



Latchford St James CE Primary School

Nursery Curriculum

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.

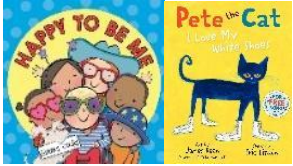
Active Learning

- 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.

**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	Transport/ Journeys
Planning around a quality text:						
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 – w.b. 15th June

	Autumn	Spring	Summer
Latchford Bucket List	- Explore mixing colours - Have a party and join in with dancing - Do leaf rubbing pictures - Wear wellies and splash in puddles - Explore finger painting - Make a friendship bracelet - Bake fairy cakes - Prepare their own snack	- Attend a school trip - Draw outside using chalk - Make a den - Visit the library - Go on a coach - Learn and perform a nursery rhyme - Play hopscotch - Learn how to play a board game, taking turns	- Grow caterpillars into butterflies - Plant seeds and watch them grow - Make a bird feeder - Go on a nature scavenger hunt - Build a sandcastle - Make ice lollies - Blow bubbles in the sunshine - Visit our Church - Go for a picnic

	Autumn	Spring	Summer
Personal, Social and Emotional Development	<u>Self-Regulation:</u> 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 feeling Begin to recognise that some actions can hurt the feelings of others With support begin to find solutions to some conflicts <u>Managing Self:</u> Show an interest in a range of experiences indoors and outdoors Begin to select and use continuous provision resources, with help when needed Begin to (with support) follow classroom rules Begin to develop independence within self-care routines <u>Building Relationships:</u> Begin to play with one or more other children Begin to see themselves as part of a community – nursery class	<u>Self-Regulation:</u> 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 conflicts Begin to help to find solutions to conflicts and rivalries. <u>Managing Self:</u> Begin to select and use activities & resources to achieve a set goal Settle to an activity of choice for some time Increasingly follow classroom routines and rules, with reduced practitioner guidance. Develop independence within self-care routines <u>Building Relationships:</u> 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 class Begin to share and take turns Begin to extend and elaborate play ideas	<u>Self-Regulation:</u> Talk about their feelings using a range of words e.g. I am proud, worried, brave etc. Begin to understand how others might be feeling Help to find solutions to conflicts and rivalries, suggesting some ideas Develop appropriate ways to be assertive e.g. turn taking/ sharing resources in provision or through stories. <u>Managing Self:</u> Select and use activities and resources with developing independence, to achieve own set goal (familiar and new) Introduce one weekly challenge Increasingly follow rules and understand why they are important Engage in sustained learning within activity of choice Be increasingly independent in meeting own care needs Make healthy choices about food, drink, activity and toothbrushing <u>Building Relationships:</u> 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 Reception Become more outgoing with unfamiliar people in the safe context of their setting e.g. transition visits into Reception Show more confidence in new social situations

	Autumn	Spring	Summer
Communication and Language	<u>Listening, Attention and Understanding</u> Begin to understand simple questions - 'who', 'what' and 'where' Enjoy listening to stories and begin to remember some key events Pay attention to one thing at a time across the day Follow an instruction with one part Begin to understand some 'why' questions related to own experiences <u>Speaking</u> Begin to use a wider range of vocabulary, linked to daily routine / theme Begin to learn new rhymes / songs and develop a repertoire Continue to develop use of different tenses, not always correct Begin to use longer sentence of 3/4 words Begin to use talk to organise selves/ play Begin to talk about a familiar book Start a conversation with an adult/ friend Begin to use talk to organise selves/ play	<u>Listening, Attention and Understanding</u> Understand simple questions - 'who', 'what' and 'where' Understand some 'why' questions within child-initiated play/ story time Enjoy listening to stories and remember some key events Begin to shift attention from one thing to another when needed / given a prompt Begin to follow a two-part instruction Begin to listen to others in a small group with support Begin to show an understanding of prepositions <u>Speaking</u> Begin to use a wider range of vocabulary, linked to routine/ theme / text Continue to learn new rhymes / songs and develop a repertoire Sing a range of rhymes/ songs as part of a group Continue to develop use of different tenses, not always correct Begin to use longer sentence of 4/6 words and use talk to organise selves/ play Begin to join sentences using 'and' Begin to express a point of view – likes and dislikes Begin to retell a simple past event in the correct order	<u>Listening, Attention and Understanding</u> Enjoy listening to longer stories (with increased attention), recalling key events in sequence Shift attention from one thing to another with prompt Understand and follow two-part instruction Use a wider range of vocabulary linked to: text / topic and daily routines Understand an instruction with two parts linked to outdoor routines / experiences Understand and confidently respond to simple 'why' questions. Understand who/ what/ where questions Show an understanding of some prepositions <u>Speaking</u> Talk about familiar books and tell a longer story Sing large repertoire of songs Talk about past events and begin to develop accuracy with the use of tenses. Use longer sentences of 4 / 6 words Begin to join words and phrases using and / or / because / but Use talk to organise themselves and their play Start a conversation with others and continue it for many turns Express a viewpoint

