



Our Nursery Curriculum



Underpinning Themes

A Unique
Child

Positive
Relationships

Enabling
Environment



Learning and Development

EYFS Themes

A Unique Child

Home visits
Family Links
Birthday Celebrations
Look What I can Do
My Learning Journey
My Ideas, Creations and Interests
Show and Tell

Positive Relationships

Our Values
Belonging
School Community
Class Community
Group Community
My Teachers
People who help us
My Friends
Groups Outside School

Enabling Environments

Well planned and resourced indoor and outdoor spaces that promote independence and which encourage:

Learning and Development
Playing and Exploring
Active Learning
Creating and Thinking Critically





Prime Areas



Area	Strand	Children at the expected level of development will:
Personal, Social & Emotional Development	Self Regulation	<ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Find solutions to conflicts and rivalries. • Talk about their feelings using words like “happy”, “angry” or “worried”. • Understand gradually how others might be feeling.
	Managing Self	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Increasingly follows rules, understanding why they are important. • Remember rules without needed an adult to remind them. • Develop appropriate ways of being assertive. • Talk with other to solve conflicts. • Be increasing independent in meeting their own care needs. • Make healthy choices about food, drink, activity and toothbrushing.
	Building Relationships	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Play with one or more other children, extending and elaborating play ideas.
	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Enjoys listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Understand a questions of instruction has two parts. • Understand “why” questions.
Communication & Language	Speaking	<ul style="list-style-type: none"> • Use a wider range of vocabulary. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals. • Develop their pronunciation but mat have problems saying some sounds (r, j, th, ch and sh) and some multisyllabic words like “hippopotamus”. • Use longer sentences of four to six words. • Be able to express a point of view and debate when they disagree with an adult rt friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organize themselves and their play.
Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding and ball skills. • Go up steps and stairs, or climb up apparatus, using alternative feet. • Skip, hop, stand on one leg and hold a pose like in musical statues. • Use large muscle movement to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. • Choose the right resources to carry out their own plan. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
	Fine Motor Skills	<ul style="list-style-type: none"> • Use one-handed tools and equipment, for example making snips in scissors with paper. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example zipping up coats and doing up zips.



