

# Wardley CE Primary

## Nursery Curriculum Overview 22/23



### The Curriculum intent for Wardley CE Primary aims to:

- Be ever-evolving, providing opportunities for children to develop as independent, confident, resilient, successful & motivated learners striving for the pursuit of excellence who know how to make a positive and transformational contribution to their community and wider global society.
- Be rooted in the school's Christian ethos, encouraging our pupils to grow in self-awareness and becoming advocates of social justice, adaptable to any social context.
- Be ambitious in our aim for pupils to develop the communication skills necessary for learning and life, promoting enjoyment, high expectations and standards across all subject areas.
- Be memorable: providing diverse, social, moral, spiritual and cultural (SMSC) rich opportunities from which children learn and develop a range of transferable skills.

- Be aspirational, cultivating a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every student to find strengths and interests.
- Be inspiring, to empower pupils to respect each other and themselves, show respect and understanding for people of all faiths, race and gender, and for all living things, promoting stewardship and ensuring children are well prepared for life in a rapidly changing world.

At Wardley CE Primary we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to reach their full potential; because all that God makes is special.

Our aim in the EYFS is to start the transformation journey; build strong foundations rooted in academic success as well as moral and spiritual development, so that ultimately our children can be successful and go on to transform society and be happy, curious, lifelong learners.

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. They can only do that when we embed the right habits for learning through the Characteristics of Effective Teaching and Learning, Play and Exploration, Active Learning and Creative and Critical Thinking.

At Wardley CE Primary we want our children to develop a love of learning through play. We aim to provide a broad and balanced curriculum that reflects the four main principles of the EYFS Framework:

- A unique child-developing resilient - capable, confident and self-assured individuals
- Positive relationship - supporting children in becoming strong and independent
- Enabling environments - where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child
- Learning and developing - an acknowledgment that children learn in different ways and at different rates

The framework includes seven areas of learning and development, all of which are important and included in the curriculum taught at Wardley CE Primary and covers the education and care of all the children in Early Years provision, including the children with special educational needs and disabilities.

#### The Prime Areas of Learning and Development

- Personal, Social and Emotional Development - This area focuses on making relationships, self-confidence and self-awareness and managing feelings and behaviour.
- Communication and Language- This area encourages developing competence in listening and attention, and in understanding and speaking.
- Physical Development- This area focuses on the child's gross motor and physical motor skills.

#### The specific Areas of Learning Development

- Literacy- This area focuses on reading and writing. Children are taught Early Reading (RWI) throughout the EYFS.
- Mathematics- This area focuses on learning through practical activities and on using numbers, understanding shape, space and measure and numerical patterns.
- Understanding of the World- This area focuses on children's developing knowledge and understanding of their own environment, through learning about people, culture and communities, past and present and the natural world. It forms the foundation for later work in Science, Design and Technology, History, RE, Geography and ICT.
- Expressive Arts and Design- This area focuses on the development of the child's imagination and her/his ability to communicate and express ideas and feelings in creative ways. It incorporates exploring and using media and materials. Creativity is fundamental to successful learning.

## Nursery

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic-linked focuses</b>		Settling into school life  Are we all the same?	How do people celebrate events and celebrations?  What is a celebration?	People who help us	Seasons  What happens in Spring?	How do we care for plants?	How do animals change overtime?
<b>Communication and Language</b>	Creating a language-rich environment through conversations, daily stories, songs, rhymes and role-play.						
	<b>Listening, attention &amp; understanding</b>	Wellcomm baseline  Planned stories  Circle time  What does a good listener look like?	Weekly Wellcomm interventions  Planned stories  Circle time  Box of sounds	Weekly Wellcomm interventions  Planned stories  Circle time  Whole class S&L sessions: Description and vocabulary building games	Weekly Wellcomm interventions  Planned stories  Circle time  Whole class S&L sessions: following instructions	Weekly Wellcomm interventions  Planned stories  Circle time  Whole class S&L sessions: Sequencing	Weekly group Wellcomm interventions  Planned stories  Circle time  Whole class S&L sessions: Review
	<b>Speaking</b>	Talking about experiences familiar to them (home, family, pets)  Talking about play  Building longer sentences together		Introducing new vocabulary through stories, non-fiction books and rhymes. Dialogues with teachers will help to extend pupils' vocabulary. Encourage children to include this new vocabulary throughout the day in their imaginative play, independent writing and interactions with one-another.  Answering Blank level questions			
<b>Physical Development</b>	<b>Gross motor skills</b>	PE: Exploring ways of moving	PE: Team games including parachute	PE: Gymnastics including balancing, rolling and jumping	PE: Ball skills including kicking, throwing,	PE: Obstacles activities including moving through, under and over	PE: Sports day  Team games

