



Nursery Curriculum

Intent

At Middlefield, we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. We aim to create a learning environment which invites curiosity and enables individuals to explore and extend their knowledge; and to build relationships which support and encourage all children to flourish. We work collaboratively with parents and carers to develop independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning. Our curriculum is therefore the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. In the Nursery Curriculum, we prioritise the Prime Areas of learning these being Personal, Social and Emotional Development, Physical Development and Communication and Language. These areas are then extended and built upon in the Reception year. We value imagination and creativity and seek to extend the children's experience of the Arts by introducing them to a variety of music and artwork covering a range of genre. It is our intent to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision, alongside trips, visits and regular forest school sessions.

Implementation

Our curriculum is based on the government Statutory Early Years Framework. This is made up of **four overriding principles** which our early year's education is based upon:

- **Unique Child** - Every child is unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- **Positive Relationships** - Children learn to be strong and independent through positive relationships.
- **Enabling Environments** - Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- **Learning and Development** - Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

We use the non-statutory guidance, *Development Matters* as a base on which we build the stepping stones to learning. The skills to be taught are split across the year, however, these are flexible according to the children's individual needs and abilities. The themes through which the skills are taught are based mainly around the children's interests, other adult-lead themes will be covered in order that key experiences are not missed, e.g. Celebrations, Seasons, etc. Themes are carefully chosen in order that appropriate vocabulary can be taught according to the needs of the cohort. Following personal interests and individual needs, allows us to plan and provide opportunities throughout our EYFS curriculum to support learning and development and achieve their next steps.

Our timetable is carefully structured so as to have a balance of whole class and group adult lead tasks and child-initiated learning times, where individuals have opportunities to apply the knowledge and skills they have been taught. We teach phonics through the *Anima Phonics* validated scheme and follow the *White Rose* progression in maths.

Impact

Our curriculum and its delivery ensure that all children make progress from their starting points. Children in our early years, on average, arrive with much lower starting points than national. During their time in our EYFS, children make progress so that many children meet the national expectation for GLD at the end of the year. As a team, we carry out regular internal moderation sessions and also ensure that staff attend external meetings and training to ensure that we feel confident with our judgements and that these judgements are consistent with a range of other settings. Assessment starts with careful observations which are then used to inform our planning. The children at Middlefield experience a smooth transition between Nursery, Reception and beyond. Effective communication and collaboration ensure the children leave the EYFS with a solid foundation of learning on which to build.

THEMES	<p>AUTUMN TERM</p> <p>Autumn 1</p> <p>Nursery Rhymes</p> <p>Traditional Tales</p>	<p>SPRING TERM</p> <p>Spring 1</p> <p>Toys</p> <p>Winter / Winter animals</p>	<p>SUMMER TERM</p> <p>Summer 1</p> <p>Minibeasts and Growing Things</p> <p>Lifecycles, planting and growth.</p>
	<p>Autumn 2</p> <p>Seasonal change - Autumn</p> <p>Festivals and Celebrations -</p> <p>Bonfire night / Hanukkah/</p> <p>Diwali and Christmas</p> <p>Autumn and hibernation</p>	<p>Spring 2</p> <p>Spring</p> <p>Growth and change</p> <p>Space</p> <p>Monsters</p>	<p>Summer 2</p> <p>Summer</p> <p>Heros</p> <p>Pirates and Mermaids</p> <p>Transition</p>
Key Texts	<p>Favourite Nursery Rhymes</p> <p>Meg and Mog by Helen Nicoll</p> <p>The Leaf Thief by Alice Hemming</p> <p>The Christmas Story</p> <p>A Letter to Santa by Gaby Goldsack</p>	<p>Kippers Toy Box by Mick Inkpen</p> <p>Old Bear by Jane Hissey</p> <p>The Paper Dolls by Julia Donaldson</p> <p>Frog in Winter by Max Velthuijs</p> <p>Kippers Snowy Day by Mick Inkpen</p> <p>The Colour Monster</p> <p>The Gruffalo by Julia Donaldson</p>	<p>Ten Little Pirates</p> <p>Commotion in the Ocean</p> <p>Jaspers Beanstalk by Nick Butterworth</p> <p>Titch by Pat Hutchens</p> <p>The Very Hungry Caterpillar by Eric Carle</p> <p>Ladybird Ladybird by Ruth Browne</p> <p>What the Ladybird heard at the seaside by Julia Donaldson</p>
Enhancements Trips/visits	<p>Christmas Trip</p> <p>Forest school</p>	<p>Delivery of living eggs</p> <p>Forest School</p>	<p>Butterfly Awareness Week - delivery of caterpillars</p> <p>Teddy Bears Picnic</p>
Communication and Language	<ul style="list-style-type: none"> • Enjoy listening to stories and can remember some of what happens. 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Sing a large repertoire of songs. 	<ul style="list-style-type: none"> • Use longer sentences of four to six words. • Enjoy listening to longer stories and can remember much of what happens.

