

Latchford St James CE Primary School

Nursery Curriculum

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| **Characteristics of Effective Learning ……** *to be embedded through all areas of learning* **…** *creating powerful learners and thinkers*  |
| **Playing & Exploring**  | * Realise that their actions have an effect on the world, so they want to keep repeating them.
* Plan and think ahead about how they will explore or play with objects.
* Guide their own thinking and actions by talking to themselves while playing. *For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.”*
* Make independent choices.
* Do things independently that they have been previously taught.
* Bring their own interests and fascinations into early years settings. This helps them to develop their learning.
* Respond to new experiences that you bring to their attention.
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| **Active Learning**  | * Participate in routines, such as going to their cot or mat when they want to sleep.
* Begin to predict sequences because they know routines. *For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.*
* Show goal-directed behaviour. *For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.*
* Begin to correct their mistakes themselves. *For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.*
* Keep on trying when things are difficult.
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| **Thinking and Creating Critically**  | * Take part in simple pretend play. *For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup.*
* Sort materials. *For example, at tidy-up time, children know how to put different construction materials in separate baskets.*
* Review their progress as they try to achieve a goal. Check how well they are doing.
* Solve real problems: *for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.*
* Use pretend play to think beyond the ‘here and now’ and to understand another perspective. *For example, a child role-playing the billy goats gruff might suggest that “Maybe the troll is lonely and hungry? That’s why he is fierce.”*
* Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.
* Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.
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| **Age Related Expectations \*Teaching and learning to be differentiated through short term planning, driven by assessment****Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | **All About Me** | **Let’s Explore Outside** | **Animals in cold places** | **Animals in hot places** | **Growing and Changing** | **Near and Far** |
| **Planning around a quality text:** | Happy to Be Me: Amazon.co.uk: Dodd, Emma: 9781408355695: BooksPete the Cat: I Love My White Shoes : Litwin, Eric, Dean, Kimberly, Dean,  James: Amazon.sg: Books | WOW Said the Owl: A First Book of Colours (Board book)Percy the Park Keeper — HIDE-AND-SEEK!: A fun, new illustrated board book  with felt flaps, perfect for babies and toddlers (Percy the Park Keeper) :  ... | Bear Snores On: Amazon.co.uk: Wilson, Karma, Chapman, Jane: 9780743462099:  Books | Monkey and Me : Gravett, Emily: Amazon.co.uk: Books Dear Zoo: The Lift-the-flap Preschool Classic: Amazon.co.uk: Campbell, Rod:  9781529074932: Books | Jasper: Jasper's Beanstalk It's Mine! Book Review | Oh! Look, a Boat!Car, Car, Truck, Jeep (New Nursery Rhymes) |
| **Calendar of Events:** | * 23rd September – International Day of Sign Languages
* 4th October – Space Week
* 5th October – Harvest Festival
* 10th October – World Mental Health Day
* 20th October – Diwali
 | * 5th November – Bonfire Night
* 9th November – Remembrance Sunday
* 10th November – World Nursery Rhyme Week
* 13th November – World Kindness Day
* 16th November – Road Safety Week
* 17th November – Anti-Bullying Week
* 11th December – Christmas Jumper Day
* 14th - 22nd December – Hanukkah
* 25th December – Christmas Day
 | * 10th February – Safer Internet Day
* 14th February – Valentine’s Day
* 17th February – Lunar New Year
* 17th February – Shrove Tuesday
* 18th February – Ash Wednesday
 | * 1st March – St David’s Day
* 15th March – Mother’s Day
* 17th March – St Patrick’s Day
* 19th March – Eid al-Fitr
 | * 22nd April – Earth day
* 23rd April – St George’s Day
* 4th May – May Day
* 11th May – Mental Health Awareness Week
* 26th May – Eid al-Adha
 | * 21st June – Father’s Day
* Sports Week - TBC
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|  | **Autumn** | **Spring** | **Summer** |
| **Latchford Bucket List** | Explore mixing colours Have a party and join in with dancingDo leaf rubbing picturesWear wellies and splash in puddlesExplore finger painting Make a friendship braceletBake fairy cakes Prepare their own snack | Attend a school tripDraw outside using chalk Make a den Visit the library Go on a coach Learn and perform a nursery rhymePlay hopscotch Learn how to play a board game, taking turns | Grow caterpillars into butterfliesPlant seeds and watch them growMake a bird feederGo on a nature scavenger huntBuild a sandcastle Make ice lollies Blow bubbles in the sunshineVisit our ChurchGo for a picnic  |

