



LFF Nursery Curriculum 2026-2027

Excellence, care and fun for all!



In **Little Forest Friends** we encourage our children to become **confident and ambitious, lifelong learners**. We aim to develop our children's skills and knowledge as well as **encouraging curiosity, aspiration and a love of learning** that will continue into adulthood. Whilst this document clearly identifies a progressive and ambitious curriculum in the early years phase, the **needs of individual children will always be considered**, and the curriculum will be adapted to meet these needs.

EXCELLENCE:

We strive for the highest standards in teaching, learning, and personal development. Our curriculum challenges our children to think critically, act with purpose, and pursue their goals with determination. Excellence means always aiming to do our best—academically, socially, and personally.

CARE:

We foster a culture of empathy, respect, and wellbeing. Every learner is known, valued, and supported through a curriculum that prioritises emotional growth, inclusive practices, and meaningful connections. Care is the foundation for a safe and supportive environment where everyone thrives.

FUN FOR ALL:

We believe that learning should be joyful and engaging for every child. Our curriculum includes creative, hands-on experiences that spark curiosity and make school a place of excitement and discovery. “Fun for All” ensures that all children, regardless of background or ability, feel included, inspired, and connected.

Our School Sparkling Rules



Characteristics of Effective Teaching and Learning

Playing and Exploring

Children will be learning to:

Realise that their actions have an effect on the world, so they want to keep repeating them.

Plan and think ahead about how they will explore or play with objects.

Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.

Make independent choices.

Bring their own interests and fascinations into early years settings. This helps them to develop their learning.

Respond to new experiences that you bring to their attention.

Active Learning

Children will be learning to:

Participate in routines.

Begin to predict sequences because they know routines.

Show goal-directed behaviour.

Begin to correct their mistakes themselves.

Keep on trying when things are difficult.

Creating and Thinking Critically

Children will be learning to:

Take part in simple pretend play.

Sort materials.

Review their progress as they try to achieve a goal.
Check how well they are doing.

Solve real problems.

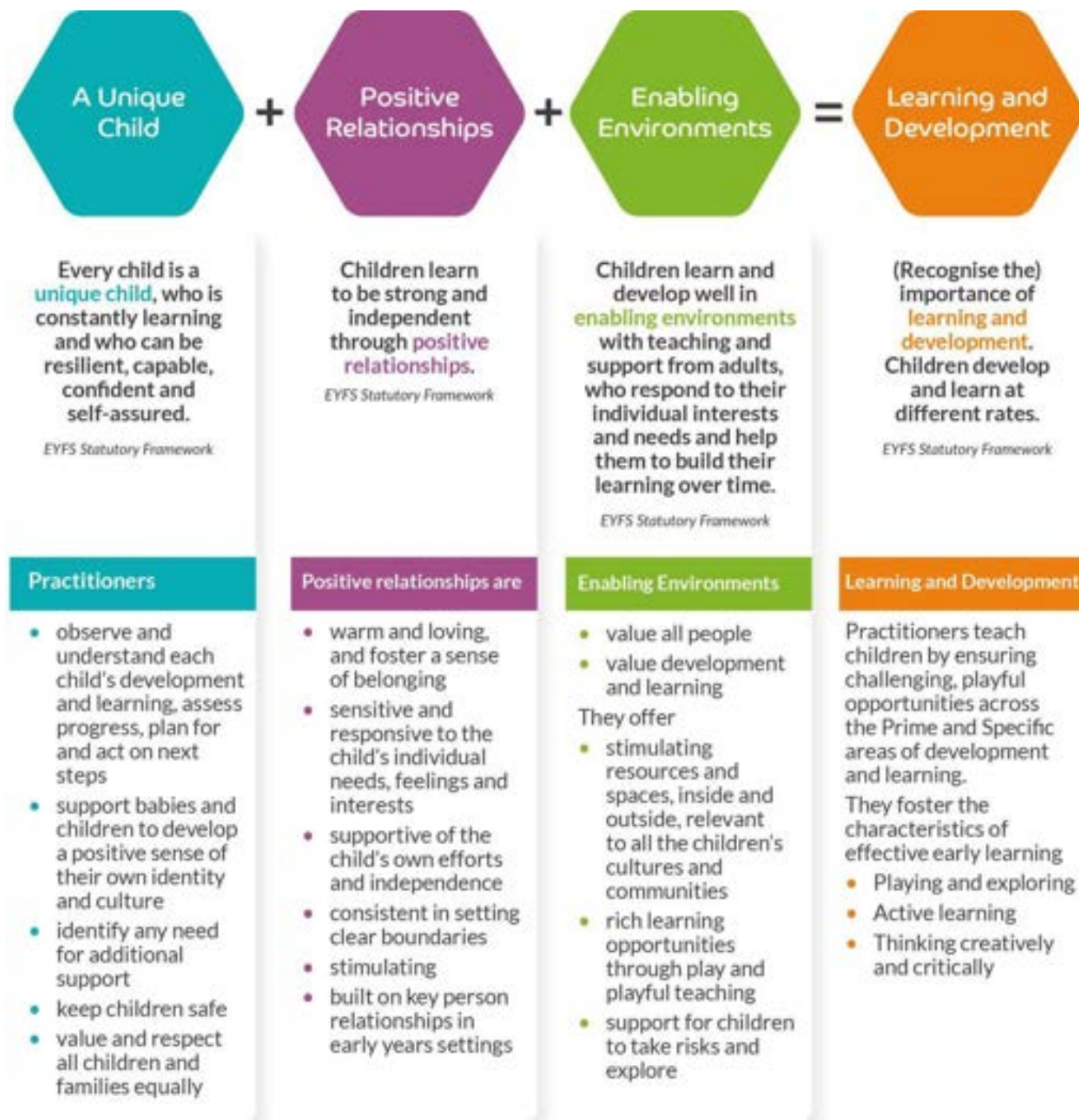
Use pretend play to think beyond the 'here and now' and to understand another perspective.

Know more, so feel confident about coming up with their own ideas.

Make more links between those ideas.

Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Key Principles of EYFS



Fundamental British Values

In the Early Years, the fundamental British Values are explored in ways that are meaningful to young children. Fundamental British values are important democratic values. Overall, the goal of these values is to enable people to be part of a democratic society and to help them to look after others around them.

The Fundamental British Values are:

Democracy

The rule of law

Individual liberty

Mutual respect and tolerance of those of different faiths and beliefs.

EYFS: Nursery (Little Forest Friends)

Sequenced Curriculum - 2026 to 2027

Age Related Expectations * Teaching and learning to be differentiated through short term planning, driven by assessment

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme:	Super Duper Me!	If You Go Down to the Woods Today...	Arctic Adventure	Down in the Jungle	In the Garden	Splish, Splash, Splosh!
Planning around a quality text: <i>To be chosen following children's interests.</i>	 	 	 	 	 	 

Linked texts In addition, children will have the opportunity to explore other stories/texts that capture children's interest and support the different areas of learning. (See our booklist) <i>Green- Trad Tales</i> <i>Black- Fiction</i> <i>Blue- Non-Fiction</i> <i>Poetry / rhyme</i> <i>Historical</i>	<i>Super Duper You!</i> <i>The Colour Monster</i> <i>The Three Little Pigs</i> <i>Our Class is a Family</i> <i>I like Bees, I don't like Honey! Who are you?</i> <i>All are welcome</i> <i>All kinds of families</i>	<i>Little Red Riding Hood</i> <i>The Gruffalo</i> <i>The Leaf Thief</i> <i>The Big Book of Nursery Rhymes</i> <i>I Love the Seasons: Autumn</i> <i>A Walk in the Woods: A Changing Seasons Story</i>	<i>Be Brave Little Penguin</i> <i>One Day on our Blue Planet: Antarctica</i> <i>Goldilocks and The Three Bears</i> <i>Winter is Here</i> <i>A Thing Called Snow</i> <i>I Love the Seasons: Winter</i>	<i>What Do You Do with a Tail Like This?</i> <i>Rumble in the Jungle</i> <i>One Day on our Blue Planet: Savannah</i> <i>Little Why</i> <i>Dear Zoo</i> <i>The Animal Boogie</i>	<i>We're Going on a Bear Hunt</i> <i>How Do You Make a Rainbow?</i> <i>Errol's Garden</i> <i>A Seed in Need</i> <i>Mad about Minibeasts</i> <i>Jack and the Beanstalk</i>	<i>The Ugly Duckling</i> <i>The Three Billy Goats Gruff</i> <i>Tadpole to Frog</i> <i>The Rainbow Fish</i> <i>Tiddler</i> <i>Little Turtles Book of Blue</i> <i>One Day on our Blue Planet: In the Ocean</i> <i>Peepo</i>
Linked Songs & Rhymes (See also Number Rhymes below)	<i>If You're Happy and You Know It...</i> <i>I'm a Little Teapot</i> <i>Bingo</i> <i>Finger Family</i>	<i>Teddy Bears Picnic</i> <i>Incy, Wincy, Spider</i> <i>Twinkle, Twinkle Little Star</i> <i>Christmas Songs</i>	<i>Teddy Bear, Teddy Bear Turn Around</i>	<i>Down in the Jungle</i> <i>5 Little Monkeys</i> <i>Walking in the jungle...</i>	<i>I Can Sing a Rainbow</i> <i>Sleeping Bunnies</i> <i>Mary, Mary Quite Contrary</i>	<i>5 Little Speckled Frogs</i> <i>5 Little Ducks</i> <i>Row, row, row your boat</i> <i>One, Two, Three, Four, Five</i>
Key Concepts	<i>Myself</i> <i>School</i> <i>Family</i>	<i>Woodland</i> <i>Day to Night</i> <i>Rhymes</i>	<i>Winter</i> <i>Hibernate</i> <i>Cold places</i>	<i>Habitats</i> <i>Animal Groups</i> <i>Past and Present</i>	<i>Mini-beasts</i> <i>Outdoors</i> <i>Weather</i>	<i>Water</i> <i>Ponds</i> <i>Life-cycle</i>

Nursery COMMUNICATION & LANGUAGE: ☐ Listening, Attention & Understanding ☐ Speaking

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, story-telling 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.

