

Nursery Curriculum

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme	Settling in stories	Repetitive text stories	Nursery rhymes	Classic Picture books	Traditional Stories	Information books and stories
	Intent	During the first half term we will be focussing on children becoming happy and settled in their new environment. Children will be learning each others names and simple language to help develop their communication, independence and play skills.	Children will be exploring learning about celebrations, colours and animals. The simple repetitive text stories will help develop children's interest in books and their confidence as readers. There will be wide opportunities for developing language, creative, imaginative and expressive learning.	We will continue to develop children's language through singing and exploring nursery rhymes. We will encourage children to share their real life experiences through talk and play activities. Children will develop their physical and mathematical skills in meaningful ways linked to nursery rhymes.	Through varied classic picture books children will continue to develop language and their enjoyment and appreciation of stories. The books will provide opportunities to explore learning about wild animals, space, journeys, homes and the life cycle of an animal.	Through a range of traditional stories children will be learning and using a rich and extended vocabulary in their play and focused activities. Children will begin to discuss story characters and events in greater detail. The stories will support children in gaining confidence in reading and role play with friends.	During our final half term we will be exploring learning relating to the wider world including oceans, water, countries, conservation, food and our bodies. We continue to support children's language development alongside developing their interest and skills exploring a wider curriculum.
	Focus Books	Hello, friend! Where's Spot? Orange Pear Apple Bear If You're Happy and You Know it Please Mr Panda Thank you, Mr Panda	The Firework Poem Brown Bear, Brown Bear, What Do You See? Mrs Wishy-Washy The Very Busy Spider Pete the Cat I Love My White Shoes	Humpty Dumpty Incy Wincy Spider Twinkle, Twinkle, Little Star The Wheels on the Bus Row, Row, Row Your Boat	Dear Zoo Whatever Next! Peace at Last The Very Hungry Caterpillar Rosie's Walk	Goldilocks and the Three Bears The Three Billy Goats Gruff The Gingerbread Man The Three Little Pigs	Iris and Isaac The Arctic Ocean & Polar Bears I Won't Eat That From Head to Toe The Hueys in None the Number Hey, Water! Dig, Dig, Digging
	Rhymes and Songs	Five Little Ducks Tommy Thumb Sleeping Bunnies Hello new friend song	Five brown teddies sitting on the wall Old Macdonald I had a little turtle	Miss Polly had a dolly Five little monkeys jumping on the bed Teddy bear, teddy bear turn around	Animal tea party Zoom, Zoom, Zoom Five little children in a flying saucer	When Goldilocks went to the house of the bears The Goats went trip trap one by one Ten in the bed	Polar bear song This is the way song Hokey Cokey
PRIME AREAS	Communication and Language	The development of children's spoken language underpins all areas of learning & development. Back & forth interactions form the foundations for language & cognitive development. The number & quality of the conversations children have with adults & peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, & echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children & engaging them actively in stories, non-fiction, rhymes & poems, provides opportunities to use & embed new words in a range of contexts. Through conversation, story-telling & role play, where children share their ideas with support & modelling, & sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary & language structures.					
		Understand simple instructions.	Develop and extend vocabulary naming	Develop listening and attention skills.	Enjoy listening to longer stories and can	Know many rhymes, be able to talk about	Begin to use sentences with connectives E.g. and/or /because

