



St Michael's
C.E. Primary School

Early Years Foundation Stage
Nursery Curriculum

St Michael's Church of England Primary School's Nursery Curriculum document displays the progression of knowledge and skills throughout the year. Outcomes for each area of learning are taken from the Educational Programmes stated within the [Statutory Framework for the Early Years Foundation Stage](#). This document, in addition to [Birth to 5 Matters](#) and [Development Matters](#), is used to ensure that learning and developmental needs are met across all areas of learning. Our curriculum reflects age-related expectations at key points over the year. However, we are mindful that all children have unique starting points. Therefore, we assess them using the [Birth to 5 Matters](#) guidance and then adapt our curriculum accordingly to meet their individual needs. Progression from both Nursery and Reception into Year 1 and beyond have been considered to ensure curriculum coverage so that each child thrives on their individual educational journey through our school.

Our Nursery Curriculum is delivered through a two-year rolling programme. In addition to our annual Autumn intake of pupils, we also have a Spring and Summer 'Rising 3's' intake. Our 'Rising 3's' will spend approximately a year and a half in Nursery (depending on their start date) and so we have ensured that our curriculum provides opportunities for these pupils to further deepen and embed their learning so that they are fully ready for Reception. Our 'Rising 3's' will mostly be working in the Range 4 band in [Birth to 5 Matters](#). Our curriculum will be adapted for these pupils using to this guidance.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	How am I special?	What is a special time for me?	Who are some people that help me?	What is my house and school like?	What happens on the farm?	How can we travel to different places?
Themes	Me, my family, my friends, my classroom, my teacher, my school Seasonal theme: Autumn	Birthdays, special times, baking, celebrating, Christmas Seasonal theme: Autumn to Winter	Teachers, doctors, nurses, dentists, vets, police, fire service, lollypop person, bus driver, taxi driver Seasonal theme: Winter	Houses, homes, food, cooking, baking, school, environment Seasonal theme: Winter to Spring	Farm, animals, looking after animals, growth, flowers, plants Seasonal theme: Spring	Transport, travel, car, bus, taxi, train, bicycle, aeroplane, boat, starting Reception Seasonal theme: Summer
Vehicle Text (Year 1)	Owl Babies	Kipper's Birthday	Busy People Books	Goldilocks	The Little Red Hen	Things that Go
Enhancement Text (Year 1)	My Mums Love Me	Merry Whatmas?	I'm the Bin Lorry Driver	We're Going on an Egg Hunt	Noisy Farm	The Colour Monster Goes to School
Seasonal Text (Year 1)	Tree	Leaf Man	Little Snowflake	Goodbye Winter, Hello Spring	Busy Spring	Hello Summer
Vehicle Text (Year 2)	Peace at Last	Mog's Birthday	Topsy and Tim Books	Three Little Pigs	Farmer Duck	Transport