Autumn	Spring	Summer
Listening, Attention and Understanding <i>Listen to simple stories and understand what is happening, with the help of the pictures.</i> Enjoy listening to longer stories and begin to remember much of what happens. - Daily story time. - Listen to short stories with illustrations / props / sounds. - Recall key events / name key characters. - Begin to join in text retell with some actions. <i>Understand simple questions about ‘who’, ‘what’, and ‘where’.</i> - Get to know: - one another - new adults - new environment. - Find body / move different body parts...<i>Wiggle Me into Squiggle</i> - Where do we live? <i>Understand or act on longer sentences like ‘make teddy jump’ or ‘find your coat’.</i> Follow an instruction that has one part. - Linked to: self-organisation / daily routine / group time. Pay attention to one thing at a time. - Listen 1:1 to develop independence within daily routine. - Participate in short inputs of daily group time. Speaking <i>Start to say how they are feeling, using words as well as actions.</i> Begin to use a wider range of vocabulary. - Linked to: - daily routine – themes - feelings <i>Start to develop conversation, often jumping from topic to topic.</i> Start a conversation with an adult or a friend. Begin to use talk to organise themselves and their play Begin to communicate needs with adults Learn new rhyme and begin to develop a repertoire of songs. - Join in with actions / props - Fill in some missing words Begin to develop communication, using some awareness of tense. - Linked to: - daily routine – own experiences	Listening, Attention and Understanding <i>Continue to</i> enjoy listening to longer stories and remember much of what happens. - Daily story time / weekly shared read, small group. Begin to pay attention to more than one thing at a time. Begin to understand and follow a question or instruction that has two parts. - Linked to: - self-organisation – daily routine – small group work. Begin to listen to others in a small group. - Daily group time / small group focus tasks. Understand some simple ‘why’ questions. - Demonstrate understanding by beginning to make comments on what they know/have experienced. Speaking Use a wider range of vocabulary. - Linked to: – themes - play Continue to develop and sing a large repertoire of songs. Recite some rhymes. - Sing as part of a group, using mostly the correct lyrics and pay attention to how songs sound. Begin to talk confidently about familiar books. Begin to tell longer stories. - Small group shared read / 1:1 story. Start a conversation with an adult or a friend and begin to continue it for many turns. - Develop shared attention by responding to others thoughts. Continue to use talk to organise themselves and their play. - Begin to build relationships with others. Use longer sentences that contain 4/6 words. Begin to join sentences with ‘and’. - Give and receive comment/instruction from others during play. Begin to retell a simple past event in correct order. <i>What did you do at the weekend?</i> Continue to develop communication, using future and past tense (not always correctly).	Listening, Attention and Understanding Enjoy listening to longer stories (with increased attention) and remember much of what happens. - Identify beginning, middle and end. Pay attention to more than one thing at a time by shifting their attention from one thing to another when needed or given a prompt. Understand and follow a two-part instruction. - Linked to: - self-organisation – daily routine – small group work. Listen to others in a small group. - Begin to make simple comments on the thoughts or actions of others: - small group work. Understand and respond confidently to simple ‘why’ questions. • Why do you think he/she feels...? Speaking Use a wider range of vocabulary in a range of contexts. - Linked to: – themes – play – experiences Sing a large repertoire of songs. Recite many rhymes, as part of a group and independently. - Regularly engage in group singing. - Anticipate words and fill in missing phrases correctly. Talk about a familiar book, and tell a long story. - Discuss characters, setting, problem, solution. - Small world / role play. Start a conversation with an adult or a friend and continue it for many turns. Confidently use talk to organise themselves and their play. - Establish good relationships and friendships. Use sentences joined by other words such as ‘like’ / ‘because’. Retell a simple past event in order. Develop their communication, begin to use a wider range of tenses (with correct use of most tenses). - Talk about their experiences confidently. 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. - Begin to recognise and establish boundaries.

Nursery PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships

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, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Autumn	Spring	Summer
Self-Regulation <i>Show effortful control.</i> - With support, follow the daily routine. - Play with others, sharing resources / taking turns. <i>I know how it feels to be proud of something I am good at. I can tell you one way I am special or unique.</i> <i>Be increasingly able to talk about and manage their emotions.</i> Begin to talk about their feelings... <i>‘happy’, ‘sad’, because</i> - Show / imitate different emotions and label... <i>I understand how feeling happy and sad can be expressed</i> <i>I am happy / sad because...</i> Begin to show awareness of how others might be feeling. <i>I can work together and consider other people’s feelings</i> - Offer comfort to an upset child / share excitement or laughter with others - Identify feelings of main characters in stories, looking carefully at illustrations With support, begin to find solutions to some conflicts... <i>sharing resources / taking turns I can use my words to stand up for myself</i> Managing Self <i>Find ways of managing transitions, for example, from their parent to their key person.</i> Begin to select and use continuous provision resources, with help when needed ... <i>resources</i> - Make independent learning choices ... <i>learning / play</i> - Put resources back in right place once used With support, begin to follow classroom routines and rules. <i>I am starting to understand children’s rights... this means we should be allowed to learn and play</i> <i>I am learning what ‘being responsible’ means</i> <i>Learn to use the toilet with help, and then independently.</i> Begin to be independent with self-care routines. - Toileting / eating / handwashing / putting outdoor clothing on Building Relationships <i>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs, and disabilities, religion and so on.</i> <i>Develop friendships with other children.</i>	Self-Regulation Talk about feelings using words like ‘happy’ and ‘sad’ and begin to use other words. With support, begin to understand and talk about how others might be feeling and the reasons why. - How do we identify different feelings? Begin to help to find solutions to conflicts and rivalries, <i>for example, accepting that not everyone can be Spider-Man in a game, and suggesting other ideas.</i> With support, begin to talk with others to solve conflicts. <i>I can feel proud when I achieve a goal.</i> Managing Self Begin to select and use continuous provision resources to achieve a set goal... <i>what could we use to...?</i> <i>I understand what a challenge means.</i> <i>I can set a goal and work towards it.</i> Settle to an activity of choice for some time. <i>I can keep trying until I can do something.</i> Increasingly follow classroom routines and rules (with reduced practitioner guidance/reminders). - Daily routine – small group work. - Visual timetable... <i>what happens next?</i> - Now & Next boards if appropriate. Develop independence with self-care routines. - Toileting / handwashing / brushing teeth. <i>I know the names for some parts of my body and am starting to understand that I need to be active to be healthy.</i> <i>I can tell you some of things I need to do to be healthy</i> <i>I know what the word ‘healthy’ means and that some foods are healthier than others. I know how to help myself go to sleep and that sleep is good for me.</i> <i>I can wash my hands and know it is important to do this before I eat and after I go to the toilet.</i> Building Relationships See themselves as part of a community. - Wider school life – joining with reception outdoors. - Viking awards. <i>I can start to think about the jobs I might like to do when I’m older.</i> Play with one or more other children.	Self-Regulation Talk about their feelings using a range of words and give reason... <i>happy, sad, angry, worried, scared, excited, nervous.</i> Understand and talk about how others might be feeling and the reason why. <i>I can use Calm Me time to manage my feelings.</i> Help to find solutions to conflict and rivalries, and begin to suggest other ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts. - Reflect on experiences and feelings. - Learn how to compromise and negotiate to solve problems. <i>I know what to say and do if somebody is mean to me.</i> Managing Self Select and use activities and resources to achieve a goal they have chosen, or one that has been suggested to them. - Link to school learning behaviours. Settle to an activity for some time, adult led or child initiated. Increasingly follow rules, understanding why they are important. Do not depend on an adult to remind them of a rule. - Follow daily routine and self-organisation. Be increasingly independent in meeting their own care needs. - Getting dressed and undressed independently. Begin to make healthy choices about food, drink, activity and tooth brushing. <i>I can tell you some things I can do and some food I can eat to be healthy. I can name parts of my body and show respect for myself.</i> Building Relationships Develop a sense of responsibility and membership of a community. - Describe responsibilities within the home and Nursery... <i>tidying up, helping others.</i> Become more outgoing with unfamiliar people, in the safe context of their setting. - Stay and Play opportunities for parents. - Transition to Reception. <i>I can tell you about my family.</i> Show more confidence in new social situations. <i>I understand how to make friends if I feel lonely.</i> Play with one or more other children, extending and elaborating play ideas. - Negotiate different roles within play. - Share ideas and take turns. <i>I can tell you some of the things I like about my friends. I can work together and enjoy being with my friends.</i> Suggest ways to enhance play by introducing additional resources / reflecting on own experiences.

