

BUSHEY HEATH PRIMARCY SCHOOL NURSERY CURRICULUM

To inspire a thirst and love for learning through an exciting and stimulating environment supporting all children to achieve.

EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage (EYFS) is the curriculum that the Government sets for all early year's providers (0-5 years) to make sure that 'all children learn and develop well and are kept healthy and safe'. (Department for Education).

There are **17 early learning goals** to be aimed for by the end of the Reception year in school.

The Framework is divided into three sections:

1. Characteristics of Learning
2. Three prime areas of learning
3. Four specific areas of learning

The Characteristics of Effective Learning

Playing and exploring - children investigate and experience things, and 'have a go.'

Active Learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The Seven Areas of Learning

Prime Areas

Personal, Social and Emotional Development Is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. 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.	Communication and language The development of children's spoken language underpins all seven areas of learning and 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 and providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. 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.	Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. 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.
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Specific Areas			
Literacy, is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.	Mathematics, looks at numbers, counting, shape, space and measure.	Understanding the World, is about people and communities and helps children understand the world they live in, including ICT.	Expressive Arts and Design, which develops different forms of expression, exploring music, dance and song, encouraging children to be creative in all respects. It also focuses on media and materials and imaginative/pretend play.

The Four Themes

The four themes of the Revised EYFS describe the features of practice on which the EYFS is based.

A Unique Child – every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships – children learn to be strong and independent through positive relationships.

Enabling Environments – children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

Learning and Development – children develop and learn in different ways. The Framework covers the education and care of all the children in early years provision, including children with special educational needs and disabilities. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

NURSERY Curriculum Framework

Vocabulary for whole year

Stories, Character, beginning, middle, end, Naming resources inside and out , naming physical actions – jump, hop, skip, Prepositions-in, on, under, in front, behind, next to, over, High, low, open, close, on and off, Author, illustrator, cover, title, Stop, go, walk, Rhyme, Up, down, round, back, Numerals, Names of 2D Shapes- square, circle, triangle, rectangle, sides, corners, straight, curved, flat, round, Names of 3D shapes- cube, cuboid, sphere, cone, More, fewer, same, total, Patterns, stripes, spots
Prepositions- in, on, under, in front, behind, next to, Sequence adverbs- First, then, next, after that, finally, Adjectives- pointy, round, etc, Names of some occupations
Names of some parts of a car- tyres, steering wheel, bonnet. Name some minibeasts, Name frogspawn, tadpole, froglet, frog, Name some parts of plant- leaves, petals, stem, Christmas, Hanukah. Name resources- glue, tape, hole punch, treasury tags, straws, feathers, pom poms etc Name media- pencil, felt pens, paint, crayons, chalk, Describe textures- bumpy, fluffy, rough, smooth, Music- loud, quiet, high, low, fast slow
Correctly pronounce: P B M H N / D T K G W/ F NG
light, torch, bulb, lamp, spotlight, shiny, bright, brighter, brightest, Sun, shine, glow, mirror
object, float, sink, water, up, down, top, bottom, push, pull, magnet, spring, squash, bend, twist, stretch, turn, spin, smooth, rough, fast, slow

Vocabulary for Autumn

Listen/ listening, main character, question, rhyme, rhythm, Christmas, Christmas songs, nursery rhymes, music, Hanukah, celebration, please and thank you, stop, why, how, pronounce sounds- P B M H N, favourite, happy, sad, angry, confused, scared, calm, help, milk, water, snack, name some fruit and vegetables, pencil, pen, paintbrush, scissors, chalk, knife, fork, spoon, roll, kick, throw, catch, balance, safely, beam, stilts, bike trike, scooter, peddles, stepping stones, bridge, letters, pat, clap, touch, copy me, heavy, light, up, down, round, back, in order, total, more than, fewer than, 2D, flat, sides, corners, straight, round, square, rectangle, circle, triangle, positional words, route, pattern, lines/ stripes, sequence, recite numbers to 3, mechanic, family, religion, community, computer, laptop, iPad, push, pull, floating, magnifying glass, heating, cooling, same, different, learn friend's names, fluffy, rough, bumpy smooth, tower, primary colours, Yayoi Kasuma, spots (Year A), Giuseppe Arcimboldo (Year B), Autumn, leaves, changing, stop, go, fast, slow

