

West Park Academy Nursery Curriculum Map

Curriculum Intent

At West Park Academy our children are at the heart of everything that we do. In the Early Years Foundation Stage, we have a child centred approach to the way we plan and deliver our curriculum. Our children are valued for their individuality. We aim to inspire them with a love of learning, encouraging them to make links, recognise similarities in their learning and experiences, preparing them for the next stage in their education.

Our curriculum is therefore the cultural capital we know our children need so that they can gain the knowledge, skills and understanding they require for success. They can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking. Our children are immersed in a rich environment of words, sounds, rhythm, and verbal and non-verbal expression. All of our practitioners understand the importance of vocabulary in Early Years and how vital modelling vocabulary is for future success.

Implementation

Through a pedagogy that values both child-initiated and adult-led learning supported by a carefully sequenced, broad and balanced curriculum of knowledge, key skills and first-hand experiences. We use the children's starting points to plan a thoughtful yet challenging environment that will deepen skills allowing knowledge to stick. Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision.

Impact

Children that are happy, engaged and independent learners, that show resilience and a thirst for knowledge. Our children love to learn and come to school. Children will have those learning behaviours that prepare them for future learning. We believe our high standards are due to the enriched play-based exploration alongside the wealth of knowledge staff have about each child as they move through the early years – a rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.

This learning overview provides you with an insight into the children's learning experiences throughout their Reception year. The learning opportunities will also continue to be enhanced over the year as children build upon their own unique experiences and share their ideas with their friends as is the ethos of EYFS. Through the continuous provision children are given lots of opportunities for child initiated, investigation and play. This enhances learning through rich, stimulating activities and opportunity to develop greater depth. This approach, we believe, helps them to become more independent through the characteristics of effective learning:

Playing and exploring, Active learning, Creative and thinking critically.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Theme</u>	<u>All about me/ Autumn</u>	<u>Light and Dark</u>	<u>Winter</u>	<u>Spring</u>	<u>Growing/ Minibeasts</u>	<u>Here comes summer</u>
<u>Provocations</u>	Seasonal Walk	Nursery Rhyme Challenge	Seasonal Walk	Seasonal Walk	Farm Visit	Seaside visit
<u>Key Texts</u>	'Little Goose's Autumn', 'Owl Babies' 'My Mam and Dad Make me Laugh'	'The Town Mouse and the Country Mouse' 'How to Catch a Star' 'Room on the Broom' Rama and Sita	'The Three Little Pigs' 'Goldilocks and the Three Bears' Immi's Gift	'The Ugly Duckling' 'The Enormous Turnip' Jasper's Beanstalk Titch 'Egg to chick' Traditional Easter Stories	The Very Hungry Caterpillar Teeny weeny Tadpole What the Lady bird heard.	Jack and the Beanstalk Mr Gumpy's Outing Barnaby's Outings Snail Trail – If opportunity occurs.
<u>Key Vocabulary</u>	Leaves, weather, colder, changing, seasons, crispy, conkers, acorn, rainy,	Light, dark, bright, dim, torch, source, day time, night time,	Cold, frosty, freezing, snow, blizzard, ice, icicle,	New life, born, daffodil, blossom, Jesus, cross, life	Growth, summer, new life, bulb, shoots, stem, healthy, pollen, watering,	Coast, shore, dune, pier, waves, shallow, deep, tide,

	harvest, vegetables, storing food, preparing, falling, habitat, acorn. Colourful, crunching, golden.	celebration, Christmas, journey, stable, manger,	frozen, wet, hibernate, special,	again, Easter egg, Easter bunny, chick, lamb	stem, Queen, Royal family, royalty,	lifeguard, lighthouse, shells,
<u>Celebrations/ Festivals</u>	Harvest Spooky	Diwali Remembrance Day Christmas	Chinese New Year	Easter	Eid	Graduation
<u>Parent involvement</u>	Information Sessions Introduce 'Time to Talk' Staggered starts Wow moments	Rhyme time sessions Christmas Performance Parents evening	Catch me reading	Mother's Day	Catch me writing	Father's Day Graduation
<u>British Values</u>	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
<u>Opportunities for Assessment</u>	Baseline Assessment Intervention groups (to be established and monitored throughout the year) Tapestry to be set up for all children. Parents to all have log in details. Parents evening info	Weekly floor books/ displays Ongoing assessments EYFS team meetings	Weekly floor books/ displays Ongoing assessments	Weekly floor books/ displays Ongoing assessments Mid-year assessments Parents evening info Spring Reports	Weekly floor books/ displays Ongoing assessments	Weekly floor books/ displays Ongoing assessments End of year assessments Summer Reports

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.'