<i>I understand how it feels to belong and that we are similar and different I can use gentle hands and understand that it is good to be kind to people</i> Begin to play with one or more other children. • ‘Do Time’ / small group work Begin to see themselves as part of a community. • Group / Nursery / Family <i>I know that all families are different.</i> <i>I know there are lots of different homes.</i> <i>I can tell you how I could make new friends.</i>	<i>I know some kind words which can encourage people.</i> Engage in pretend play with one or more children. • Daily interactions during ‘Do Time’. Begin to share and take turns with others. Begin to extend and elaborate on play ideas with others. • Start to negotiate different roles within play... <i>“you be the... and I’ll be the...” I know who my safe adults are and how to stay safe if they are not close by me.</i>	<i>I understand that we all start as babies and grow into children and then adults.</i> <i>I know that I grow and change.</i> <i>I can talk about how I feel moving to School from Nursery.</i> <i>I can remember some fun things about Nursery this year.</i>
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Nursery PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

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 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.		
Autumn	Spring	Summer
Gross Motor Skills <i>Continue to enjoy kicking, throwing and catching balls.</i> - Rolling (partner / circle games outdoors) - Kicking - Catching a light throw from a short distance with two hands and arms extended <i>Use equipment safely and responsibly.</i> <i>Continue to development fundamental movement skills of walking, running, balancing.</i> - Negotiating space with others. Begin to adapt speed / direction to avoid obstacles. - Stand still / stand on one leg. <i>Move safely and sensibly in a space with consideration of others.</i> <i>Use different travelling actions whilst following a path.</i> <i>Continue to develop climbing skills.</i> <i>Use the stairs independently.</i> Go up steps and stairs, or climb up apparatus, using alternate feet. - Go up / down ramps - Access steps to the Nursery door. Continue to develop riding climbing skills – scooter / trike / balance bike - Bike track; - following - Stop / start - Direction / avoid obstacles <i>Develop moving safely and stopping with control.</i> <i>Show an increasing desire to be independent, such as wanting to feed themselves and dress/undress.</i> Begin to use large-muscle movements to - Wave flags and streamers (top to bottom / circle – <i>Wiggle Me into Squiggle</i>) - Paint and make marks Begin to jump with two feet and learn to hop on one foot. <i>Work with others co-operatively and play as a group.</i> <i>Follow, copy and lead a partner.</i> Fine Motor Skills <i>Begin to eat independently with a knife and fork.</i> Begin to increase independence as they get dressed and undressed. - Toileting / outdoor play dress up... <i>stage area</i> Begin to show a preference for a dominant hand. Use some one-handed tools and equipment. - Across provision: - pouring / filling – stirring / mixing – rolling – painting / drawing / mark making. Begin to develop a comfortable grip when using pencils / pens. - Support and encourage tripod grip.	Gross Motor Skills Continue to develop throwing, catching and ball skills <i>Develop throwing and learn how to keep score.</i> <i>Play games showing an understanding of the different roles within it.</i> <i>Follow instructions and move safely when playing tagging games.</i> Continue to develop movement of walking, running <i>Work safely and develop running and stopping.</i> Continue to develop climbing skills Continue to develop balancing skills - Daily outdoor play - Weekly GetSet4PE lesson Continue to jump with two feet and learn to hop on one foot Continue to develop riding skills - Bikeability - Bike track outdoors Use large muscle movements... <i>Squiggle Whilst You Wiggle</i> Begin to remember some sequences and patterns of movement related to music and rhythm - Learn some simple dance / action routines to familiar songs <i>Explore different body parts and how they move and remember and repeat actions.</i> <i>Express and communicate ideas through movement exploring directions and levels</i> <i>Create movements and adapt and perform the simple dance patterns</i> <i>Copy and repeat actions showing confidence and imagination</i> <i>Move with control and co-ordination, linking, copying and repeating actions</i> Begin to match developing physical skills to tasks and activities in setting Choose the right resource to carry out chosen plan Begin to take part in some group team activities <i>Work co-operatively and learn to take turns.</i> <i>Work with others to play team games.</i> Begin to collaborate with others to manage large items. - Outdoor construction area - Link to learning behaviours Fine Motor Skills	Gross Motor Skills Begin to refine throwing, catching and ball skills Begin to refine movement of walking, running <i>Develop running and stopping.</i> Begin to refine climbing skills Begin to refine balancing skills <i>Develop balancing whilst stationary and on the move. Develop balancing and taking weight on different body parts Develop hopping and landing with control. Develop jumping and landing.</i> Jump with two feet and hop on one foot <i>Develop jumping and landing safely</i> <i>Develop rocking and rolling</i> Begin to refine riding skills - Bikeability - Bike track outdoors <i>Develop changing direction.</i> <i>Explore different ways to travel.</i> Use large muscle movements... <i>Squiggle Whilst You Wiggle</i> <i>Copy and create shapes with our bodies</i> Remember some sequences and patterns of movement related to music and rhythm. <i>Copy and create short sequences by linking actions together</i> Match developing physical skills to tasks and activities in setting. Choose the right resource to carry out chosen plan. Take part in some group team activities, which they make up themselves or in teams. Collaborate with others to manage large items. <i>Create shapes whilst on apparatus</i> Fine Motor Skills Use one-handed tools and equipment confidently and independently... <i>scissors, glue sticks, pencils, pens, marker pens.</i> - Across provision: cutting/sticking – painting / drawing / writing letters. Eat independently using a knife and fork Be increasingly independent getting dressed and undressed

	Show a preference for a dominant hand • Dough Disco Use a range of one-handed tools and equipment • Across provision: - pouring / filling – stirring / mixing – rolling – cutting/sticking – painting / drawing / mark making. Continue to learn to use a knife and fork Continue to increase independence getting dressed and undressed Continue to develop a comfortable grip with good control when holding pens and pencils. • Model tripod grip.	Use a comfortable grip with good control when holding pens and pencils. • Tripod grip.
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Nursery LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

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).

Autumn	Spring	Summer
Phase 1 Phonics / Reading Begin to develop phonological awareness - Join in with Phase 1 activities, aspects 1 to 6 - Distinguish between different sounds: - Environmental Sounds - Instrumental Sounds - Body Percussion <i>...instrument, sound, listen, hear, body, clap, stamp, tap, voice</i> - Rhythm and rhyme: begin to develop awareness of words that sound the same <i>...rhyme</i> - Alliterative activities, begin to identify words starting with the same phoneme within names <i>...start</i> - Explore and copy different voice sounds Begin to understand some of the five key concepts about print: - Handle books carefully & correctly & turn pages - Name some book parts <i>... front cover, back cover, page, title, open, close, hold</i> - Print has meaning □ familiar logos □ environmental labels with photograph - Understand print is read left to right <i>...start, move</i> <i>Enjoy sharing a book with an adult</i> ⇒ One to one } Fiction and ⇒ Small group time } non-fiction Begin to read own name with visual support <i>...read, recognise</i> Writing <i>Add some marks to their drawings, which they give meaning to. For example: "That says daddy."</i> <i>Make marks on picture to stand for their name...write, picture, draw, mark</i> Draw circles and lines (horizontal and vertical) ... line, across, down, circle, around Begin to attempt to write name with some recognisable letters - First letter of name To begin to understand that own marks represent meaning ⇒ Point to marks ⇒ Talk about made marks ⇒ Label marks	Phase 1 Phonics / Reading Continue to develop phonological awareness - Join in with Phase 1 activities, aspects 1 to 7 - Listen, remember & talk about different sounds: □ Environmental □ Instrumental □ Body Percussion - Rhythm and rhyme: develop awareness of words that sound the same - Tune into alliterative words, begin to identify / hear some initial phonemes in words - Explore and begin to talk about different voice sounds Begin to participate in oral blending/segmenting activities - Clap syllables in own name <i>...syllable</i> Begin to engage in conversations about stories and non-fiction texts, learning new vocabulary <i>... information</i> Continue to develop and understand the five key concepts about print: - Handle books carefully & correctly - Name some book parts <i>.... title / blurb</i> - Print has meaning – recognise some new logos Begin to understand what a word / letter is <i>... letter / word</i> - Follow print left to right and begin to use 1:1 correspondence <i>...follow, point, top, bottom, back to the beginning, under</i> - Know where to start reading <i>... first, last, beginning, end</i> Read own name without visual support Writing Begin to use some print / letter knowledge in writing ⇒ Symbols – lines / circles } ascribe meaning ⇒ Recognisable letters } / point to directionality ⇒ Left to right directionality } ⇒ Top to bottom directionality } Begin to engage in purposeful mark marking + Begin to draw a horizontal / vertical cross <i>... cross</i> - Attempt to write name, using name card, with some recognisable letters, some correctly formed - Attempt to write labels, with some recognisable letters	Phase 1 Phonics / Reading Be confident in phonological awareness - Join in with Phase 1 activities, aspects 1 to 7 - Listen, remember & talk about different sounds with increasing vocabulary: - Environmental - Instrumental - Body Percussion - Talk about rhyming words and begin to create rhyming strings Continue to tune into alliterative words and hear and say initial sounds in words - Explore and talk about different voice sounds, enunciating some phoneme correctly Continue to participate in oral blending / segmenting activities <i>... blend, segment, sound out, robot arms</i> - Clap syllables in words Engage in extended conversations about stories and non-fiction texts, learning & using new vocabulary Talk confidently about and use the five key concepts about print: - Identify a word in a sentence and understand it carries meaning - Identify a letter in a word - Name parts of book and show awareness of page number <i>... page number</i> Continue to develop understanding of word / letter - Follow print, know it is read from top to bottom & use 1:1 correspondence Read own name in a variety of fonts/context Begin Read Write Inc. scheme of work – learning phase 2 initial sounds. Writing Use knowledge of print / letter knowledge in writing ⇒ Recognisable letters } ascribe meaning ⇒ Left to right / top to bottom directionality } ⇒ Top to bottom directionality } Begin to draw a square Begin to match some letters to phonemes e.g. m for mummy Engage in purposeful early writing - Write name, from memory, with correct letter formation

