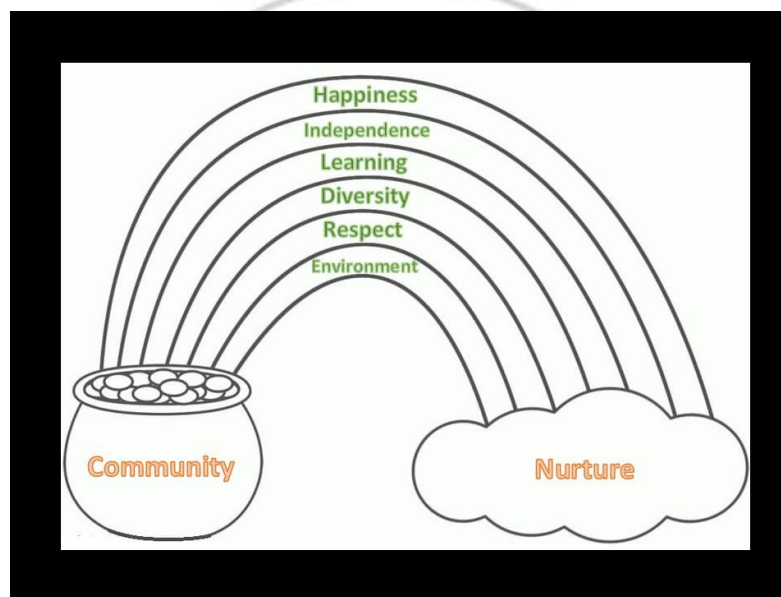




Moorlands Nursery School

Our Responsive Curriculum



Owned By	Interim Head Teacher – Will Brooks
Date Reviewed	October 2025
Next Review	October 2026
Signature : Chair of Governors	

The Early Years Foundation Stage Statutory Framework

We ensure that the standards set out in the Early Years Foundation Stage Statutory Framework for promoting the learning, development and safety of children from birth to five years in Ofsted registered settings are met. The EYFS lays down the legal requirements that early years childcare providers must meet, including:

- **learning and development requirements:** specific areas of learning and development which should shape the activities and experiences you offer
- **assessment requirements:** how you measure children's progress and feedback to parents or carers
- **safeguarding and welfare requirements:** what you must do to keep children safe and promote their welfare

For information for parents can be found by clicking the link <https://birthto5matters.org.uk/information-for-parents/>

Moorlands Nursery School Responsive Curriculum

Our values form the foundation of our curriculum, which has community and nurture at the heart. Our values put CHILDREN at the core of everything we do and these values are threads throughout our Early Years curriculum. We base our pedagogy on the Curiosity Approach, which fosters a love of learning through child-led interests. Our curriculum covers all areas of learning and is responsive to ensure it meets what our children need for individual development and personal growth.

We believe:

- All children are individuals at their own stages of development so they each need something different.
- Children should have a voice, so being able to communicate, interact and express their needs is essentially important.
- Children learn best when they are properly engaged and following their own interests, learning in the particular style that suits their needs.
- Children learn more through curiosity - being curious enables them to question and explore the world around them.
- In the importance of directed teaching time to introduce children to new knowledge and skills that they may not be 'exposed' to otherwise.
- It is important for our nursery, children and their families to learn about different cultures, religion and traditions by recognizing and celebrating similarities and differences between them, taking pride in our diversity at Moorlands Nursery.
- Children have equal rights and are entitled to experience equal quality teaching and experiences.
- In investing in professional development of staff – good knowledge of child development ensures better support for children to have their knowledge and skills extended to make progress.
- Staff interaction-time with children is vital – we use 'In the moment' planning to be responsive to children's interests and maximise interactions.
- If a child has positive mental health / wellbeing, is aware of their emotions and are able to manage them, they will learn better and be happier.
- Every child, irrespective of their postcode, deserves the same opportunities in life to achieve their fullest potential.

What do we do?

- We provide a balance of different activities, experiences and directed 'teaching' that enable children to learn the skills and knowledge that they need so they are ready for their next stages of education.
- Through observations, interactions and play we get to know our children well – their interests, levels of development, needs and personality.
- We adopt child-led learning through the Curiosity Approach and follow the child's interests, developing skills in engaging ways.
- We use our expertise and knowledge of child development to teach skills and knowledge and extend / progress learning directly from what the children are engaged in to nurture curiosity.
- We promote language and communication through modelling, commenting and enhancing opportunities to communicate through enrichment.
- We extend the children's knowledge and experience of the people, cultures and the world around them, valuing diversity and learning from others.
- We promote our children's positive mental health and wellbeing through different means e.g. yoga, signs for feelings and Forest School.
- We ensure our provision enables everyone, regardless of any special need or disability, to learn and make progress.

Assessment

We recognize that our children come to nursery with a variety of experiences, knowledge and skills and we want to acknowledge and build on these. Our partnership with parents provides us with vital information during our initial focus meetings to help us get to know their children and ensure we have provisions in place to meet individual needs and interests.