Enhancement Text (Year 2)	And Tango Makes Three	I Love You More Than Christmas	When You're Fast Asleep – Who Works at Night Time?	The First Easter Egg Hunt	Farmyard Hullabaloo	Lulu's First Day
Seasonal Text (Year 2)	A Walk in the Woods	We're Going on a Leaf Hunt	Here Comes Jack Frost	When Will It Be Spring?	Hello Spring	Summer Song
School Values (How our values are weaved into our curriculum)	<u>Courage</u> <ul style="list-style-type: none"> Starting Nursery Leaving your parent at the door Getting to know your teacher Making new friends Building confidence 	<u>Hope</u> <ul style="list-style-type: none"> Birthdays – hope for a new year How special times give us hope Learning about how God provided hope at Christmas with Jesus' birth 	<u>Thankfulness</u> <ul style="list-style-type: none"> Saying thank you Being thankful for those who help us in our local community Knowing how we can show gratitude and thankfulness to others 	<u>Love and Forgiveness</u> <ul style="list-style-type: none"> Discussing people who we love Learning how to forgive others Discussing whether the bears should forgive Goldilocks 	<u>Trust</u> <ul style="list-style-type: none"> Understanding what it means to trust Trusting in our friends and our family Learning how to trust others 	<u>Community</u> <ul style="list-style-type: none"> Knowing how to travel around our community Knowing how to get to new places Knowing how transport benefits the community Transition to Reception
British Values	Individual Liberty	Rule of Law	Tolerance	Mutual Respect	Democracy	Rule of Law
St Michael's Learning Behaviours	Be Ready Be Respectful Be Responsible					
Behaviour Curriculum	3 R's Wow Walking STAR Marvellous Manners (peers, adults, lunch time) The A Choice Voice Levels Outside Behaviour	3 R's Wow Walking STAR Marvellous Manners (peers, adults, lunch time) The A Choice Voice Levels Outside Behaviour	3 R's Wow Walking STAR Marvellous Manners (peers, adults, lunch time) The A Choice Voice Levels Outside Behaviour	3 R's Wow Walking STAR Marvellous Manners (peers, adults, lunch time) The A Choice Voice Levels Outside Behaviour	3 R's Wow Walking STAR Marvellous Manners (peers, adults, lunch time) The A Choice Voice Levels Outside Behaviour	3 R's Wow Walking STAR Marvellous Manners (peers, adults, lunch time) The A Choice Voice Levels Outside Behaviour
Key Vocabulary (Non-negotiable vocabulary in bold)	Special, colour, clothes, face, hair, eyes, nose, mouth, ears, arms, legs, family, mom, dad, brother, sister, pet, teacher, Nursery,	Special time, birthday, cake, candles, party, age, balloons, present, invitation, games, Christmas linked vocabulary,	Teacher, doctor, nurse, dentist, vet, police, fire service, lollipop person, bus driver, taxi driver, help, look after, care,	House, home, large, small, kitchen, living room, lounge, bedroom, bathroom, garden, environment, school, food, healthy, unhealthy, bake, cook,	Farm, animal, sheep, horse, goat, chicken, pig, cow, donkey, duck, goose, hen, field, food, eat, drink, grow, change, wheat,	Transport, travel, car, bus, taxi, train, bicycle, aeroplane, boat, driver, station, airport, place, town, city, village, vehicle, mode

	classroom, St Michael's, day, night	celebrate, friends, family	Bartley Green, important	make, taste, ingredients, drink	bread, plant, seed, care, look after, help	
Rhymes and Songs	Hello Song Days of the Week Head, Shoulders, Knees and Toes I've Got a Body Ten Little Fingers Hokey Cokey This is the Way Harvest songs	Happy Birthday There's a Party Autumn Leaves are Falling Down If You're Happy and You Know It Christmas songs 5 Little Snowmen I'm a Little Snowman	5 Little Fire Fighters It's Raining, It's Pouring 999 Emergency There are Lots of People Who Help Us Snowflake, Snowflake Did You Ever See a Penguin?	Easter songs When Goldilocks Went to the House of the Bears 5 Little Monkeys Hot Cross Buns I Can Sing a Rainbow I Have a Little House Ten in the Bed Round and Round the Garden There's a Worm at the Bottom of the Garden	Old MacDonald Had a Farm 5 Little Speckled Frogs Dingle Dangle Scarecrow The Farmer's in his Den Little Bo Peep Three Blind Mice 5 Little Ducks Chick, Chick, Chicken	Down at the Station Puff-a-train Riding my Bike I Saw a Ship A-sailing I've Been Working on the Railroad Daisy Bell Down at the Airport My Ship Rolls Over the Ocean We're Off
Enhancement Opportunities	Photos from home	Leaf hunt Making cakes Christmas party	Visit from the police Puddle jumping	Local area walk Making porridge Feeding the birds	Planting and growing Caring for chicks/ caterpillars Spring walk	Visit to Little Owl Farm Visits to Reception Story time with Reception teachers
Key Dates/ Celebrations	Harvest World Mental Health Day	Bonfire night Diwali Remembrance Day Remembrance Sunday Hannukah Advent Christmas Anti-bullying week	Valentine's Day Chinese New Year NSPCC Number Day Online-safety Day Inter-faith Week	World Book Day Mother's Day Shrove Tuesday Ash Wednesday Good Friday Easter Sunday	Eid Al Fitr	Eid Al Adha Father's Day Sports Day
Parental Involvement	We have an open-door policy for parents and they receive daily communication from teachers and TAs					
	Meet the Teacher Pupil Progress Meeting	Birthday Party		Pupil Progress Meeting		Parent's Picnic Open Evening
Charity/ Fundraising		Children in Need Christmas Jumper Day	NSPCC Number Day	Red Nose Day		
Performance		Carol Concert				Graduation
Church Service			Spring Service		Summer Service	