		<p>Focus on activities of own choice.</p> <p>Use gestures and words to communicate.</p> <p>Develop conversation about different topics.</p> <p>Develop pretend play.</p> <p>Listen to simple stories and understand what is happening, with the help of pictures,</p>	<p>colours, animals and fruits.</p> <p>Understand and act on longer sentences involving objects, properties and action words.</p> <p>Start to say how they are feeling using words as well as actions.</p> <p>Enjoy listening to familiar stories and remember what happens.</p> <p>Understand simple questions about 'who', 'what' and 'where'.</p>	<p>Understand a question or instruction that has two parts.</p> <p>Use a wider range of vocabulary.</p> <p>Begin to sing a large repertoire of songs.</p>	<p>remember much of what happens.</p> <p>Begin to understand 'why' questions.</p> <p>Sing a large repertoire of songs.</p>	<p>familiar books and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view using words as well as actions.</p> <p>Start to develop extended conversations.</p> <p>Use talk to organise themselves and their play.</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p>
	<p>Personal, Social and Emotional Development</p>	<p>PSED is crucial for children to lead healthy & happy lives and is fundamental to cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm & supportive relationships with adults enable children to learn how to understand their own feelings & 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 & wait for what they want & direct attention as necessary. Through guidance children learn how to look after their bodies, including healthy eating, & manage personal needs independently. Through interactions children learn how to make good friendships, co-operate & resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school & in later life.</p>					
		<p>Play with increasing confidence on their own and with other children.</p> <p>Grow in independence managing new nursery routines.</p> <p>Begin to show effortful control. E.g. waiting for a turn and resisting the impulse to grab or push.</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Learn to use the nursery bathroom with help and then independently.</p>	<p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and religion.</p> <p>Develop friendships with other children.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when..."</p>	<p>Select and use activities and resources, with help when needed.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Become more outgoing with a wider range of adults and peers in their setting.</p> <p>Find solutions to conflicts and rivalries. E.g. accepting an issue and suggesting ideas to solve it.</p> <p>Show more confidence in new social situations.</p>	<p>Develop appropriate ways of being assertive.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Remember rules without an adult needing to remind them.</p>	<p>Talk with others to solve conflicts.</p> <p>Be increasingly independent in meeting their own care needs.</p> <p>Make healthy choices about food, drink and activity.</p>

	<p>Physical Development</p>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>	<p>Clap and stamp to music.</p> <p>Build independently with a range of resources.</p> <p>Use large and small motor skills to do things independently, E.g. manage coat peg, manage hand washing routine, peeling fruit.</p> <p>Develop manipulation and control using pencils, play dough and paint.</p>	<p>Develop walking, balancing, jumping and climbing including hurdles.</p> <p>Enjoy exploring kicking, throwing and catching balls.</p> <p>Show an increasing desire to be independent with dressing and wearing aprons.</p> <p>Explore different materials and tools.</p> <p>Use large movements to wave flags and streamers.</p>	<p>Use one handed tools and equipment, E.g. scissors and needle.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Continue developing their movement and balancing and ball skills, E.g. star jumps.</p> <p>Collaborate with others to manage large items such as carrying large hollow blocks safely.</p>	<p>Use one handed tools and equipment, E.g. scissors and hole puncher.</p> <p>Continue developing their movement, balancing and ball skills, E.g. throwing javelin.</p> <p>Start taking part in some group activities, E.g. egg and spoon race.</p> <p>Be increasingly independent as they get dressed and undressed, E.g. putting on coats and doing up zips.</p> <p>Increasingly be able to remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Continue developing their movement, balancing and ball skills, E.g. using wheelbarrow.</p> <p>Show preference for a dominant hand with mark making and physical activities.</p> <p>Use large movements to paint and make marks.</p> <p>Match our developing physical skills to tasks and activities in Nursery.</p>	<p>Use one handed tools and equipment, E.g. scissors and plastic knife.</p> <p>Continue developing their movement, balancing and ball skills, E.g. bouncing on hoppers.</p> <p>Develop taking part in some team games, E.g. Brick and sponge races.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>
<p>SPECIFIC AREAS</p>	<p>Literacy</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension & word reading. Language comprehension (necessary for both reading & writing) starts from birth. It only develops when adults talk with children about the world around them & the books (stories and non-fiction) they read with them, & enjoy rhymes, poems & songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words(decoding) & the speedy recognition of familiar printed words. Writing involves transcription (spelling & handwriting) & composition (articulating ideas & structuring them in speech, before writing).</p>	<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds,</p>	<p>Say some of the words in songs and rhymes.</p> <p>Pay attention and respond to the pictures and words in books.</p>	<p>Sing songs and say rhymes independently.</p> <p>Notice some print, such as the first letter of their name, a bus or door</p>	<p>Ask questions about books. Make comments and share own ideas.</p> <p>Understand print has meaning.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>To name the different parts of a book.</p> <p>Spot and suggest rhymes.</p>