Specific Areas



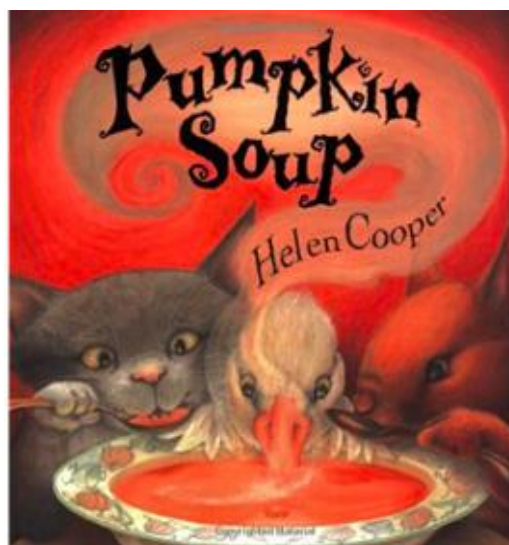
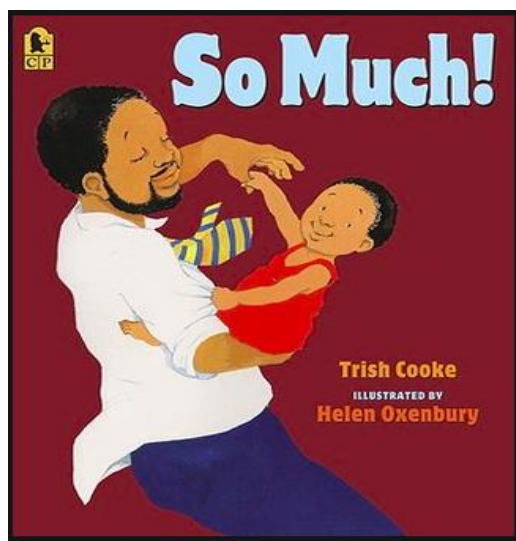
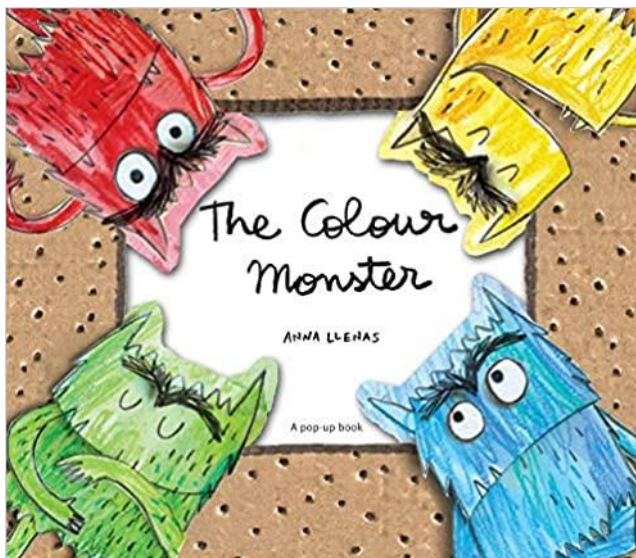
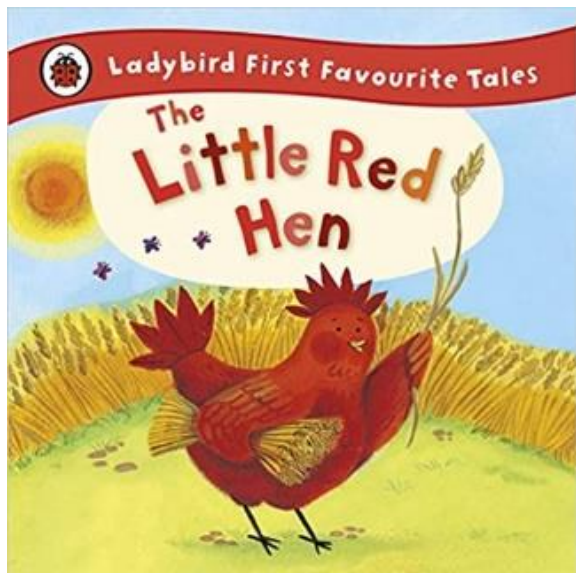
Area	Strand	Children at the expected level of development will:
Literacy	Comprehension	<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> -print has meaning -print can have different purposes -we read English text from left to right and from top to bottom -the names of the different parts of a book -page sequencing <p>Engage in extended conversations about stories, learning new vocabulary.</p>
	Word Reading	<ul style="list-style-type: none"> Develop their phonological awareness, so that they can <ul style="list-style-type: none"> -spot rhymes -count or clap the syllables in a word -recognise words with the same initial sound.
	Writing	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page. Write some, or all of their name.
Mathematics	Number	<ul style="list-style-type: none"> Develop fast recognition of up to 3 objects "subitizing" Recite numbers past 5. Say one number for each item in order: 1, 2, 3, 4, 5. Know that the last number reached when counting a small set of objects tells you how many there are in total. Show "finger numbers" up to 5. Link numerals to amount: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers to 5. Compare quantities using language "more than" and "fewer than"
	Shape and Measure	<ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (circles, rectangles, triangles and cuboids) using informal and mathematical language: "sides", "corners", "straight", "flat" and "round" Understand position through words alone – for example "The bag is under the table" – with no pointing. Describe a familiar route. Discuss routes and locations, using words like "in front of" and "behind" Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately, eg flat surfaces for building. Combine shapes to make new ones. Talk about and identifies the patterns around them. For example stripes on clothes, designs on rugs. Use informal language like "spotty". Extend and create ABAB patterns- stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words like "first", "then"...
Understanding The World	Past and Present	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family history.
	People, Culture and Communities	<ul style="list-style-type: none"> Show an interest in different occupations. Continue developing positive attitudes about the differences between people.
	The Natural World	<ul style="list-style-type: none"> Use all their senses in hands-on explorations of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant or animal. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the different forces they can feel. Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.
Expressive Arts	Creating With Materials	<ul style="list-style-type: none"> Explore with different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement and loud noise. Show different emotions in their drawings and paintings. Explore colour and colour mixing.
	Being Imaginative and Expressive	<ul style="list-style-type: none"> Take part in simple pretend, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses. Make imaginative and complex "small worlds" with blocks and construction kits. Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tune sung by another person. Sing the melodic shape (moving melody, such as up and down) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.



Autumn 1 - All About Me



Core Texts



	Descriptor
Communication and Language	<ul style="list-style-type: none">-Develop listening and attention skills in both whole class situations and smaller, key worker groups.-All children have the opportunity to express their own thoughts and ideas.-EY and whole school assemblies – children will develop their attention skills and will start to listen to longer stories and be encouraged to retell what happened in these.-Children will be introduced to new vocabulary related to the key texts read.