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|  | **Autumn** | **Spring** | **Summer** |
| **Personal, Social and Emotional Development** | **Self-Regulation:**Begin to talk about their feelings using words like ‘happy’, ‘sad’Begin to show ‘effortful control’ Begin to show awareness of how others might be feelingBegin to recognise that some actions can hurt the feelings of othersWith support begin to find solutions to some conflicts**Managing Self:** Show an interest in a range of experiences indoors and outdoorsBegin to select and use continuous provision resources, with help when neededBegin to (with support) follow classroom rules Begin to develop independence within self-care routines **Building Relationships:**Begin to play with one or more other children Begin to see themselves as part of a community – nursery class  | **Self-Regulation:**Talk about their feelings using words like ‘happy’, ‘sad’ and begin to other words e.g. frustrated, scared, pleased With support begin to understand and talk about how others might feel and the reasons why With support begin to talk with others to resolve conflictsBegin to help to find solutions to conflicts and rivalries. **Managing Self:** Begin to select and use activities & resources to achieve a set goal Settle to an activity of choice for some timeIncreasingly follow classroom routines and rules, with reduced practitioner guidance.Develop independence within self-care routines**Building Relationships:**Play with one or more other children Take part in pretend play with one or more children See themselves as part of a community, talk about own family/ nursery classBegin to share and take turns Begin to extend and elaborate play ideas  | **Self-Regulation:**Talk about their feelings using a range of words e.g. I am proud, worried, brave etc.Begin to understand how others might be feelingHelp to find solutions to conflicts and rivalries, suggesting some ideasDevelop appropriate ways to be assertive e.g. turn taking/ sharing resources in provision or through stories. **Managing Self:** Select and use activities and resources with developing independence, to achieve own set goal (familiar and new) Introduce one weekly challengeIncreasingly follow rules and understand why they are important Engage in sustained learning within activity of choice Be increasingly independent in meeting own care needsMake healthy choices about food, drink, activity and toothbrushing**Building Relationships:**Play with one or more children, extending and elaborating play ideas, adult-led and child-initiates Develop a sense of responsibility and membership of a community e.g. begin to talk about school, moving to ReceptionBecome more outgoing with unfamiliar people in the safe context of their setting e.g. transition visits in to Reception Show more confidence in new social situations |

