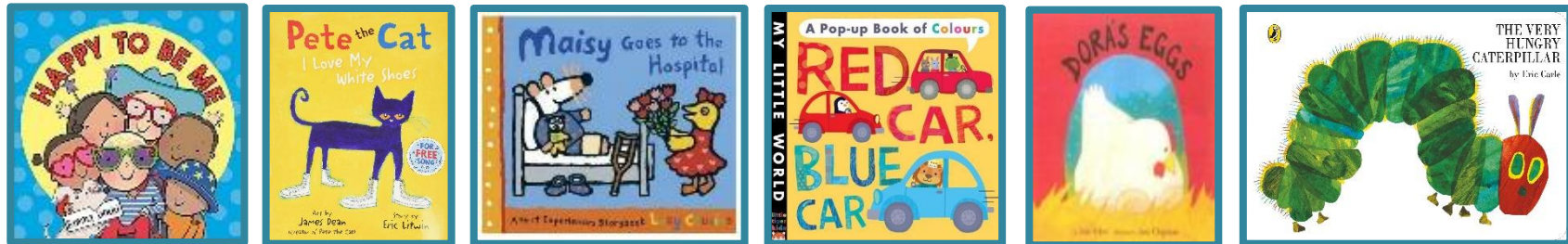


## Nursery Curriculum





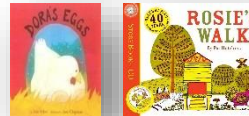

New EYFS Framework 2021



Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

**Age Related Expectations** \* Teaching and learning to be differentiated through short term planning, driven by assessment

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	All About Me	The 5 Senses	People Who Help Us	Transport	Farm Animals	In The Garden
Planning around a quality text:						
Linked texts	<ul style="list-style-type: none"> <li>We All Have Different Families - Melissa Higgins</li> <li>We're Going on a Bear Hunt</li> <li>The Enormous Turnip</li> <li>Each Peach Pear Plum</li> <li>Hippo has a Hat</li> <li>Tiddler</li> <li>The Gruffalo</li> <li>Owl Babies</li> <li>Monkey Puzzle</li> <li>The Tiger who Came to Tea</li> </ul>	<p>The Gingerbread Man Pumpkin Soup One Mole Digging a Hole The Gruffalo's Child Elmer</p> <p><b>The Jolly Christmas Postman</b></p> <ul style="list-style-type: none"> <li><b>The First Christmas</b></li> </ul>	<p><b>The Magic Paintbrush</b> <b>A Squash and a Squeeze</b> Freddie and the Fairy Goldilocks and the 3 Bears</p> <p><b>Polar Bear, Polar Bear</b> Dear Zoo Funny Bones</p>	<p>Duck in the Truck The Train Ride <b>Naughty Bus</b> <b>Mr Big</b> <b>What the Ladybird Heard</b> Peace at Last The Snail and the Whale</p> <ul style="list-style-type: none"> <li><b>Three Billy Goats Gruff</b></li> </ul>	<p>Little Red Hen <b>Shark in the Park</b> The Selfish Crocodile <b>Oi Frog!</b> Sharing a Shell <b>The Smartest Giant in Town</b></p> <ul style="list-style-type: none"> <li>Stick Man</li> </ul>	<p><b>One Child, One Seed</b> <b>The Tiny Seed</b> <b>The Very Busy Spider</b> <b>Mad About Minibeasts</b> <b>Aaaaargh Spider!</b> <b>Superworm</b> Room on the Broom Three Little Pigs Little Red Riding Hood</p>
Trips/Visitors Enrichments	<p>Visitors:</p> <ul style="list-style-type: none"> <li>Occupation - School cook</li> <li>Occupation pet shop/pets</li> <li>Parents</li> </ul>	<p>Visits</p> <ul style="list-style-type: none"> <li>Occupation- park keeper</li> </ul>	<p>Visits:</p> <ul style="list-style-type: none"> <li>Occupation – fishermen/fish shop</li> </ul>	<p>Visits</p> <ul style="list-style-type: none"> <li>Occupation – baker/lifeboat rescue</li> <li>Trip to Aerozone</li> </ul>	<p>Trip:</p> <ul style="list-style-type: none"> <li>Occupation -</li> </ul>	<p>Visitors:</p> <ul style="list-style-type: none"> <li>Occupation – firefighter</li> <li>Nurse</li> </ul>
Celebrations / Festivals / Special Events	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Harvest Festival</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Diwali</li> <li>Guy Fawkes Night</li> <li>Christmas church service</li> <li>Nativity play</li> <li>Christmas Party</li> <li>Santa visit</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Chinese New Year</li> <li>Shrove Tuesday</li> <li>St Valentine's Day</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>World Book Day</li> <li>Mother's Day</li> <li>Lent</li> <li>Eid</li> <li>Easter</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Observing eggs hatch into chicks</li> <li>Trip to Smithill's Farm</li> </ul>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Father's Day</li> <li>Transition – moving up to Reception</li> </ul>