<u>Opportunities within</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Nursery</u> <i>Nursery Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, stories, singing, speech and language interventions, Pie Corbett T4W actions.</i> DAILY STORY	<p>During Autumn 1 we will:</p> <p>Provide children with many opportunities of listening and attention activities. Staff will model what it looks like to be an active listener.</p> <p>Adults will comment 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.</p> <p>Adults will read frequently to children, 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.</p>	<p>During Autumn 2 we will:</p> <p>Throughout the Autumn term, we will continue to work on developing listening and attention skills.</p> <p>The children will continue to take part in carpet time and be expected to follow some basic rules such as good looking and listening.</p> <p>They will be introduced to stories that support our topics and we will encourage them to make comments and judgments about the various texts.</p> <p>Introduce 'Rhyming Challenge' with the children – Introduce a new nursery rhyme each week – Share these with parents.</p> <p>Children to be exposed to new vocabulary relating to Diwali and Christmas.</p>	<p>During Spring 1 we will:</p> <p>Continue programme of rhymes and songs, introducing new, more modern or challenging rhymes.</p> <p>Children will take part in small group sessions with focus on listening games.</p> <p>Blast group first cohort – children most in need of speech support.</p> <p>New vocabulary relating to Winter.</p> <p>Children to have opportunities to hear and use new vocabulary from stories, rhymes and poems.</p> <p>Children will be encouraged to join in and ask questions to find out more about a particular context.</p>	<p>During Spring 2 we will:</p> <p>Develop the children's ability to use appropriate story language to re-enact / re-tell simple and familiar stories</p> <p>Children will be encouraged to sequence stories/ events (not always in order)</p> <p>We will also look closely at fiction texts encouraging children to identify characters / settings/ events in stories.</p> <p>Teach children that print carries meaning and is read, in English, from left to right.</p> <p>Children will be encouraged to listen for new vocabulary and develop our word wall. Additionally, children will use new vocabulary from stories, rhymes, poems and non-fiction books.</p>	<p>During Summer 1 we will:</p> <p>Further extend programme of rhymes and songs to include ring games and lengthier songs.</p> <p>Blast group second cohort, for children who are still not making sufficient progress with speech.</p> <p>Small group focus on asking questions. This will be through using a range of different provocations to enhance conversation and discussion.</p> <p>Discussions around our farm visit and retelling of the experience.</p> <p>Children will have the opportunity to express their experiences in a safe environment.</p> <p>Children will learn how to make a simple prediction using the front cover of</p>	<p>During the remainder of the Summer term we are going to continue to develop the children's confidence in front of a large group.</p> <p>We will support the children to stand at the front and independently sing a nursery rhyme. This can really help to develop the children's self-esteem.</p> <p>We are also going to continue to have circle time, where each child has the opportunity to express their ideas and feelings within a small group.</p> <p>Additionally, we are going to develop the children's awareness of instructions. We are going to talk about listening to and following basic instructions within the nursery setting in preparation for Reception</p> <p>Through conversation, story-telling and role play,</p>

	<p>Children will be encouraged to form relationships and develop their ability to manage feelings.</p> <p>Baseline speaking, listening and understanding.</p> <p>Children will be introduced to simple nursery rhymes, songs and daily 'Hello Song' and daily time table.</p> <p>Children will be encouraged during lunchtime to ask for help and to use extended sentences to ask for something.</p> <p>We will identify children with Speech and Language concerns who may require support from external agencies.</p> <p>Teacher to introduce 'Time to talk'</p> <p>Language rich environment</p> <p>Settling in and separating from parents</p> <p>Learning routines</p> <p>Making new friends</p>			<p>Children will continue to joins in with familiar rhymes and stories.</p>	<p>books and the illustrations.</p>	<p>where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>
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	<p>Following rules and boundaries</p> <p>Children having the opportunity to talk about themselves and all about their family.</p> <p>Books used to settle children in to nursery life.</p> <p>Discussions around our nursery duck, Sydney and how we look after him.</p> <p>*Blast groups identified *</p>					
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General Communication and Language Skills for those children working at the expected standard in Nursery

Throughout the year children will develop these listening skills

- Responding to questions and instructions directed to them
- Following 2 part instructions
- Taking part in short exchanges with others – listening and responding to adults and peers
- Taking turns in conversation
- Joining in with repeated refrains in rhymes and stories/ re-tell recite some familiar songs/ rhymes/ stories

Throughout the year children will develop these speaking skills

- Articulating and speaking clearly
- Speaking in 4-6 word sentences
- Explaining feelings in simple terms i.e. I am sad because....
- Expressing wants and needs, such as asking for particular resources
- Using simple conjunctions to connect ideas such as 'and' and 'because'
- Using some positional language
- Retelling a story/ event (not always in correct order)
- Joining in with repeated refrains in stories/ rhymes

Physical Development

Physical activity is vital for children's overall 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 strength and 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.