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|  | **Autumn** | **Spring** | **Summer** |
| **Communication and Language**  | **Listening, Attention and Understanding**Begin to understand simple questions - ‘who’, ‘what’ and ‘where’Enjoy listening to stories and begin to remember some key eventsPay attention to one thing at a time across the dayFollow an instruction with one partBegin to understand some ‘why’ questions related to own experiences**Speaking**Begin to use a wider range of vocabulary, linked to daily routine / themeBegin to learn new rhymes / songs and develop a repertoireContinue to develop use of different tenses, not always correctBegin to use longer sentence of 4/5 wordsBegin to use talk to organise selves/ playBegin to talk about a familiar bookStart a conversation with an adult/ friendBegin to use talk to organise selves/ play | **Listening, Attention and Understanding**Understand simple questions - ‘who’, ‘what’ and ‘where’Understand some ‘why’ questions within child-initiated play/ story timeEnjoy listening to stories and remember some key eventsBegin to shift attention from one thing to another when needed / given a promptBegin to follow a two-part instructionBegin to listen to others in a small group with supportBegin to show an understanding of prepositions**Speaking**Begin to use a wider range of vocabulary, linked to routine/ theme / textContinue to learn new rhymes / songs and develop a repertoireSing a range of rhymes/ songs as part of a groupContinue to develop use of different tenses, not always correct, use longer sentence of 4/6 words and use talk to organise selves/ playBegin to join sentences using ‘and’Begin to express a point of view – likes and dislikesBegin to retell a simple past event in the correct order | **Listening, Attention and Understanding**Enjoy listening to longer stories (with increased attention), recalling key events in sequenceShift attention from one thing to another with promptUnderstand and follow two-part instructionUse a wider range of vocabulary linked to: text / topic and daily routinesUnderstand an instruction with two parts linked to outdoor routines / experiencesUnderstand and confidently respond to simple ‘why’ questions.Understand who/ what/ where questionsShow an understanding of some prepositions**Speaking**Talk about familiar books and tell a longer storySing large repertoire of songsTalk about past events and begin to develop accuracy with the use of tenses.Begin to use longer sentences of 4 / 6 wordsBegin to join words and phrases using and / or / because / butUse talk to organise themselves and their playStart a conversation with others and continue it for many turnsExpress a view point  |

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|  | **Autumn**  | **Spring**  | **Summer**  |
| **Physical Development** | ***Gross Motor Development*** Continue to develop movement skills of walking and running Continue to develop climbing skills – use stairs using alternative feet/ support with exploring climbing frameContinue to develop balancing skills at a low levelBegin to learn to hopContinue to develop riding skills – scooter/ bikes/ start/ stopContinue to develop ball skillsBegin to use large-muscle movements to wave flags and streamers and mark make***Fine Motor Development***Begin to show a preference for a dominant hand Begin to learn to use a knife and forkBegin to get dressed independently for outdoor learning▪Use some one-handed tools and equipment e.g. *jugs for pouring* ▪Begin to hold pens/ pencils with a comfortable grip ▪Make vertical and horizontal lines – Beery Shapes  | ***Gross Motor Development*** Continue to develop movement skills of walking and runningContinue to develop balancing skills Continue to develop climbing skillsLearn to hop Begin to learn to skipContinue to develop riding skills – scooter/ bike/ speedContinue to develop ball skills Use large-muscle movements – circular movements/ cross the mid-lineBegin to remember some sequences and patterns of movement related to music and rhythmBegin to take part in some group team activitiesChoose the right resource to carry out chosen planBegin to collaborate with others to manage large items***Fine Motor Development*** Show preference for a dominant handContinue to learn to use a knife and forkIncrease independence getting dressed and undressed Use a range of one-handed tools and equipment e.g. writing / mark making tools, scissors Continue to develop a comfortable grip with good control when holding pens/pencils  | ***Gross Motor Development***Begin to refine movements of walking and running – avoiding obstacles/ changing directionRefine climbing and balancing skillsLearn to skipContinue to develop riding skills – stop/ start/ speedContinue to develop ball skillsUse large-muscle movements – crossing the mid-lineRemember some sequence and patterns of movement related to music and rhythm e.g. hop, stop, jump, stopTake part in some group team activities – sports dayMatch developing physical skills to tasks and activities in setting – digging, walking with wheelbarrow/ wateringChoose the right resource to carry out chosen plan e.g. den building/ obstacle coursesCollaborate with others to manage large items***Fine Motor Development***Show preference for a dominant handUse a range of one-handed tools with dominant handEat independently using a knife and forkBe increasingly independent getting dressed and undressedUse a comfortable grip with good control when holding pens and pencils  |
| **PE – Get Set 4 PE** | **Introduction to PE – U1**Develop an awareness of basic principles of PE: finding a space, freezing on command, using and sharing equipment and working individually, with a partner and group. Develop fundamental movement skills: running, jumping and skipping.  | **Fundamentals – U1**Develop fundamental skills: balancing, running, changing direction, jumping, hopping and travelling. Develop gross motor skills through a range of activities.Understand how to stay safe using space, follow rules and instructions and working independently and with a partner.  | **Ball Skills – U1**Develop fundamental ball skills: rolling, receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Develop fine and gross motor skills through a range of game play with a variety of equipment.Work independently and with a partner.  | **Dance – U1**Explore space and how to use space safely. Explore travel movements, shapes and balances. Copy, repeat and remember actions. Perform to others and begin to provide simple feedback.  | **Games – U1**Develop understanding of playing games. Develop fundamental movement skills through games. Learn how to score and play by the rules, work with a partner and begin to understand what a team is.  | **Gymnastics – U1**Explore creating shapes, balances, jumps and begin to develop rocking and rolling. Show an awareness of space and perform basic skills on the floor and apparatus. Copy, create, remember and repeat short sequences. Begin to use levels and directions when travelling and balancing.  |