Nursery MATHEMATICS: □ Numerical Pattern □ Number

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 tens 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.		
Autumn	Spring	Summer
White Rose Maths: Autumn 1: Comparison 1 / Shape, space and measure 1 / Pattern 1 / Counting 1 Autumn 2: Counting 2 / Subitising 1 / Pattern 2 / Shape, space and measure 2 Numerical Pattern / Number Begin to compare quantities ... <i>group, lots, more, same, less</i> - Sort, match and label groups... <i>size, colour, shape</i> - Find the group with more / the same / less <i>Arrange things in patterns.</i> Notice, identify and talk about patterns around them Begin to copy and talk about a pattern – <i>ABAB</i> - Give pattern a name... <i>spotty, stripy, zig zag</i> Begin to recite numbers to 5 in correct order - Number 1 and 2... <i>subitising, counting, numeral matching</i> Explore 1:1 correspondence - Number 2... <i>say one number for each item, link numerals and amounts</i> Begin to say one number for each item to 3 - Join in with number rhymes / songs with props & actions - Use some number names in play Begin to develop fast recognition of up to 2 objects - subitising - Number 2... <i>subitising dice patterns, different patterns, different sizes and patterns</i> Begin to experiment with own symbols and marks Shape, Space & Measure Begin to select shapes for appropriate tasks - Show interest in shapes in the environment... <i>name and identify 2D shapes (square, triangle, circle), sort objects into different groups by their shape</i> Begin to talk about shapes <i>round, pointy, spotty, stripy</i> Make comparisons between objects using appropriate vocabulary - Size ... <i>big / small / bigger / smaller</i> Understand positional language within daily routine ... <i>in / on / under</i> Begin to understand the language of time within the daily routine ... <i>next, later, after</i>	White Rose Maths: Spring 1: Subitising 2 / Counting 3 / Shape, space and measure 3 / Pattern 3 Spring 2: Counting 4 / Shape, space and measure 4 / Subitising 3 / Comparison 2 Numerical Pattern / Number Name and talk about patterns... <i>ABAB</i> Recite numbers to 5 Show and join in with number rhymes to 5, using props and fingers Use fingers to represent numbers with <i>increasing accuracy</i> Use some numbers names in play <i>with some accuracy</i> Sort and match objects accordingly e.g. <i>size / shape</i> Begin to compare quantities using ... <i>more than / fewer than</i> Fast recognition of objects up to 2 and 3 - subitising - Number 3... <i>subitising dice patterns, different patterns, dots</i> Begin to count up to sets of 5 objects (1:1 correspondence) Begin to understand and explore the ‘cardinal principle’ when counting objects Begin to represent numbers with marks Shape, Space & Measure Select shapes appropriately <i>in a range of</i> contexts Begin to combine shapes to make new ones... <i>a longer rectangle</i> Talk about shapes... <i>size, corners, straight</i> Make comparisons between objects using appropriate vocabulary... - Size... <i>bigger, smaller, the same,</i> - Length... <i>shorter, longer</i> Begin to understand some positional language, with support within the wider environment Begin to use <i>some</i> language of time within the daily routine Begin to describe a familiar route Begin to describe a sequence of events ... <i>first, next</i>	White Rose Maths: Summer 1: Pattern 4 / Shape, space and measure 5 / Pattern 5 / Subitising 4 Summer 2: Counting 5 / Pattern 6 / Counting 6 / Comparison 3 Numerical Pattern / Number Extend and create ABAB patterns Notice and correct an error in a repeating pattern Recite numbers past 5 Fast recognition of up to 3 objects - subitising 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 up to 5. Experiment with 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’ Shape, Space & Measure Talk about and explore 2D and 3D shapes, using informal and mathematical language... <i>sides, corner, straight, flat, round</i> Understand position through words alone Describe a familiar route Discuss routes and locations... <i>in front of, behind</i> Make comparisons between objects relating to size, length, weight and capacity - Weight... <i>heavier, lighter,</i> - Capacity... <i>more, lots, less</i> Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones Talk about and identifies the patterns around them... <i>stripes on clothes, designs on rugs or wallpaper</i> Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’

Nursery UNDERSTANDING THE WORLD □ Past and Present (Foundational History)		
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 – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, 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.		
Autumn	Spring	Summer
Chronology Begin to use and understand a now/next board to follow the daily routine...<i>now, next, lunchtime, home time, today</i> Begin to understand that: - Their birthdays / key festivals are not celebrated every day - Some days are different from others... <i>I know that my birthday is not every day / I know how some people celebrate Christmas.</i> Begin to predict what might happen next in the day. Begin to show awareness that there is a sequence of events to complete an activity. - Understand daytime / night time ...<i>day, night, dark, light...</i> <i>I know it is light in the day and dark at night / I can use the words day and night.</i> Begin to recite days of the week ...<i>names of days</i> Begin to use timers for turn taking. Begin to develop an awareness of <i>Autumn</i>. <i>- I know that in autumn, leaves fall from trees.</i> Own life story and family history Begin to make sense of their own life story and family history. Begin to understand that they were once a baby/ toddler - <i>I know that I was once a baby.</i> <i>- I can talk about what I could do as a baby and what I can do now. (with support) baby, new, grow, toddler</i> Begin to develop an understanding about who lives in their house ... <i>live, house</i> Begin to develop an awareness about different types of families ...<i>family, mum, dad, brother, sister</i> Begin to imitate everyday actions and events from everyday life, with support Familiar situations from the past	Chronology Begin to understand and follow the daily routine with the use of a visual timetable Recite days of the weeks, with support Begin to understand might happen in the morning/ afternoon ...<i>morning, afternoon</i> Continue to show awareness that there is a sequence of events to complete an activity. Begin to understand <i>before, later, next and after</i>. Begin to understand duration e.g. <i>begin to understand that things take a short or long amount of time.</i> Begin to develop an awareness of <i>Winter / Spring</i>. Own life story and family history Make sense of their own life story and family history. Continue to develop an awareness of themselves <i>- I know who is in my family ... grandparent, grandma, grandad</i> Begin to imitate everyday actions and events from everyday life Familiar situations from the past Begin to remember and talk about something that has happened in the past <i>- I can talk about the Autumn walk and say what is different on the Spring walk (with support)</i> Figures / characters, settings and events from the past Begin to develop an awareness of characters, events and settings from a long time ago (through nursery rhymes e.g. Jack Be Nimble).	Chronology Understand and follow the daily routine with the use of a visual timetable. Begin to understand that different things happen on different days of the week e.g. Friday assembly ... <i>yesterday, tomorrow</i> Understand and begin to predict what might happen in the <i>morning / afternoon</i>. <i>- I know that that I come to school in the morning.</i> <i>- I know that after lunch it is afternoon.</i> Understand that there is a sequence of events to complete an activity e.g. <i>apron on for painting, wash hands before eating snack</i> ...use <i>before, later, next and after</i>. <i>- I can follow a simple sequence of events to complete an activity.</i> Understand duration of time e.g. <i>that things take a shorter/ longer amount of time.</i> Own life story and family history Make sense of their own life story and family history. <i>- I can talk about some people in my extended family (with support) ... aunt, uncle, cousin</i> Familiar situations from the past Develop an awareness of a significant past nursery / school events <i>- I can remember and talk about what happened on our school trip.</i> Figures / characters, settings and events from the past Show an awareness of characters, events and settings from a long time ago (through nursery rhymes) <i>- I know that dinosaurs lived a long time ago</i> Continue to develop an awareness of characters, events and settings from the past (through nursery rhymes e.g. Jack and Jill).