PD:	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Nursery focus to continuously check the process of children's fine motor skills</p> <p>Provide extra help and guidance if and when required.</p>	<p>During Autumn 1 we will:</p> <p>Promote independence of taking coats on and off and hanging coats and bags on pegs.</p> <p>Baseline gross motor skills, fine motor skills and health care skills.</p> <p>Learn routines for self-care regarding snack sessions.</p> <p>30 hr children learn routines for lunchtimes</p> <p>Learn routines for toileting and hand washing.</p> <p>Focus on safe play eg water tray, scissors, height to climb outside etc.</p> <p>Finger gym challenges to support fine motor skills development Outdoor equipment is kept basic until safety rules are well established</p>	<p>During Autumn 2 we will:</p> <p>Continue to learn routines for self-care regarding food and drink during sessions. 30 hr children learn routines for lunchtimes.</p> <p>Learn routines for toileting and hand washing</p> <p>Outdoor equipment is kept basic until safety rules are well established</p>	<p>During Spring 1 we will:</p> <p>Provide opportunities for fine and gross motor skills throughout the continuous provision.</p> <p>Dough Disco intervention introduced for those with delayed fine motor skills.</p> <p>Small group PE sessions around balancing and co-ordination.</p> <p>Finger gym challenges to support fine motor skills development</p> <p>Develop fine motor skills such as; pencil grip, scissor control, manipulating small objects (threading, jigsaws, small construction)</p>	<p>During Spring 2 we will:</p> <p>Have discussions relating to healthy and unhealthy food.</p> <p>Funky Fingers challenges provided to support fine motor skills development.</p> <p>Weekly fine motor challenges at home.</p> <p>Provide opportunities for children to:</p> <p>Use alternate feet to climb up apparatus.</p> <p>Change direction on trike.</p> <p>Demonstrate control on a balance bike using alternate feet and be able to change direction</p> <p>Hold a position (balance) during games such as on one leg.</p> <p>Travel by hopping.</p>	<p>During Summer 1 we will:</p> <p>Dough Disco intervention repeated for those with delayed fine motor skills</p> <p>Additional challenge added to outside activities via specific tasks eg den building</p> <p>Small group PE sessions undertaken as required</p> <p>Funky Fingers challenges to support fine motor skills development Focus on ball skills</p> <p>Provide opportunities for children to:</p> <p>Use alternate feet to climb up apparatus.</p> <p>Show control over the body to quickly stop and start movements such as walking, crawling and running.</p> <p>Move their body to music and follow instructions to move to the rhythm of the</p>	<p>During Summer 2 we will:</p> <p>Provide additional challenge to outside activities via specific tasks eg den building.</p> <p>Small group PE sessions undertaken as required.</p> <p>Visit from school nurse relating to dental hygiene and care.</p> <p>Gross motor skills extended via visits to the KS1 trim trail</p> <p>Focus on independence skills</p> <p>Funky Fingers challenges to support fine motor skills</p> <p>Provide opportunities for children to:</p> <p>Use 2 hands to pick up heavy objects, and with support, seek assistance to move heavier objects</p> <p>Balance on one foot for a short time</p>

				<p>Use one-handed tools such as paintbrushes, pencils and scissors</p> <p>Begin to cut in a line holding the paper with their non-dominant hand.</p> <p>Show a preference for a dominant hand</p> <p>Progress towards holding a pencil with a modified tripod grip to show increasing control</p> <p>Demonstrate growing independence putting on a coat and shoes, begin to do up zips and poppers.</p>	<p>music (gallop, slither etc) Copy the adult</p> <p>Make a choice about how to move across an object e.g. walk, hop, crawl across a plank or beam.</p> <p>Work with others to move objects safely such as wooden plank</p>	<p>Be able to climb up/ walk across/ jump off climbing equipment with support</p> <p>Be able to throw and catch a large ball</p> <p>Run in a straight line</p> <p>Sit on balance bikes and scoot self along Gallop (pre-skipping) Large up and down/ circular movements</p>
Skill Progression	<p>General physical skills for those children working at the expected standard in Nursery during Autumn Term.</p> <p><u>Fine Motor Skills:</u> Making snips with paper :- Practise tearing paper Digging , scooping, pouring :- Sand/ water (buckets, spades and jugs) Able to use a spoon to feed self/ cups to drink Paint brushes – large movements – circular, up and down :- large paintbrushes/ large sheets of paper/ ground Use tweezers to pick up/ move large objects i.e. pasta Thread large objects onto pipe cleaners Using a variety of tools to manipulate play dough Using glue spreaders. Pencil control :- Mark making using tools such as chunky chalks, mark makers in sand etc, predominantly using fist grip.</p>	<p>General physical skills for those children working at the expected standard in Nursery during Spring Term.</p> <p><u>Fine Motor Skills:</u> Making snips with paper :- Practise snipping, using foam sheets etc, moving onto lines drawn on sugar paper Digging , scooping, pouring :- Sand/ water (buckets, spades and jugs and funnels) Able to use a spoon to feed self/ cups to drink Paint brushes / chalks – large movements – circular, up and down :- large paintbrushes/ chalks smaller sheets of paper/ ground Use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects Thread large beads onto lace Using a variety of tools to manipulate play dough Using glue spreaders</p>	<p>General physical skills for those children working at the expected standard in Nursery during Summer Term.</p> <p><u>Fine Motor Skills:</u> Making snips with paper :- Promote activities to strengthen bilateral coordination i.e. lacing cards Digging , scooping, pouring :- Sand/ water (buckets, spades and jugs and funnels/ different sized scoops/ pipettes etc) Able to use a spoon to feed self/ cups to drink Paint brushes / chalks – large movements – circular, up and down :- smaller paintbrushes/ smaller sheets of paper/ ground Use tweezers to pick up/ move smaller objects i.e. Small pompoms/ objects Pegs onto paper plates/ material Thread large beads onto lace/ lacing cards</p> <p><u>Pencil control :-</u> Using mark makers with developing tripod grip and dominant hand to form some letter shapes.</p>			

