




Nursery – Areas woven through the curriculum

Supporting the unique child’s learning and development.

<p>Characteristics of Effective Learning</p>	<p>The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.</p> <ul style="list-style-type: none"> • Playing and Exploring: <i>the skill</i> – children investigate and experience things, and ‘have a go’. <ul style="list-style-type: none"> ○ curiosity ○ representing experiences ○ taking risks • Active Learning: <i>the will</i> – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. <ul style="list-style-type: none"> ○ persistence ○ concentration ○ sense of achievement • Creating and Thinking Critically: <i>the thrill</i> – children have and develop their own ideas, make links between ideas and develop strategies for doing things. <ul style="list-style-type: none"> ○ having own ideas ○ making links ○ reviewing
<p>Computing and ICT</p>	<p>Technology is used across the curriculum as a tool for enhancing learning in all the Areas of Learning and Development in the EYFS.</p> <p><u>Experiences will allow children to:</u></p> <ul style="list-style-type: none"> • Understand that they can control a device. • Use play and exploration to investigate devices. • Understand that they get output from a computer via a monitor or smartboard. • Understand that they can input into a computer via the keyboard. • Use the keyboard to enter letter strings. • Understand that they can control objects, including those on screen, using arrow keys and a touch pad. • Talk about different technology that is used at home and school. • Operate age-appropriate equipment. • Make a floor robot move. • Move objects on a screen. • Take a photograph.

	<h2 style="color: #4CAF50;">Nursery – Prime Areas</h2> <p style="color: #4CAF50;">Building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving.</p>	
<p>Communication and Language</p>	<p><u>Listening, Attention and Understanding</u> - Experiences will allow children to:</p> <ul style="list-style-type: none"> • Look at someone who is talking. • Understand that the gestures of others can support delivery meaning. • Make relevant comments about things that they have heard. • Listen to what others say. 	<p><u>Speaking</u> - Experiences will allow children to:</p> <ul style="list-style-type: none"> • Use intonation, pitch and changing volume when speaking. • Use talk in play to practice new vocabulary within a language rich environment. • Speak in full sentences of at least 4-6 words. • Ask simple questions. • Talk about events that have happened to them.



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Personal, Social and Emotional Development	<p>Self-Regulation - Experiences will allow children to:</p> <ul style="list-style-type: none"> • Be aware of and follow some routines, boundaries and behavioural expectations: <ul style="list-style-type: none"> ○ Follow one-step instructions. ○ Play appropriately with others. • Name, express and talk about their own feelings, such as sad and happy. <ul style="list-style-type: none"> ○ Accept and enjoy praise. ○ Be aware of how others are feeling and what they would like to do. ○ Seek comfort from familiar adults when needed. • Describe themselves in positive terms: <ul style="list-style-type: none"> ○ Talk about their abilities, preferences and interests. ○ Talk about what they like doing or would like to do and why. • Talk about why things happen and how things work. <ul style="list-style-type: none"> ○ Observe the effects of activity on their bodies. ○ Explain their own knowledge and understanding. • Understand that equipment and tools must be used safely. <ul style="list-style-type: none"> ○ Select resources independently, asking for help when needed. 	<p>Managing Self - Experiences will allow children to:</p> <ul style="list-style-type: none"> • Understand and follow the rules: <ul style="list-style-type: none"> ○ Know that some behaviour is wrong. ○ Follow simple rules for games. ○ Take turns and share resources (sometimes with help). ○ Follow basic hygiene rules in Nursery, e.g., washing hands before eating. • Talk about healthy choices regarding eating and drinking. • Be willing to take a risk and have a go at new skills and movements. • Tell an adult if something worrying or unexpected happens when using technology. 	<p>Building Relationships - Experiences will allow children to:</p> <ul style="list-style-type: none"> • Separate from their main carer with support and encouragement from a familiar adult. • Establish relationships with other children and adults using gesture and talk: <ul style="list-style-type: none"> ○ Be kind to their friends. ○ Take part in group activities, including those they make up for themselves. ○ Use their skills in Communication and Language to communicate with others. ○ Share their views, opinions and learning with adults or peers. ○ Show interest in what others are doing and attempt to join in. ○ Seek out others to share experiences. ○ Play in a group, extending and elaborating ideas. ○ Initiate simple conversations, listening to others. ○ Begin to accept the needs of others. ○ Keep play going by responding to what others are saying or doing. ○ Take account of one another’s ideas about how to organise their activity. ○ Demonstrate awareness that some actions can hurt or harm others. • Show care and concern for people who are special to them.