Begin to develop an awareness of a past significant event - <i>I can talk about a holiday I have been on.</i> Figures / characters, settings and events from the past Begin to develop an awareness of characters, events and settings from the past (through nursery rhymes e.g. Wee Willie Winkie).		
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Nursery UW: People, Culture & Communities *(Foundational Learning for KS1: B&V & Geography)*

EYFS 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 – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, 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.

Autumn	Spring	Summer
My Family and Community <i>Make connections between the features of their family and other families.</i> <i>Notice differences between people.</i> Begin to develop positive attitudes about the differences between people. - Look closely at photos of their family. Comment on their family; name members of their family. - Talk about people who are special to the children.	My Family and Community Begin to develop positive attitudes about the differences between people. Begin to be aware of and enjoy celebrating: Chinese New Year / Mother’s Day / Shrove Tuesday / Ramadan / Easter • Talk about places that are special to us. - B&V: Children will explore authentic religious artefacts such as soft toys and story books. Share pictures, books and videos of places of	My Family and Community Continue developing positive attitudes about the differences between people. Begin to be aware of and enjoy celebrating: Eid al-Fitr / Green Day / Earth Day / Eid Al-Adha / Father’s Day • Talk about special things. - B&V: Seize opportunities spontaneously or link with local events, celebrations and festivals – this will be ongoing all year. Begin to talk

- Begin to notice some differences between themselves and others... <i>hair colour, skin colour, hair type.</i> - Begin to be aware of and enjoy celebrating: Rosh Hashanah / Harvest / Black History Month / Halloween / Bonfire Night / Diwali / Hanukkah / Christmas - B&V: Children will explore through creative play, dressing up and act out scenes from stories, celebrations and festivals. Make and eat festival food. Hearing and discussing stories of all kinds, including religious stories with themes such as goodness, difference, the inner world of thoughts and feelings and imagination. Occupations Begin to show interest in different occupations... <i>teacher, doctor, dentist (visit from a dental nurse), postal worker</i> Local Environment Begin to identify features of where they live. Talk about what they see, using <i>some</i> vocabulary. - Explore our local area... <i>where do you live? What is your house like? roof, door, window, chimney, garage</i> Comparing the UK with other countries, including maps Begin to recognise that there are different countries in the world and talk about <i>some</i> of the differences they have experienced or seen in photographs. - Which country do I live in? Where have I visited before in the UK?	worship. Listen to religious music. Start to introduce religious terminology. Work on nature, growing, lifecycles. Occupations Continue to show interest in different occupations. - Firefighter visit - Show an awareness of different occupations through role-play... <i>vet, shopkeeper, school cleaner</i> Local Environment Begin to identify features of where they live. Talk about what they see, using <i>some</i> vocabulary. - Explore our local area in some detail... <i>where do you live? What do you see near your house? Shop, church, library, lamppost, post box</i> Comparing the UK with other countries, including maps Continue to explore that there are different countries in the world and talk about <i>a range of</i> the differences they have experienced or seen in photographs. - Explore the Arctic / Jungle habitats in different countries. - Share some details about holidays we have been on outside of the UK.	about the different ways in which people believe and behave, encouraging children to ask questions. Occupations Show interest in different occupations. - Visit from Head Teacher and Reception Teachers - Share information about different occupations and how they help people... <i>police, ambulance, firefighter, gardener</i> Local Environment Know many of the key features of where they live. Talk about what they see, using a wide vocabulary. - Explore our local area in more detail... <i>What is in Edgeley? What do you see near your house? Why do we have that near our home? e.g. a shop to buy food / a library to borrow books... because</i> Comparing the UK with other countries, including maps Confidently share that there are different countries in the world and talk about differences they have experienced or seen in photographs. - Where are my family from? - Where would you like to visit on holiday?
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Nursery UW: Natural World <i>(Foundational Learning for KS1: Science & Geography)</i>		
EYFS 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 – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, 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.		
Autumn	Spring	Summer

Materials (including natural) Begin to use all their senses in hands-on exploration of natural materials. Talk about what they see, using some vocabulary. - Indoor/outdoor provision to reflect exploring natural materials using our senses... <i>sight, smell, touch, taste, sound</i> - Model new vocabulary to describe sensory features Living things – Animals (including humans)/ Plants Begin to find out about and name some local wildlife and woodland animals... <i>Names of animals e.g. bird, dog, cat, spider, worm, squirrel, duck.</i> Recognise and name common farm animals. Begin to understand the need to respect and care for the natural environment and all living things. Natural Phenomena / Seasons <i>Explore and respond to different natural phenomena in their setting and on trips.</i> Begin to identify a few key features about the current season. - Indoor and outdoor provision to reflect exploration of natural phenomena using our senses; - <i>Autumn ...conker, pinecone, leaves, change, colour</i> - Seasonal walk – features of Autumn How things work / different forces Begin to explore how things work. - Model and introduce a range of technology e.g. the interactive whiteboard and microphone to record performances. Begin to talk about the differences between materials and the changes they notice e.g. - What happens when you mix flour and water together to make playdough? - How oats and milk change when you cook porridge? - How biscuit dough changes when it is cooked?	Materials (including natural) Use all their senses in hands-on exploration of natural materials. Begin to explore collections of materials with similar and/or different properties. Talk about what they see, using a range of vocabulary. - Indoor/outdoor provision to reflect exploring natural materials... <i>how is this the same/different? Use magnifying glasses, containers, tweezers to explore.</i> - Model new vocabulary to describe sensory features and observations. Living things – Animals (including humans)/ Plants Begin to understand the need to respect and care for the natural environment and all living things. - Find out about Arctic / Jungle animals... <i>what is their habitat like? what do they eat?</i> - Explore tropical plants of the jungle/rainforest... <i>why do they grow there and not here?</i> Natural Phenomena / Seasons Continue to identify some key features about the current season. - Indoor and outdoor provision to reflect exploration of natural phenomena using our senses; - <i>Winter ...ice, frozen, freeze, water, cold, shiver</i> - Seasonal walk – features of Winter - Begin to notice seasonal changes: Winter turning to Spring. How things work / different forces Explore how things work. Begin to learn how to use a Toni Box works. Continue to use the Interactive Whiteboard with support Begin to explore and talk about different forces they can feel e.g. <i>push, pull</i> Continue to talk about the differences between materials and the changes they notice e.g. how water <i>freezes</i> in very cold weather to make <i>ice</i>	Materials (including natural) 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. • Indoor/outdoor provision to reflect exploring natural materials... <i>I wonder if...? Model observational and investigational skills.</i> - Model new vocabulary to describe sensory features, observations and change. Living things – Animals (including humans)/ Plants Begin to understand the key features of a life cycle of a plant. Plant seeds and care for growing plants. - Plant seeds in the outdoor garden with appropriate tools... <i>trowel, spade, seed, soil, water, digging, scooping, pouring</i> - Explore how plants grow... <i>what do they need to survive? How do we take care of them?</i> Continue to understand the key features of a life cycle of a plant, and an animal. - Explore the lifecycle of a tadpole → frog Natural Phenomena / Seasons Identify many key features about the current season. - Indoor and outdoor provision to reflect exploration of natural phenomena using our senses; - <i>Spring / Summer ...warm, flowers, grow, plant, sunlight, garden</i> - Seasonal walk – features of Summer - Begin to notice seasonal changes: Spring turning to Summer. How things work / different forces Explore how things work. Continue to use a Toni Box works. Continue to use the Interactive Whiteboard with support - Introduce children to the iPad camera. Explore <i>floating</i> and <i>sinking</i>. Explore and talk about different forces they can feel. Talk about the differences between materials and the changes they notice e.g. begin to notice how the sun makes things <i>warm/hot</i>.
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Nursery EXPRESSIVE ARTS & DESIGN: □ Creating with Materials / Visual Arts (Foundational Art and D&T)		
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.		
Autumn	Spring	Summer
Drawing & Painting: Offer a variety of □ mark-making objects of different thickness (e.g. sticks, cotton buds, chalks, crayons, pencils, charcoal, brushes) □ surfaces e.g. papers, card, recycled materials, foil, corrugated card, old maps □ inside and outside experiences on a large and small scale □ collaborative projects		
Explore mark-making: - As early gestures of drawing (e.g. making horizontal lines, circular lines) - In a variety of contexts (<i>e.g. scribbles in response to draw a person using a circle for a head and straight lines for limbs</i>) Experiment with the marks that can be made with different mark makers, on a range of surfaces, finding ways to control the mark- maker... <i>chalk on the playground, sticks in glitter/salt</i> Begin to explore colour - Choose and explore a variety of colour mediums and colour mixing [Artist Stimulus: Alma Thomas]	Use mark-making to: - Represent simple forms and movement - Create shorter lines, curves, enclosed circles; discovering that lines can make shapes Experiment with more of a variety of marks, that can be made with different mark-makers, on a range of surfaces. Use mark-makers with increasing confidence and control. Continue to explore colour and begin to explore colour mixing - Explore mixing colours, begin to talk about / name colours - Become more confident in mark makers with increasing confidence and control [Artist Stimulus: Georgia O’Keefe]	Draw lines and shapes to: - Represent simple ideas like sound and movement - Draw with increasing complexity to record observations and feelings; adding detail and meaning to pictures (<i>e.g. music</i>) Draw from imagination, using simple abstract lines and shapes. In painting, begin to be able to select a brush, <i>‘dip, draw, wash and wipe’</i> - Using different mark technique to keep colours clear. - When painting, choosing the thickness of paintbrushes on a variety surfaces to create a desired effect - Become more selective of colours to achieve a desired effect [Artist Stimulus: Claude Monet]
Printing: Introduce processes and revisit through the year: printing with thumbs / fingers / everyday objects (natural and man-made), explore marks made by rolling objects in paint (e.g. marbles, toy cars).		
Explore and respond to different textures, colours and patterns through simple print-making, developing fine motor skills to grip and hold ...<i>press, hold still, print</i>	Explore with natural and man-made objects, printing on different surfaces 2D & 3D. Observe that printing means an image can be repeated. ... <i>repeat</i>	Use printing techniques with increasing independence to make patterns and pictures, showing efficient fine motor skills.
3D Art (modelling & sculpture): □ Include malleable, construction and loose parts model-making □ Explore skills such as joining, stacking, re-shaping and using simple tools □ Offer a variety of natural and man-made materials (e.g. ‘junk’ recycled materials, twigs, shells) □ Provide small and large scale projects (indoors & outdoors), including some collaborative		
Clay/Playdough: Explore properties <i>e.g. poking, pulling, pinching, squeezing, patting. ...poke, pull, pinch, squeeze, pat</i> Loose Parts: Explore properties of different object /materials: moving, combining, lining up and stacking. ... <i>line up, stack</i>	Clay/Playdough: Explore properties further and create different surface textures. Use simple tools to shape & mould, e.g. begin to roll sausages and ball shapes. ... <i>shapes</i> Loose Parts: Begin to use selected parts to create simple constructions and models. Use simple tools to <i>join, fix, cut</i> etc.	Clay/Playdough: Make a clay form & manipulate it with fingers to suggest a subject. Loose Parts: Begin to make constructions and models with a purpose, deciding / planning what to make. Use tools with increasing control to support model-making. Develop their own ideas and then decide which materials to use to express them.
Collage: Offer variety of: □ materials e.g. textured paper, recycled material, cloth scraps, buttons, natural resources (leaves, shells, petals, pebbles) □ tools e.g. scissors, glue sticks. □ experiences e.g. light box.		
Use different senses to explore texture. Explore pasting or assembling paper cut-outs onto a surface. ... <i>glue, spread, stick</i> [Artist Stimulus: Alma Thomas]	Begin to use tools to help fix, join and cut. Begin to affect change on materials e.g. crumpling, tearing, cutting. ... <i>scrunch, tear</i>	Find, collect, arrange and stick material onto a surface to make a picture or pattern. Join different materials and explore different textures.