	<p><u>Pencil Control:</u> Pencil control :- Mark making using tools such as chunky chalks, mark makers in sand etc, predominantly using fist grip.</p> <p><u>Gross Motor Skills:</u> Use crates and planks of wood to build obstacle courses Use of climbing wall. Practise throwing and catching large ball back and forth with bounces between the catch Practise riding the bikes and scooters Running races</p>	<p><u>Pencil control :-</u> Using mark makers with developing tripod grip and dominant hand to follow large pattern outlines such as wavy lines or straight lines</p> <p><u>Gross Motor Skills:</u> Use crates and planks of wood to build obstacle courses Use of climbing wall. Practise throwing and catching large ball with one bounce between the catch Practise riding the bikes and scooters Galloping races Balancing on one leg during Simon Says game</p>	<p><u>Gross Motor Skills:</u> Use lower crates and higher crates and planks of wood to build obstacle courses. Encourage children to climb and build independently Use of climbing wall. Practise throwing and catching large ball Practise riding the bikes and scooters Galloping races Balancing on one leg during Simon Says game Pick up small buckets of water/</p>
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Personal, Social and Emotional Development

Nursery Focus:	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<p>During Autumn 1 we will:</p> <p>This half term we will focus on settling in and promoting positive separating from parents.</p> <p>Provide opportunities for meet and greets.</p> <p>Children will be encouraged to develop self-confidence.</p> <p>Children will be encouraged to form relationships and develop their ability to manage feelings.</p>	<p>During Autumn 2 we will:</p> <p>Continued settling in activities and children continuing to learn routines</p> <p>New friends – New nursery children visits</p> <p>Introduce ‘Star of the Day’ Gaining confidence in new situations</p> <p>(Christmas celebrations) Christmas production</p> <p>Children will be introduced the Nursery</p>	<p>During Spring 1 we will:</p> <p>Adults will support children to resolve friendship/troubles.</p> <p>Opportunities for sharing and turn taking activities throughout the session.</p> <p>Taught group sessions: Mother’s Day and Chinese New year celebrations – How do other faiths celebrate? What are their traditions? How are we different? How does the weather make us feel?</p>	<p>During Spring 2 we will:</p> <p>Adults will continue to support children to resolve friendship/troubles.</p> <p>Sharing and turn taking Easter – What does this mean to us? How do we celebrate? A time for giving and sharing.</p> <p>Discussions around The Ugly Duckling and how he felt. How could we make the duck feel better?</p> <p>Discussions around helping others (The Enormous Turnip) How we achieve</p>	<p>During Summer 1 we will:</p> <p>Becoming independent Celebrating achievements Expressing own opinions through focused group sessions.</p> <p>Children with low confidence to be put into Blast group</p> <p>Dealing with emotions appropriately, use the colour monster story to</p>	<p>During Summer 2 we will:</p> <p>Becoming independent and positive about change.</p> <p>Transition to school via shared activities with Reception.</p> <p>Discussions around ‘Rules in reception.’ How they can be different to nursery rules and why they’re important in keeping us safe.</p> <p>Celebrating Father’s Day and Graduation Day</p>

	<p>Children will be learning routines.</p> <p>Making new friends Following rules and boundaries.</p> <p>Children having the opportunity to talk about themselves and all about their family.</p> <p>Books used to settle children in to nursery life. Discussions around our nursery duck, Sydney and how we look after him.</p> <p>*Blast groups identified *</p>	<p>Bear that can go home with a different child each weekend.</p> <p>Children with low confidence to take part in blast sessions</p> <p>‘Pink is for Boys,’ display and vocabulary based on the text to be displayed. What likes/dislikes do we have? How are they different to our friends?</p>	<p>Children to understand and accept the need of others through the use of group sharing activities and listening games Discussions around the character of Goldilocks. Was she right or wrong?</p> <p>Discussions around the wolf. What type of character was he? How did he make the Three Little Pigs feel?</p>	<p>more if we help. Emphasis on tidy up.</p>		
Skill progression.	<p>Children at the expected level of development will be encouraged to:</p> <p>Come into nursery independently and will separate from parent/guardian with ease.</p> <p>Show an understanding of their own feelings and those of others.</p> <p>Children will demonstrate the ability to regulate their behaviour accordingly.</p> <p>Children will manage their own basic hygiene and personal needs.</p>	<p>Children at the expected level of development will be encouraged to:</p> <p>Recognise what makes them special.</p> <p>Children will recognise the benefits of hobbies and interests.</p> <p>Children will feel confident to ask questions.</p>	<p>Children at the expected level of development will be encouraged to:</p> <p>Be able to confidently follow nursery routines.</p> <p>Children will start to explain the reasons for rules and know right from wrong.</p> <p>Children will have a positive sense of self and show resilience and perseverance in the face of challenge.</p>	<p>Children at the expected level of development will be encouraged to:</p> <p>Be able to identify the importance of helping others.</p> <p>Children will be able to work and play cooperatively and take turns with others.</p> <p>Children will also show sensitivities to other’s needs.</p>	<p>Children at the expected level of development will be encouraged to:</p> <p>Children will be encouraged to identify what makes them feel happy and what they like and dislike.</p> <p>They will also be supported to identify what they are good at and how we can make other people feel good.</p>	<p>Children at the expected level of development will be encouraged to:</p> <p>Children will be able to collect all of their belongings without reminders.</p> <p>Children will demonstrate that they can listen to other people.</p> <p>Children will be encouraged to play and work cooperatively. Children will be able to talk about any worries they have in relation to transition to Reception.</p>