Books

The Colour Monster-PSED- feelings ***Farmer Duck***-Harvest/PSED ***Geography*** ***Funny Bones***- The body/ teeth ***Science*** ***Room on the Broom***- PSED, Halloween ***Owl Babies***- Natural world ***Science*** ***Goldilocks***- Traditional Tales

Autumn

Communication and Language

Knowledge

- To know what listening means.
- To know how to show good listening.
- To know what a story is.
- To know what their name is.
- To know what a main character is.
- To know what a question is.
- To know what singing is.
- To know what a rhyme is.
- To know what Christmas is.
- To know how to show emotions.

Skills

Children at the expected level of development will:

- Begin to listen 1:1 or a small group to a story.
- Respond to their name as a prompt to look at adult
- Respond to *Staff using the child's name and "please stop and listen"*.
- Name a main character.

- To be able to listen to stories / conversations with children and adults.
- Follow one-part direction e.g. get your coat.
- Answer why questions from two given choices. *Eg "Why did the caterpillar get so fat? Was it because he ate too much or drank too much?"*.
- Sing familiar nursery rhymes as a group and begin to have the confidence to do so independently.
- Engage with singing, rhymes and join in with repeated refrains in stories e.g. Christmas songs, familiar nursery songs.
- Be able to pronounce the following sounds in words: P B M H N.
- Use 3 – 4 words in a sentence.
- Engage in a 2-part conversation prompted by peer or adult e.g. Adult "on my birthday I had a pink cake"...."Child" I had chocolate".
- Express a point of view e.g. favourite stories, songs, toys, food.
- Use talk to engage with peer/adult to play.
- Show appropriate emotion by smiling, crying etc.

Personal, Social and Emotional Development

Knowledge

- To know where the dining hall is.
- To know the lunch time staff.
- To know who to ask for help.
- To name different feelings (happy, sad, angry, confused).
- To know what to do in a conflict.
- To know what rules are.
- To know what the techniques are for self-regulating.

Skills

Children at the expected level of development will:

- To select food and drink independently.
- To ask an adult for help.
- To begin to discuss how they are feeling.
- To access resources with some help – learning where things belong.
- understand indoor and outdoor activities.
- To respond to tasks set by adults.
- Select their fruit and water bottles / milk cartons.
- To become familiar with their environment.
- To be confident to walk around the school with an adult.
- To learn new ways to solve conflicts through adult modelling how to listen to someone else and agree on a compromise.

- To begin to follow class rules.
- To begin to use techniques to support them to calm down (deep breathing).
- Begin to comment on how people / characters may be feeling.
- During story times / topics use characters to discuss how they may be feeling e.g. I wonder how the chicken is feeling now the fox is creeping up behind her?

Physical Development

Knowledge

- To know what a pencil is used for.
- To know what letters are.
- To know what balance means.
- To know what they are and the job of: paintbrushes, scissors, knives, forks and spoons.
- To understand the word safely.
- To know what pat knees, clap, touch head etc means.
- To know what 'copy me' means.

Skills

Children at the expected level of development will:

- Confidence to have a go at balance equipment- stepping stones, beam, stilts balance bikes, trikes with peddles, scooters.
- Roll and kick a ball.
- Beginning to catch and develop underarm throw.
- Standing on one leg momentarily- use Yoga to help practise balance.
- Use scarves in daily maths song, opportunities for mark making inside and out- large chalks and large rolls of paper/ old sheets to paint on.
- Adult support to engage children in group play- e.g. to make a house with the Podley or make a bridge together with the crates and planks then taking turns to cross.
- Moving in different ways to music, use just dance to follow sequences, play copy me – pat knees, clap, touch head etc.
- To discuss different ways to cross a plank and encourage, where safe push themselves to try to walk rather than stick to crawling with verbal support lots of praise.
- Moving objects- e.g. "Let's have two children on each side so it isn't too heavy for one child on their own".
- Begin to use one handed tools. Gaining confidence with open/ close skill with squeezey scissors.
- Adult to help position pencil in hand that appears more dominant.
- Begin to try and put on items of clothing (coat, gloves, scarf).