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Physical Development	<p>Gross Motor - Experiences will allow children to:</p> <ul style="list-style-type: none"> Recognise when they are in a space. Develop the ability to negotiate space and obstacles safely. Develop a range of movements such as, but not limited to: balancing, rolling, riding, skipping, hopping and climbing, standing on one leg and holding a pose. Develop and refine their ball skills such as, but not limited to, throwing and catching. 		<p>Fine Motor - Experiences will allow children to:</p> <ul style="list-style-type: none"> Copy finger movements and other gestures. Develop their small motor skills so that they can: <ul style="list-style-type: none"> Use a range of one-handed tools such as pencils, paint brushes and cutlery. Use scissors correctly and safely to snip. 				
	PE Coverage:						
		Autumn		Spring		Summer	
	Indoor	ABCs	ABCs	Apparatus	Apparatus	Dance	Dance
Outdoor	ABCs	ABCs	Multi skills	Multi skills	Athletics	Athletics	



Nursery - Specific Areas

Through which the prime areas are strengthened and applied.

Literacy	<p>Comprehension - Experiences will allow children to, in line with Little Wandle Letters and Sounds:</p> <ul style="list-style-type: none"> • Understand that print has meaning. • Know that print has different purposes. • Understand that English is read from left to right, top to bottom, page to page. • Know the names of the different parts of a book. • Demonstrate enjoyment from and interest in books, stories and rhymes. <ul style="list-style-type: none"> ○ Enjoy and join in with songs and rhymes. ○ Select books of their own choice from the learning environment. ○ Engage in conversation and demonstrate understanding when talking about books, stories or rhymes they have heard. ○ Take part actively in shared reading of a wide range of age-appropriate books. ○ Begin to develop their inference skills using images. ○ Anticipate key events in familiar stories. ○ Ask questions about familiar texts that have been read to them. • Engage in age-appropriate play around familiar books, stories or rhymes. <ul style="list-style-type: none"> ○ Role-play or retell familiar age-appropriate stories and rhymes. 	<p>Word reading - Experiences will allow children to, in line with Little Wandle Letters and Sounds:</p> <ul style="list-style-type: none"> • Demonstrate developing phonological awareness in areas such as rhyme, syllables and initial sounds. • Develop focused listening and attention by: <ul style="list-style-type: none"> ○ Listening to adults modeling oral blending ○ Joining in with oral blending opportunities ○ Taking part in the Little Wandle games 'Play with sounds', 'Bertha the bus goes to the zoo', 'Name play', 'Voice sounds' and 'What's in the box?' 	<p>Writing - Experiences will allow children to, in line with Little Wandle Letters and Sounds:</p> <ul style="list-style-type: none"> • Write some or all of their name. • Sequence events and stories orally and using images. • Add marks to their drawings which they give meaning to. • Through mark making, demonstrate understanding that: <ul style="list-style-type: none"> ○ Writing has meaning. ○ Writing has different purposes. ○ English is written from left to right and top to bottom. • Enjoy and join in with songs and rhymes, noticing new vocabulary. • Engage in conversations about sentences. • Notice that sentences in print end with a full stop.
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Mathematics	<p>Number - experiences will allow children to:</p> <ul style="list-style-type: none"> - <u>develop a deep understanding of number to at least 5</u> - <u>explore counting to, across and beyond 10</u>. <ul style="list-style-type: none"> • Explore the composition of numbers. • Explore representation of number in a range of ways such as using fingers, marks on paper or pictures • Subitise: <ul style="list-style-type: none"> ○ small amounts of objects in a regular pattern (such as on a dice) ○ small amounts of objects in an irregular pattern. • Understand that there are smaller numbers within a number. <ul style="list-style-type: none"> ○ Automatically recall some number bonds for numbers 0–5, including subtraction facts. • Use some of the vocabulary related to the symbols +, - and =. • Add and subtract a number from 5, including 0. • Solve real world problems with numbers up to 5. • Explore how numbers can be distributed equally in real-world contexts. 	<p>Number - experiences will allow children to:</p> <ul style="list-style-type: none"> - <u>develop a deep understanding of number to at least 5</u> - <u>explore counting to, across and beyond 10</u>. <ul style="list-style-type: none"> • Count forwards and backwards from 0 or 1. <ul style="list-style-type: none"> ○ Say number names to count objects. ○ Begin to develop 1:1 correspondence by moving or touching objects to count them. ○ Count things that they can't touch or see, such as a picture or sounds. • Link numerals and amounts, understanding the total amount. <ul style="list-style-type: none"> ○ Recognise that numerals represent numbers ○ Link the numeral with its cardinal number value. • Recognise in a range of contexts when one quantity is greater than, less than or the same as the other quantity. <ul style="list-style-type: none"> ○ Use language associated with counting, such as 'more', 'a lot', 'less', 'the same'. • Recognize, explore and represent patterns in numbers. • Explore halving and doubling in real-world contexts. • Explore pictograms that express familiar situations, in line with their understanding of number and position, and related vocabulary
	<p>Measure - Experiences will allow children to:</p> <ul style="list-style-type: none"> • Use gesture and language such as 'long', 'short', 'heavy', 'light', 'full', 'empty' to describe length, weight and capacity. • Compare, estimate and predict to solve real-world problems related to length, weight and capacity. 	<p>Shape and Direction - Experiences will allow children to:</p> <ul style="list-style-type: none"> • Notice and explore repeating patterns. • Investigate and explore 2D and 3D shapes using language such as 'sides', 'corners', 'straight', 'flat', 'round' • Recognise that shapes can be combined to make new ones. • Describe a familiar route using gesture and language. • Describe position using gesture and language.