Our practitioners are continually looking for opportunities to help and ensure that our children make progress in their learning. They play and interact with the children and follow the child's interest and engagement with an activity to introduce or develop new skills, vocabulary and knowledge.

We know our children well and our observations of and interactions with our children inform us of how they are progressing in all areas. We ensure that the appropriate 'next steps' are encouraged and made possible for them, through our provision and interactions.

Each child has a 'Learning Journey' which includes photos and observations that record the children's experiences, interactions and learning. These are shared with parents and given to the child to keep at the end of their time in Moorlands Nursery as a wonderful memory of their start to school life.

Although we consider our day to day observations of and interactions with our children the most informative, we also record our observations of the children on an assessment system – Tapestry. This gives us an overview of children's individual, group and class attainment and progress. We use the non-statutory 'Development Matters' (DfE July 2021) guidance to support us in our assessments of our children. This enables us to monitor our provision, 'measure' children's progress and ensure the children are making good progress in all areas of their learning and are on track to achieve our curriculum goals.

Our Vision

Moorlands Nursery School's vision is built around community - together we help children aim high.

We achieve this through fundamental principles of community:

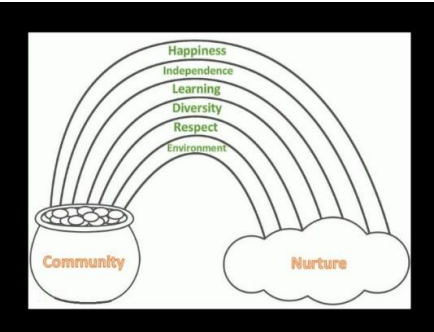
Commitment - to aim high in our aspirations and service to others.

Confidence - to know our strengths and foster self-confidence in others.

Collaboration - to work in community partnership to nurture every child's individual potential.

OUR CURRICULUM OVERVIEW

We recognize that in order to be responsive to our children's interests and personal stages of development, we need to balance curriculum structure with a flexible approach.

Values within our Responsive Curriculum		
Community Happiness Independence Learning Diversity Respect Environment Nurture	I know what makes me happy. I can do it myself. I can do it. I have a voice. I can be kind. I care.	

Personal, Social and Emotional Development

Intent	
Child learn to recognise what makes them happy. Children learn to be independent. Children develop 'I can' attitude. Children learn to have a voice. Children learn to be kind. Children learn to care.	
Implementation	
2's	3's
• Parent Visits are held before the child begins 2Nursery to learn more about the family and child. • Children are supported during their settling in period, and the priority is for the children to develop a positive relationship with the adults in the room. • During the transition of settling in and throughout their time children are supported to find their own ways to manage feelings and emotions. • The 2Nursery provides consistent and predictable routines with some flexibility which supports children in feeling secure and settled. Visual timetable is used during settling in where appropriate. • Children are given opportunities to independently explore indoors and outdoors during child initiated play. • The 2Nursery is arranged so that children have an access to a range of select amount of resources with the moto of 'less is more'.	• Parent Visits are held before the child begins Nursery to learn more about the family and child. • Children are supported during their settling in period, and the priority is for the children to develop a positive relationship with the adults in the room. • During the transition of settling in and throughout their time children are supported to find their own ways to manage feelings and emotions. • The Nursery provides consistent and predictable routines with some flexibility which supports children in feeling secure and settled and visual timetable is used during settling in. • Children are given choice of exploring indoors and outdoors which helps them in becoming more independent in their choices. • The Nursery is arranged so that children have a free access to resources and this helps in encouraging their independence

- To develop a sense of self children, have their own coat pegs, and self-registration cards.
- Children are shown warmth and affection with clear and appropriate boundaries and routines consistent with our behaviour policy.
- Children are given lots of opportunities to explore their emotions and feelings during their play time.
- All children are helped and supported in feeling valued and have a sense of belonging to 2Nursery.
- Children are supported in toileting and intimate care in line with our policy.

and self-confidence. The range of resources and challenges are increased as children settle.

- To develop a sense of self children, have their own coat pegs, snack cards and self-registration cards.
- Children are shown warmth and affection with clear and appropriate boundaries and routines consistent with our behaviour policy.
- Children are given lots of opportunities and encouraged to express their feelings through words like 'sad', 'upset', or 'angry' during play time, group times, using stories and songs.
- Children's questions about differences are answered honestly and straightforwardly which helps children to develop positive attitudes towards diversity and inclusion.
- All children are helped and supported in feeling valued and have a sense of belonging to Nursery.
- Children are encouraged to manage and solve conflicts and problems amongst themselves though modelling e.g., how to listen to someone and agree a compromise which helps in problem solving, developing resilience and perseverance.
- Children are supported in toileting and intimate care in line with our policy.
- Children are taken out on short walks around the neighbourhood so they begin to develop a sense of community.
- Adults talk about feelings in more elaborate ways 'because....' which supports children in reflecting on their own emotions, feelings, behaviour and how it impacts others.
- Adults' model ways that helps them calm themselves such as yoga, breathing, mindfulness basket, drinking water, pushing the wall etc and give personalised strategies to children.