Literacy Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).



We teach phonics through the Little Wandle Foundations programme to give every child the best possible start to their reading journey. We build the foundations for children to succeed with phonics in Reception.

Phonics	<p><u>Tuning into sounds</u></p> <ul style="list-style-type: none"> • s a t p i n <p><u>Phonemic awareness</u></p> <ul style="list-style-type: none"> • Hear the same initial sound for words and names of objects <p><u>Oral blending</u></p> <ul style="list-style-type: none"> • Blend CVC words using oral blending and objects <p><u>Recognising their name</u></p> <ul style="list-style-type: none"> • Find their name using their picture 						<p><u>Tuning into sounds</u></p> <ul style="list-style-type: none"> • m d g o c k e <p><u>Phonemic awareness</u></p> <ul style="list-style-type: none"> • Identify initial sounds of words and names of objects • Distinguish different sounds <p><u>Oral blending</u></p> <ul style="list-style-type: none"> • Teach children to blend a wider range of CVC words using oral blending <p><u>Recognising their name</u></p> <ul style="list-style-type: none"> • Recognise the initial sound of their name 						<p><u>Tuning into sounds</u></p> <ul style="list-style-type: none"> • u r h b f l j <p><u>Phonemic awareness</u></p> <ul style="list-style-type: none"> • Identify initial sounds of words and names of objects • Articulate sounds correctly – including playing with voice sounds <p><u>Oral blending</u></p> <ul style="list-style-type: none"> • Blend a wider range of words using oral blending <p><u>Recognising their name</u></p> <ul style="list-style-type: none"> • Recognise the capital letter that starts their name 						<p><u>Tuning into sounds</u></p> <ul style="list-style-type: none"> • v w y z q u ch <p><u>Phonemic awareness</u></p> <ul style="list-style-type: none"> • Identify initial sounds of words and objects <p><u>Oral blending</u></p> <ul style="list-style-type: none"> • Blend a wider range of words using oral blending <p><u>Recognising their name</u></p> <ul style="list-style-type: none"> • Match their name to their picture <p><u>Rhyme Time</u></p> <ul style="list-style-type: none"> • Round and Round the Garden • Mary, Mary, Quite Contrary 						<p><u>Tuning into sounds</u></p> <ul style="list-style-type: none"> • c k x s h t h n g n k <p><u>Phonemic awareness</u></p> <ul style="list-style-type: none"> • Identify the final sounds of words and objects <p><u>Oral blending</u></p> <ul style="list-style-type: none"> • Blend a wide range of words using oral blending when playing <p><u>Recognising their name</u></p> <ul style="list-style-type: none"> • Match their name to their picture <p><u>Rhyme Time</u></p> <ul style="list-style-type: none"> • A Sailor Went to Sea 					

