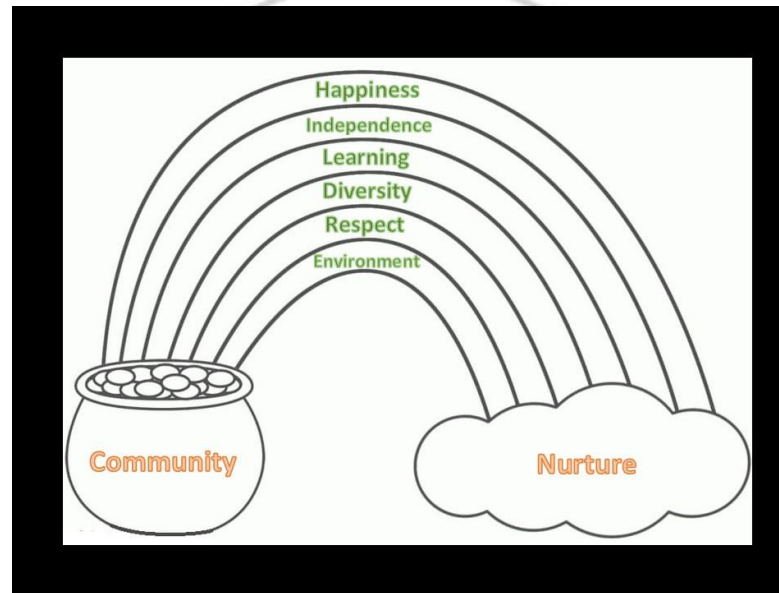




Moorlands Nursery School

Our Responsive Curriculum



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|--------------------------------|------------------------------------|
| Owned By | Interim Head Teacher – Will Brooks |
| Date Reviewed | October 2023 |
| Next Review | October 2024 |
| 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 home visits and in 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 – Target Tracker. 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:

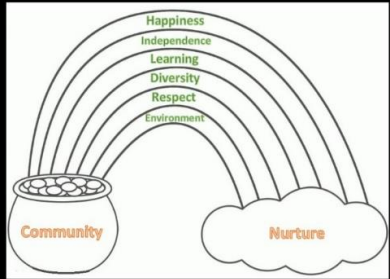
Commitment - to aim high in our aspirations and service to others.

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 | | |
|---|---|--|
| <p>Community Happiness Independence Learning Diversity Respect Environment Nurture</p> | <p>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.</p> |  |

Personal, Social and Emotional Development

| Intent |
|---|
| <p>Child learn to recognise what makes them happy.</p> <p>Children learn to be independent.</p> <p>Children develop 'I can' attitude.</p> <p>Children learn to have a voice.</p> <p>Children learn to be kind.</p> <p>Children learn to care.</p> |

| Implementation | |
|--|---|
| 2's | 3's |
| <ul style="list-style-type: none"> • Home visits are held before the child begins 2Nursery to learn more about the family and child. • Children are supported during their settling in period through a home visit, 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 and visual timetable is used during settling in. • Children are given opportunities to explore indoors and outdoors. • 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'. | <ul style="list-style-type: none"> • Home visits are held before the child begins Nursery to learn more about the family and child. • Children are supported during their settling in period through a home visit, 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.

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| | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Is able to separate from carer/parent with support. • Children express their preferences and decisions by accessing the resources and activities. • 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. | <ul style="list-style-type: none"> • Feel strong enough to express their emotions. • Know how to wait for a turn (effortful control). • 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. • Can recognize when they are happy or sad. |
| During their Time at Nursery | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Can select and use activities and resources with help when needed. • Show increasing confidence, independence and sense of responsibility in the class. • 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. |

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| | <ul style="list-style-type: none">• 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.• To feel secure and strong enough to express their emotions.• Begin to learn how to wait for a turn (effortful control)• 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. | <ul style="list-style-type: none">• 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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Physical Development

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

| Implementation | |
|---|---|
| 2's | 3's |
| <ul style="list-style-type: none"> • 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, 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. | <ul style="list-style-type: none"> • 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, 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. |

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| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. <p>Children are provided lots of opportunities to practise skills.</p> |
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| Impact | | |
|---------------|--|--|
| | 2-3 Years | 3-4 Years |
| Baseline | <ul style="list-style-type: none"> • 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 independence in feeding themselves. | <ul style="list-style-type: none"> • Runs safely, avoiding bumping. • Can independently access toilet and would ask for help if needed. • Can put on own coat. • Uses finger and thumb to collect small objects. |

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| <p>Time at Nursery</p> | <ul style="list-style-type: none"> • 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. • 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 variety of mark making tools. • To be able to put on own coat, needs help to do it up | <ul style="list-style-type: none"> • Co-ordinate their body to be able to cross their legs, using the correct movements. • Take off and put on shoes (Velcro) independently. • Use marking making tools with increasing control while making marks. • Balance on climbing/PE equipment without help. • Be able to move in a variety of ways. • Notice the effect of movements/exercises on our bodies. • Copy some letters of their name correctly. • To throw and catch a variety of objects. • To change direction to avoid obstacles and keep safe. • 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. |
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Communication and Language

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| Intent | |
| <p>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.</p> | |
| Implementation | |
| 2's | 3's |
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. |

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| | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Knows their name when it is called. • Look at and communicates using some words with an adult during 1:1 play • Begin to make themselves understood. | <ul style="list-style-type: none"> • 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 |

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
 - Look at books fleetingly
 - 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 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
 - To use sounds, gestures and words to express themselves in role play
 - Beginning to ask questions such as name of people, objects etc.
 - Beginning to develop conversation, often jumping from topic to topic
- 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'
 - Respond to 'why' and 'how' questions
 - Listens and responds to friend's thoughts and ideas while playing together.
 - Use talk to retell a simple past event
 - To join in with group conversations giving their ideas, opinions.
 - To use key vocabulary confidently in play
 - To use talk to support imaginative play
 - 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.
 - Beginning to notice how some words sound 'mat- cat' etc. in songs and books.

