Nursery Curriculum

Curriculum drivers: Play, promoting independence, resilience, outdoor learning, vocabulary acquisition, 5Cs, readiness for KS1

Types of play: body and movement play, imaginative play, object play, social play, storytelling and narrative play, transformative and creative play.

Stages of play: unoccupied behaviour, onlooker behaviour, solitary play, parallel play, associative play, co-operative play.

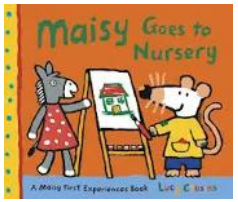
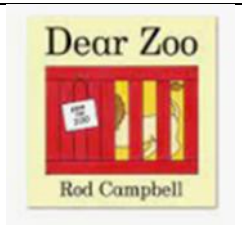
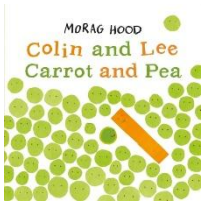
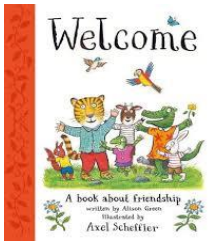
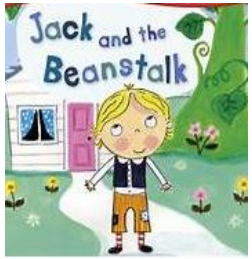
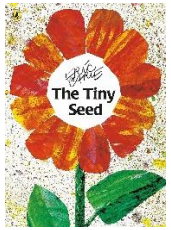
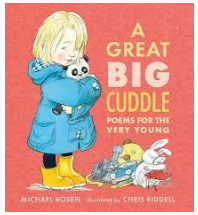
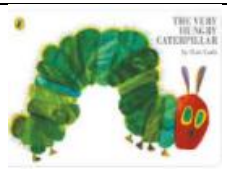
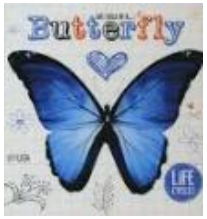
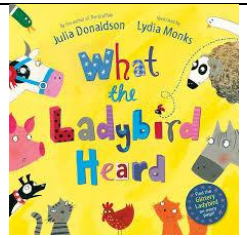
Boosting resilience: build strong emotional connections, encourage asking for help, build executive function, routines, opportunities to think and act independently, trying hard things, structure knowledge to develop competence and confidence, opportunities for unstructured activities, teach problem solving skills, nurture optimism – challenge negative interpretations, don't rush to their rescue – trust in their capacity to cope.

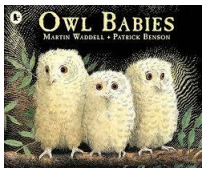
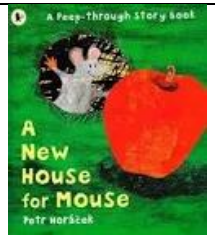
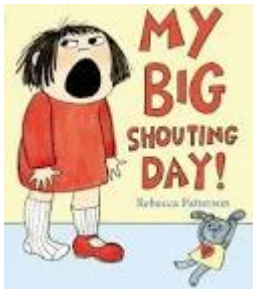
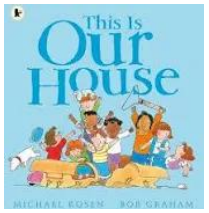
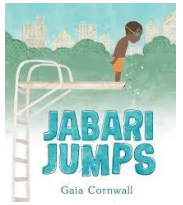
• playing and exploring – children investigate and experience things, and 'have a go'

• active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

• creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Topics	**Autumn 1** **Being me in my world**	**Autumn 2** **Special times**	**Spring 1** **Once upon a time**	**Spring 2** **See How we grow**	**Summer 1** **Moving and Changing**	**Summer 2** **Up, up and away**
Star words	worried, Listen, helpful, Kind rules herbs Nocturnal Autumn Season Prickles Celebration Fireworks	Square, triangle, circle, rectangle. Birthday, Christmas, Up Down Stripes	Welcome calm rules Small medium large Gasped ravenous crept Under, over, bridge Bigger Biggest delicious on, behind, in full, heavy, empty, long, short, small, big.			