	Children will form positive relationships with adults and children within nursery.					
Literacy						
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Literacy Coverage	<p>During Autumn 1 we will:</p> <p>Introduce the children to the following texts:</p> <p>‘Little Goose’s Autumn’, ‘Owl Babies’ ‘My Mam and Dad Make me Laugh’ Winne the Witch The Leaf Thief</p> <p>Children will be encouraged to join in with familiar rhymes and stories.</p> <p>We will sing Nursery Rhymes.</p> <p>We will be encouraging children to listen for new vocabulary from stories, rhymes, poems and non</p> <p>Explore a range of other fiction books :-</p> <p>Story times/ topic learning</p>	<p>During Autumn 2 we will:</p> <p>Introduce the children to the following texts:</p> <p>‘Pink is for Boys’ ‘The Town Mouse and the Country Mouse’ ‘How to Catch a Star’ ‘Room on the Broom’</p> <p>Children will continue to join in with repeated refrains.</p> <p>Children will be encouraged to use a range of new vocabulary.</p> <p>Children will be shown how to sequence simple stories and events. We will use talk for writing activities.</p> <p>We will look closely at the different story settings.</p> <p>We will develop the children’s ability to spot characters.</p>	<p>During Spring 1 we will:</p> <p>Introduce the children to the following texts:</p> <p>‘The Three Little Pigs’ ‘Goldilocks and the Three Bears’</p> <p>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right :- Reading Area</p>	<p>During Spring 2 we will:</p> <p>Introduce the children to the following texts:</p> <p>‘The Ugly Duckling’ ‘The Enormous Turnip’</p> <p>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right :- Reading Area</p> <p>The Easter story. Introduce vocabulary based on the story</p>	<p>During Summer 1 we will:</p> <p>Introduce the children to the following texts:</p> <p>‘The Very Hungry Caterpillar’ ‘We’re Going on a Lion Hunt’ Three Billy Goats Gruff</p> <p>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Begins to predict what might happen is stories :- Story times, topic learning Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right :- Reading Area</p>	<p>During Summer 2 we will:</p> <p>Introduce the children to the following texts:</p> <p>‘Snail Trail’ ‘Jack and the Beanstalk’ Mr Gumpy’s Outing</p> <p>Over this half term we are going to explore a range of fiction and non-fiction texts.</p> <p>Joins in with familiar rhymes and stories :- Singing Nursery Rhymes Begins to predict what might happen is stories :- Story times, topic learning Hears and uses new vocabulary from stories, rhymes, poems and nonfiction books :- Story times/ topic learning Sequences stories/ events (not always in order) Identifies characters/ settings/ events in stories :- Traditional Tales topic/ Story times Knows that print carries meaning and is read, in English, from left to right</p>

		Share The Christmas Story and discussions around its meaning.				Non-fiction texts/ fiction texts on the seaside. A recount of our visit – photographs to encouraging drawing, writing, sketching
SOUND DISCRIMINATION / LETTER KNOWLEDGE Phonics Lessons Child initiated learning	Pre- Phonics Environmental Sounds	Pre- Phonics Instrumental sounds. Daw some marks on paper not always distinguishable.	Pre- Phonics Body Percussion Follows large pattern outlines such as wavy lines or straight lines / can give meaning	Rhythm and Rhyme/ Alliteration Spot and suggest rhymes Recognise words with the same initial sound Hears initial sounds Identifies sounds in words Hears some initial sounds and begins to use letters to identify meaning i.e. 'd' is for daddy Follows large pattern outlines such as wavy lines or straight lines / can give meaning to	Pre- Phonics Voice Sounds Hears initial sounds Identifies sounds in words Can orally blend/ segment simple CVC words Hears some initial sounds and begins to use letters to identify meaning i.e. 'd' is for daddy Can draw some recognisable pictures and give meaning to the marks they make	Pre- Phonics Oral Blending and Segmenting Can orally blend/ segment simple CVC words Hears initial sounds in words Count or clap syllables in a word Hears some initial sounds and begins to use letters to identify meaning i.e. 'd' is for daddy Can copy/ write own name Writes for a range of purposes (not always using correct letters)