Literacy

Knowledge

- To know the language of direction up, down, round and back.

- To know what a book is.
- To know what rhyme is.
- To know what a pencil/pen is used for.
- To know that we hold a pencil/ pen in our hands.

Skills

Children at the expected level of development will:

- Handle books and to turn the pages one at a time.
- Spot and suggest rhymes e.g. deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you can, you can't catch me I'm the gingerbread —."
- Clap syllables in name.
- Recognise and say initial sound of name.
- Name what's in a picture. Discuss new vocabulary.
- To ascribe meaning to marks they make.
- Recognise their name (written).
- To follow the language of direction up, down, round and back.

Mathematics

Knowledge

- To count to 3.
- To know what 'in order' means.
- To know what total means.
- To know that you can use fingers to count/ show value.
- To know what 'more than', 'fewer than' means.
- To know what a 2-d shape is.
- To know what 'sides', 'corners', 'straight', 'round', 'flat mean.
- To understand position through pictures- for example, "The bag is under the table," - with pointing/gestures.
- To know what route means.
- To know what pattern means and how to continue it.
- To know what sequence means.

Skills

Children at the expected level of development will:

- Develop fast recognition of one object, without having to count them individually ('subitising').
- Begin to recite numbers to 5, some support where necessary.
- Say one number for each item in order 1,2,3.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') 3 objects.
- Show 'finger numbers' up to 3.
- Link numerals and amounts, for example, showing the right number of objects to match the numeral, up to 3.
- Experiment with their own symbols and marks.
- Solve real world mathematical problems with numbers up to 3.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners', 'straight', 'round', 'flat'.
- To use positional language.
- Use stories and pictures to discuss routes and locations.
- Make comparisons between objects relating to size.
- Explore shapes in construction activities.
- Talk about the patterns around them e.g. "lines" for stripes.
- Extend ABAB patterns- stick, leaf, stick, leaf.
- Begin to describe a sequence of events, based on their experiences.

Understanding the World

Knowledge

- To use equipment to explore.
- To know the role of a mechanic.
- To know what family means.
- To know who is in their immediate family.
- To know what a computer/ laptop/ iPad is.
- To know what push and pull means.
- To know what a job is.
- To know the job of certain equipment (hammer is used to hammer nails etc.).
- To know what floating means.
- To know what celebrating means.
- To know what religion means.
- To know what community means.

Skills
Children at the expected level of development will: • To question how and why things work. • To talk about what they see e.g. leaf colour, falling off trees. • Begin to use equipment to explore the environment e.g. using a magnifying glass. • Hold an iPad/tablet correctly, take photos. • To talk about their immediate families. • to use this new vocabulary in their play. • take on the role of different occupations (opportunities to challenge gender and other stereotypes). • to explore wind-up toys, cogs, peg hammer boards in the environment. • to explore loose parts (<i>see introducing work to EYFS document</i>). • to take care of the growing plants in the environment. • to support in the care of the chickens e.g. collecting eggs, feeding them. • Observe the observation box and make comments on what is happening (rotting apple). • to differentiate between push and pull e.g. Push a car and pull a car outside/ how the water pushes up when they try to push a plastic boat under it (floating) • to explore how different materials sink and float. • to know the changes when cooking – combining different ingredients and then cooling or heating (cooking) them. • to learn each other’s names, adult support to model correct pronunciation. • to celebrate and value cultural, religious and community events and experiences e.g. Christmas, Hannukah. • to use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.
Expressive Arts and Design
Knowledge
• To know what a fluffy, rough, bumpy, smooth means. • To know what strips of paper, cardboard boxes, collage, glue, tape is/ what they are used for. • To know what a tower is. • To know what items, belong in specific small world areas (toaster in the kitchen not the bedroom). • To know what music is. • To look at the work of Yayoi Kasuma (Year A) and recreate own piece of art, Giuseppe Arcimboldo (Year B). • To know the names of the primary colours. • To understand what mixing is. • To understand the colours linked to emotions- use ‘Colour Monster’ book to make red angry pictures and yellow happy pictures. • To know what movements are associated with feeling happy, sad, angry, scared.