	<ul style="list-style-type: none"> • Pay attention to more than one thing at a time, which can be difficult. • Use a range of vocabulary • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". 	<ul style="list-style-type: none"> • Know many nursery rhymes and be able to talk about familiar books. • Use a wide range of vocabulary • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</p>	<ul style="list-style-type: none"> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Use a wider range of vocabulary • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
Personal Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Play with one or more other children. • Develop their sense of responsibility and 	<ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. 	<ul style="list-style-type: none"> • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling.

	<p>membership of a community.</p> <ul style="list-style-type: none"> • Show more confidence in new social situations. 	<ul style="list-style-type: none"> • Remember rules without needing an adult to remind them. • Talk about their feelings using words like 'happy', 'sad' • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Become more outgoing with unfamiliar people, in the safe context of their setting. 	<ul style="list-style-type: none"> • Make healthy choices about food, drink, activity and toothbrushing.
Physical Development	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. 	<ul style="list-style-type: none"> • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to 	<ul style="list-style-type: none"> • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

		<p>enlarge a small hole they dug with a trowel.</p> <ul style="list-style-type: none"> • Begin to use one-handed tools and equipment, for example, making snips in paper with scissors. • Be increasingly independent as they get dressed and undressed, for example, putting coats on. 	
Literacy	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> ○ print has meaning ○ the names of the different parts of a book (page, cover) • I can recognise print in the environment and in books. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name. 	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> • print can have different purposes • page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • Begin to recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> • we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.

<p>Maths</p>	<ul style="list-style-type: none"> • Recite numbers past 5. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). <p>Make comparisons between objects relating to size.</p>	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Compare quantities using language: 'more than' • Understand position through words alone - for example, "The bag is under the table," - with no pointing. • Describe a familiar route. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Make comparisons between objects relating to size and weight. 	<ul style="list-style-type: none"> • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than' and 'fewer than'. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to length and capacity • Combine shapes to make new ones - an arch, a bigger triangle etc. • Extend and create ABAB patterns - stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then... • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
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<p>Understanding the World</p>	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about the differences between materials and changes they notice. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Talk about the similarities and differences between materials and changes they notice. • Show interest in different occupations. • Explore how things work. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Talk about the differences between materials and changes they notice. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Continue developing positive attitudes about the differences between people. <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Explore different materials freely, develop their ideas about how to 	<ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Develop their own ideas and then decide which materials to use to express them. • Draw with increasing complexity and detail, such as representing a 	<ul style="list-style-type: none"> • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Join different materials and explore different textures. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

	<p>use them and what to make.</p> <ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. <p>Remember and sing songs</p>	<p>face with a circle and including details.</p> <ul style="list-style-type: none"> • Use drawing to represent ideas like movement or loud noises. • Explore colour and colour-mixing. • Sing the pitch of a tone sung by another person ('pitch match'). <p>Remember and sing entire songs</p>	<ul style="list-style-type: none"> • Create their own songs or improvise a song around one they know. • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. <p>Play instruments with increasing control to express their feelings and ideas.</p>
Events	<p>Parents Evening Diwali Remembrance Day Stay and play sessions Christmas Performance</p>	<p>Chinese New Year Easter World Book Day E Safety Day Parents Evening</p>	<p>EID Sports Day Transition events Reports to parents</p>
Parental Engagement	<p>Parents to sign up to Tapestry to share information from school and home. School Website Open door policy each morning during self registration. Half termly newsletters Google translate</p>		