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Physical Development	<u>Gross Motor Development</u> Continue to develop movement skills of walking and running Continue to develop climbing skills – use stairs using alternative feet/ support with exploring climbing frame Continue to develop balancing skills at a low level Begin to develop riding skills – scooter/ bikes/ start/ stop Continue to strengthen gross motor skills through large-muscle movements □ up □ down □ circles □ wiggle □ shake □ hop □ jump □ roll □ side to side <u>Fine Motor Development</u> Begin to learn to use a knife and fork Begin to get dressed independently for outdoor learning Use some one-handed tools and equipment e.g. <i>jugs for pouring</i> Continue to strengthen fine motor skills □ squeeze □ pat □ roll □ pinch □ press □ pass (hand to hand) Begin to hold pens/ pencils with a comfortable grip	<u>Gross Motor Development</u> Continue to develop movement skills of walking and running Continue to develop balancing skills Continue to develop climbing skills Begin to learn to skip Continue to develop riding skills – scooter/ bike/ speed Begin to develop ball skills Use large-muscle movements – circular movements/ cross the mid-line Begin to remember some sequences and patterns of movement related to music and rhythm Begin to take part in some group team activities Choose the right resource to carry out chosen plan Begin to collaborate with others to manage large items <u>Fine Motor Development</u> Begin to show preference for a dominant hand Use a fork with increasing control and continue to develop using a knife Increase independence getting dressed and undressed Use a range of one-handed tools and equipment e.g. writing / mark making tools, scissors Begin to develop a comfortable grip with good control when holding pens/pencils. Create patterns with appropriate pressure and support [in line with handwriting scheme] □ horizontal/ vertical lines □ wavy lines □ circles □ up curves □ down curves □ mixed height curves □ c shapes □ spirals	<u>Gross Motor Development</u> Begin to refine movements of walking and running – avoiding obstacles/ changing direction Refine climbing and balancing skills Learn to skip Continue to develop riding skills – stop/ start/ speed Continue to develop ball skills Use large-muscle movements – crossing the mid-line Remember some sequence and patterns of movement related to music and rhythm e.g. hop, stop, jump, stop Take part in some group team activities – sports day Match developing physical skills to tasks and activities in setting – digging, walking with wheelbarrow/ watering Choose the right resource to carry out chosen plan e.g. den building/ obstacle courses Collaborate with others to manage large items <u>Fine Motor Development</u> Show preference for a dominant hand Use a range of one-handed tools with dominant hand Use a knife and fork with increasing confidence and independence when eating Be increasingly independent getting dressed and undressed Use a comfortable grip with good control when holding pens and pencils, at least four finger and thumb grip. Create patterns with increasing control independently □ horizontal/ vertical lines □ wavy lines □ circles □ up curves □ down curves □ mixed height curves □ c shapes □ spirals Create patterns with appropriate pressure and support [in line with handwriting scheme] □ crosses □ turrets □ diagonals □ zig zags □ sideways v □ letter x □ triangles