- To know what high and low pitch means.
- Learn nursery rhymes and Christmas songs.
- To know what tapping is.
- To know what clapping is.
- To know what rhythm is.
- To know what a loud and quiet sound is.
- To identify where sounds come from.

Skills

Children at the expected level of development will:

- Pretend play using items in the setting e.g. conkers in the saucepan as pasta.
- Engage in small world play.
- Create towers using blocks/construction.
- Explore creative area resources e.g. strips of paper, cardboard boxes, collage, glue, tape.
- Independently select resources/ media from creative area.
- Use vocabulary for different textures e.g. fluffy, rough, bumpy, smooth.
- Need support with correct pencil grip to create lines and circles.
- Make marks to music, use firework music and genres e.g. classical, pop.
- Use primary colours when painting and notice new colours made when two mix together.
- Play sound games- guessing animal sounds, environmental sounds etc.
- Listen and move to music that makes you feel happy, sad, angry, scared etc.
- Sing familiar songs to themselves, these could be family songs, during their play or within a group.
- Copy a simple 'pitch match' tune e.g. la la la (high low high).
- Sing nursery rhymes and Christmas songs.
- Tap/clap different rhythms.
- Experiment with making sounds- loud and quiet.

NURSERY

Curriculum Framework

Vocabulary for whole year

Stories, Character, beginning, middle, end, Naming resources inside and out , naming physical actions – jump, hop, skip, Prepositions-in, on, under, in front, behind, next to, over, High, low, open, close, on and off, Author, illustrator, cover, title, Stop, go, walk, Rhyme, Up, down, round, back, Numerals, Names of 2D Shapes- square, circle, triangle, rectangle, sides, corners, straight, curved, flat, round, Names of 3D shapes- cube, cuboid, sphere, cone, More, fewer, same, total, Patterns, stripes, spots Prepositions- in, on, under, in front, behind, next to, Sequence adverbs- First, then, next, after that, finally, Adjectives- pointy, round, etc, Names of some occupations Names of some parts of a car- tyres, steering wheel, bonnet, name some minibeasts, Name frogspawn, tadpole, froglet, frog, Name some parts of plant- leaves, petals, stem, Christmas, Hanukah. Name resources- glue, tape, hole punch, treasury tags, straws, feathers, pom poms etc Name media- pencil, felt pens, paint, crayons, chalk, Describe textures- bumpy, fluffy, rough, smooth, Music- loud, quiet, high, low, fast slow Letters/ words beginning with: P B M H N / D T K G W/ F NG

Vocabulary for Spring Term

Beginning, middle, end, question, singing, pronounce D T K G W phonemes, taking turns, hammers, nails, wood, quoit, hoop, high, low, side, cover, author, syllable, 3D, cone, cuboid, cylinder, cube, recite numbers to 5, bigger, smaller, taller, shorter, shine, light, shadow, job, frogspawn, tadpole, froglet, frog, pond, stretch, snap, bend, zig zag, ice, freeze, melt, mixing, pitch, loud, quiet, instrument, eyes, nose, mouth, ears, Piet Mondrian (Year A), Wassily Kandinsky (Year B), tint, shade, petals, stem, seeds.

Books

Elmer- differences *Whatever Next*- Space *Science So much*- Cultural diversity, families *The Dinosaur Department Store*- dinosaurs *History We're Going on a Bear Hunt*-maps, weather, geographical features *Geography The Very Busy Spider*- minibeasts.

Spring

New Nursery children will need to have Autumn support.

Communication and Language

Knowledge

- To know what listening means.
- To know how to show good listening.
- To know what a story is.
- To know what their name is.
- To know what a beginning, middle and end is.
- To know what a question is.
- To know what singing is.
- To know what a rhyme is.
- To know how to show emotions.

