



### Nursery Overview

EYFS

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Themes</b>	Starting Nursery Autumn changes  Harvest	Light/Dark Day/Night Keeping Safe outdoors Colours  Christmas	Winter Weather The colours of Emotions How do you Feel?  Pancake Day  Mothers Day	People who help us Keeping Safe - internet, Pantosaurus  Easter New life	Spring and growth  Hatching chicks and butterflies	Summer weather Water play Sports day  Transitions in Full Time school

Note: Additional topics encompassing the children's interests will take place across the year. All planned activities address both the prime and specific areas of learning. Prime areas being: **'Communication and Language', 'Physical Development' and 'Personal Social and Emotional Development'**. Specific areas being: **'Literacy', 'Mathematics', Understanding the World' and 'Expressive Arts and Design'**. See below



### Nursery Development Matters -Specific Areas

EYFS

#### Literacy

- 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
- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - 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.
- Write some or all of their name.
- Write some letters accurately.

#### Mathematics

- 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', '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 identifies 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

- 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.
- 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

- 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, 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.
- 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.
- 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.



### Nursery Development Matters -Prime Areas

EYFS

#### Communication and Language

- 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.
- 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.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
  - some sounds: r, j, th, ch, and sh
  - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- 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.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

#### Personal, Social and Emotional Development

- 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.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

#### Physical Development

- 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.



Art Progression	Drawing	Painting	3D Work	Collage	Printing	Evaluating
<p><b>EYFS Nursery</b></p> <p><b>Resources –</b></p> <ul style="list-style-type: none"> <li>• Pencils</li> <li>• Wax Crayons</li> <li>• Felt Tips</li> <li>• Coloured Chalk</li> <li>• Poster Paint</li> <li>• Powder Paint</li> <li>• Playdough</li> <li>• Clay</li> <li>• Printing Materials</li> <li>• Collage Materials</li> </ul>	<p>Drawing tools – experiment with a range of tools e.g. finger, stick, pencil, coloured pencils, crayons, paint sticks, chalk and chalk pens.</p> <p>Enjoy making marks on variety of surfaces.</p> <p>Investigate different lines – thick, thin, wavy, straight.</p>	<p>Explore making marks on a range of surfaces.</p> <p>Explore what happens when they mix colours.</p> <p>Use a range of mark making tools e.g. thick/thin brushes, foam rollers, sponge dabbers</p>	<p>Handle, feel and manipulate malleable materials including clay, play dough and plasticine.</p> <p>Construct and build from simple objects - Junk modelling - boxes, tubes, paper plates and cups.</p> <p>Loose parts play.</p> <p>Explore environmental objects - stones, sticks, leaves and shells.</p>	<p>Handle different materials and experiment with combining them.</p>	<p>Experiment with printing using hands, feet or any found objects or materials both soft and hard.</p> <p>Take rubbings from the environment e.g. bark, leaves, bricks</p>	<p>To identify and use their favourite colour.</p>
<p><b>Artist inspiration Nursery - Kandinsky</b></p>						



	EYFS Computational Thinking Skills	How this is achieved in EYFS - Nursery	Computing KS1
EYFS	<p><b>Approaches -</b>  <b>Tinkering</b> - Playing and exploring</p> <p><b>Creating</b> - Creating, checking and fixing things</p> <p><b>Collaboration</b> - Playing and working collaboratively</p> <p><b>Persevering</b> - Not giving up</p> <p><b>Concepts -</b>  <b>Logic</b> - Anticipating and explaining is logical reasoning</p> <p><b>Pattern</b> - Grouping things, comparing, spotting similarities and differences, working out rules</p> <p><b>Abstraction</b> - Naming and labelling, working out what is important, sticking to the main theme, ignoring what is not important, creating a summary</p> <p><b>Algorithms and Decomposition</b> - Responding to instructions, ordering things, sequencing things, introducing storylines, working out different ways to do things, breaking problems down into steps</p>	<ul style="list-style-type: none"> <li>• Taking photographs using an ipad.</li> <li>• Record own voice on an ipad.</li> <li>• Following sets of instructions to carry out an activity or make something.</li> <li>• Placing events and objects in order.</li> <li>• Predicting the ending to a simple story or sequence of events.</li> <li>• Model summarising activities for the children eg 'First you washed your hands, then you collected your lunch box and now you are eating your meal'.</li> <li>• Taking apart pieces of old machinery eg a toaster to look at its component parts.</li> <li>• Open ended questions eg 'I wonder how this works?', 'I wonder how we can solve this problem?'</li> <li>• PSED activities that encourage collaborative play.</li> <li>• Specific praise for perseverance.</li> <li>• Sorting groups of objects into categories and giving a reason why they go together.</li> <li>• Show a range of familiar household objects such as a knife and fork and ask the children to name them and then describe what they are used for.</li> <li>• Games such as 'Simon Says' that require focused listening and actions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Creating Media</b></li> <li>• <b>Data &amp; Information</b></li> <li>• <b>Programming</b></li> <li>• <b>E-Safety</b></li> </ul>



