



Nursery Curriculum 2023-2024

Caring, Learning, Growing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes	All about me	Let's Celebrate	We love traditional tales	New beginnings	Superheroes – real life and in fiction	At the farm
<i>These themes may be adapted to allow for children's interests</i>	<p><i>My New School, My Family, Rhyme Time, Autumn,</i></p> <p><i>PSHE: Being me in my world</i></p> <p><i>Author study: Janet & Allan Ahlberg</i></p>	<p><i>Diwali, Hannukah, winter, Christmas, Light & Dark,</i></p> <p><i>PSHE: celebrating differences</i></p> <p><i>Author study: Sue Hendra</i></p>	<p><i>Traditional Tales, Chinese New Year,</i></p> <p><i>PSHE: dreams and goals</i></p> <p><i>Author study: Alan MacDonald</i></p>	<p><i>Easter, growing and changes (both plants and living beings), different families</i></p> <p><i>PSHE: healthy me</i></p> <p><i>Author study: Katie Daynes</i></p>	<p><i>Supertato, Police, Postal Workers, Fire Services, Construction Workers, Health Workers</i></p> <p><i>PSHE: relationships</i></p> <p><i>Author study: Barroux</i></p>	<p><i>Keeping Healthy, oral hygiene, My Body & Senses, farm animals</i></p> <p><i>PSHE: changing me</i></p> <p><i>Author study: Rachel Isadora</i></p>
<i>High quality texts</i>	<p><i>Each Peach Pear Plum</i></p> <p><i>Owl Babies</i></p> <p><i>The Colour Monster</i></p> <p><i>Leaf Man</i></p> <p><i>Only One You</i></p> <p><i>The Very Busy Spider</i></p>	<p><i>Night Monkey, Day Monkey</i></p> <p><i>The Rabbit the dark and the biscuit tin</i></p> <p><i>Barry the fish with Fingers</i></p> <p><i>Shark in the Snow</i></p> <p><i>Sammy Spider's First Hanukkah</i></p>	<p><i>The Three Pigs</i></p> <p><i>Goldilocks and the three bears</i></p> <p><i>The Three Billy Goats Gruff</i></p> <p><i>Beware of the Bears</i></p> <p><i>Once Upon a time</i></p> <p><i>Zog (Year of the dragon CNY)</i></p> <p><i>The Jungle Run by Tony Mitton</i></p>	<p><i>The Tiny Seed</i></p> <p><i>Veg Patch Party</i></p> <p><i>How do flowers grow?</i></p> <p><i>We're going on an egg hunt</i></p> <p><i>The Growing Story</i></p>	<p><i>Supertato</i></p> <p><i>Topsy and Time meet the police</i></p> <p><i>Doctorsaurus</i></p> <p><i>Real Superheroes</i></p> <p><i>Busy Day Firefighter</i></p> <p><i>Rainbow Fish</i></p>	<p><i>What the ladybird heard</i></p> <p><i>Old Mikamba had a farm</i></p> <p><i>Topsy and Tim go the dentist</i></p> <p><i>The Very Hungry Caterpillar</i></p> <p><i>Oliver's Milkshake</i></p>
COEL	<p><i>Characteristics of Effective Learning</i></p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p>					

	<i>Creating and thinking critically:</i> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Over arching principles	<p><i>Unique Child:</i> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><i>Positive Relationships:</i> Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><i>Enabling environments:</i> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><i>Learning and Development:</i> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>At Northcote we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves children, adults, high quality resources, stimuli and key texts/events to engage children. We believe that the EYFs should be as practical as possible and we uphold the ethos of learning through play for sustained periods of time throughout the day. Children learn by leading their own play and also taking part in play that is guided by adults. The role of the adult is central to deepening children’s understanding and broadening their experiences.</p>					
Personal, Social and Emotional Development	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Managing Self Self regulation Making relationships	<p>All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 & 2 (naming different feelings, thinking about how to feel with ‘not so good feelings’, know some self-care techniques)</p>	<p>Independence: selecting and putting back own belongings How do others feel? What makes a good friend? Getting on and falling out. How to deal with anger e.g. when someone has taken a toy. I can express my own feelings</p>	<p>Listening to my feelings, Going for Goals, Taking turns – playing games, Sharing toys/resources I can use an adult as a secure base I can begin to accept the needs of others and can take turns and share resources I can show confidence in asking adults for help</p>	<p>Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Healthy eating & exercise Oral hygiene & care packages to send home I am beginning to understand about</p>	<p>Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Being kind to living creatures Relationships Kim’s game/ memory games. I am confident to talk to other children then playing</p>	<p>Changes Transition to Reception. Discuss what might be different/the same as Nursery. What are they looking forward to doing? School readiness I enjoy the responsibility of carrying out small tasks</p>