PE – Get Set 4 PE	<u>Introduction to PE – U1</u> 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.	<u>Fundamentals – U1</u> 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.	<u>Gymnastics – U1</u> 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.	<u>Ball Skills – U1</u> 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.	<u>Dance – U1</u> 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.	<u>Games – U1</u> 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.
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	Autumn	Spring	Summer
Literacy	<u>Comprehension</u> Enjoy sharing a book with an adult – fiction and non-fiction <u>Word Reading</u> Begin to understand some of the 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 <u>Writing</u> Enjoy drawing freely Begin to understand that own marks represent meaning	<u>Comprehension</u> Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary <u>Word Reading</u> Continue to develop an understanding of the key 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 Initial sounds: d g o c k e u r h b f l <u>Writing</u> Begin to engage in purposeful mark making Add some marks to their drawings, which they give meaning to. Begin to make patterns [in line with handwriting scheme] □ horizontal/ vertical lines □ wavy lines □ circles □ curves □ down curves □ mixed height curves □ c shapes □ spirals Begin to use knowledge of patterns to represent print in writing e.g. symbols - lines, circles/ left to right & top to bottom	<u>Comprehension</u> Engage in extended conversations about stories and non-fiction texts, learning and using new vocabulary <u>Word Reading</u> Use the five concepts about print. ○ Handle books carefully and correctly ○ Name parts of a book and show awareness of page number ○ Follow print from left to right/ top to bottom ○ Understand print has meaning ○ Begin to understand what a word is Read own name in a variety of fonts/ contexts Initial sounds: j v w y z qu ch sh th End sounds: x ng nk <u>Writing</u> Engage in purposeful mark making Secure pre-writing patterns independently. Add marks to their drawings, which they give meaning to. E.g. that says mummy. Use knowledge of patterns to represent print in writing – lines, circles/ left to right & top to bottom Begin to use new knowledge of patterns to represent print in writing – left to right/ top to bottom, crossing midline, zig zags, triangles

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Mathematics	<u>Number</u> Begin to recite numbers to 5 in the correct order. Explore 1:1 correspondence. Begin to say one number for each item to 3. <u>Numerical Patterns</u> Begin to compare quantities. Notice, identify and talk about patterns around them. Begin to copy and talk about a pattern. <u>Shape, Space and Measure</u> 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.	<u>Number</u> Recite numbers to 5 e.g. through number rhymes, counting objects and using fingers to represent numbers. Subitising to 1 and 2 and sometimes 3 Begin to count up to sets of 5 objects. Use some number names in play with some accuracy. Begin to represent numbers with marks. <u>Numerical Patterns</u> Begin to compare quantities using more than/ fewer than. Sort and match objects accordingly e.g. size/ shape Name and talk about patterns. Continue and talk about a pattern. <u>Shape, Space and Measure</u> Select shapes appropriately in a range of contexts. Begin to combine shapes to make new ones. Talk about shapes Make 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, nighttime. Begin to describe a familiar route. Begin to describe a sequence of events e.g. first, next.	<u>Number</u> 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: 1,2,3,4,5 Know 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. <u>Numerical Patterns</u> Extend and create ABAB patterns Compare quantities using language: more than and fewer than. What comes before/ after? – numbers to 5. Composition of 3, 4 and 5. <u>Shape, Space and Measure</u> 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 ones Talk about 2D shapes using some correct vocabulary. Explore 3D shapes and begin to talk about some of their properties.