	ELG's	How this is achieved in Nursery	DT KS1		
			Year 1	Year 2	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Specific Area of Learning Understanding the World</p>	<p><b>Physical Development ELG: Fine Motor Skills</b> -Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p><b>Expressive Arts and Design ELG: Creating with Materials</b> -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>-Share their creations, explaining the process they have used;</p>	<p><b>3 to 4 year olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example make snips with scissors</li> </ul> <p><b>3 to 4 year olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal language: 'sides', 'corners', 'straight', 'flat', 'round'.</li> <li>Make comparisons between objects relating to size, length, weight and capacity</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>Combine shapes to make new ones - an arch, a bigger triangle etc.</li> <li>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.</li> <li>Notice and correct an error in a repeating pattern</li> <li>Compare length, weight and capacity</li> </ul> <p><b>3 to 4 year olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials</li> <li>Explore collections of materials with similar and/or different properties</li> <li>Talk about what they see, using a wide vocabulary</li> <li>Talk about the differences between materials and changes they notice</li> </ul> <p><b>3 to 4 year olds will be learning to:</b></p> <ul style="list-style-type: none"> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make</li> <li>Develop their own ideas and then decide which materials to use to express them</li> <li>Join different materials and explore different textures</li> </ul>			<p>Mechanisms</p> <p>Structures</p> <p>Food and Nutrition</p> <p>Textiles</p>



### ELG's

#### Understanding The World

- 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
- Know there are different countries in the world and talk about the differences they have experienced or seen in photos

#### People Culture and Communities ELG

Early Learning Goal at the end of EYFS:

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

#### The Natural World ELG

Early Learning Goal at the end of EYFS:

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### How this is achieved in EYFS - Nursery

- Hands on play with natural materials -inside and outside
- Looking at where we live and talking about features we see on the way to school e.g. shops, roads, parks etc
- Exploring the school grounds to look at features of the environment
- Discussing where extended family members or friends live and locating on a map or globe including EAL families place of birth where possible
- Naming and exploring features of the world .e.g. Beach, forest, farmland, mountains etc through story, non-fiction books and films

### Geography KS1

- Human and physical features
- Knowledge of the United Kingdom
- Continents and Oceans
- Our Local Area
- Mapping and Fieldwork



	ELG's	How this is achieved in Nursery	History KS1
Specific Area of Learning Understanding the World	<p><b>Understanding the World</b> 3 to 4 year olds will be learning to:</p> <ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties</li> <li>• Talk about what they see using a wide range of vocabulary</li> <li>• Begin to make sense of their own life-story and family's history</li> <li>• Continue developing positive attitudes about the differences between people</li> </ul> <p><b>Past and Present ELG</b> Early Learning Goal at the end of EYFS: Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and story telling</li> </ul>	<ul style="list-style-type: none"> <li>• Personal history; how they celebrate Christmas, new year, family celebrations such as Birthdays – throughout the year. Where possible, learning about the family traditions of children in class from different cultural backgrounds.</li> <li>• Talk about their own life-story and family's history e.g. looking at old photos of themselves and family members</li> <li>• Events of national significance e.g. Remembrance Day, The Coronation</li> <li>• Learning Feedback times – talking about what they have just been doing in their learning sessions.</li> <li>• Through interactions talking about what they did yesterday, last week, last year.</li> <li>• Point out changes in the seasons throughout the year</li> <li>• Comment on images of familiar situations in the past such as homes, schools and transport</li> <li>• Share texts, images and stories that develop an understanding of the past</li> </ul>	<ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• Events beyond living memory that are significant nationally or globally</li> </ul>

## Nursery

### Kodaly Instrument focus: Claves

#### Performing:

- Copying and counting syllables in words.
- Play with increasing attention to the sounds they are creating.

#### Listening and appraising:

- Listen with increased attention to sounds.
- Respond to what they have heard.

#### Performing:

- Remember and sing entire songs.
- Sing the pitch.
- Sing a larger repertoire of songs.

#### Listening and appraising:

- To express a point of view about a song they have listened to.



