



## Nursery Curriculum Overview

In the Foundation Stage our topics follow the interests of the children as much as possible.

This overview details the key skills we support children to gain and the learning opportunities and provision in place throughout each term.

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Overarching theme: Environment Potential topics include: Harvest, Autumn, Diwali, Bonfire Night, Christmas	Overarching theme: Culture Potential topics include: Winter, Chinese New Year, Animals, Easter	Overarching theme: Growing and Change Potential topics include: Spring, Growing, Water, Moving on, Summer

**Learning, Loving, Living in God's Family**

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## 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.*

*Educational Programme taken from DfE Statutory Framework for the Early Years Foundation Stage 2021*

	Autumn Term	Spring Term	Summer Term
KE Y SKI LLS	<ul style="list-style-type: none"> <li>Starting to listen to an adult in a small groups</li> <li>Following simple instructions to put things away</li> <li>Talking to unfamiliar adults about things that are important to me</li> <li>Talking about stories I have listened to</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to listen to others in small groups</li> <li>Listening to longer stories and beginning to sequence events</li> <li>Understanding prepositions</li> <li>Using lots of words about things that interest me</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and following 2 step instructions</li> <li>Beginning to understand how and why questions</li> <li>Asking and answering questions</li> <li>Talking about past and future events</li> <li>Making up my own stories</li> </ul>

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<b>IMP LE ME NT ATI ON / PR OVI SO N</b>	<p>Introduce specific story vocabulary; providing pre-reading and story-mats to practice key vocabulary at home; display key vocabulary linked to core books and topic work.</p> <p>Having words of the week and verbs of the week with pictures and actions to support learning.</p> <p>Provide real experiences; making snack, autumn walk in school grounds, Forest School, Diwali visitor, visit Fairlands Valley Park and a farm.</p> <p>‘Book of the Week’ read regularly so children almost able to recite.</p> <p>Building up a bank of songs and rhymes that the children can join in with</p> <p>Provide opportunities for talking such as ‘Show and Tell’; snack time; planning and reviewing the session; sustained shared thinking opportunities; having question starters displayed around the room; asking “I wonder...” questions and modelling own thinking; performances to an audience.</p> <p>Using visual cues and aids and supports listening and following instructions; provide opportunities for listening in a larger group.</p> <p>Children with SEND and EAL to work in small groups to learn new vocabulary, pre-read stories and practise speaking skills.</p> <p>Displaying photographs of children in different areas of classroom to serve as reminders and talking prompts, including making class books and photo albums.</p> <p>Talk about why things happen, feelings in a story and retell in more detail using story-maps to scaffold.</p>
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## 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. Educational Programme taken from DfE Statutory Framework for the Early Years Foundation Stage 2021*

	Autumn Term	Spring Term	Summer Term
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<b>KEY SKILLS</b>	<ul style="list-style-type: none"> <li>• Becoming confident in my own classroom</li> <li>• Watching new friends and joining in with their games</li> <li>• Knowing when I am happy and when I am sad</li> <li>• Waiting patiently for an adult to respond to my needs</li> </ul>	<ul style="list-style-type: none"> <li>• Making friends and inviting them to join my play</li> <li>• Asking a grown-up for help when I need it</li> <li>• Sharing toys with my friends (sometimes with adult help)</li> <li>• Chatting to my friends about home and family</li> </ul>	<ul style="list-style-type: none"> <li>• Having my own ideas for things to do and play</li> <li>• Knowing that sometimes I can't do the things I want to do</li> <li>• Beginning to self-regulate my behaviour</li> <li>• Talking to unfamiliar adults</li> </ul>
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<b>IMPLEMENTATION</b>	<p>A wide range of materials are provided to parents to support them in ensuring their children make a secure and confident start to their time in Nursery. A careful program of transition activities are planned to introduce children to the staff and setting in as safe and supportive manner as possible.</p> <p>Children are assigned a key worker and photographs of their time in Nursery are shared with parents through an online learning journal. Parents are invited to upload their own photographs about home activities as well as comment on photographs from school.</p> <p>The Zones of Regulation are introduced in Nursery and used throughout school to support children in understanding and managing their emotions. A selection of calming toys are provided in the Calm Area which children can access at any time and which will be used with children when needed.</p> <p>Adults support children to share resources, ask for a turn with a particular toy and how to say sorry when things go wrong so that the behaviour expectations are very clear.</p> <p>Stories, videos and books about friendship, feelings, emotions and different events (like starting school, a baby being born, a grandparent dying or parents divorcing) are used as part of our daily storytime sessions to support children's personal, social and emotional development.</p> <p>Develop class rules and an understanding about why we need these rules.</p> <p>Use of stories and emotion cards to develop vocabulary about different emotions and discussions about strategies to help children feel happy and calm</p> <p>Use of visual timetable to explain activities and routines of the day; All areas of the classroom to be explored and explained by adults during the first few weeks.</p>
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## 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*

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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. *Educational Programme taken from DfE Statutory Framework for the Early Years Foundation Stage 2021*