			Tired, full, hungry, ill Once upon a time, the end			
Key themes and activities	Settling in. School rules. Using resources appropriately. Woodland Animals Diwali	Settling in Christmas show Pizza cooking Parent consultations	Lunar New Year Bread tasting week Porridge making	Mothers' Day Easter Nest making Planting beans Parents Invited to class Parent Consultations	Class Butterflies Wheels Parade Planting our gardens Sandwich making	Harvesting our vegetables Transition to reception Graduation ceremony Ice cream Party Nursery Reports
Special books and key words	 Nervous shy tidy up The Colour Monster  Angry sad worried happy calm  *Wow Said The Owl* Dear Zoo Tall fierce grumpy  	 MEG MOG (POTION MAKING) HERBS SCIENCE  Colin and Lee Carrot and Pea (PSED  	Goldilocks and the Three Bears (Maths/Literacy)  The Three Billy Goats Gruff (Maths/Literacy)  The Gingerbread man (Literacy)  The Runaway Chapati (UW)	 Maths/Literacy  UW  Phonics, Rhyme	 UW/LIT Grow, caterpillar, change, cocoon, chrysalis, hatch  UW Non fiction Life cycle, shed (skin) nectar, same , different, wing	 UW Map, around, under, over, through  PSED Sharing, crab, before, now, favourite  MATHS Tent, camping, more

	Owl Babies  Silent swooped	   Maisy's Christmas Eve (PSED/UW)  			 UW/PSED Worm, insect, earth	Jabari Jumps  PSED Worried, excited, scared, surprise
Nursery rhymes	12345 Once I caught a fish alive Wind the bobbin up	The Fireworks song Humpty Dumpty Twinkle Twinkle Little Star Poor Old Santa	Round and round the garden like a teddy bear	1,2 buckle my shoe Heads shoulder knees and toes	There's a tiny caterpillar on a leaf Down at the station Wheels on the Bus	Old Macdonald had a farm The Pirate Song Baa baa Black sheep

	All the leaves are falling down Hedgehog song Twinkle Twinkle Little Star The Fireworks Song	The Penguin Song Little Donkey Jingle Bells	When Goldilocks went to the house of the bears Grand old duke of York 5 little speckled frogs.	Row, row, row your boat. Mary Mary Quite Contrary Oh Dear - Michael Rosen poem	A sailor went to sea	Incy Wincy spider Pat a cake pat a cake Goodbye goodbye everyone
CL Listening, attention	Know how to respond to their name Listen to a range of nursery rhymes Listen to familiar books With support, Follow simple instructions as part of learning the Nursery routine.	With support know what they need to do to be effective listeners With support, what is expected of them in adult focus sessions With support Know to follow directions when asked directly.	Children will know : the key elements of effective listening and how to demonstrate these – How to respond to an instruction with 2 parts. To Listen to others 1-1 or in small groups. The importance of maintaining focus for longer periods of time .	Listen to unfamiliar stories. Listen to traditional tales. Begin to wait for my turn to talk. e.g. lolly sticks	Know the **story skills**: joining in, looking closely, listening carefully.	Listen when others are talking in a whole class situation. Listen to a longer story.
CL Speaking	Learn what is required of them to communicate with others Use familiar vocabulary with confidence. Be able to talk about familiar books. Be introduced to familiar greetings. Be introduced to the language of turn taking and sharing eg wait, please, turn	Model please and thank you. Say 'I would like…" when asking for something. Use staff names. How to use vocabulary which is new to them Be able to talk about familiar books. Using talk to resolve conflict and work together	Children will : Use a wider range of vocabulary. (Key words) Join in with familiar stories, songs and rhymes. Start to have back and forth conversations with familiar adults and peers. Say when I am hot, cold, and hungry or need the toilet. Know How to Answer 'what' questions I can start to talk about my favourite thing and why I like it	Introduce strategies to manage disagreement with peers. Say hello or good morning when greeted. Children say please and thank you independently. Start to speak more confidently in front of the class.	Use key words in conversation and play. Retelling familiar stories in play. Instigate back and forth conversations with familiar adults and peers. Show curiosity and ask questions.	Reinforce strategies so children start to solve some disagreements independently. Initiate greetings. Speak and sing in front unknown adults. (Graduation show)
CL Understanding	Begin to understand rules and routines of the classroom. Begin to understand how to use objects in the continuous provision	How to respond to a one step instruction Follow class expectations with reducing support	Learn and use new vocabulary. Show understanding of prepositions e.g. under the bridge.	Understand how to use objects that are enhancements. Understand 'why' questions about a story they have read.	Use learnt vocabulary independently in play. Understand and follow instructions quickly.	Consistently follow behaviour expectations. Consistently use objects for their intended purpose.