Autumn 1 - All About Me



PSED	<ul style="list-style-type: none"> -Baseline the children's PSED skills Become more outgoing with unfamiliar people, in the safe context of their setting. -Separate from their carer with confidence -Show more confidence in new social situations -Learn the Nursery rules and understand why they are important -Get to know the children and adults in Nursery with them
PD	<ul style="list-style-type: none"> -Baseline the children's PD skills – which is their dominant hand and their pencil grip. -PE lessons with West Lancs and extra PE with large equipment to develop core strength and shoulder stability to promote good fine motor control. -Develop their skills of movement, balancing and riding (scooters, bikes and trikes and ball skills) -Doh Disco and Squiggle Whilst you wiggle to develop gross and fine motor skills -Use large muscle movements to wave flags and streamers.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Understand the five key concepts about print: <ul style="list-style-type: none"> -print has meaning -print can have different purposes -we read English from left to right and from top to bottom <ul style="list-style-type: none"> -the names of the different parts of a book -page sequencing 	Baseline of the children's maths skills. <ul style="list-style-type: none"> Recite numbers past 5 Say one number name for each item in order Show "finger numbers" up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	<u>Autumn</u> <ul style="list-style-type: none"> -Children to 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 wide vocabulary. <u>Harvest celebrations</u> <ul style="list-style-type: none"> - giving to the poor, giving thanks for the harvest. Celebrations in their own life.	<ul style="list-style-type: none"> -Children to be introduced to the mark making areas both inside and outside the classroom. -Children to draw their first self portrait and a picture of their family – drawing with increasing complexity and detail. -Explore colour and colour mixing

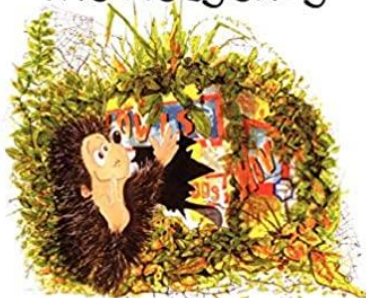
Music	Outdoor Learning
Mr Pritchard - belonging and harvest songs. Opportunities for music, singing and dance in continuous provision through role play and imaginative development.	Rules and Routines - familiarise children with the equipment we have in school. Promote sharing and turn taking etc.

Trip	
	Autumn walk in Botanic Gardens. Harvest assembly in Church.

Autumn 2 – Let's Celebrate

Core Texts

Hovis The Hedgehog



By
Lynda Leigh-Crawford
And
Lawrence David

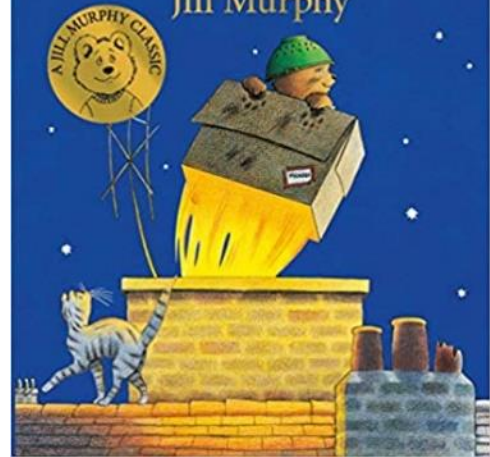
Marcus Pfister



THE RAINBOW FISH

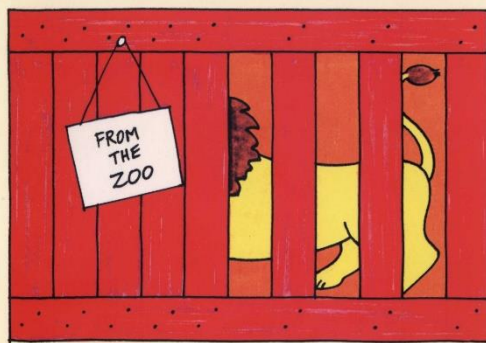
Whatever Next!

Jill Murphy

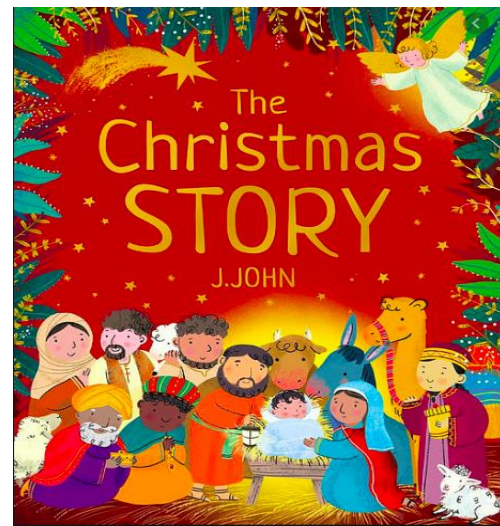


A Lift-the-Flap Book

Dear Zoo



Rod Campbell



The Christmas STORY

J. JOHN

Communication and
Language

Descriptor

- Enjoy listening to longer stories and can remember much of what happens through core texts linked to Talk 4 Writing.
 - Be able to talk about familiar books, and be able to tell a long story.
 - Learn to pay attention to more than one thing
- In key worker groups, children to use talk to organise their thoughts and share their thoughts, feelings and ideas.