	Autumn Term	Spring Term	Summer Term
KEY SKILLS	<ul style="list-style-type: none"> <li>Beginning to hold a mark making tool with a pinch grip.</li> <li>Drawing anticlockwise circles and vertical lines</li> <li>Using the toilet and washing hands independently</li> <li>Being able to run, hop, skip and move around in lots of different ways</li> </ul>	<ul style="list-style-type: none"> <li>Copying some letters of my name onto paper using correct letter formation</li> <li>Putting on a coat (continuing zip once started), shoes and socks independently</li> <li>Running around, stopping, changing direction and slowing down</li> </ul>	<ul style="list-style-type: none"> <li>Writing most letters and for these to be recognisable</li> <li>Beginning to dress and undress independently</li> <li>Showing spatial awareness when running around</li> <li>Being confident with trying to throw and catch a ball</li> </ul>
IMPLEMENTATION / PROVISION	<p>Daily exercises; <i>Wake'n'shake</i> plus a session in the large playground or woods using hoops, balls, bikes, scooters and climbing apparatus. Also use of planks and logs outside to practise balancing and jumping.</p> <p>Daily Finger Fun activities to develop eye-hand coordination and fine motor control.</p> <p>Weekly cooking opportunities to develop understanding of healthy lifestyles.</p> <p>Handwashing is a regular part of the daily routine and is monitored by adults.</p> <p>Small World opportunities linked to topic and with a range of guided and independent craft activities.</p> <p>Weekly PE lesson in hall or field to develop skills in moving in different ways, climbing and jumping, using beanbags and balls to develop throwing, catching and kicking skills</p> <p>Weekly drawing and writing activity using whiteboards to practise effective pen grip and making lines and circles, leading to writing letters with the correct formation.</p> <p>Forest school: climbing trees, creating obstacle courses, digging and stirring mud, collecting sticks, sweeping leaves etc</p>		

## 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)*

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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). Educational Programme taken from DfE Statutory Framework for the Early Years Foundation Stage 2021

	Autumn Term	Spring Term	Summer Term
KEY SKILLS	<ul style="list-style-type: none"> <li>To retell a simple, familiar story.</li> <li>To identify sounds in the environment and to make different sounds with my body and with instruments.</li> <li>To make marks and tell an adult what they mean / 'say'.</li> </ul>	<ul style="list-style-type: none"> <li>To sequence pictures from a familiar story and discuss what is happening in the pictures.</li> <li>To identify the initial sound in words and recognise some sounds and letters.</li> <li>To join in with a variety of stories, songs and rhymes, reciting or singing.</li> </ul>	<ul style="list-style-type: none"> <li>To retell a familiar story, discussing the main events in the story.</li> <li>To be able to make up a simple story with puppets or about a picture that I have drawn.</li> <li>To begin to blend sounds together when an adult segments the sounds in CVC words.</li> </ul>
IMPLEMENTATION / PROVISION	<p>Daily stories, songs and rhymes (during whole class sessions, group snack time and with small groups and individuals during Free Choice Learning)</p> <p>Weekly focus book that is read several times in school and parents can watch a retelling of the story on you tube. Discussing vocabulary in books and to have 6 words each week linked to a book or topic to focus on. Opportunities to choose and talk about favourite stories and retell these to adults and other children. Encouraging children to choose books to read in school with adults and peers and to take books home to share.</p> <p>Weekly phonics activities to develop listening skills and then letters and their sounds introduced. Beginning to make 3 letter words with magnetic letters or write them on whiteboards as skills progress. Letters, alphabets and signs around the room to support the children with beginning to find and recognise familiar letters. Variety of name labels to support recognition of children's names/</p> <p>Provide a variety of opportunities to make marks with pencils, pens, chalks and brushes with an effective grip; weekly adult led activity to develop pencil control, correct pencil grip and to write letters with the correct formation.</p> <p>Opportunities in small groups to use pictures to sequence and retell familiar stories.</p> <p>Adults to scribe the children's ideas about their drawings and paintings and to read these back to the children; moving towards children using developmental writing about events or their pictures and encouraging children to try to write the initial sound in words.</p> <p>Puppets, small world toys and pictures available for the children to begin to create their own stories.</p>		

## Mathematics

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

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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.  
*Educational Programme taken from DfE Statutory Framework for the Early Years Foundation Stage 2021*

	Autumn Term	Spring Term	Summer Term
KEY SKILLS	<ul style="list-style-type: none"> <li>• Say numbers in order to 10</li> <li>• Count up to 6 objects accurately.</li> <li>• Recognise that two groups have the same total.</li> <li>• Recognise shapes in the environment and identifying similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Count out up to 6 objects accurately.</li> <li>• Link numerals to the correct number of things.</li> <li>• Subsidise numbers to 4</li> <li>• Use key vocabulary to talk about shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy numbers to 10 and mark making to represent numbers.</li> <li>• Identifying and naming some 2d shapes and 3d shapes.</li> <li>• Make comparisons between size and measures, ordering up to 5 items.</li> </ul>
IMPLEMENTATION / PROVISION	<p>Numbers are used regularly by the adults for counting children, milks, snacks, cooking ingredients, pencils and other resources so children see value in their use.</p> <p>Books, songs and rhymes with numbers are a regular feature on our weekly timetable.</p> <p>Weekly small group adult-directed activities will support children's recognition and understanding of shapes and numbers in a variety of contexts. Correct number formation and recognition is supported through small group time.</p> <p>Developing children's ability to subitise numbers to 5 through a variety of activities and games such as using dice and dominoes</p> <p>Board games with dice are played with children in small groups.</p> <p>Jigsaw puzzles are always available and are a regular part of the daily finger-fun activities.</p> <p>Mathematical resources are clearly labelled at child height and are always available for children to access during their free-choice learning time.</p> <p>Websites and programs that develop children's mathematical understanding are shared with parents so they can continue exploring and learning at home with their child.</p> <p>Focus on developing maths vocabulary such as more, less, the same, total, words relating to size</p>		