	• Children are given lots of opportunities to learn and develop independence in self-help skills for example washing hands, using the toilet, putting their shoes on, wearing coats etc. • Children are given lots of opportunities to talk about healthy choices about food, drink, activity and oral health. • Children are encouraged and supported to develop effortful control – notice and talk about children’s feelings. Model supportive phrases e.g. ‘Can I have a turn’? • Children are supported in their transition to New School with carefully planned transition plans.
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Impact		
	2-3 Years	3-4 Years
Baseline	• Is able to separate from carer/parent with support. • Find ways to calm themselves, through being calmed and comforted by their key person. • Children express their preferences and decisions by accessing the resources and activities. • Begin to try new things and start establishing their autonomy. • Has a sense of self and knows how to calm themselves for example, ask or accept a cuddle when upset. • Able to choose from a choice of two, at snack or during play.	• Is able to separate from carer/parent with support. • Find ways to calm themselves, through being calmed and comforted by their key person. • Children express their preferences and decisions by accessing the resources and activities. • Feel strong enough to express their emotions. • Know how to wait for a turn (effortful control) For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Can settle and distract self when upset. • Initiate play and engages their friends and adults through gestures, gaze and talk. • Shows an interest in making friends by playing alongside others. • Can recognize when they are happy or sad.

During their Time at Nursery	• Will accept others playing with the same resources, but may need help to share • Explore a new area that they are not so interested in with support and encouragement • Seeks familiar adults for reassurance with new situations/faces. • Begin to choose for a purpose in play. • Show an understanding of and co-operate with Nursery boundaries. • Initiate play and engages others through gestures, gaze and talk. • Use their preferred way of engagement to communicate with others. • Play alongside others and with support learn to share. • Take turns with peers during free choice play, not always independently, needing support of an adult at times. • Know the Nursery routine and manage simple, known transitions with verbal/visual prompts. • Feel confident when taken out in the community with other children. • Begin to feel secure and strong enough to express their emotions. • Begin to learn how to wait for a turn (effortful control) For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Enjoy company of other children and want to play with them. • Learn how to use the toilet independently. • To know they can seek out a familiar adult to help them to feel safe.	• Can select and use activities and resources with help when needed. • Show increasing confidence, independence and sense of responsibility in the class. • Remember and follow Nursery rules and without needing an adult to remind them and the reason why we follow them. • Show more confidence in new social situations. • Beginning to develop a sense of responsibility to the wider community. • Begin to explain what is making them feel a certain way, with some support. • Begin to play with another child with a shared interest. • Identify and talk about feelings using words like 'happy', 'sad', 'angry' or 'worried' and talk about why I feel this way. • To know what they can do when they feel 'happy', 'sad', 'angry' or 'worried'. • Develop an understanding of the importance of sharing. • Begin to understand how others might be feeling. • Show perseverance for a short period of time, before asking for help. • To complete a simple task e.g. put your coat on. • To be confident to play with other children in a group. • To be able to attempt to comfort other children. • To begin to resolve conflicts with some help • Is beginning to talk about what 'healthy choices' mean- washing hands, brushing teeth, healthy food and drinks etc.
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	• Play with increasing confidence on their own and with other children.	
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Physical Development

Intent	
Child learn to recognise what makes them happy. Children learn to be independent. Children develop 'I can' attitude. Children learn to have a voice. Children learn to be kind. Children learn to care.	
Implementation	
2's	3's
• Children are provided a variety of equipment and on different levels to encourage independence, spatial awareness, and gross motor skills. • Children are provided with a variety of everyday open-ended materials to support overall co-ordination which stimulates all senses. • Children are provided with a wide range of opportunities to move throughout the day: indoors and outside, alone and with others, with and without apparatus. • Children are encouraged to engage in a variety of movements e.g. jumping, sliding, and hopping. • Children are encouraged to engage in a variety of movements to develop fine motor skills through threading, construction, dough disco, squiggle whilst you wiggle, scissors etc. • Children are supported to take risks they are 'comfortable' with, without physically supporting them.	• Children are provided a variety of equipment and on different levels to encourage independence, spatial awareness, and gross motor skills. • Children are provided with a variety of everyday open-ended materials to support overall co-ordination which stimulates all senses. • Children are provided with a wide range of opportunities to move throughout the day: indoors and outside, alone and with others, with and without apparatus. • Children are encouraged to engage in a variety of movements e.g. jumping, sliding, and hopping. • Children are encouraged to engage in a variety of movements to develop fine motor skills through threading, construction, dough disco, squiggle whilst you wiggle, scissors etc. • Children are supported to take risks they are 'comfortable' with, without physically supporting them.