Skills

Children at the expected level of development will:

- Listen to whole group story times, beginning to know when to listen and when to comment on the story.
- Stop and respond to an adult.
- Recall beginning and middle of a story.
- To listen to stories / conversations and **begin** to try to explain unfamiliar words.
- Follow two-part instructions e.g. get your coat and your water bottle.
- Ask and answer why questions linked to a relevant experience e.g. topic book, in play, discussion from personal experience.
- Sing a range of songs independently.
- Repeat core rhymes and retell parts of stories independently.
- Be able to pronounce the following sounds in words: D T K G W.
- Use 4-6 words in a sentence.
- Continue a conversation for many turns prompted by adult or peer.
- Be able to express their view within a group discussion e.g. what do you think will happen to the ice in the water tray?
- Use talk to extend and elaborate their play.
- Say how they are feeling e.g. I am sad.

Personal, Social and Emotional Development

Knowledge

- To know where items in the class belong.
- To know the language/ phrases to use when trying to resolve conflict.
- To know what 'taking turns' mean.
- To know the language/ phrases to use when wanting to take turns.
- To know who to ask for help.
- To name different feelings (happy, sad, angry, confused, worried).
- To know what to do in a conflict.
- To know what rules are.
- To know what the techniques are for self-regulating.

Skills

Children at the expected level of development will:

- To access all resources in the setting, sometimes with help/can select independently.
- To begin to use more challenge e.g. light hammers, large nail heads and light wood.

- To begin to carry out several tasks in the setting independently.
- To clean the snack area table, wash the fruit for the morning.
- To show more confidence within their environment and begin to be confident with new but trusted people.
- To be involved with adults when making decisions of new room layouts e.g. setting up a new roleplay area e.g. Space.
- To begin to follow class rules without staff support and reminding.
- To begin to use techniques to solve conflicts in their play.
- To begin to be able to talk about their feelings.
- To begin to discuss how other children / adults are feeling. They may need prompt cards to support.
- To settle to some activities for a while.
- To sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'.

Physical Development

Knowledge

- To know what a pencil is used for.
- To know how to walk along a beam.
- To know what balance means.
- To know what they are and the job of: paintbrushes, scissors, knives, forks and spoons.
- To understand the word safely.
- To know what an obstacle is.
- To have the language to take turns.
- To know what pat knees, clap, touch head etc means.
- To know what 'copy me' means.

Skills

Children at the expected level of development will:

- To continue to improve skills- independently walk a few steps along beam, aware of helping themselves- arms out etc.
- To catch a ball most of the time- aware of holding hands together ready to catch etc.
- Hop on both legs- support where necessary.
- More confident large movements, showing more strength and accuracy.
- Have ideas to start off games, adult support only where necessary to ensure turn taking, help with language/ explanations, safety.
- Make up own movements for others to copy.
- Begin to take part in obstacle type games e.g. run, jump in hoops, throw quoit.
- Show more independence, variation and bravery (within reason) when deciding upon physical movements to use in tasks.

- Select resources independently, adult support where necessary to suggest alternatives where necessary and explain why e.g. “if you use a thicker paintbrush, you can cover the page quicker.”
- Start to talk with peers re outside equipment independently e.g. “you go that side and I’ll go this side”. Adult support only if unsafe.
- With adult support to position scissors in hand where necessary and verbal support to encourage snipping.
- With verbal support, reposition pencil e.g. “hold it a bit lower down...”.
- Put coat on independently and have support with fastenings/ inside out.

Literacy

Knowledge

- To know what a book is.
- To know the language: cover, the author, the page number of books.
- To know what rhyme is.
- To know what a pencil/pen is used for.
- To know that we hold a pencil/ pen in our hands.
- To know what a syllable is.
- To know what a letter sound is.

Skills

Children at the expected level of development will:

- Identify the cover, the author, the page number of books.
- change a word so that there is still a rhyme: “Twinkle, twinkle yellow car.
- Count and clap syllables in their name.
- Recognise words with the same initial sound as their name.
- Begin to tell a story from a picture book.
- Mark make independently with a purpose e.g. card for daddy, shopping list.
- Attempt to write initial sound.
- Attempt to write initial sound in name and other words.

