

## Nursery Curriculum

Our curriculum is led from quality texts supported by high quality continuous provision.

Communication and language underpins our curriculum.

Staff will develop the learning opportunities according to the Children's interests. Plans are always flexible.

Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and challenging. All children will be supported, whatever their starting point. As an EYFS team we realise the importance of being effective role models. We will deliver our curriculum through a balance of adult led and child initiated activities based on the EYFS Framework 2021.

We understand and appreciate the importance of the outdoor environment and it is used at every opportunity.



### Characteristics Of effective Teaching and Learning

The three characteristics of effective teaching and learning underpin all that we do:

- 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.

	Autumn	Spring	Summer
Key Texts Cycle 1	   	   	   
Key Texts Cycle 2	   	   	   

<b>WOW Moments!</b>	<ul style="list-style-type: none"> <li>• Diwali</li> <li>• Remembrance Day</li> <li>• Christmas</li> <li>• Children in Need</li> <li>• Nativity performance</li> <li>• Breakfast with Santa</li> <li>• Theatre visit</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese New Year</li> <li>• Pancake Day</li> <li>• Valentines Day</li> <li>• Mother’s Day</li> <li>• World Book Day</li> <li>• Number Day</li> </ul>	<ul style="list-style-type: none"> <li>• Sports Day</li> <li>• Book Trust launch day</li> <li>• Family picnic</li> <li>• Visit to the Seaside</li> <li>• Father’s Day</li> <li>• Shakespeare Week</li> <li>• Diversity Week</li> <li>• Earth Day</li> </ul>
<b>I Wonder Questions</b>	<p>Open ended questioning to prompt deeper discussion.</p> <p>I wonder who lives there?</p> <p>I wonder how you get there?</p> <p>I wonder what it looks/tastes/sounds/feels like...?</p> <p>I wonder what happens if...?</p> <p>I wonder who it is...?</p> <p>I wonder how it’s made...?</p> <p>I wonder how many?</p> <p>I wonder why/how/who?</p>		
<b>Assessments</b>	<p>Our assessment is about what the children can do and what they know. Our curriculum is carefully sequenced to give the children rich opportunities for practitioners to be able to assess what the children can do and how we act in the moment to move this learning forward. It is also important that we know the children’s level of development on entry to Nursery and we assess this through a range of practical tasks to make judgement, discussion with parents through stay and play sessions and where appropriate, conversations with other professionals working with the child.</p> <p><b>Formative assessment;</b>  Floor books for each of the 7 areas of learning.  Observations- both incidental and planned; WOW, Catch as you cans,  Dojo- home school communication</p> <p><b>Summative assessment;</b>  Nursery On Entry baseline packs and data drop  Termly data tracking and analysis  Termly pupil progress  End of Nursery reports- We have adapted a format that provides parents with a personal overview of their child in Nursery and the achievements over their time in Nursery. We also felt it important for parents to have ‘things to help at home’ to continue to support with Reception readiness.</p>		

<b>Launchpad for Literacy</b>	<p>Launchpad for Literacy is an approach to literacy readiness for all children within the Early Years. It has enabled us to give a more targeted approach in creating a firm, broad-base of skill readiness for all aspects of literacy, including phonics. This enables us to incrementally close gaps. Whilst all children have benefitted from this approach, we do focus particularly on our pupil premium boys</p> <p>All aspects of Launchpad are covered throughout the year and to ensure progression through Nursery, we assess the identified children against the appropriate checkpoint for their age. Where a child is not meeting age-related expectations, we identify Starting Points and establish Next Steps for a child.</p> <p>Launchpad for Literacy underpins all of the 7 areas of learning.</p> <p>The vocabulary strand of the programme is constantly used/taught within our continuous provision areas, standing out on bright yellow circles.</p>
<b>Handwriting</b>	<p>Writing, mark making and pre- writing skills are taught in adult led sessions and are encouraged in continuous provision. Frequent Dough disco and finger gym activities help to get our children ready to be fantastic writers.</p> <p>When appropriate, children are taught to write their own name, forming the letters correctly, using the agreed print formation.</p>
<b>Interventions</b>	<p>BLAST- BLAST 1 is designed for all children in nursery aged from 3-4. Children access BLAST for the 6 week programme (30 sessions) BLAST works on the underpinning skills for language, communication and literacy – turn taking, discrimination, listening, attention and social communication as well as developing basic language skills both receptively and expressively.</p> <p>Our Pupil Premium, borderline or SEND children may follow the BLAST programme more than once.</p>
<h2>What are we doing in Nursery?</h2>	
<b>Communication and Language</b>	<p>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</p>
<b>Curriculum Goal</b>	<p>To become a ‘Happy Chatter’ in everyday play and focussed sessions, showing the ability to follow instructions, concentrate, think through and extend ideas.</p>

