



Nursery Curriculum



The EYFS curriculum takes into consideration the observation of children's needs, interests and stages of development. There are seven areas of learning and development that must shape education programmes in early years settings.

These are split into two sections – prime and specific; however, all the sections are interconnected and important.

The 'prime' areas of learning and development are:

- Communication and language
 - Listening and attention
 - Understanding
 - Speaking
- Physical development
 - Moving and handling
 - Health and self-care
- Personal, social and emotional development
 - Self-confidence and self-awareness
 - Managing feelings and behaviour
 - Making relationships

The 'specific' areas of learning and development are:

- Literacy
 - Reading
 - Writing
- Mathematics
 - Numbers
 - Shape, Space and measure
- Understanding the world
 - People and communities
 - The world
 - Technology
- Expressive arts and design
 - Exploring and using media and materials
 - Being imaginative

In Nursery, we enable learning to take place through child-initiated play. We recognise teachable moments and use the interests of the child to progress learning. The learning pedagogy combines the Forest School ethos and the 'Success for All' approach. This ensures the children become curious about their natural environment whilst developing learning behaviours which are built around laying the foundations of academic achievement; co-operative learning and having fun!

<p>Communication and Language</p> <ul style="list-style-type: none"> • Listen to others • Link 4 words in speech • Responds to talk • Understand simple instructions • Join in with rhymes or songs • Ask questions • Recognise first name when heard • Recognise new friends and adults • Express ideas and feelings verbally 	<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> • Separate from parent / carer with support and encouragement • Settle after reassurance from adult • Follow expectations and routines • Join other children in play activities • Show an awareness of familiar routines • Seek support and reassurance in unfamiliar situations • Participate in co-operative play • Participate in small group activities • Name and talk about feelings • Show affection and concern for others 	<p>Physical Development</p> <ul style="list-style-type: none"> • Attempt to communicate toilet needs • Hold and manipulate simple tools • Move with control up and down a step • Communicate toilet needs • Use a fist or pincer grip to manipulate tools • Maintain balance on a small slope • Attempts fine motor activities with control • Drink from a cup
<p>Understanding the World</p> <ul style="list-style-type: none"> • Identify significant people in their life • Respond to images showing familiar people, places or events • Engage in symbolic representation • Recognise and name a range of primary and secondary colours • Sequence events • Learns about similarities and differences 	<p>Autumn 1</p>	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Explore music and rhythm • Explore paint as a creative media • Begin to pretend and imitate in play • Explore music and rhythm • Explore a variety of creative materials • Take pleasure in creating something
<p>Maths</p> <ul style="list-style-type: none"> • Organising and grouping objects • Playing with 3D shapes • Different containers in play • 0-3 counting and recognising • Simple puzzles • Same and different <p>Songs</p> <ul style="list-style-type: none"> • 2 little dickie birds • 3 blind mice • Days of the week song 	<p>Literacy</p> <ul style="list-style-type: none"> • Point to objects or images to indicate choice • Create forward and backward marks • Use props to play with songs/rhyme • Create circular marks <p>Phonics</p> <ul style="list-style-type: none"> • Identify outdoor / indoor sounds • Start and stop games • Copying movements (Just Dance) • Rhyming story books • Own name initial sound • Copy sounds • Syllable tap 	<p>Oracy</p> <p>Projecting voice for others to hear.</p>
		<p>Calendar</p> <p>Harvest</p>