Mathematics

Knowledge

- To count to 4.
- To know what ‘in order’ means.
- To know what total means.
- To know that you can use fingers to count/ show value.
- To know what ‘more than’, ‘fewer than’ means.

- To know what a 2D shape is.
- To know what a 3D shape is.
- To know what 'sides', 'corners', 'straight', 'round', 'flat' mean.
- To understand position through pictures- for example, "The bag is under the table," - with pointing/gestures.
- To know what route means.
- To know what pattern means and how to continue it.
- To know what sequence means.

Skills

Children at the expected level of development will:

- Develop fast recognition of up to 2 objects, without having to count them individually ('subitising').
- Recite numbers to 5 consistently and independently.
- Say one number for each item in order 1,2,3,4.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') 4 objects.
- Show 'finger numbers' up to 4.
- Link numerals and amounts, for example, showing the right number of objects to match the numeral, up to 4.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 4.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'round', 'flat', 'round'.
- Understand position through words alone- for example, "The bag is under the table," - with pointing.
- Describe a familiar route.
- Discuss routes and locations.
- Make comparisons between objects relating to size and length.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Begin to identify some patterns around them correctly e.g. stripes.
- Extend and create ABAB patterns- stick, leaf, stick, leaf.
- Begin to describe a sequence of events, real or fictional.

Understanding the World

Knowledge

- To use equipment to explore.

- To know the role of a mechanic.
- To know what family means.
- To know who is in their immediate family.
- To know what a computer/ laptop/ iPad is.
- To know what push and pull means.
- To know what light is.
- To know the language shadow.
- To know what a job is.
- To know the job of certain equipment (hammer is used to hammer nails etc.).
- To know what floating means.
- To know what celebrating means.
- To know what religion means.
- To know what community means.

Skills

Children at the expected level of development will:

- Comment and discuss simple similarities and differences in natural materials e.g. holly bush leaf is pointy and the herb garden smell.
- Confidently use magnifying glass to explore.
- Begin to use a tablet with magnifying app to explore their environment.
- Talk about their life story how their parents told them. E.g., I lived far away when I was born, and we moved near my Granny when I was 2.
- Introduce an occupation into their play, adult to support with providing resources for child to extend this play and learning.
- Explore the EYFS Garage.
- Confidently plant seeds and to care for them as they grow.
- Take care of the plants in the environment and continue caring for the chickens.
- Understand the key features of the life cycle of a plant and an animal e.g. Investigate frog spawn.
- Know how they can stretch elastic, snap a twig, but can't bend a metal rod.
- Explore melting – leave ice cubes out in the sun, see what happens when you shake salt onto them (children should not touch to avoid danger of frostbite). Or add ice cubes to water, or trap toys in the ice, how can they free them?
- Talk about the differences in materials and changes they notice.
- Explore how you can shine light through some materials, but not others. Investigate shadows.
- talk positively about different appearances, skin colours and hair types.
- Talk about their families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions.
- Imitate using the computer keyboard in role play.

Expressive Arts and Design

Knowledge

- To know what a line is- zig zag, bendy lines means.
- To know what strips of paper, cardboard boxes, collage, glue, tape is/ what they are used for.
- To know what a tower is.
- To know what items belong in specific small world areas (toaster in the kitchen not the bedroom).
- To know what music is.
- To know the names of the primary colours.
- To understand what mixing is.
- To know the parts of a face when drawing.
- To know what movements are associated with feeling happy, sad, angry, scared.
- To know what high and low pitch means.
- Learn nursery rhymes and songs.
- To know what a loud and quiet sound is.
- To know what an instrument is.
- To identify where sounds come from.