• Children are encouraged in risk taking (that is safe for the child). • Children are taught how to be safe e.g. sitting down to jump off if unsure, holding with both hands when high. • Children are offered a variety of equipment and encouraged to be become more confident, competent, creative and adaptive movers.	• Children are encouraged in risk taking (that is safe for the child). • Children are taught how to be safe e.g. sitting down to jump off if unsure, holding with both hands when high. • Children are offered a variety of equipment and encouraged to be become more confident, competent, creative and adaptive movers. • Adults talk about safe 'dress' for movement e.g. enclosed shoes for climbing, not climbing in dressing up clothes that are long or 'flouncy'. • Children are taught appropriate 'use' of equipment e.g. waiting turns to climb. • Children are supported in learning about spatial awareness – running into spaces. • Children are provided lots of opportunities to practise skills.
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Impact		
	2-3 Years	3-4 Years
Baseline	• Steady on feet when walking and running. • Able to drink from a cup with no lid. • Able to hold out arms and legs to help with dressing. • Showing some independence in feeding themselves at snack time.	• Runs safely, avoiding bumping. • Can independently access toilet and would ask for help if needed. • Can put on own coat. • Know how to use a variety of mark making tools For example, glue spreader, paint brushes, pencils etc • Uses finger and thumb to collect small objects.

Time at Nursery	• Develop their co-ordination further using variety of resources. • Moves around outdoors and indoors without bumping into things. • Experiment with variety of movements using variety of equipment with support. For example, fit themselves into spaces, like tunnels, dens and large boxes, jump off balancing equipment, climb, run etc. • Clap and stamp to music. • Scoots on a push along wheeled bikes. • Can hold a cup independently, but at times can spill the drink when tipping. • Beginning to kick, throw and catch balls with some accuracy. • Follow simple instructions of 'stop' and 'go' • Have increasing control over mark making tools. • To beginning to build with variety of ways like blocks, sand etc. • Learn how to wash their hands. • To use a variety of mark making tools. • To be able to put on own coat, needs help to do it up.	• Co-ordinate their body to be able to cross their legs, using the correct movements. • Balance on climbing/PE equipment without help. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Notice the effect of movements/exercises on our bodies. • To throw and catch a variety of objects. • To change direction to avoid obstacles and keep safe. • Take off and put on shoes (Velcro) independently. • Use mark making tools with increasing control while making marks holding the tools in a comfortable grip. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Copy some letters of their name correctly. • To be able to write some part of their names, forming most letters correctly. • To talk about hygiene routines. • To identify their bodies needs and know how to help themselves e.g., accessing water, taking off or putting on a jumper. • To know how to hold and transport tools safely. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
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Communication and Language

Intent	
Child learn to recognise what makes them happy. Children learn to be independent. Children develop 'I can' attitude. Children learn to have a voice. Children learn to be kind. Children learn to care.	
Implementation	
2's	3's
• The environment in the Nursery is language rich to encourage children to learn new vocabulary. • The environment in the Nursery is language rich to stimulate children to talk. • Children are given plenty of processing time (at least 10 seconds) which gives them time to understand what they have said and think. • Children have access to a wide variety of books and they are shared on a regular basis to extend children's vocabulary. • Core stories are shared and repeated regularly. • Adults commenting on play / actions. • Adults use open ended questions like "I wonder what" to initiate conversations.	• The environment in the Nursery is language rich to encourage children to have conversations and learn new vocabulary. • The environment in the Nursery is language rich to stimulate children to talk, comment and ask questions. • Children are given plenty of processing time (at least 10 seconds) which gives them time to understand what they have said and think. • Children have access to a wide variety of books and they are shared on a regular basis to extend children's vocabulary. • Children are given lots of opportunities to talk about interesting things like different living things which encouraged them to ask questions. • Children are given opportunity to participate in various circle games which supports children in learning new skills, practise the old and learn new vocabulary.

	• Core stories are shared and repeated in varied ways (sensory story, book reading, story sack etc) for children to practise the vocabulary and language and also to support creativity and play. • Attention skills is part of the planning to introduce new topics or themes to children to promote and model good listening skills. • EPIC programme to support children in communication. • Adults model language which promotes thinking and challenges children. • Adults commenting on play / actions. • Adults use open ended questions like “I wonder what would happen if...” which encourages more thinking and longer responses. • Children are given lots of opportunities for sustained sharing thinking wherein the adult works work together to solve problems, clarify a concept, evaluate activities and extend a narrative.
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Impact		
	2-3 years	3-4 years
Baseline	• Respond to their name when they are called by looking at the adult. • Look at and communicates using some words and/or gestures with an adult during 1:1 play. • Can choose between 2 objects: “Do you want the ball or the car?”	• Joins in with songs • Retains attention in self-chosen activities • Can follow instructions with 2-3 key words ‘can you put the bowl on the snack table?’ • Can pronounce one syllable words correctly For example, moon, cat, dog etc.