Nursery Curriculum Progression Statements - All subjects

Understanding the World	<p>Past and Present - Experiences will allow children to:</p> <ul style="list-style-type: none"> • Recognise some language related to: <ul style="list-style-type: none"> ○ sequences of events, such as ‘first’, ‘then’, ‘next’. ○ time, such as ‘morning’, ‘afternoon’, ‘yesterday’, ‘today’, ‘tomorrow’. • Understand the concept of passing of time: <ul style="list-style-type: none"> ○ through familiar stories and real-life experiences ○ the concept of change as a difference over time. • Identify when things in stories or real-life are the same and when they are different. • Talk about cause-and-effect toys they play with, repeating actions that have an effect. • Talk about things or events that are important to them, and understand that things they like or think may not be the same as others. • Give answers to simple historical enquiry questions based on real-life experiences or hands-on exploration of artefacts, pictures and documents: <ul style="list-style-type: none"> ○ talking about what they have found out. • Talk about past and present events: <ul style="list-style-type: none"> ○ in their own lives. ○ understand that some events happen in the past beyond their living memory. ○ make comments about stories they have heard about the past. ○ retell simple stories about the past. 	<p>People, Culture and Communities - Experiences will allow children to:</p> <ul style="list-style-type: none"> • Show curiosity and ask questions about objects, events and people. • Ask questions about objects, events and people. • Notice and talk positively about similarities and differences between: <ul style="list-style-type: none"> ○ themselves and others ○ among families, communities and traditions ○ the beliefs and traditions of their family and other families. • Understand the concept of place: <ul style="list-style-type: none"> ○ Look at and talk about photos of familiar places, using key words to describe them. ○ Comment on aspects of their familiar world. ○ Explore different places within their school and describe what they see. ○ Answer simple questions about familiar places. ○ Describe places using gesture and language. ○ Through mark making, demonstrate understanding that places can be represented as maps. ○ Name, talk and answer questions about places they have been and places they have heard about in stories. ○ Name some places around the world. ○ Notice that places have similarities and differences. • Explore geographical tools. 	<p>The Natural World - Experiences will allow children to:</p> <ul style="list-style-type: none"> • Engage in new experiences. • Explore how things work. • Explore the natural world around them, using their senses in hands-on exploration. <ul style="list-style-type: none"> ○ Observe objects, events and people in their environment. ○ Explore the characteristics of everyday objects. ○ Create simple representations of what is happening, talking about what they see and making marks intentionally. ○ Offer explanations as to why things happen. ○ Notice the different types of weather. ○ Notice the effect of changing seasons on the world around them. ○ Recognise consequences of their actions on their own immediate environment. ○ Explore collections of materials with similar and/or different properties, talking about differences and changes they notice. ○ Notice the effect of forces in their play. ○ Know the names of the Earth, Sun and Moon. ○ Notice light, dark and shadows. ○ Notice different sounds around them. • Know the difference between land and rivers/seas. <ul style="list-style-type: none"> ○ Talk about either a real or virtual visit to a river and/or the sea. ○ Talk about either a real or virtual visit to different land features such as mountains.
	<p>Nursery Curriculum Progression Statements - All subjects Opportunities for increasing vocabulary shown in green.</p>		



Nursery - Specific Areas

Through which the prime areas are strengthened and applied.