<p>Communication and Language</p> <ul style="list-style-type: none"> • Listen to stories or rhymes • Pay attention to conversation that interests them • Link actions to words to communicate • Ask for favourite stories or rhymes • Respond to questions with two given choices • Show an understanding of simple concepts • Retell events from an experience 	<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> • Express own preferences and interests • Explore a new activity with adult support • Approach familiar adult for support • Communicate own needs • Attempt new activity with support • Confidently approach familiar adult • Participate in co-operative play • Make increasingly independent decisions • Engage in co-operative play • Begin to take turns and share 	<p>Physical Development</p> <ul style="list-style-type: none"> • Climb using hands and feet • Use equipment that requires pulling and pushing. • Show independence in self-care and manages this with support. • Demonstrate increased hand-eye co-ordination • Display variation in mark-making • Demonstrate increasing control in mark-making
<p>Understanding the World</p> <ul style="list-style-type: none"> • Share things they know about • Use and respond to technological resources in play • Observe and compares simple objects or images • Engage in small world play • Demonstrate auditory discrimination 	<p>Autumn 2</p>	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Respond to a wide range of media and materials • Show an understanding of creating different effects with manipulatives • Play alongside or with other children • Explore new ideas • Experiment with using a variety of creative materials • Pretend and imitate in dramatic play • Participate in action rhymes and songs
<p>Maths</p> <ul style="list-style-type: none"> • Ordering / sequencing activities • Recognising up to 5 • Positional Language • Counting 0-5 <p>Songs</p> <ul style="list-style-type: none"> • 4 little ducks • 5 little speckled frogs • Months of the year • Wheels on the Bus • Ten little Cyclists 	<p>Literacy</p> <ul style="list-style-type: none"> • Listen to a familiar story • Recognise and match picture labels • Make marks in different media <p>Phonics</p> <ul style="list-style-type: none"> • Making different sounds • Remember and copy a rhythm • Controlling movements (Musical Statues) • Actions to nursery rhymes • Beginning sounds songs • The Book with no Pictures • Board games 	<p>Oracy</p> <p>Join in with rhymes and song.</p>
		<p>Calendar</p> <p>Remembrance Bonfire Night Christmas</p>

<p>Communication and Language</p> <ul style="list-style-type: none"> • Listen and attend to a dialogue in a small group • Shift attention to explore a self-chosen line of enquiry • Demonstrate understanding in responses • Describe an action • Tell own short story • Express ideas and feelings verbally • Contribute to group discussions 	<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> • Show an awareness of the feelings of others. • Tolerate delay when needs are not met immediately • Accept that wishes cannot always be met • Willingly approach others to play • Display increasing concern for others. • Demonstrate initiative in activities. • Approach tasks with inventiveness. • Participate in group activities. • Respect others and their belongings 	<p>Physical Development</p> <ul style="list-style-type: none"> • Walk up steps using alternating feet • Use resources that require twisting, turning and rotating • Attempt to dress self • Demonstrate increased hand-eye co-ordination. • Demonstrate control in gross motor activities • Demonstrate increased strength in fine motor activities.
<p>Understanding the World</p> <ul style="list-style-type: none"> • Talk about or respond to events in personal history • Use technology to share experiences • Show care and concern for living things and the environment • Solve simple problems. • Experiment with materials and make predictions. • Compare different seasons • Display curiosity • Sequence events • Compare different materials 	<p>Spring 1</p>	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Use different media, music or materials to support the expression of own ideas • Create new 'worlds', stories or scenarios • Experiment with and gain skill in using a variety of creative materials. • Compare different sights and experiences. • Mix colours to create new colours. • Move in different ways to music • Take on a role in dramatic play.
<p>Maths</p> <ul style="list-style-type: none"> • Comparing quantities • Action games and songs • Calendar <p>Songs</p> <ul style="list-style-type: none"> • 6 fairy cakes • 7 green bottles • 8 fat sausages • Once I caught a fish alive • Weather 	<p>Literacy</p> <ul style="list-style-type: none"> • Use own illustrations or props to retell a story. • Uses mark making in play • Engage in story talk or small world play <p>Phonics</p> <ul style="list-style-type: none"> • Listening Walks • Identify the instrument • Body Percussion • Rhyming words • I spy • Who is it? Guess the person speaking • Copycat rhythm 	<p style="text-align: center;">Oracy</p> <p style="text-align: center;">Re-tell a story with the aid of props</p>
		<p style="text-align: center;">Calendar</p> <p style="text-align: center;">Chinese New Year Shrove Tuesday</p>