Skills

Children at the expected level of development will:

- Pretend play with peers creating a storyline together and making objects within the setting a part of their play.
- Engage with small world play with peers, accepting one person may be the baby in their play.
- Create role-play homes/buildings/worlds using blocks/construction.
- Discuss their ideas to adults so adults can model new ways to explore using scissors to make cuts.
- Begin to develop own ideas, some support where necessary to decide on best media/ resources to use.
- Look at best ways to join different materials- access to glue, tape, hole punch, treasury tags, masking tape, linking strips of paper (paper chains).
- Need support with pencil grip if necessary to draw shapes and lines- zig zag, bendy line etc.
- With instruction/ prompts, draw a recognisable face with eyes, nose, and mouth.
- Mark make to represent movement e.g. wind blowing, snow falling, bird flying.
- With instructions/ prompts draw different mouths to represent different emotions- use a mirror to study what happens if you have a sad face- mouth turns down etc.
- Look at work of Piet Mondrian (Year A) and recreate own piece of art, Wassily Kandinsky (Year B).
- Add white to a colour- (tint) what happens? Add black to a colour (shade)- what happens?
- Explore the use of instruments to identify and recreate loud, quiet, fast and slow sounds.

- Talk about how music makes you feel e.g. this music made me feel sleepy because it was quiet and slow.
- Sing a few familiar/traditional songs taught in school.
- Make their own pitch match song up and others copy.
- Learn and sing traditional songs.
- Sing their own songs.
- Experiment making different rhythms and children to record each other's music when performing on the stage. Play back for all children to watch.

NURSERY

Curriculum Framework

Vocabulary for whole year

Stories, Character, beginning, middle, end, Naming resources inside and out, naming physical actions – jump, hop, skip, Prepositions-in, on, under, in front, behind, next to, over, High, low, open, close, on and off, Author, illustrator, cover, title, Stop, go, walk, Rhyme, Up, down, round, back, Numerals, Names of 2D Shapes- square, circle, triangle, rectangle, sides, corners, straight, curved, flat, round, Names of 3D shapes- cube, cuboid, sphere, cone, More, fewer, same, total, Patterns, stripes, spots Prepositions- in, on, under, in front, behind, next to, Sequence adverbs- First, then, next, after that, finally, Adjectives- pointy, round, etc, Names of some occupations Names of some parts of a car- tyres, steering wheel, bonnet, name some minibeasts, Name frogspawn, tadpole, froglet, frog, Name some parts of plant- leaves, petals, stem, Christmas, Hanukah. Name resources- glue, tape, hole punch, treasury tags, straws, feathers, pom poms etc Name media- pencil, felt pens, paint, crayons, chalk, Describe textures- bumpy, fluffy, rough, smooth, Music- loud, quiet, high, low, fast slow Letters/ words beginning with: P B M H N / D T K G W/ F NG

Vocabulary for Summer Term

Antoni Gaudi (Year A), Ancient Egyptians (Year B), weaving, texture, secondary colours, pronounce sounds F NG, worried, hold pose, obstacle, crawl, word, space, in front, behind, first, then, next, after that, pointy, spotty, blobs, magnet, attract, repel.

Books

Jasper's beanstalk- plants and growing *Science* *Oliver's fruit salad* healthy eating *The Gingerbread Man*- Traditional tales *Science* *Captain Duck*- transport *Geography* *The Three Little Pigs*- Traditional Tales/ Materials and their properties *Science* *The Rapping Princess*- Cultural diversity, kings and queens History

Trips

In school visit from.

Farm/ Space experience/Theatre group (Nursery and Reception).

Summer

Communication and Language

Knowledge

- To know what listening means.
- To know how to show good listening.
- To know what a story is.
- To know what their name is.
- To know what a beginning, middle and end is.
- To know what a question is.
- To know what singing is.
- To know what a rhyme is.
- To know how to show emotions.

Skills

Children at the expected level of development will:

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Be able to tell a long story.
- After listening to a story, be able to tell much of what happened.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Understand 'why' questions, like "why" do you think the caterpillar got so fat?".
- Sing a large repertoire of songs/ nursery rhymes.
- Be able to talk about familiar books and be able to tell a long story.
- Be able to pronounce the following sounds in words: FNG.
- Use longer sentences of four to six words.
- **Start** a conversation with an adult or a friend and continue it for many turns.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Use talk to organise themselves and their play: "Let's go on a bus...you sit there...I'll be the driver.
- Elaborate and discuss how and why they feel e.g. I feel sad because x won't play with me.