	<p>Know that some actions and words can hurt others feelings. Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules I can separate from my main carer with support</p> <p>I can distract myself when I am upset</p>	<p>I am aware of my own feelings and am beginning to understand that some actions and words can hurt other's feelings</p> <p>I can demonstrate friendly behavior and form good relationships with adults and peers</p>	<p>I can usually tolerate delay when my needs are not immediately met</p>	<p>foods that are healthy and unhealthy</p> <p>I can express my own preferences and interests</p> <p>I can respond to a few appropriate boundaries</p> <p>I know about oral hygiene</p>	<p>I can usually tolerate delay when my needs are not immediately met</p> <p>I can seek out others to share experiences</p> <p>I welcome value and praise for what I have done</p>	<p>I can select and use activities and resources independently</p> <p>I can follow rules and understand why they are important</p> <p>I understand that my wishes my not always be met</p> <p>I am confident and outgoing with familiar people in the safe context of my setting</p>
--	---	--	---	---	--	--

Physical Development

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>I can hold a pencil (fisted/digital pronate grip) to make marks</p> <p>I am beginning to do up my own large buttons -I can turn the pages in a book</p>	<p>I can fit the pieces of a puzzle together</p> <p>I can pick up tiny objects using a fine pincer grasp</p> <p>I can use one-handed tools and equipment, e.g. make snips in paper with child scissors</p>	<p>I can use tweezers</p> <p>I can use tools effectively in playdough (eg: cutters/rollers)</p> <p>I can take off and put on my own shoes (not laces)</p> <p>I am beginning to do up my own zip</p>	<p>I can show increasing control over tools like pencils and crayons.</p> <p>I can use tools for mark making with control.</p> <p>I can grip using five fingers or preferably two fingers and thumb for control.</p>	<p>I can use a 4 finger grip to hold my pencil</p> <p>I can use pincers, tweezers and threading equipment with increasing control and confidence</p>	<p>I can use scissors effectively to cut straight lines in paper</p> <p>I am beginning to use 3 fingers (tripod grip) to hold my pencil</p>
--	--	---	--	--	---

*Regular daily access to outdoor area for prolonged periods of time- ring games/parachute games outside.
Using a range of small and large equipment e.g. construction, mark making, mud kitchen, gardening, role-play.*

Cosmic yoga

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing
Progress towards a more fluent style of moving, with developing control and grace.
Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.
Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

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.

Communication and language is a key focus for the EYFS developed through sharing high quality texts, interactions, small group focused language groups, like ginger bear, language interventions and sharing our own stories. (Helicopter stories.)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
----------	----------	----------	----------	----------	----------

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Comprehension - Developing a passion for reading

<i>I can fill in missing words from well-known rhymes</i>	<i>I can identify myself in a story and show enjoyment for stories about familiar people</i>	<i>I am beginning to be aware of the way stories are structured. I show interest in illustrations and print in</i>	<i>I can describe main story settings, events and principal characters.</i>	<i>I can talk about events and characters in a book.</i>	<i>I can describe main story settings, events and principal characters. I can tell a story to friends.</i>
---	--	---	---	--	---