	Autumn	Spring	Summer
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Understanding the World	<u>Past and Present</u> Understand and follow daily routine with the use of visual timetable Begin to predict what might happen next within daily routine e.g. morning and afternoon Begin 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. <u>People, Culture and Communities</u> Continue to develop a sense of awareness – likes/ dislikes Begin to make connections between features of their family and other families Begin to show an interest in different occupations e.g. doctor, dentist, park keeper, gardener, site manager Begin to notice and develop positive attitudes about the differences between people Begin to develop an awareness of special times/ events/ celebrations e.g. Diwali/ Christmas <u>The Natural World</u> 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 vocabulary Identify and name body parts and the use of some body parts Name and talk about pets and match adult to baby Begin to explore different animal habitats linked to autumn Begin to develop an awareness of the different seasons and the need for different clothing Begin to develop their curiosity and interest in weather.	<u>Past and Present</u> 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 day Begin to develop vocabulary of time in the context of daily routines e.g. day/night, later, next, after Begin to use sequencing vocabulary e.g. <i>before, next, after, end</i> Begin to develop an awareness of past significant events e.g. nativity play/ Autumn walk Continue to make sense of their own life history – when I started nursery/ special events e.g. Christmas <u>People, Culture and Communities</u> Continue to develop an awareness of self Begin to make connections between the features of their family and other families Continue to develop positive attitudes about the differences between people Continue to show an awareness in different occupations e.g. vet, zoo keeper, farmer Continue to develop an awareness of special times/ events/ celebration Begin to develop an awareness of special places <u>The Natural World</u> Talk about what they see, continuing to use a wider vocabulary Begin to understand the need to respect and care for the natural environment Develop 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 growing Begin to know that there are different places in the world Explore how to keep themselves warm in Winter Explore animal habitats linked to winter Begin to develop an understanding of life cycles Explore different forces they can feel – push/ pull	<u>Past and Present</u> Understand and begin to use the vocabulary of time within the context of the daily routine – later/ next/ after Begin to recite days of the week Develop an awareness of significant nursery events and recall events Continue to make sense of their own life history – family trips/ transition visits to Reception Begin to develop a sense of a 'long time ago' <u>People, Culture and Communities</u> Develop an awareness of self Make connections between the features of their family and other families Continue to develop positive attitudes about differences between people Develop an awareness of different special times/ events/ celebration Develop an awareness of special places Continue to show an awareness in different occupations and talk about them e.g. emergency services/ shop keepers Observe and name different types of local transport <u>The Natural World</u> 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 compare Talk about what they see, using a wider vocabulary Begin to understand the need to respect and care for all living things Develop an understanding of life cycles of animals and plants Know 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/ countries
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	Begin to understand the need to respect and care for natural environment – outdoor space Explore how familiar things work Explore different forces and begin to use language of push and pull	Begin to use all their senses in hands on exploration of natural materials, developing curiosity Explore 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	Experience and talk about different weather/ seasonal changes Explore how to keep cool/ safe in sun and summer Notice how properties of materials change e.g. cold water becomes warm in the sun Explore and talk about different forces they can feel Explore mechanical toys and talk about how they move Explore how vehicles travel on ramps of different gradients Explore floating and sinking
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	Autumn	Spring	Summer
Expressive Arts and Design	<u>Creating with Materials</u> Explore colour and recognise red, blue, yellow and green Explore different materials and textures & begin to develop own ideas about how to use them Use lines and circles to represent objects Begin to add more detail to their drawings Use a range of large tools – foam rollers, sponges, chunky paint brushes, hands/ fingers Explore and create using playdough – use a range of cutters/ tools <u>Expressive Arts and Design</u> Begin to take part in pretend play Begin to create own small world scenes linked to interests Participate in oral text retelling with actions Begin to create simple stories using small world Listen with increased attention to sounds Sing and remember some simple rhymes and songs Play instruments with increasing control Make movements to music	<u>Creating with Materials</u> Explore colour mixing – naming colours Explore different materials & textures & begin to develop own ideas about how to use them Create using playdough Begin to join different materials using glue and tape Begin to create closed shapes to represent objects Use drawing to represent ideas Begin to draw with increasing detail Begin to show different emotions in drawings e.g. happiness/sadness <u>Expressive Arts and Design</u> Begin to respond to what they heard, expressing own thoughts / ideas Take part in pretend play, using objects to represent something else Participate in oral text retelling with actions linked to focus text Begin to develop more complex stories using small world Begin to make imaginative & complex small worlds Begin to respond to what they have heard, expressing thoughts and feelings Begin to remember entire simple rhymes / songs Begin to sing the pitch of a tone sung by another person Play instruments with increasing control to express their feelings and ideas Make movements to music	<u>Creating with Materials</u> Explore colour mixing – talking about observed changes Explore different materials & textures & begin to develop own ideas about how to use them Create closed shapes with continuous lines and use these shapes to represent objects Show different emotions in drawings e.g. happiness/sadness Use printing techniques with increasing independence to makes patterns and pictures Make 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. <u>Expressive Arts and Design</u> Take part in simple pretend play, use an object to represent something else even though they are not similar Develop a simple narrative within role play and using small world Participate in oral text retelling with actions linked to focus text Listen with increased attention to sounds Remember and sing entire songs Sing a pitch of a tone sung by another person Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs Create their own songs, or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas. Respond to what they have heard, expressing their thoughts and feelings