Maths

Maths Coverage	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<p>Focus Colours Matching Sorting</p> <p>Baseline number skills and shape, space and measure skills.</p> <p>Regular number songs to encourage children to start identify one more one less.</p> <p>Basic counting skills reinforced via counting to 10 at tidy up time</p> <p>Colours recognising and naming</p>	<p>Focus Number 1 Number 2 – Subitising Number 2 Pattern</p> <p>Basic counting skills reinforced via counting to 10 at tidy up time</p> <p>Patterns</p> <p>Size – large/big and little/small Counting principles</p> <p>Comparing amounts of objects – more/fewer</p>	<p>Focus Number 3/4/5 – Subitising Consolidation</p> <p>Basic counting skills reinforced via counting to 10 at tidy up time.</p> <p>Exploring numbers and understanding Number</p> <p>Numerals in the environment Counting regular and irregularly arranged objects</p>	<p>Focus Number 6 - Subitising Consolidation Height/ Mass / Capacity Consolidation</p> <p>Counting skills reinforced via counting to 20 at tidy up time.</p> <p>Exploring numbers and understanding Number through a range of different activities.</p> <p>Numerals in the environment Counting regular and irregularly arranged objects</p>	<p>Focus Sequencing/ Positional language/ More than/ Fewer than/ 2D shape / 3D shape/ Consolidation</p> <p>Counting skills extended via counting to 20 at tidy up time</p> <p>Shapes (2D and properties My day – ordering events of the day</p> <p>Length and height (long/tall/short)</p>	<p>Focus Number composition/ What comes after?/ What comes before?/ Numbers to 5. Consolidation</p> <p>Counting skills extended via counting to 20 at tidy up time</p> <p>Weight (light, heavy and comparison) Capacity (Full, half full, empty and comparison)</p> <p>Positional language</p>

	<p>Sorting in a range of ways and discussing sorting rules</p> <p>Counting the number of children we have in nursery today.</p> <p>Introduce the children to subitising.</p>	<p>Counting the number of children we have in nursery today – let’s write the number onto the board</p> <p>Planned maths sessions that focuses closely on individual numbers.</p>	<p>Counting things that can’t be seen such as actions and sounds.</p> <p>Playing dice games – subitising numbers to 3.</p> <p>Planned maths sessions that focuses closely on individual numbers.</p>	<p>Playing dice games – subitising numbers to 3 and numbers to 5 for HA children.</p> <p>Planned maths sessions that focuses closely on individual numbers.</p>	<p>Playing dice games – subitising numbers to 3 and numbers to 5 for HA children.</p> <p>Using dot cards, dominoes and dice as part of a game, including irregularly arranged dots (e.g. stuck on)</p>	<p>(in, on, under, infront, behind, on top etc..)</p> <p>Playing hidden object games where objects are revealed for a few seconds; for example, small toys hidden under bowl – shuffle them, lift the bowl briefly and ask how many there were.</p> <p>Jack and the Beanstalk – Use the language of size. What other words mean ‘giant?’ Order objects according to size.</p>
Skill Progress	Children will begin to:		Children will begin to:		Children will begin to:	
	<ul style="list-style-type: none">- Confidently identify the primary colours.- Children will be able to colour match i.e. using the compare bears.- Children will start to sort and group objects.- Some children will start to ascribe mathematical meanings to their mark making- Use number to solve practical problems in play- Begins to recite numbers to 10- Children will begin to represent 1 – 5 in a variety of ways e.g. on fingers, on a fives or tens frame, with objects, with numicon, cubes, digits, tally, a picture, dots on dice, money.- During play children will use the vocabulary large/ big/ short/long.		<ul style="list-style-type: none">- Begin to Subitise 1 to 3 items.- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same- Links numerals with amounts up to 5- Join in with simple patterns in sounds predicting what comes next.- Follow prepositional instructions through games and songs like Simon says, Hokey Cokey, Where’s the bear?- Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5- Begin to recognise parts within numbers. E.g. Look at 4 buttons and say “I can see a group of 2 and another group of 2” Begin to use a 5 frame model.- When counting recognises each number is 1 more or 1 less- Some exposure to number doubles e.g through Numberblocks, one and another one makes two.		<ul style="list-style-type: none">- Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. big/little, large/small, round/straight.- Time - understand first/next- Time - able to talk about the passing of time through own experiences.- Sorting/matching - sort groups of objects according to different criteria e.g by colour, size and shape- Pattern- Begin to continue, copy and create AB patterns- Shape- Select, rotate and manipulate shapes to develop spatial reasoning skills through learning through play.- Follow prepositional instructions through games and songs like Simon says, Hokey Cokey, Where’s the bear?- Begin to explain the composition of numbers (numbers within numbers) with support of visual aids such as tens frames, cubes, objects and Numberblock characters.	