	Begin t understand and remember where toys go at tidy up time Follow Class expectations with support, and understand why they are important					
JIGSAW PSED	I understand how it feels to belong and that we are the same and different I understand how feeling happy and sad can be expressed – My Big Shouting Day I can work together and understand other people's feelings – This is Our House I can use gentle hands and understand it's good to be kind to people – FRIENDS BOOK	`				
Self - regulation	Begin to Follow rules and understand why they are important Be calmed by a familiar adult. Leave familiar adult and join in nursery activity.	Talk about how it is important to do things on my own. Talk about their feelings using words like happy sad angry worried.	Know the effect my actions have on others positively and negatively e.g. filling up others buckets. Happily come into Nursery.	Have a go without asking an adult to help me. Know how to walk in a line safely and quietly. Learning to persevere even when things are challenging. Go For It Gorilla	Adjust my behaviour to be a supportive member of the class. Greet their friends and familiar adults when coming into school. Are independent in most areas of nursery life.	Can regulate myself back to 'green' with adult support. Play and work safely in the learning environment. Understand that expectations vary depending on different events and changes in

			Continue to follow classroom rules without being reminded.			routine and can adapt behaviour.
Managing self	Begin to learn to use resources in the right way. Stopping an activity when asked. Stopping when the bell dings. With support how to wash and dry their hands and how to use the toilets Begin to line up effectively for lunch time with support Begin to know where things go in my classroom with support from adult Begin to know the way around my nursery. Begin to settle at an activity for a short amount of time	Know how to tidy up in small groups. Learn our Nursery rules: 'Kind Hands, Kind Words, Kind Faces, Helping Hands, Good listening'. Begin to put on own coat using flip method Hang coat up with hook Hang aprons up correctly *Start to tell and adult how they are feeling.* *Can wash and dry hands* *I know how to keep warm when it is cold*	Consistently recognise when they need the toilet. Know where things go in the classroom independently. Start to feel comfortable in different areas of the school such as singing assembly and the wellbeing room. Know why it is important to brush our teeth, wash and dry hands Access activities without adult encouragement	Can tell adults when they are full up, tired etc I can name different parts of my body. Know what can help keep me healthy.		Are independent using the toilet. Tidy up independently. Open their lunch boxes and containers and feed themselves.	Behave appropriately in different areas of the school. I know I need to wear a hat and sun cream when it is hot.
Building relationships	Begin to know who helps me at nursery. Play alongside other children	Know I belong in my nursery class. Be confident with adults names Start to know some of my peers' names.	Learn to use appropriate touch through circle games and peer massage Initiate conversations with familiar adults. How to pretend play Begin to initiate conversation with peers	Start to build friendships through shared play.		Be able to say who my friends are.	Be able to play amicably with everyone in my class.
Gross motor	Make large movements on the easel.	Begin to show independence with putting coat on using flip method. Understand how to use the climbing frame.	Balance on a beam. Pull themselves along a bench. Copy simple dance movements.	Move around the learning environme	Use heavy outdoor equipment for creative purposes.	Put on coat independently. Manage lunch box or cutlery independently. Carry lunch plate from serving station	Begin to find a space in the hall. Learn to put own socks and shoes on.