Autumn 2 – Lets Celebrate

PSED	<ul style="list-style-type: none"> -Select and use resources in the Nursery independently, for example getting their name card from the writing area. This helps them to achieve a goal they have chosen, or one that is suggested to them. -Children to develop their sense of responsibility and membership of the EY school community. They will learn the names of staff in the EY building and main school, like Headteachers.
PD	<ul style="list-style-type: none"> -PE lessons with West Lancs and extra PE with large equipment to develop core strength and shoulder stability to promote good fine motor control. -Doh Disco and Squiggle Whilst you wiggle to develop gross and fine motor skills -Use large muscle movements to wave flags and streamers. -Set up obstacle courses that involve going up steps or climbing, using alternative feet. -Children to match their physical skills to tasks and activities outside and in PE, for example crawling, walking or running.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> -print has meaning -print can have different purposes -we read English from left to right and from top to bottom -the names of the different parts of a book -page sequencing - Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> Recite numbers past 5 Say one number name for each item in order Show “finger numbers” up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. -Talk about and explore 2d and 3d shapes using informal mathematical language. -Select shapes appropriately. -Combines shapes to make new ones. 	<p style="text-align: center;"><u>Celebrations</u></p> <ul style="list-style-type: none"> -Bonfire Night -Poppy Day -Diwali -Christmas <p>-Begin to make sense of their own life story and family history. Children to share their family traditions and routines</p> <p>Baking – children to bake each half term and talk about food hygiene, how to follow a recipe and how the mixture changes as it is baked.</p>	<ul style="list-style-type: none"> -Children to make imaginative and complex small worlds with blocks and construction kits - Children to develop their own ideas and then decide which materials to use to express them.

Trip

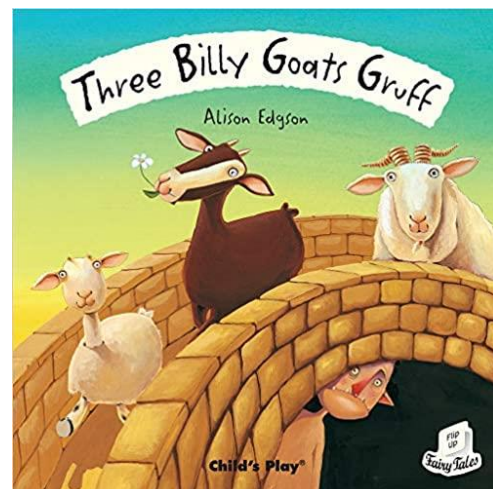
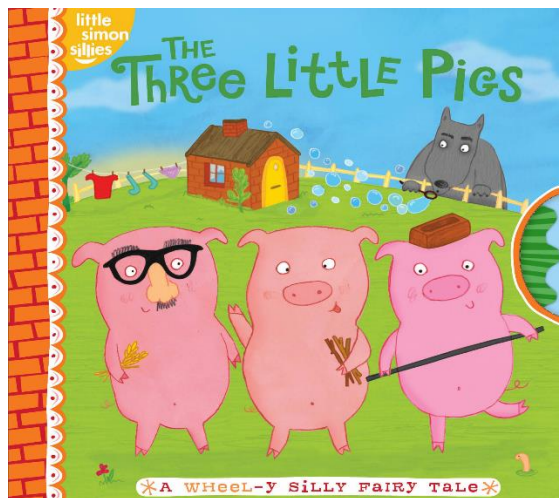
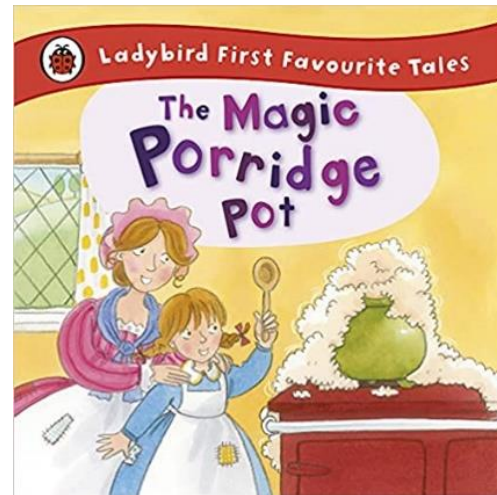
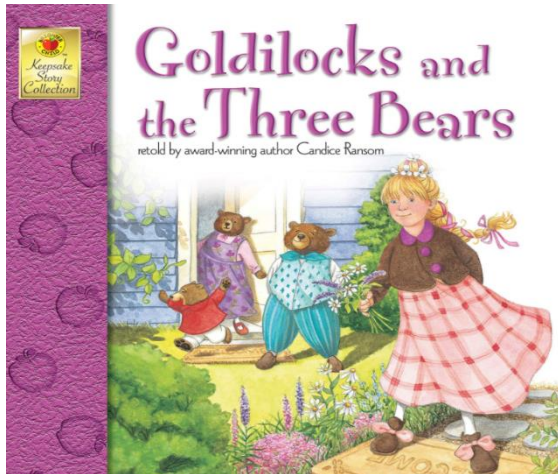


Children to walk into Churchtown village to see the Christmas tree.

Christmas assembly in Church.