			- Name 2D shapes and explain their properties using mathematical language e.g sides, corners			
<u>Understanding of the world:</u>						
Possible Coverage	Autumn 1 What do I know about me?/ Autumn	Autumn 2 I Wonder if Everything Has a Shadow?	Spring 1 Why is the Sky Blue?	Spring 2 Does Everything Grow?	Summer 1 Is it an Insect?	Summer 2 Journeys -Where will you go?
	Autumn Walk Use of the Wilderness area. What do they see? What surrounds us locally? (Cultural capital) Begin our weekly walks to the shop and discussions around our local environment. What other animals and plants live here? Discussions around autumn and what signs of autumn we can see outside. Vocabulary based on the topic to be introduced. Displays about ‘Our Family’ and ‘Our Pets’ Parents to send in photographs to lead discussions around the children’s families and their pets. How are we all different? Children to make connection between the features of their family and	Children to be introduced to the dark den. Children to explore using a range of different torches. Discussions around shadows and how shadows are formed. Children encouraged to create shadow puppets and also to go on a shadow hunt (weather permitting). ‘Boys Like Pink,’ display and vocabulary based on the text to be displayed. What likes/dislikes do we have? How are they different to our friends? Remembrance Day – What do we remember? Who do we think about? How has the army changed? How does the King pay his respects? Discussions around Royal Family	Winter Games on interactive board to support ICT and sharing skills. Small World toys Focus on family traditions. Celebration of Chinese New Year- vocabulary to be introduced. Discussions around the festival and their traditions. How do they celebrate Chinese New Year? Where is China? Show the children on our world map. Mapping skills – Goldilocks and the Three Bears/ The Three Little Pigs Immi’s Gift – The children will explore how Immi lives and explore what it would be like to live in a cold country. Explore ice and explore animals that we would find in a cold climate. Children will get exposure to the world map discussing the	Farm Trip – Discussions around the features of a farm. How will we get there? Recounts of our visit. How can we grow our own food? How can we reduce waste? Planting – Planting a range of seeds and looking after them. Discussions around how we grow our own food. Parents invited in for Mother’s day. Discussions around families. What are similarities/differences? Seasonal visit to look for signs of spring in our local area. What has changed? How do we know that spring is here? How do the animals behave differently? What has changed since our autumn walk? How can we document this? Change over time – How have our seeds grown? How	Eid- Who celebrates Eid? Where in the world do we celebrate Eid? Use globe and map to show the children. Share artefacts. Use language of proximity and direction. Use the map to show the children the location of the story. Life cycles – Look at the life of a caterpillar. What is our life cycle? How have we changed since we were babies? What can we do now? Explore different minibeasts. Link to What the lady bird heard.	Beach Trip What will we find at the beach? Where is the beach in relation to where we live? What are the similarities and difference? Share photographs of beaches in the past. What has stayed the same and what has changed? Which landmarks are the same/different? Take photographs and drawings of the local landmarks to see when we return. Parents invited in for Father’s Day Mapping skills – ‘Snail Trail.’ Where did the snail go? Use language of proximity and direction. Can the children create their own map for the snail? Where will he go? What will he see? Our local area – How has it changed over the year?

	<p>other families. A real sense of self</p> <p>Little Goose’s Autumn – Where was Little Goose travelling to? Map out on our world map. What was his route? Children to learn about ‘migration’.</p> <p>Use the language of time with the children throughout the day</p>	<p>Christmas Our family traditions Baby and animal toys Small World toys Focus on family traditions Parents invited in for Christmas singing How is our celebration different to the celebration of Diwali? Focus on similarities and differences, traditions and routines.</p> <p>How is Christmas celebrated around the globe? How has Christmas changed?</p> <p>The Town Mouse and the Country Mouse – Where is the countryside and what does it look like? What does a big town/city look like? Who has been to the countryside in the past?</p>	<p>differences between animal habitats.</p>	<p>can we document change over time?</p>		
Skill progression:	<p>Past and Present:</p> <ul style="list-style-type: none">- Shows interest in the lives of people who are familiar to them.- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.- Remembers and talks about significant events in their own experience.- Recognises and describes special times or events for family or friends. Comment on images of familiar	<p>Past and Present:</p> <ul style="list-style-type: none">- Compare and contrast characters from stories, including figures from the past. <p>People, culture and communities:</p> <ul style="list-style-type: none">- Show interest in different occupations.- Explore how things work.- Continue developing positive attitudes about the differences between people. <p>The Natural World:</p> <ul style="list-style-type: none">- Plant seeds and care for growing plants.	<p>Past and Present:</p> <ul style="list-style-type: none">- Shows interest in different occupations and ways of life. <p>People, culture and communities:</p> <ul style="list-style-type: none">- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.- Draw information from a simple map. <p>The Natural World:</p>			