Nursery EXPRESSIVE ARTS & DESIGN □ Being Imaginative & Expressive (Foundational Music, Dance and Drama)

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.

Autumn	Spring	Summer
Begin to take part in pretend play ... <i>pretend</i> - Imitate home experiences (home corner) - Imitate life experiences linked to different seasons - Celebrations: Birthday party ... <i>cards / presents</i> Begin to create own small world scenes (linked to interests) Begin to create simple stories using small world (retell familiar stories) - Imitate own experiences (my home / nursery) - Autumn hunt outdoors ... <i>people, trees, animals ...</i> Listen with increased attention to sounds - Tune into body percussion sounds ... <i>body parts</i> - Begin to move to a steady beat ... <i>beat / march ... Explore how to use our bodies to make sounds.</i> <i>Identify sounds in the environment and differentiate between them. Sing and remember some simple rhymes and songs Explore using voices to make a variety of sounds.</i> <i>Use voices to imitate nature sounds.</i> <i>Suggest appropriate actions to match song lyrics.</i> Play instruments with increasing control - Free exploration of musical instruments <i>Explore the sounds of different instruments.</i> <i>Learn about music from another culture, particularly when related to the festival of Diwali.</i> <i>Learn about music from another culture, particularly when related to the festival of Hanukkah.</i> <i>Learn about music from another culture, particularly when related to the festival of Kwanzaa.</i> <i>Learn about traditional Christmas music.</i> Domestic Role Play Themes: - Snack time - Bedtime	Begin to respond to what they have heard, expressing their thoughts and feelings ... <i>feeling, happy, sad etc</i> Begin to remember and sing entire songs. Begin to sing the pitch of a tone sung by another person ('pitch match'). <i>Explore pitch and tempo through scarf dancing and body movement.</i> Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Begin to play instruments with increasing control to express their feelings and ideas. <i>Understand why songs have actions</i> <i>Explore beat through body movement</i> <i>Perform action songs to a small audience</i> <i>Use actions to retell a story to music</i> <i>Learn how instruments can represent a certain mood, character or action. Take part in simple pretend play and begin to using an object to represent something else</i> Begin to develop complex stories using small world equipment Begin to make imaginative and complex 'small worlds' <i>Listen to the lyrics and melody of 'Teddy Bear's Picnic – John Walter Bratton and Jimmy Kennedy and recall part of the story. Create a musical story based on a familiar routine.</i> Domestic Role Play Themes: - Cleaning and Washing - New Kittens	Respond to what they have heard, expressing their thoughts and feelings. <i>To express and communicate ideas through movement exploring directions and levels.</i> <i>To copy and repeat actions showing confidence and imagination.</i> 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. <i>Explore making sounds at different speeds. Explore moving to different tempos.</i> Play instruments with increasing control to express their feelings and ideas. <i>Discuss what makes a musical instrument.</i> <i>Learn what an orchestra is.</i> <i>Copy and follow a beat.</i> <i>Experiment with playing tuned and untuned instruments.</i> <i>Choose appropriate instruments to represent different parts of a song.</i> Create their own songs, or improvise a song around one they know <i>Explore creating sound effects.</i> <i>Interpret symbols to show a change in speed.</i> <i>Interpret a simple score to show tempo changes.</i> Take part in simple pretend play using an object to represent something else even though they are not similar ... <i>This is a ...</i> Develop complex stories using small world equipment Make imaginative and complex 'small worlds' with blocks and construction kits... <i>a city with different buildings and a park</i> Domestic Role Play Themes: - Shopping - Picnic Time

