Latchford St James CofE Primary School

Nursery Curriculum

EYFS 2022-2023

Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.



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| **EYFS:** Nursery  **Sequenced Curriculum - 2022 to 2023*****New EYFS Framework***  |
| **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* |
| **Area of Learning** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Overarching Theme**  | **It’s Good to be Me**  | **Let’s Explore Outside**  | **Splashing About**  | **Amazing Animals**  | **Growing**  | **Near and Far** |
| **Planning around a quality text:** *To be chosen following children’s interests.* | Product ImageProduct Image  | Tap the Magic Tree Board Book  |   |  |   | See the source image |
| **Linked occupations**  | * Dr / Nurse
* Vets
 | * Gardner
 | * Fire / Police Services
 | * Zoo keeper
 | * Farmer
 | * Lollypop Person
* Train / bus driver
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| **Linked texts** *Non-fiction* *Traditional Tales* *Diversity*  | * Amazing Me – Dance / Sing / Music – Carol Thompson
* Lulu’s First Day / Get’s a Cat
* First Body – DK book
* Busy Kittens / Doggies – Jon Schnidel
* The Gingerbread Man
* Kipper’s Birthday
* What Happened to You?
 | * Autumn – Allie Busby
* Wow! It’s Night Time
* Wind – Carol Thompson
* That’s Not My Owl
* That’s Not My Hedgehog
* Tree – Seasons Come / Seasons Go
 | * Winter – Allie Busby
* Snow – Carol Thompson
* Busy Penguins – Jon Schnidel
* Hello to Snowy Animals
* Polar Bear, Polar Bear What Do You Hear
* Hey Water
* My Mummy is a Firefighter
 | * Busy Monkeys – Jon Schnidel
* One, Two, Three to the Zoo
* Brown Bear, Brown Bear
* Goldilocks and the Three Bears
* That’s Not My Lion
 | * Jasper’s Beanstalk
* Busy Barnyard – Jon Schindel
* Busy Piggies / Chicks – Jon Schnidel
* The Three Little Pigs
* On the Farm
* Oh, Dear
* Summer – Allie Busby
 | * I Love My Grandpa/ ma
* The Train Ride
* That’s Not My Truck
* How to Lose a Lemur
* Sun – Carol Thompson
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| **Linked rhymes**  | * If You Are Happy and You Know It
* Head, Shoulders, Knees and Toes
* Two Little Eyes to Look Around ….
* Doctor Foster
* I have a Pet – Super Simple
* When Cats Get up in the Morning – Super Simple
* Happy Birthday
 | * Like an Owl
* Five Little Leaves
* Rain, Rain, go Away
* I Hear Thunder
* What’s the weather?
* Christmas songs
 | * Five Little Penguins
* Five little snowmen
* I’m a little snowman
* Snowflake, Snowflake
* One, Two, Three, Four, Five …
* This is the Way we Wash our Hands
* Splashing in the Puddles
* Five Little Firefighters
 | * Rain, Rain, Go Away
* If You Are an Elephant and you Know it …
* You Can Hear the Lion Roaring in the Zoo …
* Let’s Go to the Zoo
* Five Little Monkeys Jumping on the Bed
 | * Old McDonald had a Farm
* The Farmer’s in His Den
* The Cows in the Barn
* Farmer, Farmer What I do you See?
* Five Little Ducks
 | * John Brown had a Little Motorcar
* The Wheels on the Bus
* A Sailor Went to Sea
* The Big Ship
* Mr Sun
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| **Phonics** | Phase 1 – Aspect 1 & 2 | Foundations for Phonics Little Wandle | Foundations for Phonics Little Wandle | * Foundations for Phonics Little Wandle
 | * Foundations for Phonics Little Wandle
 | * Foundations for Phonics Little Wandle
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| **Maths** | Number – Reciting numbers in order to 5:* Counting to 3
* Counting to 4
* Counting to 5
* 1:1 Counting
* Number Recognition
* Subitise up to 2 objects