	• Can show some understanding of different single words and some two-word phrases, such as “give me” or “shoes on”? • Showing some interest in what other children are playing and sometimes joins in. • Begin to make themselves understood by signs, gestures or words.	• The child is able to shift from one task to another if you get their attention. For example, “Jason, please can you stop now? We’re tidying up”.
Time at Nursery	• Responds to their name when they are busy – not always by looking. • Will show interest in a simple story or singing 1:1 with an adult. • Responds to a known adult with body language, speech or gesture. • Listen to simple stories and understand what is happening, with the help of the pictures. • Understands and follow simple instructions like ‘stop’ or ‘bring your coat’. • Build up their vocabulary and uses new words increasingly. • Attend to a small group time for at least 5-10 minutes. • Talk about what they see in pictures while looking at a book. • Fill in a missing word from a favourite story or song. • To stop play and follow instructions at points of transition. • Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. • Beginning to understand simple questions and instructions like: “Where’s your hat?” or “What’s the boy in the picture doing?” • To use sounds, gestures and words to express themselves in role play.	• Enjoys group times and retains attention during the adult led group times. • Enjoys stories and shows increasing recall of the key events from the stories. • Listen to a story and respond to questions relevant to the book. • Listens and responds to an adult even when they are busy. • Learn and uses a wider range of vocabulary building on their experiences and teaching. • Understands and follows 2-part question or instruction such as ‘get your lunch bag and sit on the mat’ • Understand simple questions about ‘who’, ‘what’ and ‘where’ and ‘why’. • Respond to ‘why’ and ‘how’ questions. • Listens and responds to friend’s thoughts and ideas while playing together. • Use longer sentences of four to six words. • Use talk to retell a simple past event. • Beginning to be able to express their point of view in group conversations giving their ideas and opinions, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns.

	• Beginning to ask questions such as name of people, objects etc. • Beginning to develop conversation, often jumping from topic to topic.	• Use talk to organise themselves to support their imaginative play: "Let's go on a bus... you sit there... I'll be the driver." • To use intonation and expression when speaking, both about something that interests them and in imaginative play. • Enjoys and learn a range of rhymes and songs. • Enjoy learning new vocabulary and begin to use it in their play. • Beginning to notice how some words sound 'mat- cat' etc. in songs and books.
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Literacy

Intent	
Child learn to recognise what makes them happy. Children learn to be independent. Children develop 'I can' attitude. Children learn to have a voice. Children learn to be kind. Children learn to care.	
Implementation	
2's	3's
• Children are given plenty of processing time (at least 10 seconds) which gives them time to understand what they have said and think. • The environment in the Nursery is language rich to learn new vocabulary and stimulate talk. • Children are provided with a wide variety of enticing fictional and non-fictional book. • The children experience rhymes, poems and songs daily. • Children are provided lots of opportunities to mark make.	• The environment in the Nursery is language rich to learn new vocabulary and stimulate talk. • Children are given plenty of processing time (at least 10 seconds) which gives them time to understand what they have said and think. • Children are provided with a wide variety of enticing fictional and non-fictional books and when appropriate attention drawn to different parts of the book, for example, the cover, the author, the page number etc. • Children are provided a range of stimulating equipment and resources to develop gross motor and fine motor skills for example, threading, construction, dough disco, squiggle whilst you wiggle, scissors etc. • Children are given opportunity to participate in various group games which supports children in tuning into different sounds in English.

	• The children experience rhymes, poems and songs daily. • Children are given lots of opportunities to talk about world around them and different books from around the world are shared. • Children are given opportunities to begin to notice and develop their phonological awareness by songs, counting syllables, recognise the sounds like 's', 'a' etc. • Children are provided lots of opportunities to write, for example, clipboards inside and outdoor, chalks, pencils, pens, crayons, paints etc.
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Impact		
	2-3 years	3-4 years
Baseline	• Enjoys songs and rhyme, tuning in and paying attention. • Copy some finger movements and gestures. • Say some of the words in songs and rhymes.	• Joins in and sings some familiar songs and rhymes. • Enjoys sharing a book with an adult. • Begin to notice and recognise some print such as their name or familiar logo. • Children to begin to make a range of marks including horizontal lines, vertical lines and circular lines.

Time at Nursery	• Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoys sharing books with an adult. • Will turn pages in a book, sometimes more than one at a time • Pay attention and respond to the pictures or the words in the books. • Repeats words and phrases from familiar stories. • Enjoys drawing freely and make marks for a purpose. • Recognise their registration card with picture. • Recall simple parts of a story, using props to help convey meaning. • Discuss what they can see in a picture using a simple sentence/phrase. • Enjoy drawing freely. • Notice and recognise the initial letter in their name. • To listen and focus during story and singing time. • Children to begin to make a range of marks including horizontal lines, vertical lines and circular lines.	• Enjoy songs, rhymes and stories, tuning in and paying attention. • Recall and sequence a simple known story into parts • Recall key characters from a story. • Suggest how a story might end. • Engage in extended conversations about stories. • Retell stories using some exact phrases from the text. • Recognise their name in a collection of names. • Begin to spot a rhyme, when it is in a known rhyme or story for example, 'cat-hat'. • Recognise some words with the same initial sounds like 'sand, snow, snack, snake. • Count and clap syllables. • To talk about the marks, they are making. • Write some or all of their names. • Write for a purpose, such as a list or to label, although the writing may not be legible. • Hold a pencil or pen in a comfortable grip while writing. • Children make marks saying what they are writing.
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Mathematics