		Pre-writing activities that focus on shoulder and elbow pivots.  Moving in different ways (running, hopping, jumping, skipping)	Turn taking games  Negotiating space and obstacles	Moving with strength, balance and coordination	catching and bouncing  Moving with control	equipment	Balancing  Moving in different ways
	Daily opportunities for gross motor development. Encourage children to be highly active and to get out of breath several times a day.						
	<b>Fine motor skills</b>	Fine motor activities: threading, weaving, playdough, cutting, Lego, colouring  Pencil grip Pencil control Form recognisable letters and numbers	Fine motor activities: threading, weaving, playdough, cutting, Lego, colouring  Encourage children to draw freely Drawings to be recognisable	Fine motor activities: threading, weaving, playdough, cutting, Lego, colouring  Careful colouring 'inside the lines'			
<b>Personal, social and emotional development</b>  (NC link PHSE)	<b>Self-regulation</b>	Weekly Mindfulness sessions  Naming emotions How am I feeling? Managing big emotions	Weekly Mindfulness sessions  Following instructions through games and listening activities	Weekly Mindfulness sessions  Resilience and problem solving  Solving problems independently	Weekly Mindfulness sessions  Preparing for Reception  Transition into new environment with familiar adults		

	<b>Managing self</b>	Jigsaw: Being Me in My World  New year, new routines Rules and expectations	Jigsaw: Celebrating Difference  Link text; 'all welcome'	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me  Making good choices	Jigsaw: Relationships	Jigsaw: Changing Me  Link; transition
	<b>Building relationships</b>	Turn-taking games Sharing Cooperative play and group games Starting to solve disagreements independently					
<b>Literacy</b>	<b>Possible Focus Texts/ Writing Stimulus</b>	All kinds of bodies  The rainbow fish  Peppa pig goes to the dentist  Topsy and Tim start school  We are all different	Little red hen  Story of light  Nativity - A Christmas story  Stickman (focusing on the change of seasons)	That's not my snowman  Guess my name (animal description book)  Here comes Jack frost  Stanley's stick	The Easter story  Rabbits Spring Adventure  Little Lamb's Easter Surprise	Jack and the Beanstalk  Sow and grow	The hungry caterpillar  Nonfiction mini books  One is a snail and ten is a crab
	<b>Word reading</b>	RWI Planned stories	RWI Planned stories	RWI Planned stories	RWI Planned stories	RWI Planned stories	RWI Planned stories
	<b>Comprehension</b>	Joining in with rhymes and showing interest in stories with repeated refrains		Re-read books to build up knowledge and fluency.  Read stories over a few sittings. Use these as opportunities to talk about		Can explain the main events of a story. Drawing pictures of characters/ settings/ events in a story.	