			<p><u>Rhyme Time</u></p> <ul style="list-style-type: none"> • Twinkle, Twinkle Little Star • Miss Molly Had a Dolly • Hickory, Dickory, Dock • One, Two, Buckle My Shoe • Wind the Bobbin Up 	<p><u>Rhyme Time</u></p> <ul style="list-style-type: none"> • Humpty Dumpty • Jack and Jill • 1, 2, 3, 4, 5, Once I Caught a Fish Alive • Pat-a-cake • Hey, Diddle, Diddle 	<ul style="list-style-type: none"> • Baa, Baa, Black Sheep • Incy Wincy Spider • Ring-a-ring-a-roses 	<ul style="list-style-type: none"> • Row, Row, Row Your Boat • The Wheels on the Bus • Down at the Station • The Grand Old Duke of York
<p>Reading</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • Print has meaning • Print can have different purposes • We read English text from left to right and from top to bottom <ul style="list-style-type: none"> • The names of the different parts of a book • Page sequencing 			<p>We foster a strong Reading for Pleasure culture while developing children’s language through Little Wandle Foundations’ ‘Love of Reading’:</p> <ul style="list-style-type: none"> • Reading the book • Language development • Connect to the book • Exploring sensory aspects <p><u>Love of Reading Books:</u></p> <ul style="list-style-type: none"> • Kindness Makes Us Stronger <ul style="list-style-type: none"> • Monster Clothes • Where’s Lenny? • Would You Rather • Lulu Loves the Library <ul style="list-style-type: none"> • Amazing • All through the Night • Car, Car, Truck, Jeep <ul style="list-style-type: none"> • Errol’s Garden • Hello Friend 		
	<p>Writing</p>	<ul style="list-style-type: none"> • Distinguishes between the different marks that they make 	<ul style="list-style-type: none"> • Distinguishes between the different marks that they make • Enjoys drawing or writing on paper, 	<ul style="list-style-type: none"> • Makes up stories, play scenarios, and drawings in response to experiences 	<ul style="list-style-type: none"> • Includes mark making and early writing in their play • Imitates adults’ writing by making 	<ul style="list-style-type: none"> • Shows interest in letters on a keyboard, identifying the letters of their own name and

	on screen and on different textures and through using touch-screen technology	<ul style="list-style-type: none"> Sometimes gives meaning to their drawings and paintings <p><u>Name Writing</u></p> <ul style="list-style-type: none"> Copy their name 	continuous lines of shapes and symbols (early writing) from left to write	other familiar words	they make themselves
	<p><u>Name Writing</u></p> <ul style="list-style-type: none"> Trace over their name 		<p><u>Name Writing</u></p> <ul style="list-style-type: none"> Write the initial sound of their name independently 	<ul style="list-style-type: none"> Attempts to write names and words using combinations of lines, circles and curves, or letter-type shapes <p><u>Name Writing</u></p> <ul style="list-style-type: none"> Write their name with some letters missing 	<ul style="list-style-type: none"> Begins to make letter-type shapes to represent initial sounds of familiar words <p><u>Name Writing</u></p> <ul style="list-style-type: none"> Write their name correctly using a capital letter

Maths Educational Programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.



We recognise that early mathematical knowledge is an essential foundation stone of every child's educational journey. Therefore, we follow the White Rose Maths scheme to help children explore mathematics in engaging and inspiring ways. The scheme encourages development of the core maths skills that make up the early years curriculum.

Maths	<u>More than, fewer than, same</u>	<u>Begin to order number names</u>	<u>Show me 1, 2, 3</u>	<u>Take and give 1, 2, 3</u>	<u>Lead on own repeats</u>	<u>Show me 5</u>
	<ul style="list-style-type: none"> Collect objects to compare amounts Make simple comparisons of amounts 	<ul style="list-style-type: none"> Model saying 1, 2 and 3 in play Copy the sequence of 1, 2 and 3 	<p><u>Move and label 1, 2, 3</u></p> <p><u>Explore position and routes</u></p>	<p><u>Match, talk, push and pull</u></p> <p><u>Talk about dots</u></p>	<p><u>Start to puzzle</u></p> <p><u>Making patterns together</u></p>	<p><u>My own pattern</u></p> <p><u>Stop at 1, 2, 3, 4, 5</u></p>