Spring 1 – Once upon a time

Core Texts



Communication and
Language

Descriptor

- Enjoy listening to longer stories and can remember much of what happens through core texts linked to Talk 4 Writing.
 - Be able to talk about familiar books, and be able to tell a long story.
 - Learn to pay attention to more than one thing
 - Use a wide range of new vocabulary
 - Understand a question or instruction that has two parts
 - Understand “why” questions

Spring 1 – Once upon a time

PSED	<ul style="list-style-type: none"> -Children to develop their sense of responsibility and membership of the EY school community. They will learn the names of staff in the EY building and main school, like Headteachers. -Understand gradually how others might be feeling. -Be increasingly independent in meeting their own care needs, eg brushing teeth, going to the toilet, washing their hands -Make healthy choices about food, drink, activity and toothbrushing
PD	<ul style="list-style-type: none"> -PE lessons with West Lancs and extra PE with large equipment to develop core strength and shoulder stability to promote good fine motor control. -Doh Disco and Squiggle Whilst you wiggle to develop gross and fine motor skills -Use large muscle movements to wave flags and streamers. -Choose the right resources to carry out their plan -Collaborate with others to manage large items, such as moving a long plank safely, carrying large, hollow blocks

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> -print has meaning -print can have different purposes <p>-we read English from left to right and from top to bottom</p> <p>-the names of the different parts of a book</p> <p>-page sequencing</p> <p>-Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in words -recognise words with the same initial sound. 	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>-Develop fast recognition of up to 3 objects, without having to count them individually “subitising”.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>-Solve real world mathematical problems with numbers up to 5.</p> <p>-Compare quantities using language “more than” and “fewer than”</p>	<p>Explain how things work.</p> <p>Explore and talk about the different forces they feel.</p> <p>Children to post a letter home – learn about their home address and local landmarks in Churchtown.</p>	<p>-Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>-Explore different materials freely, to develop their ideas about to use them and what to make. Set up a junk modelling area for children to create their own models.</p>

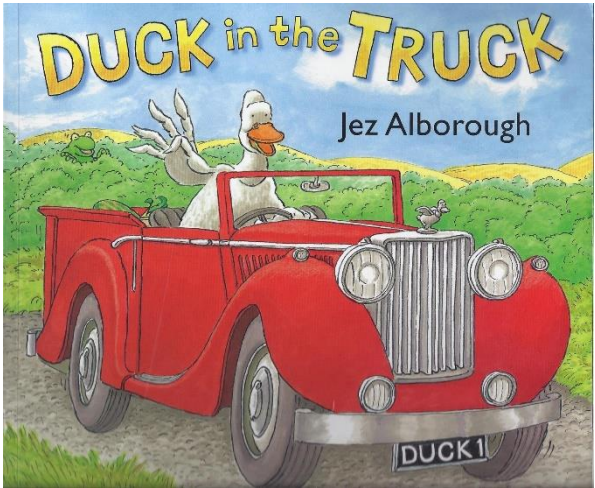
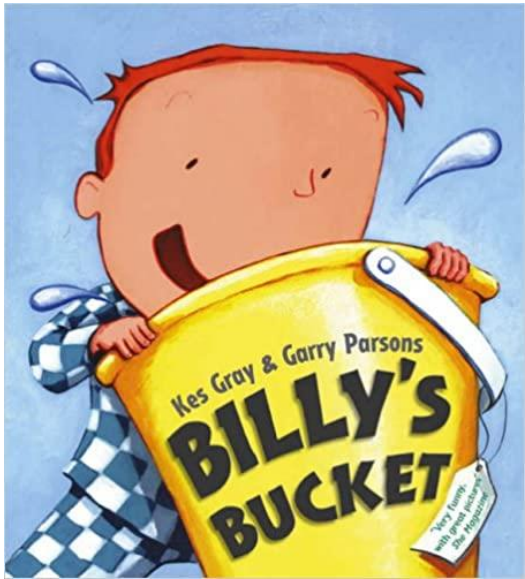
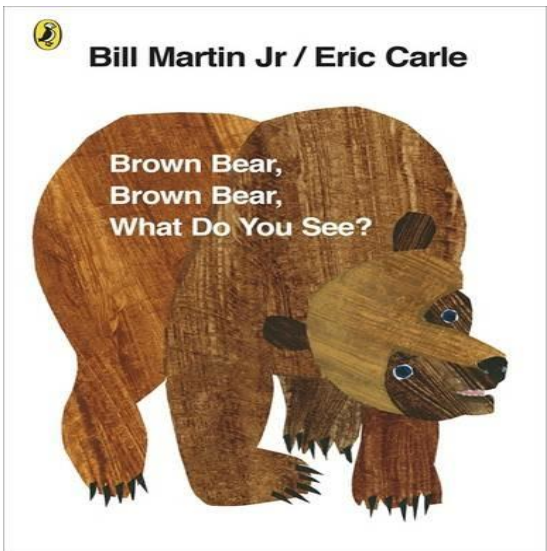
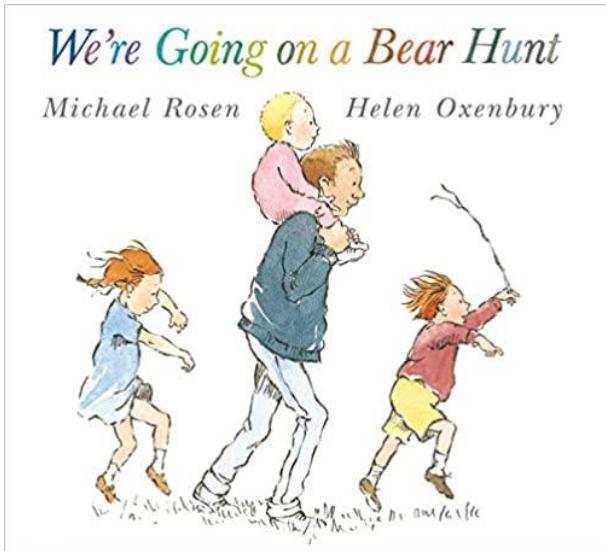
Trip	
	<p>Visit to the park to recreate The Three Billy goats Gruff on the bridge.</p> <p>Visit to the post box in Churchtown village.</p>