	<ul style="list-style-type: none"> - situations in the past. <p>People, culture and communities:</p> <ul style="list-style-type: none"> - Begin to make sense of their own life story and family's history. <p>The Natural World:</p> <ul style="list-style-type: none"> - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. 	<ul style="list-style-type: none"> - Begin to understand the need to respect and care for the natural environment and all living things. - Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice. - Explore different parts of the world and the various climates. – I.E. penguins live in Antarctica 	<ul style="list-style-type: none"> - Understand the key features of the life cycle of a plant and an animal. - Can talk about some of the things they have observed such as plants, animals, natural and found objects. - Talks about why things happen and how things work. - Developing an understanding of growth, decay and changes over time. - Shows care and concern for living things and the environment.
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Expressive Arts and Design

Possible coverage.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Introduce the creative area to the children, one activity at a time.</p> <p>Demonstrate how to join and stick.</p> <p>Small World toys Art skills focus – Drawing (pencil, charcoal, chalk, pastels, ICT software)</p> <p>Use a variety of mark making tools. Explore different textures.</p> <p>Nursery Rhyme challenge to begin.</p>	<p>Children to learn a new nursery rhyme each week.</p> <p>Christmas songs Christmas themed role play.</p> <p>Various imaginative stimuli according to children's interests in any given term.</p> <p>Art skills focus – Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p>	<p>Role play linking to children's interests Various imaginative stimuli according to children's interests Art skills focus – Texture (textiles, clay, sand, plaster, stone) Handling, manipulating and enjoying using materials Sensory experience Simple collages Simple weaving</p> <p>Weekly music sessions to introduce a wide range of</p>	<p>Mother's Day songs Easter songs Role play linking to children's interests Various imaginative stimuli according to children's interests</p> <p>Art skills focus – Form (3D models, clay, model magic, paper mache sculpture) Constructing/building Shape and model</p> <p>Weekly music sessions to introduce a wide range of instruments to the children –</p>	<p>Farm related songs Role play linking to children's interests Various imaginative stimuli according to children's interests</p> <p>Farm role play area/ farm shop.</p> <p>Encourage accurate drawings of people Art skills focus – Printing (fruit and veg, press print, string, wheeled toys, sponge, materials) Rubbings</p>	<p>Father's Day songs Graduation songs Role play linking to children's interests Various imaginative stimuli according to children's interests Seaside role play area. Art skills focus – Pattern (paint, pencil, textiles, printing) Repeating patterns Simple symmetry</p> <p>Possible Artist: Andy Goldsworth</p>

	<p>Fine motor activities available throughout nursery.</p> <p>Self portraits</p> <p>Henri Matisse: Collage</p>	<p>Paint mixing station – experimenting with primary colours. Learning the names of and using tools that make colour.</p> <p>Give the children the resources to create their own poppies</p>	<p>instruments to the children.</p>	<p>Record the children and play it back.</p>	<p>Print with a variety of objects</p> <p>Possible Artist: Van Gogh Paintings of sunflowers might link nicely i.e. still life.</p>	
Skill Progression	<p>Throughout Nursery children are encouraged to explore at their own pace alongside taught sessions.</p> <p>Art Skills:</p> <p>Painting:</p> <ul style="list-style-type: none">- Children will be able to make marks with paint.- To know that paint makes marks- To know we have different colours and to name some. <p>Drawing:</p> <ul style="list-style-type: none">- Children will make marks with various tools.- Aware of some objects that make marks- Experimenting making marks in various malleable <p>Sculptures:</p> <ul style="list-style-type: none">- Manipulates dough staking toys and joins two or more objects such as duplo. <p>Being Imaginative and Expressive.</p> <p>Music:</p> <ul style="list-style-type: none">- Responds to music- Makes noises with objects <p>Singing and dancing:</p> <ul style="list-style-type: none">- Copies basic actions- Recognises nursery rhymes	<p>Throughout Nursery children are encouraged to explore at their own pace alongside taught sessions.</p> <p>Art Skills:</p> <p>Painting</p> <ul style="list-style-type: none">- Explores colour mixing.- Knows primary colours- Uses paints and brushes to make a range of marks – dots, dabs, zig zags, wavy- Form prints with simple objects – leaf, hand <p>Drawing:</p> <ul style="list-style-type: none">- Drawings have some resemblance to people, objects.- Draws around the outline of a shape- Makes simple marks based on own experiences. <p>Sculptures:</p> <ul style="list-style-type: none">- Explores materials freely- Makes marks using shape and pattern on a range of surfaces	<p>Throughout Nursery children are encouraged to explore at their own pace alongside taught sessions.</p> <p>Art Skills:</p> <p>Painting</p> <ul style="list-style-type: none">- Chooses colour for a purpose- Develops language of colour (secondary colours) and mix colours to make new colours- Develops simple patterns by printing with objects using range of materials <p>Drawing:</p> <ul style="list-style-type: none">- Draws with precision around the outline of shapes <p>Sculptures:</p> <ul style="list-style-type: none">- Create a simple collage			