	<ul style="list-style-type: none"> • Look for collections of large and small amounts • Compare and talk about large and small amounts • Make large and small collections • Make collections the same <p><u>Explore and build with shapes and objects</u></p> <ul style="list-style-type: none"> • Explore and play with shapes • Show interest in simple differences between shapes • Put shapes and blocks into position • Select shapes for a reason • Begin to explore and describe natural shapes and objects • Find and collect shapes for a purpose <p><u>Explore repeats</u></p> <ul style="list-style-type: none"> • Listen to repeats in songs and stories 	<ul style="list-style-type: none"> • Copy fingers to represent 1, 2 and 3 • Begin to count actions • Say number names in order • Begin to recognise that anything can be counted <p><u>I see 1, 2, 3</u></p> <ul style="list-style-type: none"> • Notice images in books • Respond to “I see 1, 2, 3” • Recognise “I see 1, 2, 3” • Copy “I see 1, 2, 3” • Point to 1, 2, 3 • Recognise 1, 2, 3 in well-known tales <p><u>Join in with repeats</u></p> <ul style="list-style-type: none"> • Join in with repeated actions in songs • Join in with repeats in songs and stories • Sing some refrains independently • Have a sense of daily routines • Say what happens next 	<u>Explore patterns</u>	<u>Compare and sort collections</u>	<u>Make games and actions</u>	<u>Match, sort and compare</u>
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	<ul style="list-style-type: none"> • Start to join in songs with repeats • Clap along to songs • Make line patterns with own sequences • Choose blocks to build roads and towers <p><u>Hear and say number names</u></p> <ul style="list-style-type: none"> • Hear some number names • Join in saying some number names • Model saying number names in order • Practise saying number names in order • Join in stable order counting forwards • Join in stable order counting backwards 	<ul style="list-style-type: none"> • Make arrangements in art <p><u>Explore position and space</u></p> <ul style="list-style-type: none"> • Respond to simple language of position • Arrange blocks in a chosen position • Select shapes for a space • Recognise when 2 objects are the same shape • Explore and describe shapes and objects • Sort shapes and objects into simple categories 				
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Communication and Language Educational Programme

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive 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 in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play,

where children share their ideas with 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.

<p>Communication and Language</p>	<ul style="list-style-type: none"> Shows interest in play with sounds, songs and rhymes Identifies action words by following simple instructions Understands who, what, where in simple questions Uses language to share feelings, experiences and thoughts 	<ul style="list-style-type: none"> Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus Listens to others in one-to-one or small groups, when conversation interests them Beginning to understand more complex sentences Uses a variety of questions Understands use of objects Able to use language in recalling past experiences 	<ul style="list-style-type: none"> Listens to familiar stories with increasing attention and recall Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Uses longer sentences Beginning to use word endings Can retell a simple past event in correct order Uses talk in pretending that objects stand for something else in play 	<ul style="list-style-type: none"> Shows understanding of prepositions by carrying out an action or selecting correct picture Continues to make some errors in language and will absorb and use language they hear around them in their community and culture Uses talk to explain what is happening and anticipate what might happen next 	<ul style="list-style-type: none"> Responds to instructions with more elements Begins to understand why and how questions Beginning to use more complex sentences to link thoughts Talks more extensively about things that are of particular importance to them Uses intonation, rhythm and phrasing to make meaning clear to others 	<ul style="list-style-type: none"> Focusing attention – can still listen or do, but can change their own focus of attention Is able to follow directions Questions why things happen and gives explanations Beginning to use a range of tenses Builds vocabulary that reflects the breadth of their experiences
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Personal, Social and Emotional Development Educational Programme