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|  | **Autumn**  | **Spring**  | **Summer**  |
| **Literacy**  | **Comprehension**Enjoy sharing a book with an adult – fiction and non-fiction**Word Reading** Begin to understand some of the five key concepts about print.* Handle books carefully and correctly
* Name some book parts e.g. front cover, back cover, page, title
* Print has meaning – familiar logos
* Understand print is read left to right

Begin to read own name with visual support Rhyme time and settling children into setting routines. Initial sounds: s a t p i n m**Writing** Make marks on picture to represent nameAdd some marks to their drawings, which they give meaning toBegin to attempt to write name with some recognisable letters – first letterBegin to understand that own marks represent meaning | **Comprehension**Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary**Word Reading** Continue to develop an understanding of the five concepts about print.* Handle books carefully and correctly
* Name some book parts e.g. title/ blurb
* Print has meaning – recognise new logos
* Understand print is read left to right
* Begin to understand what a word/ letter is

Initial sounds: d g o c k e u r h b f l**Writing**Add some marks to their drawings, which they give meaning to.Begin to use some print/letter knowledge in writing e.g. symbols - lines, circles/ recognisable letters/ left to right & top to bottomBegin to engage in purposeful mark makingAttempt to write name with some recognisable letters, using name card, some letters correctly formed | **Comprehension**Engage in extended conversations about stories and non-fiction texts, learning and using new vocabulary**Word Reading** Use the five concepts about print.* Identify a word in a sentence and understand it carries meaning
* Identify a letter in a word
* Name parts of a book and show awareness of page number
* Continue to develop an understanding of word/ letter
* Follow print from left to right/ top to bottom

Read own name in a variety of fonts/ contextsInitial sounds: j v w y z qu ch sh thEnd sounds: x ng nk **Writing**Read and write own name from memory, with correct letter formationEngage in purposeful early writing e.g. write name on plant potsUse knowledge of print/ letter knowledge in writing – left to right/ top to bottom, recognisable letters |