<b>Learning Opportunities</b>	<p>Lola the listening Leopard- activities focus on developing the skills of turn taking, controlling movements, concentration, memory, listening and speaking.</p> <p>Launchpad for Literacy embedded in both adult led and child led provision.</p> <p>“Box of Tricks” at Circle Time, giving our children daily repetition in the important skills of listening, looking, turn taking etc. In addition to this the children have the opportunity to ask and answer questions and become more confident speakers.</p>
<b>Personal, Social and Emotional Development</b>	<p>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.</p>
<b>Curriculum Goal</b>	<p>To become a ‘Sparkly Star’ who happily interacts with others, sharing thoughts and resources patiently. Valuing self and others, willing to persist and not be daunted by failure.</p>
<b>Learning Opportunities</b>	<ul style="list-style-type: none"> <li>• JIGSAW-Being me in my world, Celebrating Differences, Dreams and Goals, Healthy me, Relationships, Changing me</li> <li>• Feelings chart and pegs</li> <li>• Worry Monsters</li> <li>• Circle time</li> <li>• Reflection corner</li> </ul>
<b>Physical Development</b>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>

<b>Curriculum Goal</b>	<p>To become a confident 'Risk Taker' and develop body strength.          To become a 'Funky Finger' enthusiast who builds up strength through adventurous play, to be able to enjoy mark making readily and confidently with a good grip.</p>
<b>Learning Opportunities</b>	<ul style="list-style-type: none"> <li>• Dough disco to develop fine motor skills</li> <li>• 'Spread the happiness' Shonette Bason- morning routine</li> <li>• Outdoor provision- our outdoor provision is planned for through our medium and short term planning to develop the particular needs of the children. In each of the 'concrete' areas of provision gross and fine motor skill are identified to ensure the progression of skills through a rich learning environment; Small world, Mud Kitchen, Water area, Den Building, Ride on Vehicles, Literacy area and Maths area.</li> <li>• Outdoor team games- preparation for sports day in Summer term.</li> <li>• Health and hygiene- toileting, hand washing, healthy snack choices, exercise</li> <li>• Working with parents to support the children's good health and hygiene routines at home. Dummy fairy and goodbye to bottles.</li> <li>• Oral Health</li> </ul>
<b>Literacy</b>	<p>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).</p>
<b>Curriculum Goal</b>	<p>To become a 'Book Worm' enthusiast and readily access a range of books for pleasure. To turn pages individually, describe characters, scenes and outcomes in illustrations. Recognise some symbols and letters of personal interest in their environment.</p>
<b>Learning Opportunities</b>	<ul style="list-style-type: none"> <li>• 'Foundations for Phonics' - Little Wandle. Phonics vocabulary is agreed eg beginning, middle and end.</li> <li>• Launchpad for Literacy</li> <li>• 5 Things- rap, poem, song, story, child's choice</li> <li>• Pie Corbett- Pie Corbett talk for writing actions and story maps.</li> <li>• Daily stories of children's choice</li> <li>• Text rich curriculum- a focus text will enable children to deepen their story language, comprehension and mark making skills. We talk about the parts of a book, the Author and Illustrator.</li> <li>• 'Spread the happiness' Shonette Bason- name writing</li> <li>• Self registration- name recognition, supported by activities such as 'name jigsaws'</li> <li>• Visit to Hemlington Library</li> <li>• BookStart- school Readiness Team book share and gifting events</li> </ul>