	<i>I can show a preference for a book or a song or a rhyme.</i>	<i>I can hold a book, turn the pages and indicate an understanding of pictures and print.</i>	<i>books and print in the environment.</i>	<i>I can make suggestions about what might happen next in a story .</i>	<i>I can suggest how a story might end.</i>	
<i>Word Reading</i>	<i>I can join in with rhymes and stories</i> <i>Phonics Phase 1 listening games</i>	<i>I can identify rhymes. I can join in with the rhythm of well-known rhymes and songs.</i> <i>I can notice and repeat sounds</i> <i>Blend from the box</i> <i>S A T P N</i> <i>Oral blending of CVC words</i> <i>Little Wandle Rhyme Time</i>	<i>I can understand that print has meaning</i> <i>I can hold a book the right way up and turn pages by myself</i> <i>Blend from the box</i> <i>m d g c/k e</i> <i>Oral blending of CVC words</i> <i>Little Wandle Rhyme Time</i>	<i>I know that print can have different purposes</i> <i>I know the names of the different parts of a book</i> <i>Blend from the box</i> <i>r h b f l j</i> <i>Oral blending of CVC words</i> <i>Little Wandle Rhyme Time</i>	<i>I know that we read English text from left to right and from top to bottom</i> <i>I can identify signs and symbols in the environment and recall what they mean/ I can ascribe meaning to other marks, like on signage.</i> <i>Blend from the box</i> <i>v w y z qu ch</i> <i>Oral blending of CVC words</i> <i>Little Wandle Rhyme Time</i>	<i>I can spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</i> <i>Blend from the box</i> <i>ck x sh th ng nk</i> <i>Oral blending of CVC words</i> <i>Little Wandle Rhyme Time</i>
<i>Writing</i>	<i>I can randomly scribble on the page, sometimes with both hands.</i> <i>I can begin to balance when sitting.</i> <i>I can make connections between my actions and the</i>	<i>I can control the marks on the page.</i> <i>I can use a range of tools to make marks and show an interest in my own marks and others marks.</i>	<i>I can make connections between my actions and the marks being made.</i> <i>I ascribe meaning to my marks</i>	<i>I can distinguish between the different marks I make.</i> <i>I can tell an adult what my marks mean</i> <i>I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and</i>	<i>I can identify sounds from my own name in other words.</i> <i>I can write some or all of my name.</i>	<i>I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</i> <i>I can write some letters accurately</i>

	<i>marks being made.</i>			<i>using whole arm and body.</i>		
				<i>I can copy shapes, letter and pictures</i>		
Mathematics	<p><i>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</i></p>					
	<p><i>I can recite some number names in sequence</i></p> <p><i>I can show interest in and join in with number rhymes</i></p>	<p><i>I can recite some number names past 5</i></p> <p><i>I can have conversations about numbers</i></p> <p><i>I can say when two small groups have the same number</i></p> <p><i>I can sort objects using one simple criteria</i></p> <p><i>I can share play toys with a friend when asked</i></p>	<p><i>I can recite some number names in sequence</i></p> <p><i>I can show interest in and join in with number rhymes</i></p> <p><i>I can bring one or two objects to and adult when asked</i></p> <p><i>I can extend a simple ABABAB pattern</i></p> <p><i>I can experiment with my own symbols, marks and numerals</i></p>	<p><i>I can create a simple ABABAB pattern</i></p> <p><i>I can use number names to ten</i></p> <p><i>I am beginning to count small quantities accurately</i></p> <p><i>I can show understanding of simple comparisons – more</i></p> <p><i>I can give one more object when asked</i></p>	<p><i>I can recite some number names in sequence</i></p> <p><i>I can show interest in and join in with number rhymes</i></p> <p><i>I can correct a simple pattern</i></p> <p><i>I can show understanding of simple comparisons - less</i></p> <p><i>I can take one object away when asked</i></p> <p><i>I can use informal language such as 'stripy' 'pointy' when sorting objects</i></p> <p><i>I know that the last number reached</i></p>	<p><i>I can say one number name for each item in order to five</i></p> <p><i>I can link numerals and amounts</i></p> <p><i>I can show finger numbers up to five</i></p> <p><i>I can describe a sequence of events in order</i></p> <p><i>I can use mathematical language to describe shapes</i></p> <p><i>I can identify numerals in the environment</i></p> <p><i>I can represent numbers using marks</i></p>