Personal, Social and Emotional Development

Knowledge

- To know where items in the class belong.
- To know the language/ phrases to use when trying to resolve conflict.

- To know what 'taking turns' mean.
- To know the language/ phrases to use when wanting to take turns.
- To know who to ask for help.
- To name different feelings (happy, sad, angry, confused, worried).
- To know what to do in a conflict.
- To know what rules are.
- To know what the techniques are for self-regulating.

Skills

Children at the expected level of development will:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- negotiate solutions to conflicts in their play.

Physical Development

Knowledge

- To know what Skip, hop, stand on one leg and hold a pose for a game like musical statues means.
- To know what they are and the job of: paintbrushes, scissors, knives, forks and spoons.
- To understand the word safely.
- To know what an obstacle is.
- To have the language to take turns.
- To know what 'copy me' means.

Skills

Children at the expected level of development will:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across.
- A plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Literacy

Knowledge

To understand the five key concepts about print:

- Print has meaning.
- Print can have different purposes.
- We read English text from left to right and from top to bottom.
- The names of the different parts of a book.
- Page sequencing.
- Sentences start with capital letters and end with full stops.
- Explain the idea of a 'word' to children, pointing out how some words are longer than others and how there is always a space before and after a word.
- Develop their phonological awareness, so that they can: - spot and suggest rhymes.
- To know what a syllable is.
- To know what a letter sound is.

Skills

Children at the expected level of development will:

- Count or clap syllables in a word.
- Recognise words with the same initial sound, such as money and mother.
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Attempt to write the initial letter sound of their name.
- Write some letters accurately.

Mathematics

Knowledge

- To count to 5.
- To know what 'in order' means.
- To know what total means.
- To know what 'in front of' and 'behind' means.
- To know that you can use fingers to count/ show value.
- To know what 'more than', 'fewer than' means.
- To know what heavier and lighter means.
- To know what a 2-d shape is.
- To know what a 3-d shape is.
- To know what 'sides', 'corners', 'straight', 'round', 'flat mean.
- To understand position through pictures- for example, "The bag is under the table," - with pointing/gestures.
- To know what route means.
- To know what pattern means and how to continue it.
- To know what sequence means.
- To understand informal language like 'pointy', 'spotty', 'blobs'.
- To understand what first', 'then... etc. means.

Skills

Children at the expected level of development will:

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- 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').
- Show 'finger numbers' up to 5.
- Link numerals and amounts, for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'round', 'flat', 'round'.
- Understand position through words alone- for example, "The bag is under the table," - with no pointing.
- Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones- an arch, a bigger triangle etc
- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns- stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Understanding the World

Knowledge

- To use equipment to explore.
- To know the role of a mechanic.
- To know what family means.
- To know who is in their immediate family.
- To know what a computer/ laptop/ iPad is.
- To know what push and pull means.
- To know what light is.
- To know the language shadow.
- To know what a job is.

- To know the job of certain equipment (hammer is used to hammer nails etc.).
- To know what floating means.
- To know what celebrating means.
- To know what religion means.
- To know what community means.

Skills

Children at the expected level of development will:

- Use all their senses in hands- on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Children to explore magnets- attract and repel and begin to discuss the difference.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts and Design

Knowledge

- To know what a line is- zig zag, bendy lines means.
- To know what strips of paper, cardboard boxes, collage, glue, tape is/ what they are used for.
- To know what a tower is.
- To know what items belong in specific small world areas (toaster in the kitchen not the bedroom).
- To know what music is.
- To know the names of the primary colours.
- To understand what mixing is.
- To know what movements are associated with feeling happy, sad, angry, scared.

- To know what high and low pitch means.
- Learn nursery rhymes and songs.
- To know what a loud and quiet sound is.
- To know what an instrument is.
- To identify where sounds come from.

Skills

Children at the expected level of development will:

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Look at the work of Antoni Gaudí (Year A) and recreate own piece of art, Ancient Egyptian (Year B) weaving.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour mixing.
- Make appropriate colours - support where necessary to make secondary colours, lighten or darken colours.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- 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.