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. 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, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> • Builds relationships with special people • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Is beginning to be able to cooperate in favourable situations • Knows their own name, their preferences and interests and is becoming aware of their own abilities • Seeks comfort from familiar adults when needed • Feeds self competently • Can hold a drink with two hands and drink well without spilling • Develops increasing understanding of and control of the 	<ul style="list-style-type: none"> • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • Responds to the feelings of others, showing concern and offering support • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows 	<ul style="list-style-type: none"> • Seeks out companionship with adults and other children, sharing experiences and play ideas • Is gradually learning that actions have consequences • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Expresses a wide range of feelings in their interactions with others and through their behaviour and play • Can tell adults when they are hungry, full up or tired or when they want to rest or play • Can wash and can dry hands 	<ul style="list-style-type: none"> • Uses their experiences of adult behaviours to guide their social relationships and interactions • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers • Enjoys a sense of belonging through being involved in daily tasks • Is sensitive to others' messages of appreciation or criticism • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants • Willing to try a range of different 	<ul style="list-style-type: none"> • Shows increasing consideration of other people's needs and gradually more impulsive control in favourable conditions • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Is able to recognise the impact of their choices and behaviours/ actions on others and knows that some actions and words can hurt others' feelings • Observes and can describe in words or actions the affects of physical 	<ul style="list-style-type: none"> • Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions • Takes practical action to reduce risk, showing their
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	<p>bowel and bladder urges and starts to communicate their need for the toilet</p> <ul style="list-style-type: none"> Begins to recognise danger and seeks the support and comfort of significant adults 	<ul style="list-style-type: none"> Able to help with and increasingly independently put on and take off simple clothing items Develops some independence in self-care and shows an awareness of routines such as handwashing but still often needs adult support 	<p>effectively and understands why this is important</p> <ul style="list-style-type: none"> Can mirror the playful actions or movements of another adult or child Gains more bowel and bladder control and can attend to toileting needs most of the time themselves 	<p>textures and tastes and expresses a preference</p> <ul style="list-style-type: none"> Can name and identify different parts of the body Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions 	<p>activity on their bodies</p> <ul style="list-style-type: none"> Understands why food, using the toilet and sleep are important and why we need a consistent, daily pattern Dresses with help 	<p>understanding that equipment and tools can be used safely</p> <ul style="list-style-type: none"> Dresses more independently
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Physical Development Educational Programme

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Physical Development	<ul style="list-style-type: none"> Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands Sits comfortably on a chair with both feet on the ground 	<ul style="list-style-type: none"> Begins to walk, run and climb on different levels and surfaces Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and start to catch a large ball by using two hands and their chest to trap it 	<ul style="list-style-type: none"> Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles Climbs and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise 	<ul style="list-style-type: none"> Walks down steps or slopes whilst carrying a small object, maintaining balance and stability Can grasp and release with two hands to throw and catch a large ball, beanbag or an object 	<ul style="list-style-type: none"> Can balance on one foot or in a squat momentarily, shifting body weight to improve stability Skip, hop and hold a pose for a game Manipulates a range of tools and equipment in one hand 	<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding and ball skills Match their developing physical skills to tasks and activities Choose the right resources to carry out their own plan
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	<ul style="list-style-type: none"> Begins to understand and choose different ways of moving Runs safely on whole foot Jumps up in the air with both feet leaving the floor and can jump forward a small distance Turns pages in a book, sometimes several at once 	<ul style="list-style-type: none"> Uses wheeled toys with increasing skill May be beginning to show preference for a dominant hand/ leg/ foot Shows increasing control in holding, using and manipulating a range of tools and objects Holds mark making tools with thumb and all fingers 	<ul style="list-style-type: none"> Using large muscle movements to wave flags and streamers, paint and make marks Shows preference for a dominant hand 	<ul style="list-style-type: none"> Creates lines and circles pivoting from the shoulder and elbow Use one-handed tools and equipment Uses a comfortable grip with good control when holding pens and pencils 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Collaborate with others to manage large items Be increasingly independent as they get dressed and undressed Moves energetically, such as running, jumping, dancing Holds a pencil/crayon to make marks with good control
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Understanding the World Educational Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them. Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