	<p>rhythms, tunes and tempo.</p> <p>Enjoy sharing books with an adult.</p> <p>Enjoy drawing freely.</p>	<p>Have favourite books and seek them out to share or to look at alone.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Develop play around favourite stories using props.</p> <p>Make marks on their picture to stand for their name.</p>	<p>number, or a familiar logo.</p> <p>Add some marks to their drawings, which they give meaning to.</p> <p>Write some or all of their name by tracing.</p>	<p>Count or clap syllables in names.</p> <p>Begin to use some of their print and letter knowledge in their early writing. E.g. pretend shopping list.</p>	<p>Write some or all of their name.</p> <p>Understand print can have different purposes.</p> <p>Understand we read English text from left to right and from top to bottom.</p> <p>To begin to recognise words with the same initial sound.</p>	<p>Count and clap syllables in words.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some letters accurately.</p>
	<p>Mathematics</p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them & the patterns within those numbers. By providing frequent & varied opportunities to build & apply this understanding e.g. using manipulatives, including small pebbles & tens frames for organising counting – children will develop a secure base of knowledge & 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 & measures. It is important that children develop positive attitudes & interests in mathematics, look for patterns & relationships, spot connections, ‘have a go’, talk to adults & peers about what they notice & not be afraid to make mistakes.</p>					
	<p>Take part in finger rhymes with numbers.</p> <p>Develop counting like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Complete inset puzzles.</p> <p>Build with a range of resources.</p>	<p>Compare amounts, saying ‘lots’, ‘more’ or ‘same’.</p> <p>Count in every day contexts.</p> <p>Complete inset and jigsaw puzzles.</p> <p>Compare sizes, weights, shapes and capacity using gesture and language.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually.</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total.</p> <p>Experiment with numerals.</p> <p>Talk about and explore 2D shapes using informal and mathematical language.</p> <p>Understand position through words alone with no pointing.</p> <p>Talk about and identify the patterns around them. E.g. stripes on clothes.</p>	<p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Make comparisons between objects relating to length.</p> <p>Compare quantities using language ‘more than’, ‘fewer than’.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p>	<p>Make comparisons between objects relating to size.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p> <p>Link numerals and amounts: E.g. showing the right number of objects to match the numeral, up to 5.</p> <p>Talk about and explore 3D shapes using informal and mathematical language.</p>	<p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Make comparisons between objects relating to weight and capacity.</p> <p>Notice and correct an error in a repeating pattern.</p>

			Show 'finger numbers' up to 5.				
Understanding the world	<p>Understanding the world involves guiding children to make sense of their physical world & their community. The frequency & range of children's personal experiences increases their knowledge & sense of the world around them – from visiting parks, libraries & museums to meeting important members of society such as police officers, nurses & firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes & poems will foster their understanding of our culturally, socially, technologically & ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching & widening children's vocabulary will support later reading comprehension.</p>						
	<p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside.</p>	<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p> <p>Use all their senses in hands on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p>	<p>Begin to make sense of their own life story and family's history.</p> <p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>Talk about what they see.</p>	<p>Continue to make sense of their own life story and family's history.</p> <p>Understand the key features of the life cycle of an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Plant seeds and care for growing plants.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore and talk about different forces they can feel.</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Continue to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about the differences between materials and changes they notice.</p>	
Expressive arts and design	<p>The development of children's artistic & cultural awareness supports their imagination & creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore & play with a wide range of media & materials. The quality & variety of what children see, hear & participate in is crucial for developing their understanding, self-expression, vocabulary & ability to communicate through the arts. The frequency, repetition & depth of their experiences are fundamental to their progress in interpreting & appreciating what they hear, respond to & observe.</p>						

		<p>Move and dance to music.</p> <p>Anticipate phrases and actions in rhymes and songs.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Start to make marks intentionally.</p> <p>Develop imagination and pretend play.</p> <p>Manipulate and play with different materials.</p>	<p>Explore a range of soundmakers and instruments and play them in different ways.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Make simple models which express their ideas.</p> <p>Begin to develop simple stories using small world equipment.</p> <p>Explore colour.</p>	<p>Enjoy and take part in action songs.</p> <p>Take part in simple pretend play using varied objects.</p> <p>Draw with increasing complexity and detail.</p>	<p>Explore colour and colour mixing.</p> <p>Remember and sing entire songs.</p> <p>Explore and join different materials.</p>	<p>Show different emotions in their drawings and paintings.</p> <p>Sing the pitch of a tone sung by another person.</p> <p>Begin to develop more complex stories using small world equipment.</p>	<p>Make imaginative and complex small worlds with blocks and construction kits.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Play instruments with increasing control to express our feelings and ideas.</p>
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