Spring 2 – Come outside



Core Texts



Communication and Language

- Descriptor
- Enjoy listening to longer stories and can remember much of what happens through core texts linked to Talk 4 Writing.
 - Be able to talk about familiar books, and be able to tell a long story.
 - Understand "why" questions
 - Sing a large repertoire of songs
 - Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.
 - Start a conversation with an adult or a friend and continue it for many turns.



Spring 2 – Come outside



PSED	<ul style="list-style-type: none"> -Play with one or more other children, extending and elaborating play ideas. -Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in a game.
PD	<ul style="list-style-type: none"> -PE lessons with West Lancs and extra PE with large equipment to develop core strength and shoulder stability to promote good fine motor control. -Doh Disco and Squiggle Whilst you wiggle to develop gross and fine motor skills -Use large muscle movements to wave flags and streamers. -Collaborate with others to manage large items, such as moving a long plank safely, carrying large, hollow blocks -Use one handed tools and equipment, for example, making snips in paper with scissors.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> -Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in words -recognise words with the same initial sound. <p>Write some or all of their name.</p> <p>Write some letters correctly.</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <ul style="list-style-type: none"> -Develop fast recognition of up to 3 objects, without having to count them individually “subitising” <p>Talk about and identifies the patterns around them. For example stripes on clothes, designs on rugs, Use informal language like “pointy”, “spotty”, “blobs” etc.</p>	<ul style="list-style-type: none"> -Begin to make sense of their own life story and family history. Children to share their family traditions and routines. 	<ul style="list-style-type: none"> -Explore different materials freely, to develop their ideas about to use them and what to make. Set up a junk modelling area for children to create their own models. -Join different materials and explore different textures. -Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

