Children develop manipulation and control of materials and tools. Children begin to imitate drawing simple shapes such as circles and lines.	Gross & Fine Motor Skills Children can climb apparatus confidently. Children can pedal on a tricycle and begin to move their feet to travel on a balance bike. Children can steer a wheeled toy with increasing accuracy for the direction they want to go. Children can use mark making tools for a purpose e.g. make marks to represent a person or their name.



Literacy	Reading & Comprehension Children enjoy singing songs and they begin to recite rhymes independently during play. All children enjoy sharing books with an adult and pay attention, responding to the pictures or the words. <i>For list of class texts see progression statements.</i>	Reading & Comprehension Children repeat words from familiar stories. Children develop play around some favourite stories using story props. Children have favourite books and seek them out, to share with an adult, with an adult or to look at alone. <i>For list of class texts see progression statements.</i>	Reading & Comprehension Children notice some print, such as the first letter of their name, a bus or a door number, or a familiar logo. Children enjoy reading their favourite stories to themselves or an adult in their own words. Children ask questions, makes comments and shares their own ideas about a book. <i>For list of class texts see progression statements.</i>
	Writing Children enjoy watching as adults model making marks and drawing pictures. Children begin to understand marks can represent something of their choosing.	Writing Children begin to enjoy drawing freely using a variety of mark making tools.	Writing Children add some marks to their drawings, which they give meaning to, e.g. "That says mummy" Children make marks on their picture to stand for their name.
Maths	Number & Numerical Pattern Children take part in finger rhymes with numbers	Number & Numerical Pattern Children react to changes in amount up to 3 items.	Number & Numerical Pattern Children count in every day play with increasing accuracy. Children notice patterns and arrange things in patterns.



	See progressions statements for set number rhymes list.	Children compare amounts saying, 'lots' 'more' 'same'	
	Shape, Space & Measure Children climb and squeeze themselves into different types of spaces. Children complete inset puzzles.	Shape, Space & Measure Children enjoy water and sand play, filling and emptying containers. Begin to use vocabulary 'full and empty'. Children begin to understand some prepositional language.	Shape, Space & Measure Children follow adults lead and begin to use language to compare size and weight. Children develop more understanding of prepositional language.
Understanding the World	The Natural World Children use their senses to explore both manmade and natural materials both indoors and outdoors.	The Natural World Children enjoy exploring and responding to different natural phenomena	The Natural World Children show an interest in creatures they might find in the natural world. Children begin to show some awareness of where mini-beasts live.
	Past and Present & People, Culture and Communities Children repeat actions they may see at home. Children demonstrate awareness that a baby has different needs.	Past and Present & People, Culture and Communities Children begin to make connections between the features of their family and other families.	Past and Present & People, Culture and Communities Children begin to notice differences between people.



Expressive Arts and Design	Creating with Materials Children explore different materials, using all their senses to investigate them. Children explore paint, using fingers, hands and feet as well as brushes and other tools. Being Imaginative & Expressive Children enjoy and take part in action songs. <i>(See Nursery rhyme list on Progression statements C&L)</i> Children explore a range of sound makers and instruments & play with them in different ways.		Creating with Materials Children start to make marks with intention, sometimes expressing what their marks might represent e.g. 2 eyes on a face. Being Imaginative & Expressive Children begin to play instruments with some awareness of pitch, pace and volume. Children start to develop pretend play, pretending that one object is another.		Creating with Materials Children express their ideas and feelings through marks making, explaining and giving meaning to the marks they make. Children make simple models which express their ideas Being Imaginative & Expressive Children use their imagination as they consider what they can do with different materials and construction.	
	RE	Harvest I am Special	Christmas	Friendship	Easter	Prayer