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|  | **Autumn**  | **Spring**  | **Summer**  |
| **Mathematics** | **Number** Begin to recite numbers to 5 in the correct order.Explore 1:1 correspondence.Begin to say one number for each item to 3. **Numerical Patterns**Begin to compare quantities.Notice, identify and talk about patterns around them. Begin to copy and talk about a pattern.**Shape, Space and Measure**Begin to select shapes for appropriate tasks.Begin to talk about shapes.Make comparisons between objects using appropriate vocabulary e.g. big, small, bigger, smaller.Understand positional language within daily routine e.g. in, on, under.Begin to understand the language of time within the daily routine.  | **Number** Recite numbers to 5 e.g. through number rhymes, counting objects and using fingers to represent numbers. Subitising to 1 and 2 and sometimes 3Begin to count up to sets of 5 objects. Use some number names in play with some accuracy.Begin to represent numbers with marks. **Numerical Patterns**Begin to compare quantities using more than/ fewer than. Sort and match objects accordingly e.g. size/ shapeName and talk about patterns.Continue and talk about a pattern. **Shape, Space and Measure**Select shapes appropriately in a range of contexts.Begin to combine shapes to make new ones.Talk about shapesMake comparisons between objects using appropriate vocabulary e.g. bigger, smaller, taller.Understand positional language.Begin to use some language of time within daily routine e.g. morning, afternoon, night time. Begin to describe a familiar route.Begin to describe a sequence of events e.g. first, next.  | **Number** Recite numbers past 5.Count backwards from 5.Show ‘finger numbers’ up to 5.Join in with a range of number rhymes to 5 using props and fingers. Subitise to 3. Say one number for each item in order: 1,2,3,4,5Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)Link numerals and amounts up to 5. Experiment with own symbols and marks as a well as numerals.Solve real world mathematical problems with numbers to 5. **Numerical Patterns**Extend and create ABAB patternsCompare quantities using language: more than and fewer than. What comes before/ after? – numbers to 5. Composition of 3, 4 and 5. **Shape, Space and Measure**Understand and use positional language Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately e.g. flat surfaces for building, triangular prism for roof etc. Combine shapes to make new onesTalk about 2D shapes using some correct vocabulary.Explore £D shapes and begin to talk about some of their properties.  |

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|  | **Autumn** | **Spring**  | **Summer** |
| **Understanding the World** | **Past and Present**Understand and follow daily routine with the use of visual timetableBegin to predict what might happen next within daily routine e.g. morning and afternoonBegin to develop an understanding of special events that don’t happen everyday e.g. harvest festival Begin to make sense of their own life history – when I was a baby, family members, birthday, special celebrations Explore family history - begin to understand that their siblings/ parents were once babies. **People, Culture and Communities**Continue to develop a sense of awareness – likes/ dislikesBegin to make connections between features of their family and other familiesBegin to show an interest in different occupations e.g. doctor, dentist, park keeper, gardener, site managerBegin to notice and develop positive attitudes about the differences between peopleBegin to develop an awareness of special times/ events/ celebrations e.g. Diwali/ Christmas**The Natural World**Begin to use some of their senses in hands on exploration of natural materials Begin to explore collections of materials with similar and/or different properties Talk about what they see, beginning to use a wider vocabularyIdentify and name body parts and the use of some body partsName and talk about pets and match adult to babyBegin to explore different animal habitats linked to autumnBegin to develop an awareness of the different seasons and the need for different clothingBegin to develop their curiosity and interest in weather.Begin to understand the need to respect and care for natural environment – outdoor spaceExplore how familiar things workExplore different forces and begin to use language of push and pull | **Past and Present**Begin to develop an understanding of special events that don’t happen everyday and some days are different from other days e.g. birthday/ special dayBegin to develop vocabulary of time in the context of daily routines e.g. day/night, later, next, afterBegin to use sequencing vocabulary e*.g. before, next, after, end*Begin to develop an awareness of past significant events e.g. nativity play/ Autumn walkContinue to make sense of their own life history – when I started nursery/ special events e.g. Christmas**People, Culture and Communities**Continue to develop an awareness of self Begin to make connections between the features of their family and other familiesContinue to develop positive attitudes about the differences between peopleContinue to show an awareness in different occupations e.g. vet, zoo keeper, farmer Continue todevelop an awareness of special times/ events/ celebrationBegin to develop an awareness of special places**The Natural World**Talk about what they see, continuing to use a wider vocabularyBegin to understand the need to respect and care for the natural environmentDevelop curiosity, experience and talk about different weather Continue to develop an awareness of the different seasons and identify some key features – Winter, snow, ice, Spring growingBegin to know that there are different places in the worldExplore how to keep themselves warm in Winter Explore animal habitats linked to winterBegin to develop an understanding of life cyclesExplore different forces they can feel – push/ pullBegin to use all their senses in hands on exploration of natural materials, developing curiosityExplore collections of materials with similar and/ or different properties and begin to talk about different properties Begin to notice how materials change e.g. ice melting | **Past and Present**Understand and begin to use the vocabulary of time within the context of the daily routine – later/ next/ afterBegin to recite days of the weekDevelop an awareness of significant nursery events and recall eventsContinue to make sense of their own life history – family trips/ transition visits to ReceptionBegin to develop a sense of a ‘long time ago’**People, Culture and Communities**Develop an awareness of self Make connections between the features of their family and other familiesContinue to develop positive attitudes about differences between peopleDevelop an awareness of different special times/ events/ celebrationDevelop an awareness of special placesContinue to show an awareness in different occupations and talk about them e.g. emergency services/ shop keepersObserve and name different types of local transport**The Natural World**Use all their sense in hands on exploration of natural materials Explore collections of materials with similar and/ or different properties and talk about likes/ dislikes and compareTalk about what they see, using a wider vocabularyBegin to understand the need to respect and care for all living things Develop an understanding of life cycles of animals and plantsKnow that there are different countries in the world and talk about the differences they have experienced or seen in photographs – family holidays to different places/ countriesExperience and talk about different weather/ seasonal changesExplore how to keep cool/ safe in sun and summerNotice how properties of materials change e.g. cold water becomes warm in the sunExplore and talk about different forces they can feelExplore mechanical toys and talk about how they moveExplore how vehicles travel on ramps of different gradients Explore floating and sinking |