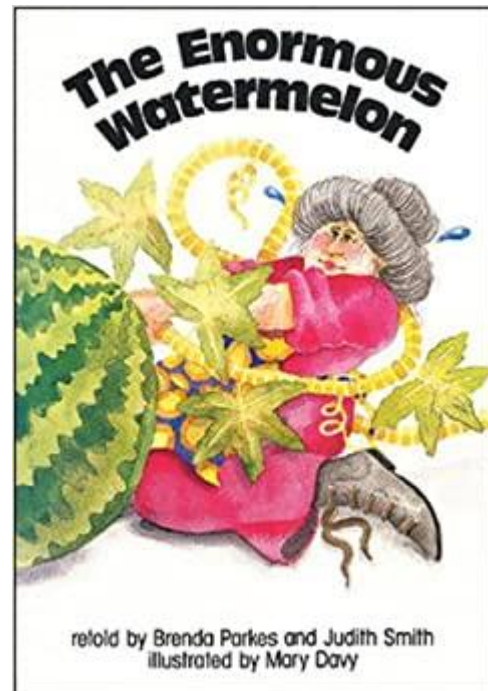
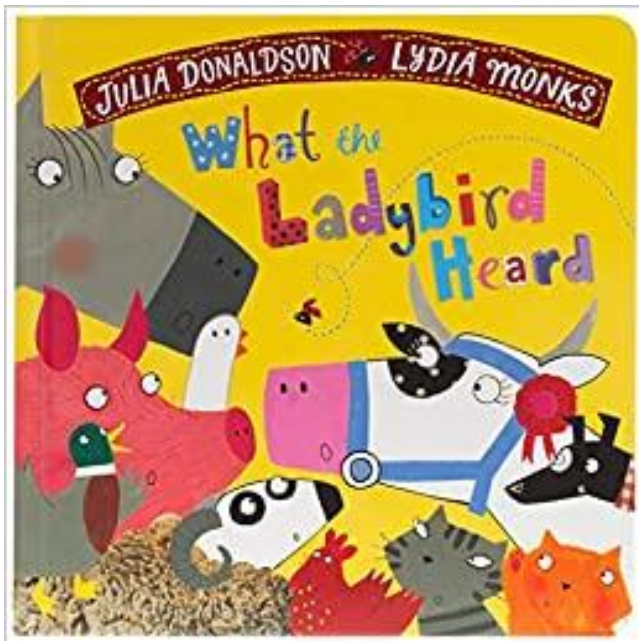
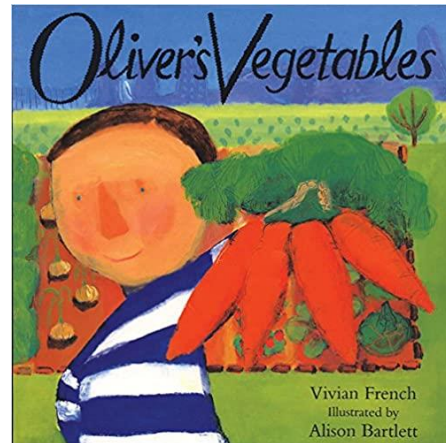
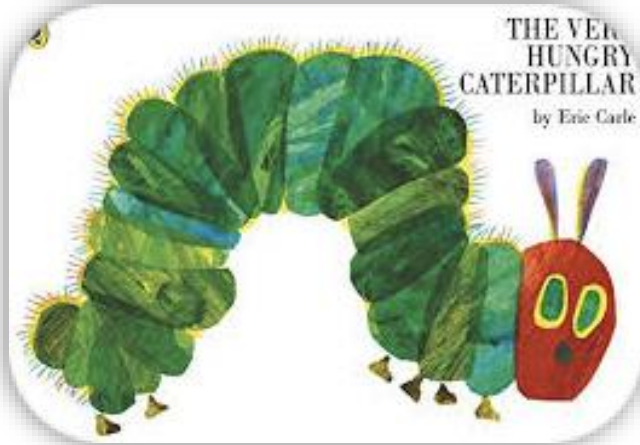
Trip	
	<p>Easter assembly in Church.</p> <p>Children to go on a Bear Hunt in Botanic Gardens.</p>



Summer 1 - Growing



Core Texts



Descriptor	
Communication and Language	<ul style="list-style-type: none"> - Enjoy listening to longer stories and can remember much of what happens through core texts linked to Talk 4 Writing. - Develop their communication, but may continue to have problems with irregular tenses and plurals. - Develop their pronunciation but may have problems saying some sounds; r, j, th, ch and sh and some multisyllabic words like "hippopotamus". <ul style="list-style-type: none"> - Use longer sentences of 4 to 6 words.