People, Culture and Communities / Past and Present	<p><u>Significant People</u></p> <ul style="list-style-type: none"> Miss Sturdy Mrs Steele <p><u>Significant Events</u></p> <ul style="list-style-type: none"> Starting Nursery Making new friends <p><u>Community Links</u></p> <ul style="list-style-type: none"> Becoming familiar with the classroom and the 	<p><u>Significant People</u></p> <ul style="list-style-type: none"> Lunchtime supervisors Cook <p><u>Significant Events</u></p> <ul style="list-style-type: none"> Birthdays Christmas Seasonal change – autumn <p><u>Community Links</u></p> <ul style="list-style-type: none"> Inviting parents into school for 	<p><u>Significant People</u></p> <ul style="list-style-type: none"> Lollypop person Nurse Doctor Fire fighters Police Bus driver Dentist <p><u>Significant Events</u></p> <ul style="list-style-type: none"> Sharing experiences of visiting different 	<p><u>Significant People</u></p> <ul style="list-style-type: none"> Shop keeper Extended family members Jesus <p><u>Significant Events</u></p> <ul style="list-style-type: none"> Easter World Book Day <p><u>Community Links</u></p> <ul style="list-style-type: none"> Locating their house and the school 	<p><u>Significant People</u></p> <ul style="list-style-type: none"> Farm worker Vet Coach driver <p><u>Significant Events</u></p> <ul style="list-style-type: none"> Getting a pet Seasonal change – spring <p><u>Community Links</u></p> <ul style="list-style-type: none"> Planting in the allotment Spring walk 	<p><u>Significant People</u></p> <ul style="list-style-type: none"> Miss Slattery Miss Gidney Mrs Walsh Miss Humphries <p><u>Significant Events</u></p> <ul style="list-style-type: none"> First school trip Seasonal change – summer Sports Day Moving to Reception
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	<p>outdoor learning environment</p> <ul style="list-style-type: none"> • Harvest festival <p><u>People, Culture and Communities / Past and Present</u></p> <ul style="list-style-type: none"> • Follow routines • Has a sense of own immediate family and relations and pets • In pretend play, imitates everyday actions and events from own family and cultural background • Drawing themselves • Recognising what they look like • Building an attachment/relationship with my Nursery teacher and TA 	<p>Kipper's birthday party</p> <ul style="list-style-type: none"> • Leaf hunt/Autumn walk • Christmas performance <p><u>People, Culture and Communities / Past and Present</u></p> <ul style="list-style-type: none"> • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others • Talk about their own experiences of having a birthday • Talk about their own experiences of celebrating Christmas • Recognising how different people celebrate their birthday/Christmas 	<p>places in the local community</p> <ul style="list-style-type: none"> • Seasonal change – winter <p><u>Community Links</u></p> <ul style="list-style-type: none"> • Inviting local community workers into school to talk about their jobs • Winter walk <p><u>People, Culture and Communities / Past and Present</u></p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them • Shows interest in different occupations and ways of life indoors and outdoors • Talk about their own experiences of visiting different places in Bartley Green • Talk about a range of people who they may have met in the local community 	<ul style="list-style-type: none"> • Easter egg hunt • Cooking and baking opportunities <p><u>People, Culture and Communities / Past and Present</u></p> <ul style="list-style-type: none"> • Recognises and describes special times or events for family and friends • Begin to make sense of their own life-story and family's history • Enjoys joining in with family customs and routines • Comparing rooms in the house • Comparing different types of homes • Discussing experiences of cooking and baking at home • Learning how to follow a recipe 	<p><u>People, Culture and Communities / Past and Present</u></p> <ul style="list-style-type: none"> • Remembers and talks about significant events in their own experience • Knows some of the things that make them unique • Knowing how the farm worker looks after the animals • Know what the role of the vet is and how they make animals better • Knowing how animals grow and change • Talk about their own experiences of seeing animals and having pets 	<p><u>Community Links</u></p> <ul style="list-style-type: none"> • Summer walk • Parent picnic • Know what modes of transport there are in Bartley Green <p><u>People, Culture and Communities / Past and Present</u></p> <ul style="list-style-type: none"> • Can talk about some similarities and differences in relation to friends or family • Continue to develop 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 • Talk about experiences of visiting different places and using different modes of transport
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The Natural World	<ul style="list-style-type: none"> Enjoys playing with small world reconstructions, building on first-hand experiences Talks about familiar places and journeys Make observations of seasonal changes and discuss similarities and differences 	<ul style="list-style-type: none"> Notices detailed features of objects in their environment Can talk about some of the things they have observed such as plants, animals, natural and found objects Make observations of seasonal changes and discuss similarities and differences 	<ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Begin to understand the effect their behaviour can have on the environment Make observations of seasonal changes and discuss similarities and differences 	<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials Explore collections of materials with similar and/or different properties Talk about the differences between materials and changes they notice Make observations of seasonal changes and discuss similarities and differences 	<ul style="list-style-type: none"> 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 Developing an understanding of growth, decay and changes over time Make observations of seasonal changes and discuss similarities and differences 	<ul style="list-style-type: none"> Shows care and concern for living things and the environment Explore and talk about different forces they can feel Talks about what they see, using a wide vocabulary Talks about why things happen and how things work Make observations of seasonal changes and discuss similarities and differences
Technology	<ul style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating some digital equipment Plays with water to investigate “low technology” 	<ul style="list-style-type: none"> Operates mechanical toys Uses pipes, funnels and other tools to carry/ transport water from one place to another 	<ul style="list-style-type: none"> Knows how to operate some simple equipment Shows interest in technological toys with knobs or pulleys, real objects and touchscreen devices 	<ul style="list-style-type: none"> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images 	<ul style="list-style-type: none"> Plays with a range of materials to learn cause and effect 	<ul style="list-style-type: none"> Know that information can be retrieved from digital devices and the internet