<p>Communication and Language</p> <ul style="list-style-type: none"> • Anticipate key events and phrases in rhymes and stories. • Follow instructions without visual clues • Answer simple questions • Listen to stories in small groups. • Describe how they carried out an activity or made a model • Make plans and describe them to others • Recount an event from a story • Express ideas and feelings verbally 	<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> • Initiate an interaction with other children • Participate in group activities • Demonstrate initiative in activities. • Adapt behaviour to changes in a familiar routine • Suggest ideas to friends in group activities • Show pride in accomplishments. • Demonstrate initiative in activities. • Choose from several activities. • Show increasing skill in co-operative play. • Demonstrate curiosity 	<p>Physical Development</p> <ul style="list-style-type: none"> • Use cross-lateral movement to move forwards and negotiate space • Able to turn pages of a book. • Aware of their safety and manages risk with support • Move with control in a variety of ways • Demonstrate increased hand-eye co-ordination • Demonstrate increasing strength in fine motor activities • Manipulate resources with control
<p>Understanding the World</p> <ul style="list-style-type: none"> • Explore why things happen and how things work in the 'natural' and 'made' world • Use technologies, with support, to find out more about the world • Demonstrate visual discrimination. • Observe and compare objects. 	<p>Spring 2</p>	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Construct with a purpose in mind using a variety of resources to create a model, dance or composition • Use a resource or material in a different or unusual way • Move in different ways to music • Mix colours to create new colours. • Show self-awareness of space, self and of others.
<p>Maths</p> <ul style="list-style-type: none"> • Number writing • Counting up to 4 objects • Reciting 0-10 • Shape names • Size, weight and capacity language • Calendar <p>Songs</p> <ul style="list-style-type: none"> • Baa Baa Black Sheep • Old MacDonald 	<p>Literacy</p> <ul style="list-style-type: none"> • Know that letters combine for words • Identify some letter names and sounds • Engage in writing 'messages' for others <p>Phonics</p> <ul style="list-style-type: none"> • Positional Language – Lego Therapy • What's in the egg? Different sounds • Pass the sound round the circle • Rhyming words pairs game • Matching sounds • Continue sound pattern • My turn, your turn, say-it-fast 	<p style="text-align: center;">Oracy</p> <p style="text-align: center;">Sharing ideas with a friend (talk partners)</p>
		<p style="text-align: center;">Calendar</p> <p style="text-align: center;">Mother's Day Easter</p>

<p>Communication and Language</p> <ul style="list-style-type: none"> • Listen to the opinion of others when in a small group • Understand simple 'who', 'what', and 'where' questions • Use past, present and future tenses appropriately in speech • Retell simple stories • Understand 'how' and 'why' questions • Ask questions about events that have happened or are to happen in the future 	<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> • Select and use own resources • Ask for help when needed • Confident to interact with others • Demonstrate a good relationship with peers and familiar adults • Take turns and share • Accept the needs of others • Aware of consequences of their own actions • Play independently • Take risks (e.g. try new activities) • Begin to take turns and share • Play in small groups 	<p>Physical Development</p> <ul style="list-style-type: none"> • Move with confidence in a range of ways • Negotiate space • Is dry and clean during the day • Use one handed equipment with control • Manages own basic hygiene • Use resources usefully • Manipulate resources and other objects with care and precision
<p>Understanding the World</p> <ul style="list-style-type: none"> • Look closely at similarities, differences and patterns • Notice change in own environment and that of others • Demonstrate scientific method • Solve simple problems • Make simple inferences • Sequence events 	<p>Summer 1</p>	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Use simple tools and techniques competently • Create something new • Play cooperatively as part of a group • Act out a narrative • Experiment with and gain skill in using a variety of creative materials. • Move in different ways to music • Show self-awareness of space, self and of others
<p>Maths</p> <ul style="list-style-type: none"> • 1:1 counting up to 10 • Recognising numbers • Combining groups for addition • AB patterns • Comparing measures <p>Songs</p> <ul style="list-style-type: none"> • Incy Wincy Spider • Six Fairy Cakes • Eight Fat Sausages 	<p>Literacy</p> <ul style="list-style-type: none"> • Recognise familiar signs, labels and own name • Use groups of letters when writing • Hears and says initial sounds in words <p>Phonics</p> <ul style="list-style-type: none"> • Sound lotto games • Copy instrument sounds • Move to different music • Odd one out rhyming • Crazy stir fry • Add sounds to a story • Initial sound sorting • Robot talk 	<p style="text-align: center;">Oracy</p> <p style="text-align: center;">Recite rhymes without support</p>
		<p style="text-align: center;">Calendar</p> <p style="text-align: center;">St. Georges Day</p>