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|  | **Autumn**  | **Spring**  | **Summer** |
| **Expressive Arts and Design** | **Creating with Materials** Explore colour and recognise red, blue, yellow and greenExplore different materials and textures & begin to develop own ideas about how to use themUse lines and circles to represent objectsBegin to add more detail to their drawingsUse a range of large tools – foam rollers, sponges, chunky paint brushes, hands/ fingersExplore and create using playdough – use a range of cutters/ tools**Expressive Arts and Design** Begin to take part in pretend playBegin to create own small world scenes linked to interestsParticipate in oral text retelling with actionsBegin to create simple stories using small world Listen with increased attention to soundsSing and remember some simple rhymes and songsPlay instruments with increasing controlMake movements to music | **Creating with Materials** Explore colour mixing – naming coloursExplore different materials & textures & begin to develop own ideas about how to use themCreate using playdough Begin to join different materials using glue and tapeBegin to create closed shapes to represent objectsUse drawing to represent ideasBegin to draw with increasing detailBegin to show different emotions in drawings e.g. happiness/sadness**Expressive Arts and Design** Begin to respond to what they heard, expressing own thoughts / ideasTake part in pretend play, using objects to represent something elseParticipate in oral text retelling with actions linked to focus textBegin to develop more complex stories using small worldBegin to make imaginative & complex small worldsBegin to respond to what they have heard, expressing thoughts and feelingsBegin to remember entire simple rhymes / songsBegin to sing the pitch of a tone sung by another personPlay instruments with increasing control to express their feelings and ideasMake movements to music | **Creating with Materials** Explore colour mixing – talking about observed changesExplore different materials & textures & begin to develop own ideas about how to use themCreate closed shapes with continuous lines and use these shapes to represent objectsShow different emotions in drawings e.g. happiness/sadnessUse printing techniques with increasing independence to makes patterns and picturesMake a clay form and manipulate it with fingers Begin to select a paint brush and use a ‘dip, draw, wash and wipe’ technique to keep the paints clean.**Expressive Arts and Design** Take part in simple pretend play, use an object to represent something else even though they are not similarDevelop a simple narrative within role play and using small worldParticipate in oral text retelling with actions linked to focus textListen with increased attention to soundsRemember and sing entire songsSing a pitch of a tone sung by another personSing the melodic shape (moving melody such as up and down, down and up) of familiar songsCreate their own songs, or improvise a song around one they knowPlay instruments with increasing control to express their feelings and ideas. Respond to what they have heard, expressing their thoughts and feelings |