	Use large scale resources in their play. Confidently manoeuvre large vehicles. Stop when they hear a certain sound.	Begin to learn to hang our coat up on our peg To make up and down and round movements using chalk, scarves, paint brushes, write dance activity	Climb with more confidence. Move in time to a beat. Land with control Begin to learn to do up a zip with adult support Move in diverse ways	nt with control. Consistentl y Turn sleeves on their coat the right way around. Use outdoor tools accurately.	.		
Fine motor	Use a paint brush to make marks Make snips using scissors Simple threading. Use small size forks at lunch Use a rolling pin and cutters to manipulate playdough. Connect small construction resources	Use glue spreaders Know how to use tweezer. Begin to use small fork and spoon at lunch Begin to learn nip flip grip for pencil grip Begin to hold scissors in the correct way , thumb up with support and cut a longer line	Use felt tips to make marks and replace lids Join in with dough disco moves. Start to show preference for a dominant hand. Begin to use scissors more independently and make longer cuts	Start to show controlled fine motor movements. Begin learn to use appropriate pressure when mark making. To be able to cut a line with support. Have a firm pinch action when using fine motor objects.		Learn the tripod grip. Show a dominant hand.	To be able to cut a straight line independently. Make controlled movements using fine motor resources.
Literacy Reading Comprehension	Enjoy reading lots of books together Independently choose a book to take home to share & Express a preference about a book	Talk about why we like a book in book group	To answer questions based on the key text, sometimes with support. Answer 'what' questions	Understand why questions about a book we have read		To make links between stories and their own experiences.	
Literacy/ Phonics Word reading	Begin to identify their own name with picture prompt **<u>Environmental and instrumental sounds:</u>** The children are given opportunities to: identify sounds that are familiar to them, identify simple percussion instruments, remember and repeat a pattern, talk about the sounds instruments make.		**<u>Develop their phonological awareness so that they can:</u>** -Spot and suggest rhymes -Count or clap syllables in a word -Recognise words with the same initial sound	Beginning to understand that phonemes have a grapheme. Consistently Identify own name at self-registration and on name labels for our paintings.		Starting to notice letters from their name. Recognise own name without picture prompt Recognising letters in the environment. Recognising s,a,t,p,i,n. Retelling stories using the pictures in books.	

	Identify own name at self-registration and on name labels for our paintings with photo support. Learn new vocabulary though stories. Joins in with repeated refrains Know pictures help us to understand the story. ELS scheme – weeks 1-7 Environmental sounds walk Opportunities for outside music Exposure to oral blending from adults in class Joining in with familiar songs Copying sound patterns Creating soundscapes Body percussion Rhythmic stories and rhymes Rhyming pairs Creating rhyming stories Creating alliterative words eg Amazing Alila Daring Daniel Alliteration pots with same initial sound Using different voices in familiar stories Animal sounds Copying adult voice sounds eg boing boing ch ch shhh shhh Pass the sounds See ELS Autumn 2 weeks 1-7		**<u>Body percussion and rhythm and rhyme:</u>** The children are given opportunities to: copy sounds and actions and join in with sounds and actions to familiar songs & rhymes. To join in with repetitive stories & rhymes, perform actions to songs and rhymes and copy a rhythm. **I can begin to read a simple recipe card with picture cues**	Children will follow ELS phonics planning for learning intial sounds s a t p i n See ELS Handbook	
Literacy Writing	Represent things from real life using drawings. (Family picture) Know I need strong hands to help me write. (dough disco) Mark making with meaning – representing family Preliminary name writing assessment	Daily play dough Moving large scale resources 'Write Dance' to teach formative letter strokes Painting with large scale strokes Introducing climbing and digging Making specific pre writing marks marks in different media	Drawing a closed circle Name writing assessment Weekly dough disco With support make more controlled marks as pre writing I can tell a story from my memory or from my imagination for an adult to scribe	Copying some letters from name Opportunities to write grapheme of the week Independently make controlled marks as pre writing	Name writing assessment Copying their name Writing some letters independently Can write some letters from their name.