<p>Communication and Language</p> <ul style="list-style-type: none"> • <i>Maintain attention when listening to others</i> • <i>Use talk correctly to clearly express themselves</i> • <i>Responds to instructions with two or more parts</i> • <i>Effectively share ideas and thinking with others</i> • <i>Use connectives to add detail to speech</i> • <i>Recite a rhyme on their own</i> 	<p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> • <i>Make independent decisions</i> • <i>Willing to try something new</i> • <i>Work within a group</i> • <i>Follow expectations of setting</i> • <i>Attempt to complete a task before asking for adult assistance</i> • <i>Participate in group decision making</i> • <i>Negotiates with peers</i> • <i>Demonstrate perseverance.</i> • <i>Demonstrate an interest in learning</i> • <i>Seek help from peers</i> • <i>Display concern for others</i> 	<p>Physical Development</p> <ul style="list-style-type: none"> • <i>Adjust speed and direction</i> • <i>Show precision with fine motor activities</i> • <i>Show an awareness of the effects of different foods on the body</i> • <i>Feed self with utensils</i> • <i>Build a structure with manipulatives</i> • <i>Demonstrate precision with movements</i> • <i>Demonstrate increased hand-eye co-ordination</i>
<p>Understanding the World</p> <ul style="list-style-type: none"> • <i>Talk about similarities and differences between themselves and others</i> • <i>Observe the consequences of their actions</i> • <i>Demonstrate scientific method</i> 	<p>Summer 2</p>	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • <i>Select own resources</i> • <i>Adapt work to create something new</i> • <i>Introduce a storyline or narrative into play</i> • <i>Participate in music, dance and art activities</i> • <i>Experiment with and gain skill in using a variety of creative art materials</i> • <i>Take on increasingly complex roles in dramatic play activities</i>
<p>Maths</p> <ul style="list-style-type: none"> • <i>Ordering 0-10</i> • <i>One more</i> • <i>One fewer</i> • <i>Subtracting</i> • <i>Creating Patterns</i> • <i>Ordering 3 measures</i> <p>Songs</p> <ul style="list-style-type: none"> • <i>One, two, three, four, five...</i> • <i>Hickory Dickory Dock</i> • <i>Hey Diddle Diddle</i> 	<p>Literacy</p> <ul style="list-style-type: none"> • <i>Show an understanding and engagement to stories and text</i> • <i>Enjoy writing for different purposes</i> • <i>Show an interest in books and text</i> <p>Phonics</p> <ul style="list-style-type: none"> • <i>Drumstick sounds</i> • <i>Play instruments to describe an action</i> • <i>Silly sounds</i> • <i>Rhyming stories</i> • <i>Alphabet chant</i> • <i>Sounding out CVC objects</i> • <i>Cross the river game</i> • <i>Story time phonics</i> 	<p>Oracy</p> <p>Contribute to show and tell discussions</p>
		<p>Calendar</p> <p>Father's Day</p>