				<p><i>I can identify the shape of everyday objects</i></p>	<p><i>when counting objects is how many in total</i></p> <p><i>I have fast recognition of three objects</i></p> <p><i>I can compare quantities</i></p>	
<p><i>Understanding the world RE/Festivals Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.</i></p>	<p><i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</i></p>					
	<p><i>I enjoy joining in with family customs and routines</i></p> <p><i>Which people are special and why?</i> <i>Being special: where do we belong?</i> <i>Belonging to their family</i> <i>Being part of the Kittens/Pinewood family</i> <i>Which stories are special and why?</i> <i>Diwali</i></p>	<p><i>I can remember and talk about significant events in my own experience</i></p> <p><i>What times are special and why?</i> <i>Which stories are special and why?</i> <i>Christmas</i></p>	<p><i>In pretend play I can imitate everyday actions and events from my own family and cultural background</i></p> <p><i>What times are special and why?</i> <i>Chinese new year</i></p>	<p><i>I can recognise similarities and differences</i></p> <p><i>What times are special and why?</i> <i>Which stories are special and why?</i> <i>Easter</i> <i>What places are special and why?</i> <i>Church at Easter</i></p>	<p><i>I know that I have similarities and differences that connect me to and distinguish me from others</i></p> <p><i>What is special about our world?</i> <i>Awe and wonder: growth and change of animals</i></p>	<p><i>I can develop my sense of responsibility and membership of a community</i></p> <p><i>What is special about our world?</i> <i>Summer Solstice</i></p>

	<p><i>I am interested in photographs of myself and familiar people and objects</i></p> <p><i>I am curious about people and show interest in stories about myself and my family</i></p> <p><i>I can talk about what I was like when I was a baby</i></p>	<p><i>I show interest in different occupations (Eg: fire fighters/nurse/police officers)</i></p> <p><i>I enjoy celebrating my birthday and that of others</i></p> <p><i>I can make observations about my immediate environment</i></p> <p><i>I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.</i></p>	<p><i>I can begin to make sense of my own life-story and family's history</i></p> <p><i>I can identify where things belong in my environment Eg: where my bottle/coat/painting goes</i></p>	<p><i>I can talk about environments in stories</i></p> <p><i>I can talk about places I have visited (e.g.: the park/ASDA)</i></p> <p><i>I can follow positional language instructions</i></p> <p><i>I am beginning to notice changes in my environment</i></p>	<p><i>I can see my new friends have similarities and differences that connect them to, and distinguish them from, others</i></p> <p><i>I can talk about places in and around school</i></p> <p>-</p>	<p><i>I can use simple positional language</i></p> <p><i>I am beginning to talk about and describe changes in my environment</i></p>
--	---	---	---	--	--	--

*Outdoor area- growing and observing changes. (trees/plants etc)
 Minibeast homes outside.
 Exploring the weather (making kites/wind makers)
 Seasons- collecting autumn leaves/spring flowers etc
 Name animals and common plants.*

<p><i>Expressive Arts and Design</i></p> <p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role</i></p>	<p><i>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</i></p> <p><i>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</i></p>
--	---

<p><i>play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Work will be displayed in the classroom lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions</i></p>	<p><i>I can explore different materials freely, in order to develop my ideas about how to use them and what to make.</i></p> <p><i>I can use various construction materials</i></p> <p><i>I can manipulate play dough (roll, knead)</i></p>	<p><i>I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers)</i></p> <p><i>I can recognise and name colours.</i></p>	<p><i>I can join different materials and explore different textures.</i></p> <p><i>I can draw identifiable pictures</i></p> <p><i>I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control</i></p>	<p><i>I can talk about what I am creating</i></p> <p><i>I can begin to use representation to communicate, e.g . drawing a line and saying 'That's me.'</i></p>	<p><i>I can draw a person with identifiable features</i></p> <p><i>I can develop my own ideas and then decide which materials to use to express them.</i></p>	<p><i>I have been exposed to a different range of artists</i></p> <p><i>I can show interest and describe the texture of things</i></p>
--	---	--	--	--	---	--

On-going access to the Creative area

- Resources used throughout year: watercolour, ready mixed paints, oil/pastels, pencils, felts, charcoal, collage, wax resist, printing.*
- Different types of dough/malleable materials each week for children to explore.*