Intent	
Child learn to recognise what makes them happy. Children learn to be independent. Children develop 'I can' attitude. Children learn to have a voice. Children learn to be kind. Children learn to care.	
Implementation	
2's	3's
- Children are provided a variety of everyday open-ended resources to engage them spontaneously in mathematics (shape, size, measure) for example vegetables, pans, cones, balls, shape sorters, pots and pans and also variety of construction materials like blocks etc. - Children are offered repeated experiences with the counting sequence both indoors and outdoors for example, counting fingers, toys, claps, food items, sounds and actions. - A varied number of inset puzzles and jigsaws of different levels of difficulty is available for children. - Adults model mathematical language to learn new vocabulary.	- Children are provided a variety of everyday open-ended resources to engage children spontaneously in mathematics (shape, size, measure) for example vegetables; pans; cones; balls; shape sorters; pots and pans and also variety of construction materials like blocks etc. - Children are offered repeated experiences with the counting sequence both indoors and outdoors for example, counting fingers, toys, claps, food items, sounds and actions. - A varied number of inset puzzles and jigsaws of different levels of difficulty is available for children. - Children are given lots of opportunities to participate in various group games which supports children in counting, sorting measuring, subitising and discuss different mathematical concepts (positional language, drawing attention to different quantities, shapes etc).

	• Children are given opportunities to play freely with blocks, shapes, puzzles and encouraged to begin to notice and talk about shape properties using words like 'shape corners', 'points', 'edge' etc. • Adults model mathematical language which promotes thinking and challenges children. • Children are provided lots of opportunities to learn about position and spatial awareness for example through obstacle courses, small world road and train tracks, circle time games, story time and singing. • Children are provided lots of opportunities to record their mathematical understanding, for example, clipboards inside and outdoor, chalks, pencils, pens, crayons, paints etc. • Children experience a variety of books and patterns, numbers, routes, patterns of events, sequence highlighted.
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Impact		
	2-3 years	3-4 years
Baseline	• Able to match/sort objects in a variety of ways. • Begins to understand some of the daily routine in nursery. • Says some numerals while playing, singing.	• Can complete a simple inset puzzle. • Begin to make some comparisons in size and weights- high/low, light/heavy. • Interested in sorting objects. • Able to show 1 and 2 on fingers.
Time at Nursery	• Compare amounts saying 'lots', 'more' or 'same'. • Recognise more or less when there is a clear difference in amounts. • Say some number names in order in familiar songs. • To use words such as, 'big', 'little', 'small', 'heavy'.	• Sort objects by size, shape and colour confidently and explain how they sorted. • Recite numbers past 5 while singing, playing games. • Point to each object while counting.

	• To respond to some positional vocabulary, such as, Under, On Top, Up and Down. • Notice patterns like stripes, polka dots and arrange them in accordingly to similarity and differences. • Count while playing (may skip some numbers- '1-2-3-5'). • Build with a range of resources. • Completes inset puzzles. • Recognise some shapes like circle and star. • To be able to give the right quantity when asked up to 2. • Use some vocabulary to describe shapes such as pointy, sides. • Name some numerals personal to them- I am 3!	• Develop their counting skills while playing indoors or outdoors. • Recognise and match some numeral and numbers. • Develop subitising (up to 3) without having to count • Selects shapes appropriately for a task example; flat surface for building, triangular prism for a roof • Continue a simple ABAB pattern and at times can notice an error. • Learning and using the correct vocabulary when comparing various sizes, patterns For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • To recognise numerals 1 to 5. • To use words such as heavy, light, full, empty. • To use positional language such as, 'in', 'under', 'behind', 'in front', 'next to' in everyday play. • To name and recognise some 2D shapes for example, circles, rectangles, triangles • Explore and talk about some 3D shapes and uses informal language like 'side', 'round'. 'corners' etc.
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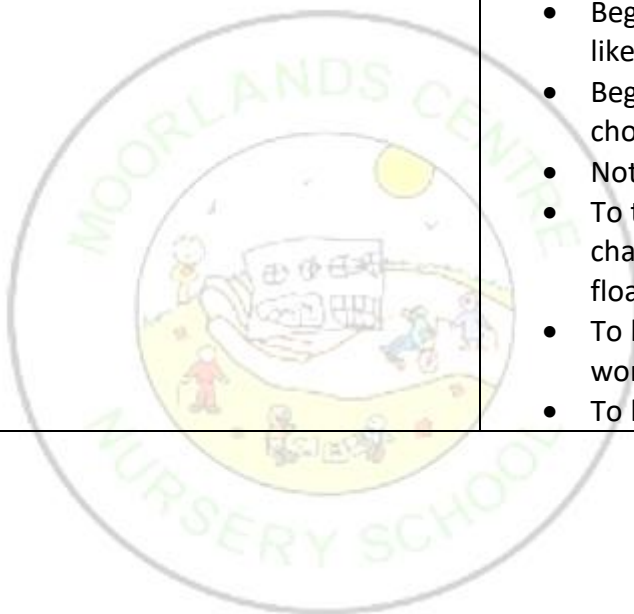
Understanding the world