Religious Education	<ul style="list-style-type: none"> • Learning about different religions by celebrating a range of religious festivals across the year <ul style="list-style-type: none"> • Learning about Christianity through exploration of Bible stories • Taking part in class Collective Worship every day
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Expressive Arts and Design Educational Programme

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Expressive Arts and Design	<ul style="list-style-type: none"> • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them • Enjoys and responds to playing with colour in a variety of ways 	<ul style="list-style-type: none"> • Joins in singing songs • Uses 3D and 2D structures to explore materials and/or to express ideas • Explores and learns how sounds and movements can be changed • Uses movement and sounds to express experiences, expertise, ideas and feelings • Take part in simple pretend play, using an object to represent something else 	<ul style="list-style-type: none"> • Continues to explore moving in a range of ways • Enjoys joining in with moving, dancing and ring games • Continues to explore colour and how colours can be changed and mixed • Experiments and creates movement in response to music, stories and ideas • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously 	<ul style="list-style-type: none"> • Sings familiar songs • Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Creates sounds, movements, drawings to accompany stories • Engages in imaginative play based on own ideas or first-hand or peer experiences • Begin to develop complex stories using small world equipment • Create closed shapes with continuous lines and begin to use these shapes to represent objects 	<ul style="list-style-type: none"> • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience • Sings to self • Plays alongside other children who are engaged in the same theme • Uses various construction materials • Draw with increasing complexity and detail • Show different emotions in their drawings and paintings • Sing the pitch of a tone sung by 	<ul style="list-style-type: none"> • Uses tools for a purpose • Uses available resources to create props or creates imaginary ones to support play • Develop their own ideas and then decide which materials to use to express them • Join different materials and explore different textures • Make imaginative and complex ‘small worlds’ with blocks and construction kits • Use drawing to represent ideas like movement or loud noises • Respond to what they have heard, expressing their
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					<p>another person ('pitch match')</p> <ul style="list-style-type: none">• Sing the melodic shape of familiar songs	<p>thoughts and feelings</p> <ul style="list-style-type: none">• Remember and sing entire songs• Create their own songs or improvise a song around one they know• Plays instruments with increasing control to express their feelings and ideas
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