## MATHEMATICS: □ Numerical Pattern □ Number

**Educational Programme:** Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

### Autumn

### Spring

### Summer

## Learning Priorities: [Linked to Development Matters 2020](#)

### Numerical Pattern / Number

- **Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').**
  - **Recite numbers past 5.**
  - **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').**
- ⇒ Point to small groups of two or three objects: "Look, there are two!"
- ⇒ Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch countdowns.
- ⇒ Count things and then repeat the last number. For example: "1, 2, 3 – 3 cars". Point out the number of things whenever possible; so, rather than just 'chairs', 'apples' or 'children', say 'two chairs', 'three apples', 'four children'.
- ⇒ Ask children to get you a number of things, and emphasise the total number in your conversation with the child.

### Shape, Space & Measure

- **Begin to make comparisons between objects relating to size, length, weight and capacity.**
- ⇒ Provide experiences of size changes. "Can you make a puddle larger?", "When you squeeze a sponge, does it stay small?", "What happens when you stretch playdough?"- **Begin to combine shapes to make new ones - an arch, a bigger triangle etc.**

⇒ Provide a variety of construction materials like blocks and interlocking bricks. Provide den-making materials. Allow children to play freely with these materials, outdoors and inside. When appropriate, talk about the shapes and how their properties suit the purpose.

⇒ Provide shapes that combine to make other shapes, such as pattern blocks and interlocking shapes, for children to play freely with.

⇒ Occasionally suggest challenges, so that children build increasingly more complex constructions.

⇒ Use tidy-up time to match blocks to silhouettes or fit things in containers, describing and naming shapes.

### Numerical Pattern / Number

- ⇒ **Show 'finger numbers' up to 5.**
- ⇒ **Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.**
- ⇒ Use small numbers to manage the learning environment. Suggestions: have a pot labelled '5 pencils' or a crate for '3 trucks'. Draw children's attention to these throughout the session and especially at tidy-up time: "How many pencils should be in this pot?" or "How many have we got?" etc.

### Shape, Space & Measure

- ⇒ **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'.**
- ⇒ Encourage children to play freely with blocks, shapes, shape puzzles and shape-sorters.
- ⇒ Sensitive support and discuss questions like: "What is the same and what is different?"
- ⇒ Encourage children to talk informally about shape properties using words like 'sharp corner', 'pointy' or 'curvy'.
- ⇒ Talk about shapes as you play with them: "We need a piece with a straight edge."
- ⇒ **Describe a familiar route.**
- ⇒ Discuss children's local journeys, e.g. their way to school.
- ⇒ **Make comparisons between objects relating to size, length, weight and capacity.**
- ⇒ Talk with children about their everyday ways of comparing size, length, weight and capacity. Model more specific techniques, such as lining up ends of lengths and straightening ribbons, discussing accuracy: "Is it exactly...?"
- ⇒ **Begin to select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.**
- ⇒ Build churches in RE, homes and schools through transport topic.
- ⇒ Create vehicles using various resources.