Summer 1 – Growing

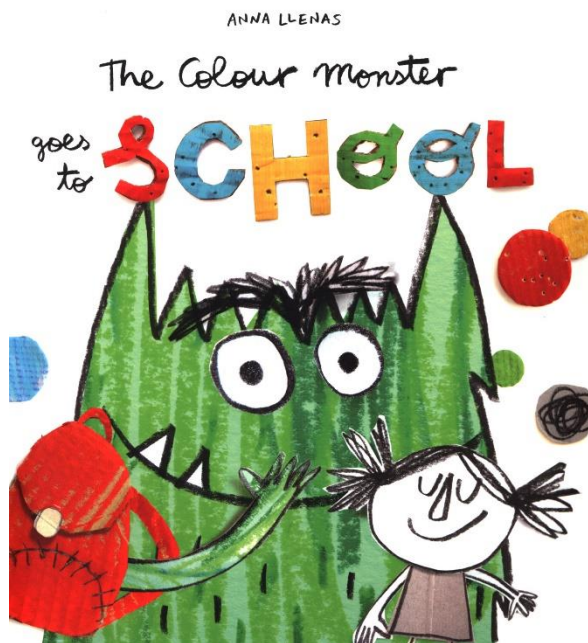
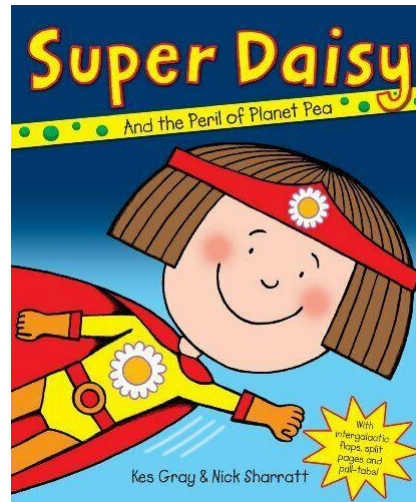
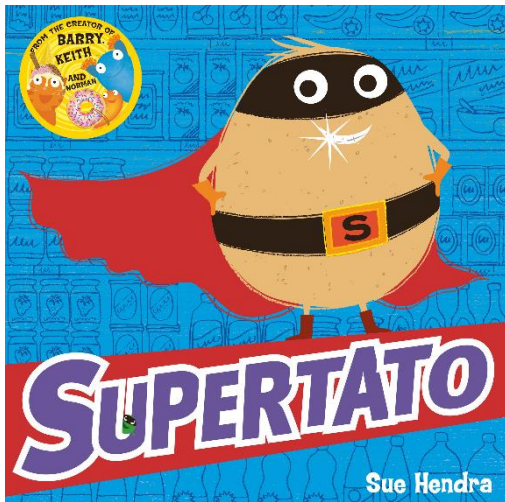
PSED	<ul style="list-style-type: none"> -Remember rules without needing an adult to remind them. -Develop appropriate ways of being assertive. -Talk with others to resolve conflicts. -Talk about their feelings using words like “happy”, “sad”, “angry” or “worried”.
PD	<ul style="list-style-type: none"> -PE lessons with West Lancs and extra PE with large equipment to develop core strength and shoulder stability to promote good fine motor control. -Doh Disco and Squiggle Whilst you wiggle to develop gross and fine motor skills -Start taking part in some group activities which they make up for themselves, or in teams. -Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. -Be increasingly independent as they get dressed and undressed, for example putting on coats and doing up zips.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> -Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in words -recognise words with the same initial sound. -Use some of their print and letter knowledge in their early writing. 	<ul style="list-style-type: none"> Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. -Understand position through words alone – for example “The bag is under the table” with no pointing. -Describe a familiar route. -Discuss routes and locations, using words like “in front of” and “behind” -Extend and create ABAB patterns -Notice and correct an error in a repeating pattern. -Begin to describe a sequence of events, real or fictional, using words like “first”, “then”... 	<ul style="list-style-type: none"> -Begin to make sense of their own life story and family history. Children to share their family traditions and routines. -Plant seeds and care for growing plants. -Understand the key features of the life cycle of a plant and an animal. -Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> -Use drawing to represent ideas like movement or loud noises. -Show different emotions in their drawing and paintings, like happiness, sadness, fear etc. -Listen with increased attention to sounds. -Respond to what they have heard, expressing their thoughts and feelings. -Remember and sing entire songs. -Sing the pitch of a tune sung by another person. -Sing the melodic shape of familiar songs. -Create their own songs or improvise a song around one they know. -Play instruments with increasing control to express their feelings and ideas.

Trip	
	Visit to the Garden Centre in Botanic Gardens.

Summer 2 – People who help us

Core Texts



Communication and Language

Descriptor

- Enjoy listening to longer stories and can remember much of what happens through core texts linked to Talk 4 Writing.
- Develop their communication, but may continue to have problems with irregular tenses and plurals.
- Develop their pronunciation but may have problems saying some sounds; r, j, th, ch and sh and some multisyllabic words like "hippopotamus".
 - Use longer sentences of 4 to 6 words.

Summer 2 – People who help us

PSED	<p>Remember rules without needing an adult to remind them.</p> <ul style="list-style-type: none"> -Develop appropriate ways of being assertive. -Talk with others to resolve conflicts. <p>-Talk about their feelings using words like “happy”, “sad”, “angry” or “worried”.</p>
PD	<ul style="list-style-type: none"> -PE lessons with West Lancs and extra PE with large equipment to develop core strength and shoulder stability to promote good fine motor control. -Doh Disco and Squiggle Whilst you wiggle to develop gross and fine motor skills -Start taking part in some group activities which they make up for themselves, or in teams. -Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. -Be increasingly independent as they get dressed and undressed, for example putting on coats and doing up zips.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> -Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in words -recognise words with the same initial sound. -Use some of their print and letter knowledge in their early writing 	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <ul style="list-style-type: none"> -Understand position through words alone – for example “The bag is under the table” with no pointing. -Describe a familiar route. -Discuss routes and locations, using words like “in front of” and “behind” -Extend and create ABAB patterns -Notice and correct an error in a repeating pattern. -Begin to describe a sequence of events, real or fictional, using words like “first”, “then”... 	<p>Begin to make sense of their own life story and family history. Children to share their family traditions and routines.</p> <ul style="list-style-type: none"> -Show interest in different occupations -Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> -Use drawing to represent ideas like movement or loud noises. -Show different emotions in their drawing and paintings, like happiness, sadness, fear etc. -Listen with increased attention to sounds. -Respond to what they have heard, expressing their thoughts and feelings. -Remember and sing entire songs. -Sing the pitch of a tune sung by another person. -Sing the melodic shape of familiar songs. -Create their own songs or improvise a song around one they know. -Play instruments with increasing control to express their feelings and ideas.

Trip	