Intent	
Child learn to recognise what makes them happy. Children learn to be independent. Children develop 'I can' attitude. Children learn to have a voice. Children learn to be kind. Children learn to care.	
Implementation	
2's	3's
• Children are provided with a rich environment to encourage them to explore. • Children are supported in developing their interest. • The outdoors accessible in all weathers so children have lots of opportunities to notices things in the garden, such as the weather. • Children have access to different books from different cultures and countries- Traditional regional stories are read regularly. • Children are given opportunities to learn about various celebrations, linking it to their own home experience.	• Children are provided with a rich environment to encourage them to explore, learn and to stimulate talk • Children are supported in developing their interest in exploring to find out how things work at Nursery using different resources. • The outdoors accessible in all weathers so children have lots of opportunities to notices things in the garden, such as the weather. • Children have access to different books from different cultures and countries- Traditional regional stories are read regularly. • Children are given lots of opportunities to talk about various celebrations, linking it to their own home experience. • Children are encouraged to talk about their families and home and at the same time to listen to others sharing their experiences.

	• Children are taught about environment through 'litter picking' and talking about recycling and how it is important to look after the planet • Children are encouraged to talk about things, they like in detail. • Children are given opportunities to talk about healthy and unhealthy choices and its impact. • Children are given opportunities to learn about a variety of life cycles. • Children are given opportunity to talk about occupations and important jobs people do to inspire them.
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Impact		
	2-3 Years	3-4 Years
Baseline	• Recognise people who are important to them. • Begin to explore different materials and resources.	• Talks about people who are important to them. • Shows interest in exploring to find out how things work.
Time at Nursery	• Explore and enjoy the different natural phenomena like rain, snow, flowers, looking for bugs, etc. • Building exploration, curiosity, and respect for living things for example when they find worms in the garden, etc. • Recognise the children and staff members. • Talk about their families. • Willing to try new things that look appealing. • Enjoys dressing up and can link some uniforms to professions.	• Explore the different resources freely both indoors and outdoors. • Talk about their family members and home. • Enjoys listening to others talk about their families and home. • Talk about a celebration, linking it their own experience/learning for example Birthday parties. • To talk about their family experiences. • Notice differences between people for example different appearances, skin colours and hair types

	• Explore the textures of smooth/rough, hard/soft. • To make vocalisations to accompany their play such as sounds for vehicles/animals.	• Identify different uniforms linked to professions and enjoys role playing. • Show interest in learning about different professions like teachers, plumber, builder, etc. • Talk about planting, and looking after plants. • Begin to understand the need to respect and care for the natural environment and all living things. • Begin to talk about ways to look after the planet like recycling, litter picking, preserving water, etc. • Beginning to talk about healthy and unhealthy choices. • Notices and comments on things like weather. • To talk about different materials and how they change for example- melting, changing colour, float, sink, etc. • To know there are different countries in the world. • To know and talk about a variety of life cycles.
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Expressive Art and Design

Intent
Child learn to recognise what makes them happy. Children learn to be independent. Children develop 'I can' attitude. Children learn to have a voice. Children learn to be kind. Children learn to care.

Implementation	
2's	3's
• Core stories are shared and repeated for children to learn vocabulary. • Children are given opportunity to explore a variety of materials and tools. • Children are introduced to a wide variety of music and songs. • Children have lots of opportunities to learn and sing a range of well-known nursery rhymes and songs. • Children are given opportunities to develop independence, so that they can select a resource/idea for their play. • Children are provided opportunities to explore musical instruments. • Children develop their imaginative skills using carefully planned props and open-ended resources to support role play • Children have lots of opportunities for imaginative play such as dressing up, mud kitchen etc	• Core stories are shared and repeated in varied ways (sensory story, book reading, story sack etc) for children to practise the vocabulary and language and also to support creativity and play. • Children are given opportunity to safely use and explore a variety of materials, tools and techniques learning about colour, design, texture, form, and function. • Children are introduced to a wide variety of music and songs from different cultures and languages. • Children are given opportunities to share their creations during group times. • Children are given opportunity to record their own story using pictures, writing, mark making (Tales Toolkit) with teacher scribing the story and the children are given opportunities to act out the story with the whole class (helicopter stories). • Children have lots of opportunities to learn and sing a range of well-known nursery rhymes and songs.

