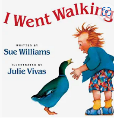
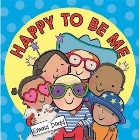
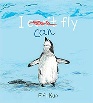
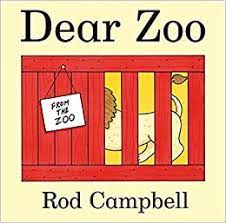
Latchford St James CofE Primary School

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 |
| **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 |
| **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 |
| **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 |
| **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) | |
| **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 |
| **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 Focus  Squiggle 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 Sounds  Learning and singing familiar nursery rhymes. | Phase 1 Aspect 3 & 4 Phonics Body percussion, rhythm and rhyme  Learning 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 |
| **Role Play** | Snack Time | Bedtime | Cleaning and washing | Shopping | New kittens | Picnic time |
| **Latchford Bucket List** | Make a bird feeder  Exploring mixing colours  Do leaf and tree rubbing pictures | Bake a gingerbread man  Go on a coach  Have a party with dancing and games  Wear wellie to splash in puddles | Make a friendship bracelet  Learn how to play a board game and take turns  Make a den | Draw outside using chalk  Play hopscotch  Plant seeds and watch them grow | Go for a picnic  Make ice lollies  Build a sandcastle  Grow caterpillars into butterflies | Make a sail boat and race them  Find 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 |
| **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. |
| **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. |
| **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. |