Domestic Role Play Themes

▪ New Baby	▪ Celebrations	▪ Fix It Time	▪ Keep Fit and Healthy	▪ New Puppy	▪ Holiday Time
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	Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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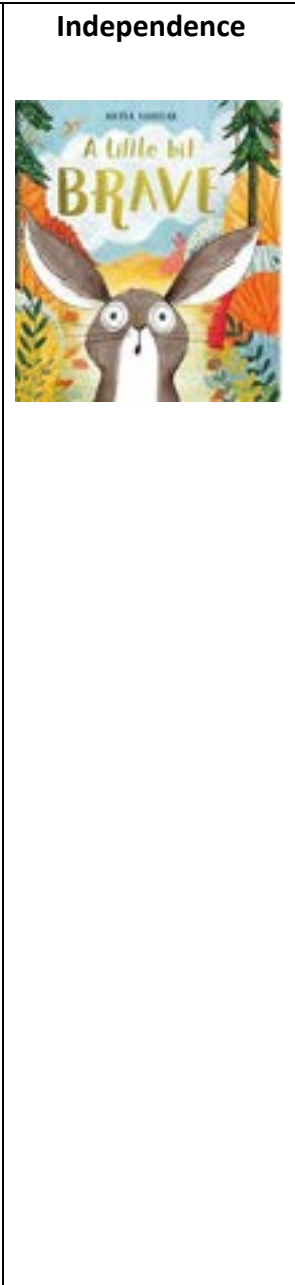
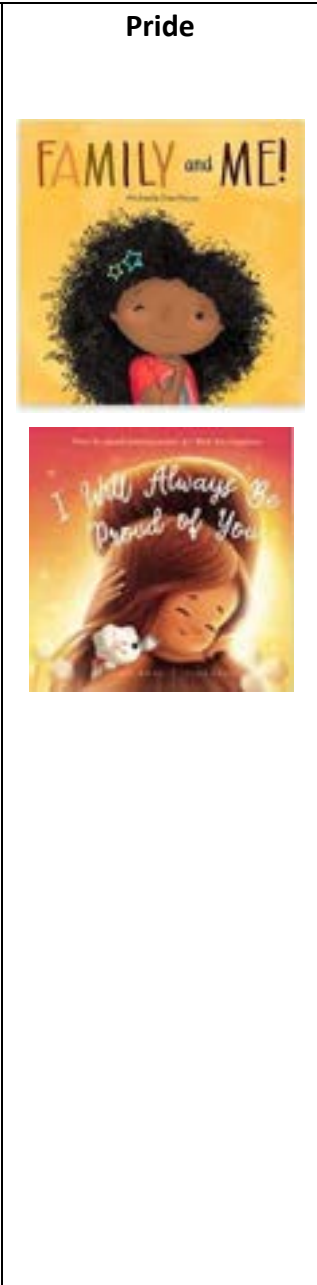
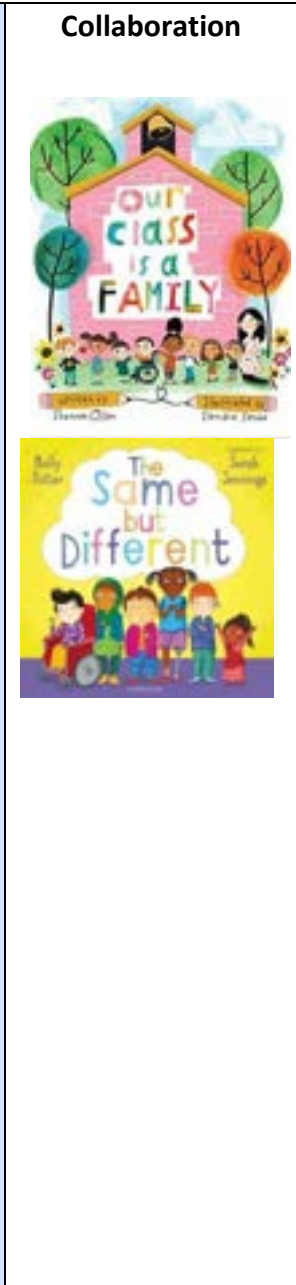
Aspire Opportunities		Dental Nurse – Oral Health	Seasonal Walk Sing Along for Parents/Carers Christmas World Nursery Rhyme Week Earth Day	Firefighter visit – Occupations	Seasonal Walk Pedal Day World Book Day – Whole School	Green Day – Whole School Pedal Day/ scooter to school.	The Oscars Pedal Day/ scoot to school Seasonal Walk
Parental Engagement	Nursery	Stay & Play	Christmas Sing Along for Parents/Carers Stay & Play	Stay & Play	Stay & Play	Stay & Play Outdoors	Sports Event Teddy Bear's Picnic Stay & Read
Festivals, Celebrations and Events <i>Nursery and Reception also join in with whole school events, enrichment, Aspire opportunities, parent/carer events and celebrations throughout the year.</i> <i>Children's Birthdays are celebrated throughout the year.</i>		Harvest Day Black History Month	Diwali Bonfire Night Remembrance Day World Nursery Rhyme Week Hanukkah Christmas	Chinese New Year Children's Mental Health Week Safer Internet Day	St David's Day St Patrick's Day Shrove Tuesday Ash Wednesday World Book Day Holi Mother's Day Ramadan Easter	St George's Day Eid al-Fitr	Eid Al-Adha Father's Day
Computing is developed throughout the year through use of iPads, interactive whiteboards, remote control resources, listening centre etc. and is woven into the curriculum. Characteristics of Effective Learning and the Fundamental British Values are woven throughout our EYFS Curriculum.							

Nursery Booklist

Here is a selection of the wide range of books and texts that we share with the children to support our curriculum.

Our Learning Behaviours

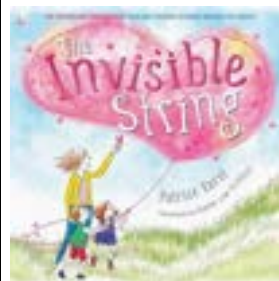
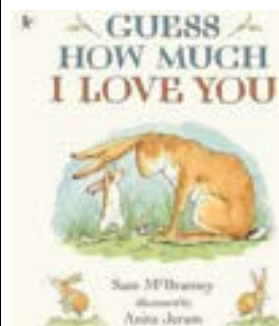
Supporting Texts & Stories



Our Sparkling Rules

Texts to support becoming a member of Haddenham St Marys

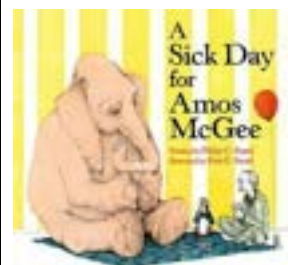
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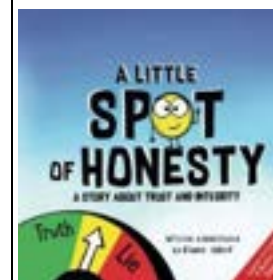
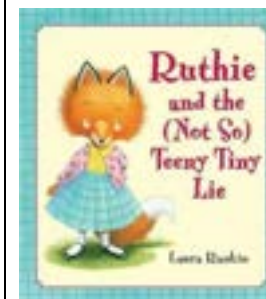
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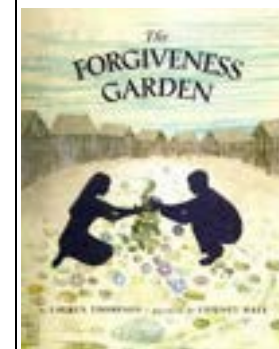
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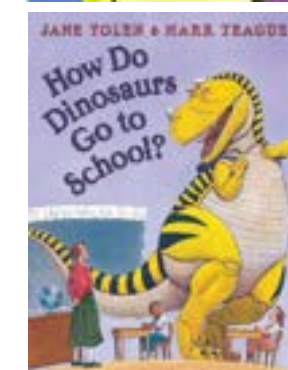
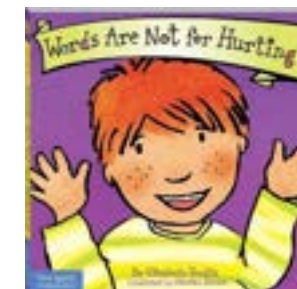
Honesty



Forgiveness

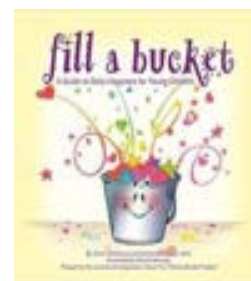
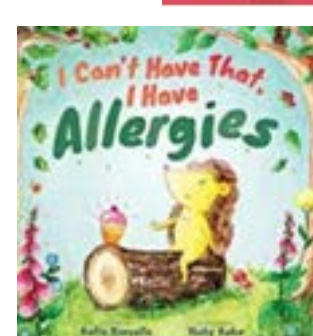
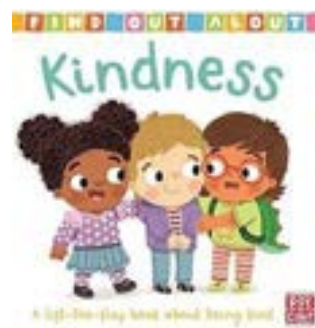
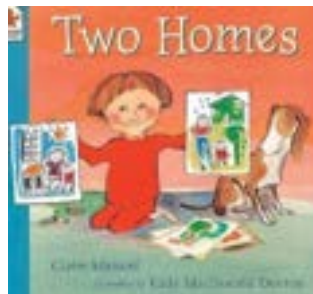
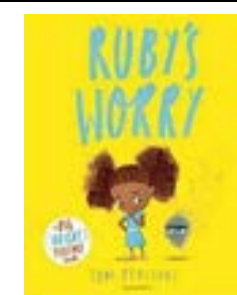
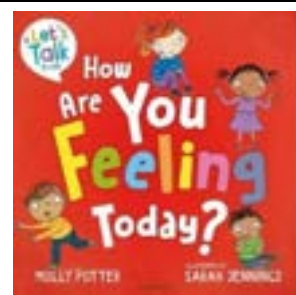


Respect

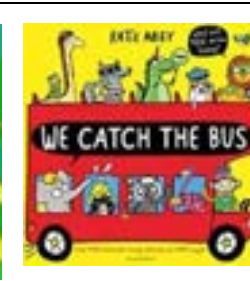
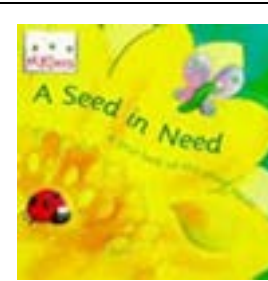
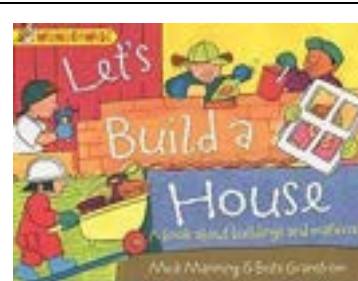
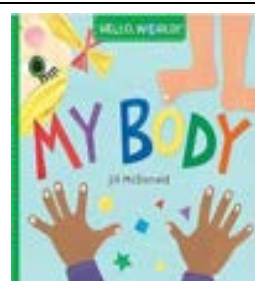