		Sequencing familiar stories using images		key events using vocabulary from the story.		Making predictions - thinking about what might happen next in stories and picture scenarios.	
	<b>Writing</b>	Pre-writing tasks around gross and fine motor skills	Pre-writing tasks around gross and fine motor skills  Letter formation  Name writing	World Book Day  Pre-writing tasks around gross and fine motor skills  Letter formation  Name writing	Pre-writing tasks around gross and fine motor skills  Letter formation  Name writing	Pre-writing tasks around gross and fine motor skills  Letter formation  Name writing  Captions CVC words Letter formation	Pre-writing tasks around gross and fine motor skills  Letter formation  Name writing  Captions CVC words Letter formation
<b>Mathematics</b>	<b>Number</b>	Counting songs  Numbers within 3  Represent numbers to five using fingers and to recognise number representations.	Number formation  Touch counting  Subitise  Count beyond five  Compare numbers and amounts	Recognising numbers  Touch counting  Addition (Basic)  Subtraction (Basic)	Counting songs  Touch counting  Represent numbers to ten using fingers and to recognise number representations	Counting songs  Egg Box Maths to 5  Touch counting  Represent numbers to five using fingers and to recognise number representations	Egg Box Maths to 10  Representing numbers to 5  One more/ one less  Touch counting

	<b>Numerical patterns</b>	Numbers within 5 Counting songs Colour and size patterns	Numbers within 5 Sharing Comparing	Numbers within 10 Counting songs Missing number patterns Dots on the dice	Numbers within 10 Sharing Comparing	Numbers beyond 10: Counting songs Missing number patterns	Numbers beyond 10: Counting songs Missing number patterns
	<b>Shape, space and measures</b>	<i>Shape</i> Naming and identifying 2D shapes 2D shape patterns Categorising 3D shapes	<i>Length</i> How long is it? Comparing lengths, longer and shorter	<i>Position</i> <i>Positional language (in, on, under, in front, behind, next to)</i>	Shape Naming and identifying 3D shapes Categorising 3D shapes	<i>Time</i> Sequencing Comparing (earlier/ later)	<i>Capacity</i> Comparing capacities
<b>Understanding the world (links to History, Geography and Science)</b>	<b>Past and present</b>	Are we all the same?  How have things changed?  Grandparents, parents and me		Looking at photographs of grandparent and their jobs when they were young			Then and Now - How have we changed this year? - PSED link
	<b>People, cultures and communities</b>	Diwali  Local map - what is around me?	How do people celebrate?  Bonfire Night  Christmas	Chinese New Year  Police, fire stations and hospitals in my local area	Mother's Day  Easter	Our local community  Where I live	Countries  Exploring different cultures



		People who are special to us					
	<b>The natural world</b>	Naming body parts	Using senses  To explore natural objects from their surrounding environment		Similarities and differences between seasons  To explore their natural surroundings	Similarities and differences between plants  Life cycles  Planting seeds (home/school link)	World map - where do animals live?  Growing  Life Cycle of a Butterfly  Difference between plants and animals  Compare adult animals to their babies
<b>Expressive arts and design</b>	<b>Creating with materials</b>	Clay sculptures (Diwa lamps)  Colour mixing  Junk modelling  Using one-handed tools correctly	Christmas crafts  Beginning to join materials  Colour mixing	Modelling using materials: emergency services vehicle  Colour mixing  Chinese New Year; envelopes and masks	Exploring collage and colour (camouflage, animal patterns)  Colour mixing  Easter crafts	Observing plants  Leaf patterns  Colour mixing  Having preference for certain colours and materials	Colour mixing to create the correct shades ect.

	<p><b>Being imaginative</b></p>	<p>Kapow: Celebration music</p> <p>Role play: Provide props that children may be able to relate to from home (dolls, baby baths, play kitchen, tea set etc.)</p>	<p>Christmas performance</p> <p>Christmas songs</p>	<p>Kapow: Exploring sounds</p> <p>Role play: People who help us</p>	<p>Kapow: Music and movement</p> <p>Role play: Provide interesting, non-specific props and encourage children to use their imagination (eg, a large sheet of fabric becomes a cape).</p>	<p>Kapow: Musical stories</p> <p>Small world play</p>	<p>Kapow: Bid band</p> <p>Puppet theatre</p>
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