## Understanding the World

*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,*

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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. Educational Programme taken from DfE Statutory Framework for the Early Years Foundation Stage 2021

	Autumn Term	Spring Term	Summer Term
KEY SKILLS	<ul style="list-style-type: none"> <li>Talking about people who are special to me</li> <li>Investigating plants and animals that interest me</li> <li>Knowing how to operate simple equipment eg CD player</li> <li>Playing with toys that have switches and buttons</li> </ul>	<ul style="list-style-type: none"> <li>Remembering and talking about special family events</li> <li>Talking about why things happen and how things work</li> <li>Knowing how to take care of plants and animals</li> <li>Making things move or creating sounds and images by pressing buttons or using a touchscreen</li> </ul>	<ul style="list-style-type: none"> <li>Showing an interest in the different jobs people do</li> <li>Talking about places I know and the world around</li> <li>Beginning to notice changes in things</li> <li>Understanding that digital devices can help us in different ways</li> </ul>
IMPLEMENTATION / PROVISION	<p>Increase personal experiences through visits to the town library, Fairlands Valley Park and the local shops and through inviting local clergy, parents and emergency service workers in to talk to the children. Community celebrations such as harvest thanksgiving, Christmas, Diwali, Eid, bonfire night, Chinese New Year and Easter will be shared.</p> <p>Using stories, poems and non-fiction books to underpin topic work that will increase children's understanding of their world and broaden their vocabulary. They will also be used to promote understanding about how we should care for our world through reducing waste, recycling and repairing resources.</p> <p>Weekly sessions in Forest School will provide opportunities to observe seasonal changes in the plants and wildlife as well as experience taking care of God's creatures like worms, spiders, squirrels and birds; Two EYFS guinea pigs (Holly and Ivy) enable children to learn about handling and caring for animals on a regular basis.</p> <p>Providing access to iPads and Clevertouch apps enables children to learn about technology and how it helps us. Subscription-based and free websites will be shared with parents to support and encourage learning at home.</p> <p>A variety of games and robotic toys support children's development of computational thinking skills and lay the foundations for learning how to program computers; Opportunities to investigate random and unusual objects (in the 'Curiosity Cube') will promote how and why questions as well as increase observation skills, as will the use of digital microscopes.</p> <p>Photographic evidence will be shared regularly with parents and children to develop a sense of community and remembering special events for children to talk about.</p>		

## Expressive Arts and Design

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

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fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Educational Programme taken from DfE Statutory Framework for the Early Years Foundation Stage 2021

	Autumn Term	Spring Term	Summer Term
KEY SKILLS	<ul style="list-style-type: none"> <li>● Sing familiar songs and rhymes</li> <li>● Explore different ways of making sounds</li> <li>● Joining up lines on paper to make different shapes</li> <li>● Knowing how to use different tools for different purposes</li> <li>● Acting out familiar situations in my play</li> </ul>	<ul style="list-style-type: none"> <li>● Expressing my feelings using music and movement</li> <li>● Making up stories when playing with my toys</li> <li>● Experimenting with colour and texture</li> <li>● Creating models with construction kits and recycled materials</li> </ul>	<ul style="list-style-type: none"> <li>● Drawing, painting, making up a dance or song to represent something exciting that has happened</li> <li>● Joining things together in a variety of ways</li> <li>● Showing a preference for particular activities</li> <li>● Pretending objects are something else in my play</li> </ul>
IMPLEMENTATION / PROVISION	<p>Daily singing of nursery rhymes and songs along with music and movement <i>wake'n'shake</i> exercises and a weekly session with instruments to explore sounds and composition.</p> <p>Adults will play alongside children, modelling story retelling and invention using the small world toys and resources generally available in Nursery.</p> <p>Weekly small group adult-directed activities will support children's understanding of how to use a variety of construction kits and how to join recycled materials.</p> <p>Creative resources are clearly labelled at child height and are always available for children to access during their free-choice learning time.</p> <p>Role play areas are provided both inside and outside, with additional resources added regularly to enhance children's play. The theme for these areas is changed regularly. Adults to support role play by modelling scenarios and demonstrating use of resources and playing alongside children during role play.</p> <p>A variety of stories and resources are provided in the 'Calm Area' to support children's understanding of emotions and their own feelings.</p> <p>Creative work is displayed and celebrated in a variety of ways to give value to the work children produce.</p>		

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