### Numerical Pattern / Number

- **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', 'fewer than'.**
- ⇒ Encourage children in their own ways of recording (for example) how many balls they managed to throw through the hoop. Provide numerals nearby for reference. Suggestions: wooden numerals in a basket or a number track on the fence.
- ⇒ Discuss mathematical ideas throughout the day, inside and outdoors.
- ⇒ Support children to solve problems using fingers, objects and marks: "There are four of you, but there aren't enough chairs...."
- ⇒ Draw children's attention to differences and changes in amounts, such as those in stories like 'The Enormous Turnip'.

### Shape, Space & Measure

- **Understand position through words alone – for example, "The bag is under the table," –with no pointing.**
- ⇒ Discuss position in real contexts such as how to shift the leaves off a path, or sweep water away down the drain.
- ⇒ Use spatial words in play, including 'in', 'on', 'under', 'up', 'down', 'besides' and 'between'. E.g. "Let's put the troll under the bridge and the billy goat beside the stream."
- **Discuss routes and locations, using words like 'in front of' and 'behind'.**
- ⇒ Set up obstacle courses, interesting pathways and hiding places for children to play with freely. When appropriate, ask children to describe their route and give directions to each other.
- ⇒ Provide complex train tracks, with loops and bridges, or water-flowing challenges with guttering that direct the flow to a water tray, for children to play freely with.
- ⇒ Read stories about journeys, e.g. 'Rosie's Walk'.

<ul style="list-style-type: none"> <li>▪ <b>Begin to talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</b></li> <li>▪ <b>Extend and create ABAB patterns – stick, leaf, stick, leaf.</b></li> <li>▪ <b>Notice and correct an error in a repeating pattern.</b></li> <li>⇒ Provide a range of natural and everyday objects and materials, as well as blocks and shapes, for children to play with freely and to make patterns with. When appropriate, encourage children to continue patterns and spot mistakes.</li> <li>⇒ Engage children in following and inventing movement and music patterns, such as clap, clap, stamp.</li> <li>⇒ Talk about patterns of events, in cooking or getting dressed.</li> <li>⇒ Talk about the sequence of events in stories.</li> <li>⇒ Use vocabulary like 'morning', 'afternoon', 'evening' and 'night-time', 'earlier', 'later', 'too late', 'too soon', 'in a minute'.</li> <li>⇒ Count down to birthdays in days or sleeps as they approach.</li> </ul>		<ul style="list-style-type: none"> <li>▪ <b>Combine shapes to make new ones - an arch, a bigger triangle etc.</b></li> <li>⇒ Provide a variety of construction materials like den-making materials and allow children to play freely with these materials outdoors.</li> <li>⇒ Talk about the shapes and how their properties suit the purpose.</li> <li>▪ <b>Talk about and identify the patterns around them.</b></li> <li>▪ <b>Extend and create ABAB patterns – stick, leaf, stick, leaf.</b></li> <li>▪ <b>Notice and correct an error in a repeating pattern.</b></li> <li>▪ <b>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</b></li> <li>⇒ Provide patterns from different cultures, such as fabrics.</li> <li>⇒ Provide a range of natural and everyday objects and materials, as well as blocks and shapes.</li> <li>⇒ Encourage children to continue patterns and spot mistakes.</li> <li>⇒ Engage children in following and inventing movement and music patterns, such as clap, clap, stamp.</li> <li>⇒ Talk about patterns of events, in cooking or getting dressed.</li> <li>⇒ Talk about the sequence of events in stories, e.g. The Very Hungry Caterpillar.</li> <li>⇒ Use vocabulary like 'morning', 'afternoon', 'evening' and 'night-time', 'earlier', 'later', 'too late', 'too soon', 'in a minute'.</li> <li>⇒ Count down to forthcoming events on the calendar in terms of number of days or sleeps.</li> <li>⇒ Refer to the days of the week, and the day before or day after, 'yesterday' and 'tomorrow'.</li> </ul>
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