- Within the continuous provision of the Nursery, children have lots of opportunities to rehearse and apply the skills they have been taught

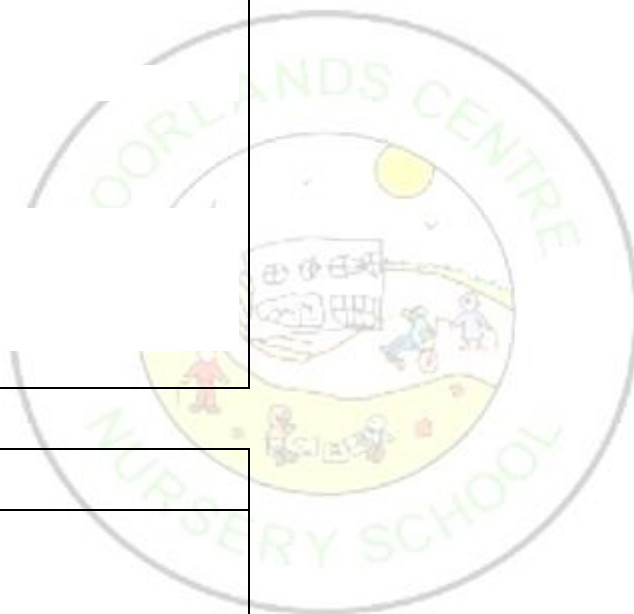
- Children are provided opportunities to explore percussion / musical instruments.
- Explore environmental / natural objects to make sounds. Outdoors / indoors.
- Children are given opportunities to promote their communication, not just speech, as a powerful tool to make our feelings and thoughts heard
- Children are given opportunities to build on their independence, so that they can select a resource/idea for their ideas.
- Children develop their imaginative skills using carefully planned props and open-ended resources to support role play
- Children have access to open ended resources so that they can develop and express their skills
- Children are exposed to an extensive repertoire of action songs and rhymes and are provided with opportunities to compose their own if they wish
- Children participate in weekly music sessions where they develop their knowledge and understandings of beat, pitch and rhythm
- Children are given lots of opportunities to develop their skills over time using a range of mediums such as collage, print, modelling and painting
- Children have lots of opportunities for imaginative play such as dressing up, mud kitchen etc
- Within the continuous provision of the Nursery, children have lots of opportunities to rehearse and apply the skills they have been taught
- Children use props and materials when role playing characters in narratives and stories.

Impact		
	2-3 Years	3-4 years
Baseline	• Respond to music by bouncing or wiggling. • Explore their voices and enjoy making sounds. • Showing some pretend play. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'.	• Can sing some action songs and rhymes. • Likes to make sounds with instruments. • Readily takes part in imaginative play. • Creates 'pictures' using paint or other media. • Can make simple models with help.
Time at Nursery	• Beginning to dance to music with some rhythm to the movements they make. • Will try some sensory activities, with encouragement from staff play in mud kitchen, corn flour, slime, etc. • To be able to make their voices low and quiet. • To move with some rhythm to music enjoys exploring and making music using range of musical instruments. • Beginning to join in to sing some action songs and rhymes. • Explore different mark making tools and materials for example brushes, sticks, paint, glue. • Beginning to develop imaginative play from their life experiences for example stirring a pan, moving a push chair. • Begin to understand start and stop with instruments. • To correctly name different colours. • Explore different textures of materials (fabric, wood, cardboard, paper, feather, etc.) • To join together various construction materials.	• To take part in simple pretend play games, using an object to represent something else even though they are not similar. • Beginning to develop complex stories using different resources in the class and outdoors. • Choose available resources in an imaginative play to enhance their play. • Choose and join different materials and build with a purpose in mind. • Explore colours and colour mixing. • Discuss what happens when you combine two colours. • Draw with increasing complexity and detail, such as representing a face with a circle and including details like eyes, ears, etc. • Begin to show some emotions in their drawings- happy, sad, etc. • Copy a simple beat. • Be able to follow 'start' and 'stop' when using musical instruments in a group. • Use some instrument names correctly when talking about music. • To have a repertoire of favourite songs/rhymes.

Curriculum Calendar Overview (Including SMSC)

Autumn Term	
September	Harvest Day
October	World Mental Health Day
November	National Recycling Week
December	Autumn
	Bonfire Night
	Remembrance Day
	Diwali
	Anti-Bullying Week
	Children in Need
	World Nursery Rhyme Week
	Road Safety Week
	Winter
	Christmas Jumper Day
	St. Lucia
	Christmas

Spring Term	
January	Bird Watch
February	National Story Telling Week
March	Chinese New Year
	Children's Mental Health Week
	Valentine's Day
	Shrove Tuesday
	Mortisor
	World Book Day
	Mother's Day
	Start of Ramadan
	British Science Week



	Holi Easter Eid
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Summer Term	
April	Eid
May	Earth Day
June	Child Safety week
July	Mental Health Week
	Healthy Eating Week
	Father's Day
	Muharram

Please contact the virtual school office to find out more about our curriculum offer:

office@moorlandsnurseryschool.co.uk