Comparing groups of objects:* Size
* Length
* Weight
* Capacity

Patterns* Describing patterns
* Making own patterns

Shape* Looking at 2D shapes and discussing properties
 | Number – Reciting numbers in order to 5:* 1:1 counting
* Match numeral to quantity 1-5
* Subitise up to 3 objects

Comparing groups of objects:* Use language to compare quantity; less, more, fewer, most, least
* Solving problems

Patterns* Extend a repeated pattern ABAB
* Create own repeated pattern blue, yellow, blue, yellow

Shape* Looking at 2D shapes and discussing properties, using shapes to create with purpose (combining a square and a triangle to make a house)
 | Number – Reciting numbers in order to 5:* 1:1 counting
* Matching numerals to quantity 1-5
* Ordering numbers 1-5
* Counting beyond 5
* Subitise up to 3 objects without counting

Patterns* Continue a repeated pattern and notice and correct errors in the pattern.

Shape* Looking at 2D and 3D shapes and discussing properties (sides, straight, round, flat)
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| **R.E Focus** | * Good News/ God
* Value Friendship
* Harvest Festival
 | * Christian Community. Incarnations
* Value Peace
* Diwali, Remembrance Day, The Christmas Story, Nativity
 | * Kingdom of God
* Value Love
* Chinese New Year, Shrove Tuesday
 | * Forgiveness/ Salvation/ Resurrection
* Value Hope
* Mother’s Day
* Easter
 | * Discipleship/ Holy Spirit and Creation
* Value Honesty
* St George
* Eid
 | * Discipleship/ Holy Spirit and Creation
* Value Respect
* Father’s Day
* Walking Day
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| **Physical Development** | **Gross Motor**realFoundations The Jungle**Fine Motor**Practise using a spoon to feed themselves.Squiggle and wiggle/ Dough Disco**Healthy Living**Personal hygiene, managing to use the toilet by themselves and wash hands.Dental Nurser – Oral Hygiene (Helen Howard) | **Gross Motor**realFoundations Cat**Fine Motor**Practise using a knife to spread own butter during snack.Squiggle and wiggle/ Dough Disco**Healthy Living**Personal hygiene, managing to use the toilet by themselves and wash hands. | **Gross Motor**realFoundations Train**Fine Motor**Threading FocusSquiggle and wiggle/ Dough Disco | **Gross Motor**realFoundations Squirrel**Fine Motor**Exploring various mark making tools; chalk, paint brushes, crayons …Squiggle and wiggle/ Dough Disco | **Gross Motor**realFoundations Seaside**Fine Motor**Scissor focus, using one hand to make snips in paper.Squiggle and wiggle/ Dough Disco**Healthy Living**Looking at healthy eating and making healthy choices. | **Gross Motor**realFoundations Bike**Fine Motor**Focus on modelling holding a pencil “pinchy fingers” tripod grip.Squiggle and wiggle/ Dough Disco |
| **Expressive Art & Design** | **Creative**Self-portraits:Using large construction blocks to make houses for fairy tale characters in the construction area; soft foam blocks, lego, natural resources.Junk modelling to make a cottage. Children to explore colour mixing to make brown for the cottage.**Being Imaginative**Pretend play in the role play area.Retelling familiar stories/ nursery rhymes with puppet theatre enhancement. | **Creative**Autumn faces using resources found in forest school (leaves, conkers, sticks, conker shells).Roll prickly conker sjells in paint and observe the effect.Christmas crafts – colour mixing to make a nativity baby Jesus in the manger. Making Christmas cards.**Being Imaginative**Pretend play in the role play area.Having a role in the nativity, dressing in costume, retelling the story through role play. | **Creative**Junk modelling, mixing colours, joining materials.Explore colour mixing.**Being Imaginative**Pretend play in the role play area.Retelling familiar stories/ nursery rhymes with puppet theatre enhancement. | **Creative**Looking at animal patterns and textures and creating own patterns. Mixing colours.**Being Imaginative**Pretend play in the role play area.Retelling familiar stories/ nursery rhymes with puppet theatre enhancement. | **Creative**Create collage**Being Imaginative**Pretend play in the role play area.Retelling familiar stories/ nursery rhymes with puppet theatre enhancement. | **Creative**Making shakers and exploring sounds.**Being Imaginative**Pretend play in the role play area.Retelling familiar stories/ nursery rhymes with puppet theatre enhancement. |