- Talk and answer questions about features of their own immediate environment:
 - Notice changes in their own immediate environment.
 - Know and name people in their own immediate environment.
- **Know and name some key human features, including but not limited to: city, town, village, shop, factory, farm, house, office.**
 - Begin to identify simple similarities and differences in relation to different places and their key human features.
- Understand that people buy things.
- Know that people may move to live in a different place.
- Know that people in this country and other countries may speak different languages.
 - **Listen to and join in with stories, songs and games in different languages.**
- Talk about the different ways in which people believe and behave.
 - Explore a range of stories and traditions of Christians* and other faith groups, as part of their growing sense of self, their own community and their place within it.

* Please note language: 'Christians' rather than 'Christianity', 'Hindus' rather than 'Hinduism' etc. This is to reflect the fact that RE starts with encounters with living faiths rather than the history and belief structures of traditions. This also recognises the diversity within and between religions and other traditions.

- Know and talk about some ways to take care of themselves and other living things.
 - **Name some basic parts of the human body.**
 - Talk about changes to animals, including humans, over time.
 - Talk about changes to plants over time.
 - Understand the need to care for plants.

Nursery Curriculum Progression Statements - All subjects

Expressive Arts and Design	<p><u>Creating with Materials</u> - Experiences will allow children to:</p> <ul style="list-style-type: none"> • Look at and talk about artworks, including those they have produced. • Talk about techniques and media they have used, using the appropriate specific art vocabulary. • Use a variety of media: <ul style="list-style-type: none"> ○ Use pencils to mark-make. ○ Explore working with paint on different surfaces and in different ways. ○ Understand that mixing colours produces other colours. ○ Experiment with a variety of malleable media such as clay, papier mache, salt dough. ○ Draw on different surfaces and coloured paper. ○ Apply simple decoration. ○ Experiment with building a construction/sculpture using a variety of objects e.g., recycled, natural and manmade materials. ○ Take rubbings: leaf, brick, coin. ○ Create simple pictures and explore repeating patterns by printing from objects. ○ Use stencils. ○ Play with a variety of textiles and fabric. ○ Decorate a piece of fabric. ○ Explore threading, e.g., onto firm receivers. ○ Explore simple weaving. ○ Use fabric to make a simple collage. • Produce images from observations, imagination and illustrations. • Recognise and name the primary colours. • Explore the characteristics of everyday objects freely, to develop their ideas about how to use them and what to make. <ul style="list-style-type: none"> ○ Relate to other items that have similar design features or materials. • Plan what they want to make by talking about it. <ul style="list-style-type: none"> ○ Talk about what they could use and where they might find it. ○ Recognise and name some materials appropriate for their purpose. ○ Make imaginative and increasingly complex objects with equipment such as blocks or construction toys. 	<p><u>Being Imaginative and Expressive</u> - Experiences will allow children to:</p> <ul style="list-style-type: none"> • Listen to and talk about different sounds and pieces of music, including live performances. • Express how different music makes them feel. • Physically respond to changes in music. <ul style="list-style-type: none"> ○ Translate ideas from a stimulus into movement. • Join in when singing a familiar/well known nursery rhyme or song in a group. <ul style="list-style-type: none"> ○ Change from a speaking voice to a singing voice. ○ Sing a melody at their own pitch. ○ Create their own songs or chants. • Add sound effects to stories using instruments. <ul style="list-style-type: none"> ○ Show increasing control to hold and play instruments that make a musical sound. ○ Make sounds with resources/equipment that are not 'instruments'. ○ Lead or be led by other children in their music making. ○ Echo a short pattern or rhythm. • Know and use vocabulary including, but not limited to: <ul style="list-style-type: none"> ○ Instrument. ○ Sound. ○ Song. ○ Names of instruments they have used or seen. ○ Pulse. ○ Rhythm.
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Nursery Curriculum Progression Statements - All subjects Opportunities for increasing vocabulary shown in green.



Nursery - Specific Areas

Through which the prime areas are strengthened and applied.

- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Share books that contain moving parts.
- Explore different ways to join materials.
- Talk about how they could solve problems with their making.
- Talk about colours, shapes, texture and smells they experience.
 - **Know the names of different foods.**
 - Talk about where some foods come from.
 - Take part in preparing their own snack.
 - Use simple techniques that are used in cooking, such as cutting and peeling.
- Know that some objects need electricity or batteries to work.