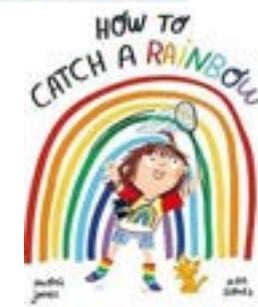
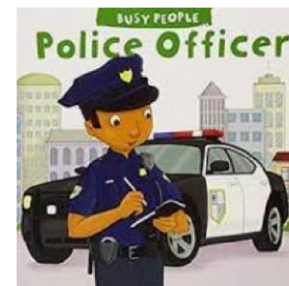
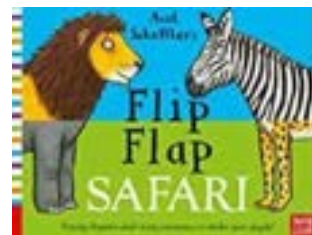
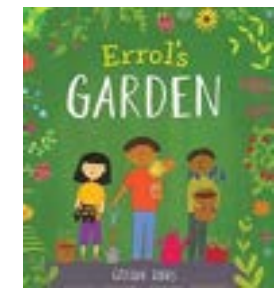
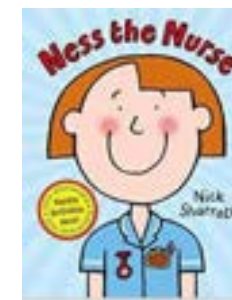
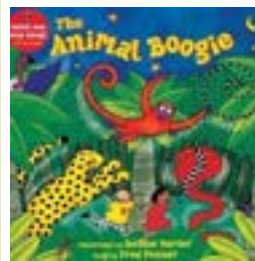
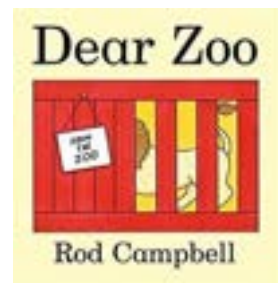
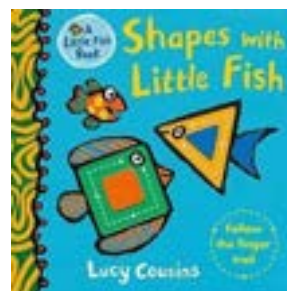
**Personal,
Social,
Emotional
Development**
Supporting Texts &
Stories

Think Equal –
additional
supporting texts.



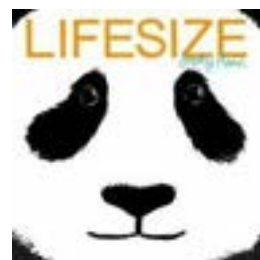
**Understanding
the World**
Supporting Texts &
Stories





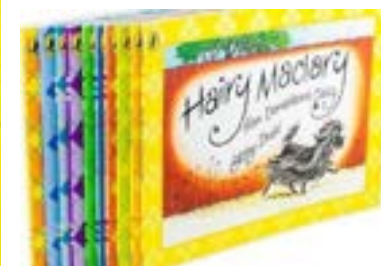
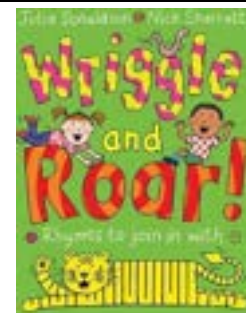
Non-fiction texts

Supporting Texts &
Stories



Rhyme and Songs

Supporting Texts &
Stories



Maths

Supporting Texts &
Stories

These books link with our Master the Curriculum focus strands for each term. They are not an exclusive list, but support the learning in each block.

Autumn Term:

Comparison and shape, space and measure- Colours, matching noticing patterns.

- Harry and the Bucketful of dinosaurs by Ian Whybrow
- Rosie's zoo by Ailie Busby
- Big and small by Elizabeth Bennett
- Whatever next by Jill Murphy
- Crash! Boom! A Math tale by Robie.H.Harris

Spring Term:

Counting- subitising- what can I see? Hear and say number names, begin to order numbers and number names.

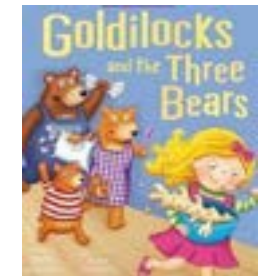
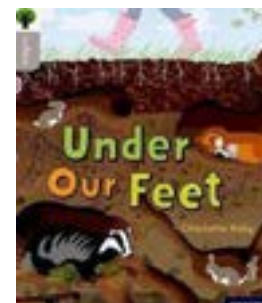
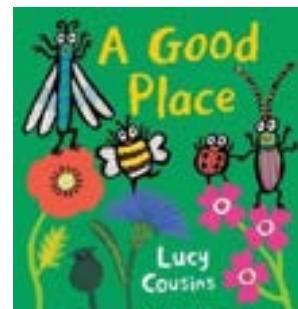
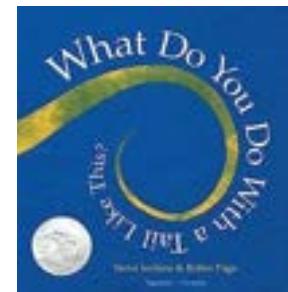
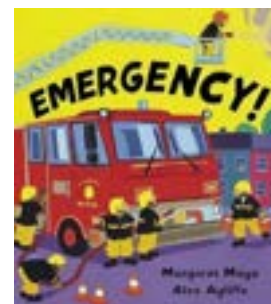
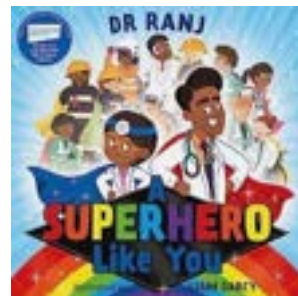
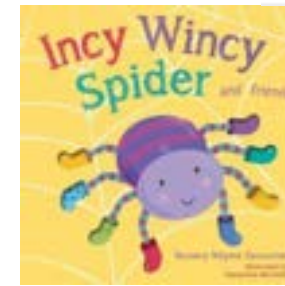
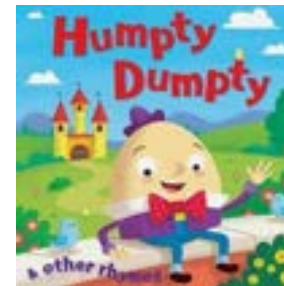
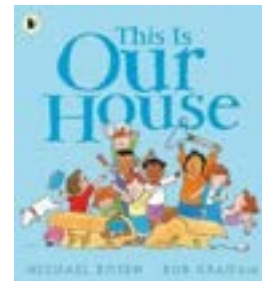
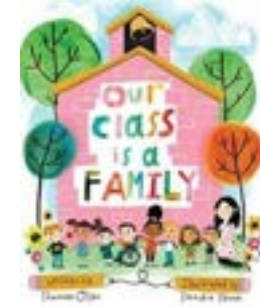
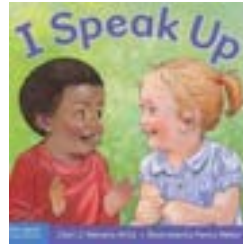
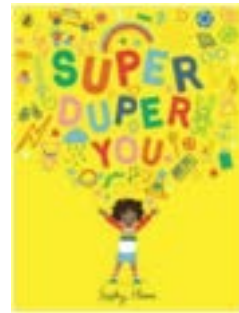
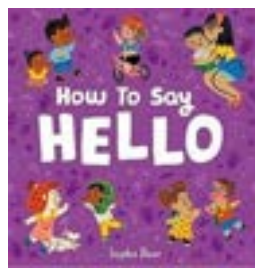
- Five little ducks by Belinda Gallagher
- Guess who? By Pam Ayres
- Each Peach Pear plum by Janet and Allan Ahlberg.
- The three little pigs
- Nursey rhymes and finger play collections

Summer Term:

Pattern, shape space and measure: Sequencing, positional language, number composition.

- Peck Peck Peck by Lucy Cousins
- Splish, splash, Ducky! By Lucy Collins
- Brown bear, brown bear, what do you see? By Bill Martin jnr.
- Dig Dig Digging by Margaret Mayo

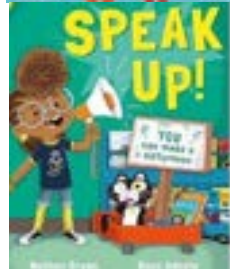
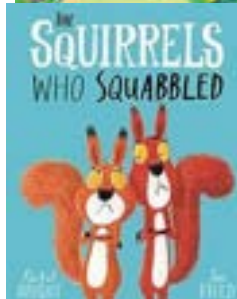
**Communication
and Language
Literacy**
Supporting Texts &
Stories



Our Learning Behaviours

Supporting texts and stories

Collaboration



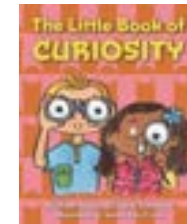
Pride



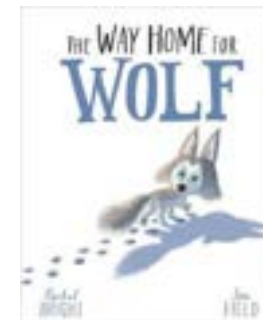
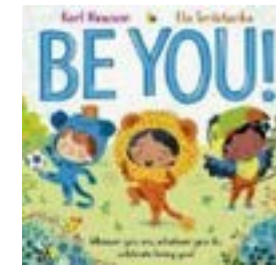
Determination



Curiosity



Independence



Creativity