| **Music** | Phase 1 Aspect 2 Phonics Instrumental SoundsLearning and singing familiar nursery rhymes. | Phase 1 Aspect 3 & 4 Phonics Body percussion, rhythm and rhymeLearning and singing familiar nursery rhymes. | Phase 1 Aspect 6 Phonics Instrumental Voice sounds changing pitch, tone, sound of own voice.Learning and singing familiar nursery rhymes. | Learning and singing familiar nursery rhymes. | Learning and singing familiar nursery rhymes. | Using own shakers to keep in time to the beat. Copy a rhythm.Learning and singing familiar nursery rhymes. |
| **Understanding the world** | **Past and Present**Looking at photos from beginning of their life to now. How have they changed?**Natural World**Seasons, observing Autumn in our natural environment:Forest Learning* Introduce Forest School Rules using visual pictures.
* Getting to know the area exploring natural environment
* Find me something game
* Journey sticks
* What’s in your circle (hoops)
* Scavenger Hunt
* 1, 2, 3 where are you game
 | **People, Culture and Communities**Diwali celebrations, planning a birthday party**Natural World**Seasons, observing Autumn in our natural environment:Forest Learning* Recapping rules of the forest
* Cheerio bird feeders
* Stick man story. Collecting and comparing sticks.
* Making stick men
* Five nice things using lolly sticks to make frames.
* Child led time in forest area.
 | **People, Culture and Communities**Chinese New Year Celebrations**Natural World**Seasons, observing Winter in our natural environment:Forest Learning:* Child led time in forest area
* Winter walk – signs of winter, observations of natural environment
* Ice balloons
 | **Natural World**Seasons, observing Spring in our natural environment:Forest Learning* Spring scavenger hunt – signs of spring
* Nature shapes – circles and squares
* Find me something smaller, bigger
* Leaf crafts
* Child led time in forest area
 | **People, Culture and Communities**Looking at jobs of people who help us to talk about different occupations and job roles.**Natural World**Seasons, observing Summer in our natural environment:Forest Learning:* Nature walk and crown
* Digging pit using spades and trowels to dig a pit with water
* Summer scavenger hunt
* Child led time in forest area
 | **Natural World**Seasons, observing Summer in our natural environment:Forest Learning* Child led time in forest area
* Exploring the forest area – finding minibeasts
* What’s in your circle – signs of summer
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| **Role Play** | Snack Time | Bedtime | Cleaning and washing | Shopping | New kittens | Picnic time |
| **Latchford Bucket List** | Make a bird feederExploring mixing coloursDo leaf and tree rubbing pictures | Bake a gingerbread manGo on a coachHave a party with dancing and gamesWear wellie to splash in puddles | Make a friendship braceletLearn how to play a board game and take turnsMake a den | Draw outside using chalkPlay hopscotchPlant seeds and watch them grow | Go for a picnicMake ice lolliesBuild a sandcastleGrow caterpillars into butterflies | Make a sail boat and race themFind shapes in the clouds |
| **Trips/Visitors**Enrichments  | * Dr / Nurse
* Pet visit
* School cook
 | * Autumn walk around school grounds
 | * Winter walk to the school forest
* Firefighters
 | * Zoo videos
* Zoo Ranger visit
 | * Farm visit
* Police visit
* Ducks

Spring walk to the school forest | * Walk to the bus stop
* Imagine That
* Reception visitors – Q & A time
* Transition visits to Reception
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| **Celebrations / Festivals / Special Events**  | * Birthdays
* Start of Autumn
 | * Birthdays
* Harvest Festival
* Diwali / Hannukah
* Christmas
* (Makaton) Nativity performance
 | * Birthdays
* Chinese New Year
* Start of Spring
 | * Birthdays
* Holi
 | * Birthdays
* Start of Summer
* Eid Al-Fitr
 | * Sports Day
* Transition
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| **Characteristics of Effective Teaching & 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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