Literacy

| Intent | |
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| <p>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.</p> | |
| Implementation | |
| 2's | 3's |
| <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• 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. |

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| | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Enjoys songs and rhymes. • Copy some finger movements and gestures. • Say some of the words in songs and rhymes. | <ul style="list-style-type: none"> • Joins in with songs and rhymes • Enjoys sharing a book with an adult • Begin to notice and recognise some print such as their name or familiar logo |

Nursery

- Learns to sing songs and rhymes independently
- 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 name 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
- Notice and Recognise the initial letter in their name
- To listen and focus during story and singing time
- Give meaning to the marks they make.
- Children make a range of marks including horizontal lines, vertical lines and circular lines.
- To track words in a book from left to right
- Recall key characters from a story
- Suggest how a story might end
- Recognise their name in a collection
- 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
- Recall and sequence a simple known story into parts
- Engage in extended conversations about stories
- 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
- Retell stories using some exact phrases from the text.
- Children make marks saying what they are writing.

Mathematics

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| 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. |

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|---|---|
| Implementation | |
| 2's | 3's |
| <ul style="list-style-type: none">• 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.• Adults model mathematical language to learn new vocabulary. | <ul style="list-style-type: none">• 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). |

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| | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Can complete a simple inset puzzle • Can compare size and weights- high/low, light/heavy • Interested in sorting objects • Able to show 1 and 2 on fingers |
| Nursery | <ul style="list-style-type: none"> • 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' | <ul style="list-style-type: none"> • Sort objects by size, shape confidently and explain how sorted. • Recite numbers past 5 while singing, playing games • Point to each object while counting |

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| | <ul style="list-style-type: none"> • 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) • Build with a range of resources • Completes inset puzzles • Recognise some shapes like circle and square • To know some number rhymes • To be able to give the right quantity when asked up to 3 • Use some vocabulary to describe shapes such as pointy, sides. • Name some numerals personal to them- I am 3! | <ul style="list-style-type: none"> • Develop their counting skills while playing indoors or outdoors. • Recognise and match some numeral and numbers • Discuss shape properties using terms such as round, straight etc • 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 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 • 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 |
| <ul style="list-style-type: none">• 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. | <ul style="list-style-type: none">• 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. |

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| | <ul style="list-style-type: none"> • 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 aspire them. |
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| Impact | | |
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| | 2-3 Years | 3-4 Years |
| Baseline | <ul style="list-style-type: none"> • Recognise people who are important to them • Begin to explore different materials and resources | <ul style="list-style-type: none"> • Talks about people who are important to them • Shows interest in exploring to find out how things work |
| Nursery | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Explore the different resources freely both indoors and outdoor. • 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. • Identify different uniforms linked to professions and enjoys role playing. • Show interest in learning about different. professions like teachers, plumber, builder, etc. |

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| | <ul style="list-style-type: none">• Explore the textures of smooth/rough, hard/soft• To make vocalisations to accompany their play such as sounds for vehicles/animals | <ul style="list-style-type: none">• Talk about planting, and looking after plants.• Talk about things they like using appropriate vocabulary.• 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 label objects, talk about how it is used and their experiences of that object• To talk about different materials and how they change for example- melting, changing colour, float, sink, etc.• To talk about their family experiences• 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

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| <p>Intent</p> <p>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.</p> |
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| <p>Implementation</p> | |
| <p>2's</p> <ul style="list-style-type: none"> ● 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 | <p>3's</p> <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> • Respond to music by bouncing or wiggling • Explore their voices and enjoy making sounds • Showing some pretend play | <ul style="list-style-type: none"> • 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 |
| Nursery | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • To take part in simple pretend play games • 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 • Begin to draw adding details for example 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 |

Books in Nursery

Dear Zoo

The Very Busy Spider

The Colour Monster

The Little Red Hen

The Messy Magpie

Room on the Broom

Owl Babies

Teddy Takes a Tumble

Gingerbread Man

My First Christmas

Shhh! (Christmas)

Santa's Suit

3 Little Pigs

Goldilocks and the 3 Bears

Billy Goats Gruff

We are going on a Bear Hunt

Naughty Bus

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| | Holi Easter Eid |
|--|-----------------------|

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



The Invisible Strings

Chinese New Year Story

Pancakes, Pancakes

Peace at Last

Rainbow Fish

Have you seen the Elephant?

The Tiger who came to Tea

The Very Hungry Caterpillar

Handa's Surprise

Baby goes to Market

Ergo

Oliver's Vegetables

Kangaroo's Guide to Keeping Fit