<b>Mathematics</b>	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.
<b>Curriculum Goal</b>	To become a "Mathematical Wizard" of embedded mathematical knowledge and language naturally in everyday play. Subitising, counting and representing marks to at least 5 and matching, measuring and comparing all sorts.
<b>Learning Opportunities</b>	<ul style="list-style-type: none"> <li>• "Box of Tricks" at Circle Time, giving our children daily repetition in the important skills of counting the of the week, naming and singing the days of the week. Counting how many children we have in the circle. Ordering numicon tiles etc</li> <li>• Using a 5 frame daily at snack time, "What do they see?" to embed subitising.</li> <li>• Snack/Drink choice 5 frame.</li> <li>• Karen Wilding- Early Years Maths Consultant Training. Counting principles and understanding number. Throughout the year, the principles of 'understanding number' are be embedded into our Maths teaching, continuous provision and daily routine to enable the children to develop the skills to become confident mathematicians. We use our pedagogical knowledge to plan progressive and meaningful Maths opportunities so that all children confidently apply the skills taught.</li> </ul>
<b>Expressive Arts and Design</b>	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
<b>Curriculum Goal</b>	To become 'Curiously Creative' by embedding their skills, techniques and knowledge of experiences and artists to represent and complete their dreams. To become a little 'Musical Mover' who can discern a few instruments, attempt to play them loudly, softly, fast and slowly, whilst developing an ear for rhythm.
<b>Learning Opportunities</b>	<ul style="list-style-type: none"> <li>• Music- signing, exploring instruments; the sounds they make, their names and how to play them, keeping a rhythm and steady beat.</li> </ul>

	<ul style="list-style-type: none"> <li>• Singing familiar songs, learning new songs throughout the year and remembering new songs to sing independently through daily songs and rhyme.</li> <li>• Dance- sticky kids and free movement. Outdoor large scale movement with materials and music.</li> <li>• Craft- adult led activities teaching new skills and independent free flow activities; painting easel, junk modelling.</li> </ul>		
<b>Understanding the World</b>	<p>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.</p>		
<b>Curriculum Goal</b>	<p>To become an 'Intrepid Explorer' who investigates challenges with an inquiring mind and uses a breadth of vocabulary and investigate tools to observe, remember, explain and predict.</p>		
<b>Learning Opportunities</b>	<ul style="list-style-type: none"> <li>• Seasonal changes, investigation and discussion.</li> <li>• Nursery Nativity performance</li> <li>• <u>Celebrations-</u> Harvest Festival Diwali Christingle Christmas</li> <li>• Interactive whiteboard access, classroom computers and Ipad photography.</li> </ul>	<ul style="list-style-type: none"> <li>• Seasonal changes, investigations and discussion- Insect lore Caterpillars</li> <li>• Living Eggs- Chicks in school</li> <li>• Planting outdoors</li> <li>• Hemlington- where I Live</li> <li>• <u>Celebrations-</u> Shrove Tuesday Chinese New Year Easter Mother's Day</li> <li>• Interactive whiteboard access, classroom computers and Ipad photography.</li> <li>• BeeBots</li> </ul>	<ul style="list-style-type: none"> <li>• Seasonal changes, investigation and discussion- Growth and change</li> <li>• Animals and their babies.</li> <li>• How I have changed from being a baby</li> <li>• Planting continued and caring for our plants/fruit/veg. Harvesting our crop.</li> <li>• <u>Celebrations-</u> Father's Day</li> <li>• Interactive whiteboard access, classroom computers and Ipad photography.</li> </ul>