Number and numerical pattern	**Numbers to 3** **Patterns** **<u>Week 1-3</u>** **Settling and and exploring number through -** Sing number songs Use number language in play Know number names to 3 – counting to 3. To understand when a group has more than 1 or has a lot. – sorting small resources by colour, type and noticing/counting **<u>Week 4-6</u>** Noticing patterns in the environment eg on clothes, walls, paiting etc Exploring patterns with 2 objects Exploring patterns through stories and songs – repeating refrains	**Finger Numbers** **Number 1-3/1-5** **Shape** **<u>Week 1-2</u>** Revisit numbers to 3 Count to 5 Subitise to 3 Use fingers to demonstate numbers to 5 (with songs) Know that numbers must be said in the right order. (1-5) Show 1-3 on fingers The shape of 1-3 to help subitise. When counting tag each item with one number word. (1-3) Understand sequential language e.g. first, next To count out up to 3 items from a larger group.	When counting tag each item with one number word. (1-4) Recognise numerals of personal significance and in the environment e.g. 4. Subitise to 3 or 4 Begin to know the 'shape' of up to 4 1:1 correspondence to 4 Know cardinality. (Last number is the total) 'How many have I got?'	Counting items to 5 tagging each item with 1 number. Show 1-5 on fingers. Understand the concept of more and fewer.	Know number names to 10. Number problems. For example, a child is shown two boxes and told one has 5 sweets in and the other has 3 sweets in. Which box would they pick to keep and why? Orally counting past 10. To match a number symbol to a number of things. To **know that the number does not change if things are rearranged** Identify two groups that have the same number of items.	Introduce numerals to 10. Composition to 5. Consolidate understanding of more and fewer. Start to recognise 1 more and 1 less through songs. Representing amounts using drawings.
Shape, space and measure	Use the visual timetable to understand the sequence of the day Describing our day using sequential	**<u>Week 3-5</u>** Introduce 2d shapes2 D shape names and properties linked to familiar objects. Find shapes in everyday life- shape walk	Copying an AB pattern. Language of measurement e.g. too much, not enough, full, heavy, empty, long, short, small, big.	Start to understand position through words alone -eg behind the chair. Measure and make comparisons using the	Make their own AB pattern and explain it. Revisit Shapes looking at their properties e.g roll, stack. To use position language when describing a route.	Talk about what is coming next /after in the sequence of the day. Begin to understand the concept of weight by lifting heavy and light objects.

	language eg first, then , next Begin to understand and use language of different sizes different sizes. E.g a long stick, grown ups are tall. Explore capacity through pouring. .	To know to rotate a shape to make it fit. Combine shapes to make new ones Build with 2D and 3D shapes, exploring properties. Start to use timers with adult support.	Start to use flat, corner, round, when exploring 3D shapes. Begin to understand the language of before and after. Make comparisons between objects using the language of e.g big, bigger, biggest	language of e.g heavy heavier heaviest, Big, biggest Use no standard units of measure to measure growth.	Use sand timers to support play.	Begin to understand the language of yesterday and tomorrow, after the holidays.
UW Past and present	I know I will be going home later. (visual timetable) I can name some woodland animals I know some animals come out at night Vocabulary for this term: Owl, badger, fox, hedgehog prickles, dark light, celebration, pattern, fireworks NOCTURNAL	We will begin to share our own experiences through Tapestry	Grow in confidence sharing our experiences on Tapestry, sometimes using the past tense	I know some children are 3 and some are 4. Begin to understand that somethings were different a long time ago, eg houses (based on books) Begin to understand floating and sinking through practical experience	To know the language of first, then, later (to describe life cycle) Talk about people in the community being different ages. Know some things happened a long time ago. I can talk about what I did yesterday or before.	
UW People, culture and communities	Talk about who is in my family. Understand who is in my nursery class. Know key adults in my class I can begin to understand that people celebrate and what that involves. Vocabulary celebration, fireworks, pattern	Remembers and talks about significant events in their own experience e.g. birthdays, Christmas. Show confidence with Learning the Geography of the Nursery and outside area. RE Celebrate Diwali, Christmas Finding out about ourselves and others	Talk about where I live. Talk about what my home is like. Begin to talk about my preferences eg Tasting and comparing different breads GEOGRAPHY Use positional language to navigate the learning environment. Begin to draw simple maps to represent journeys	I recognise places that are familiar to me. Know about different occupations through play and small world. RE Know some traditions around spring. Talk about Easter Celebrate Mothers Day. Learn about Lunar New Year	I can talk about things I like to do.	GEOGRAPHY Become familiar with new parts of the school. RE Celebrate birthdays. Join a birthday assembly. Looking back at our time in Nursery and how we have changed Talk about my new class/school.