# SJB PE Curriculum

Succeeding, Enjoying, **B**elonging

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
E YF S						

Children in Nursery will be learning to:

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**Nursery** - PSED is a prime area of our curriculum . In addition to planned, direct teaching, it is taught throughout the year whenever an opportunity arises, for instance if children fall out or a child is upset. We believe these moments are the appropriate time for achieving the maximum effect.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Children will learn to follow rules, understanding why they are important - especially for new starters</p> <p>Children will explore, name and recognise their own feelings.</p> <p>Develop friendships, understand how others may feel and how their actions may impact other children.</p>	<p>Talk about child's own family and their significant people.</p> <p>Gain awareness of their own physical characteristics, pointing to and naming features such as noses, hair and eyes.</p> <p>Discuss emotions related to night and dark.</p> <p>Understand how to keep yourself safe outside (road safety)</p>	<p>Children will learn to follow rules, understanding why they are important - especially for new starters</p> <p>Talk with others to solve conflict.</p> <p>Develop appropriate ways of being assertive through stories e.g. Blue Penguin</p>	<p>How to keep safe online- Smartie the Penguin</p> <p>Personal safety- pantosaurus</p>	<p>Children will learn to follow rules, understanding why they are important - especially for new starters.</p> <p>Show more confidence in new social situations- whole school activities E.G assemblies, The coronation.</p>	<p>Become more outgoing with unfamiliar people- transitions to reception.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>



	Autumn Term	Spring Term	Summer Term
Year N	<p><b>Understand their role within the setting</b></p> <ul style="list-style-type: none"> <li>Understand the Nursery 'rules' and why we have them</li> <li>Work together to resolve conflict</li> <li>Feel confident to put forward their point of view</li> </ul> <p><b>Christmas</b></p> <ul style="list-style-type: none"> <li>Share the Nativity story and recognise key characters</li> <li>Be aware that Christmas is a Christian celebration</li> </ul>	<p><b>The Easter Story</b></p> <ul style="list-style-type: none"> <li>Discussions around 'new life' and a celebration of Spring</li> <li>Investigating and making chocolate eggs to celebrate birth and growth</li> </ul>	<p><b>Understand own life story and that of their family</b></p> <ul style="list-style-type: none"> <li>Look at how they have changed over time from infancy to child</li> <li>Be aware of relationships within their family eg grandparents, cousins etc</li> <li>Increase their vocabulary drawing on similarities and differences between themselves and other families Eg 'I have a sister but he has a brother.'</li> </ul>
	<p><i>When children are part of a particular faith eg Islam or Hinduism, the children will learn about why a particular festival is important to that child. Parents and others from the community will be invited into the setting to talk about their faith and celebrations</i></p>		
	<p><b>Early Learning Goal at the end of EYFS:</b>  <b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li><b>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</b></li> </ul>		



	ELG's	How this is achieved in EYFS - Nursery	Science KS1	
			Year 1	Year 2
<p><u>Physical Development</u></p> <p>3 to 4 year olds will be learning to:</p> <ul style="list-style-type: none"> <li>Make healthy choices about food, drink, activity and toothbrushing</li> </ul> <p><u>Understanding the World</u></p> <p>3 to 4 year olds will be learning to:</p> <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials</li> <li>Explore collections of materials with similar and/or different properties</li> <li>Talk about what they see, using a wide vocabulary</li> <li>Explore how things work</li> <li>Plant seeds and care for growing plants</li> <li>Understand the key features of the life cycle of a plant and an animal</li> <li>Begin to understand the need to respect and care for the natural environment and all living things</li> <li>Explore and talk about the different forces they can feel</li> <li>Talk about the differences between materials and changes they notice</li> </ul>	<ul style="list-style-type: none"> <li>Discussions at snack time and lunch time of the importance of healthy choices</li> <li>P.E lessons that encourage getting dressed and undressed independently.</li> <li>Discussion in P.E lessons about changes to the body during exercise</li> <li>Naming body parts through songs – Heads, shoulders, knees and toes.</li> </ul>	<p>Animals, including humans</p> <p>Plants</p> <p>Seasonal changes</p> <p>Everyday materials</p> <p>Living things and their habitats</p> <p>Uses of everyday materials</p>		
	<p><u>The Natural World ELG</u></p> <p><b>Early Learning Goal at the end of EYFS:</b></p> <p><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>Going on walks to in the school grounds to compare and learn about the seasons.</li> <li>Look at nocturnal animals</li> <li>Look at photos and videos to compare seasons and discuss.</li> <li>Look at and compare seasonal seeds and fruits</li> <li>Planting seeds and plants</li> <li>Creating bug hotels</li> <li>Observational drawings of plants</li> <li>Artwork created using natural materials encouraging close observation of features</li> <li>Observe natural decay of plants and discuss changes over time.</li> </ul> <ul style="list-style-type: none"> <li>Water tray activities to explore water, ice, and materials that float and sink.</li> <li>Light box</li> <li>Changes of state e.g. playdough, clay, baking bread, Halloween potions</li> <li>Messy play, e.g. gloop, jelly, bubbles.</li> </ul>		