		I know what I need to keep warm when it is cold				Learning the geography of the reception classrooms and playground
UW The natural world	SEAONAL TABLE Observe and talk about the weather. Observe signs of the season and change the weather chart with support Observe and talk about things we see in the nature trail. Take care of nature in the nature trail. Talk about the changes between materials and changes they notice. (Play dough/ pizzas) Explore collections of materials with similar properties and use appropriate vocab Begin to learn to use exploration tools such as magnifiers Explore Autumnal things such as leaves and conkers and learn about some local animals including hedgehogs and owls. Know the names of autumn animals hedgehog, fox, owl, badger. Know the word nocturnal.	SEASONAL TABLE Know different types of weather and change the weather chart independently Talk about the changes between materials and changes they notice. (Play dough/ pizzas/ice) Learn the names of some cold climate animals eg penguin, polar bear Know that some countries are different to us eg cold countri00	SEASONAL TABLE Select the right weather symbol to represent the days weather. Observe signs of spring - bulbs in class Explore materials for strength – straw, sticks, bricks **Science Investigation – observing ice inside and out** **https://pstt.org.uk/uniq ue-resources/taps/?_sft_ag e_ranges=three-five&_sf_s=ice**	Observe signs of spring. Explore pushing and pulling forces. Know how to plant a seed. Know what seeds need to grow. Know that seeds change as they grow. Know simple parts of the plant e.g. roots and shoots. **<u>Science Investigation</u>** **2. Growing Flowers from Seeds** DT I can snip, cress, spread, fold, half, cut to maske a sandwich	Independently change the weather chart. Observe signs of Summer. Know the life cycle of a butterfly. Talk about different insects. **<u>Science Investigation</u>** **1. Observing caterpillars** **2. Float sink**	

	<u>Science Investigation</u> **1. 'HERB CRUSHING' Use senses to explore herbs** **2. 'PUMPKIN I SEE, I WONDER..' Uses senses to observe.**				
UW Technology	***Take a photo with iPad with adult support.*** Use cause and effect books e.g lift the flap. Use torches in play.		Explore push and pull resources. Use the large interactive WB to play games.	Take photos of our environment in spring using an iPad. Talk about what computers are in our homes and how we use them.	Use iPads to record work I am proud of. Use a remote control car.
Expressive art and design	Know where resources are kept in my classroom. With support Know how to use each resource. Skills- paint and easel skills – wiping brush, wearing apron, finding name, not mixing colours, appropriate amount of resources I can use print to make a pattern picture Use clay to make a small model. – roll pinch	Explore colour and how it can be changed Know how to use each resource more independently	Self-access creative resources. Talk about what they are making. Create a simple junk model following a plan Draw a simple picture involving a continuous circle eg a bear	Draw a simple picture involving a continuous circle e.g. Mother Day card. Talk about Matisse explore his artwork.	Create movement in response to music Create artwork, constructions and collage through different mediums Learn physical skills such as spreading glue, turning glue sticks, hole punching, stamping etc. I can draw with increasing complexity and detail. I can draw these shapes with confidence:  • Dots • Straight lines and crosses • Circles • Waves • Loops and bridges • Joined straight lines • Angled patterns

					• Left-to-right orientation • Mix of patterns I can choose appropriate attachment methods for my creations.
Being imaginative and expressive	Sing lots of songs and play musical instruments such bells and shakers.		Begin to develop complex stories using small world equipment. Express oneself through dance. Sing nursery rhymes independently.		Remember and sing entire songs. Use musical instruments to create their own songs and rhythms