

Netherton Moss Primary School EYFS Curriculum – Autumn Term Nursery

Our Early Years Foundation Stage Curriculum is based on the following **rationale**:

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’

‘Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.’

EYFS April 2017

In Nursery our intent is for children to work towards and achieve the Early Learning Goals in the prime and specific areas of learning. Our long term plan sets out an overview of predictable topics, interests, activities and texts. However, we embrace individual children’s spontaneity, curiosity and natural desire to explore to learn. With careful observation and by using appropriate strategies at the right moment, we support children’s well-being and learning. (In the Moment Planning).

Our School Curriculum is underpinned by these key **drivers**:

Communication Community Resilience Creativity Adventure Health

Learner Profile - Our curriculum is intended to develop learners who are:

Inquirers Open-minded Thinkers Caring Knowledgeable Principled Balanced Communicators Reflective Risk-takers

Early Learning Goals - Intent	Planned Opportunities - Implementation	
	Autumn 1	Autumn 2
Communication & Language	Texts	Texts
<p>Listening and attention:</p> <ul style="list-style-type: none"> •Listens to others one to one or in small groups, when conversation interests them. •Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). <p>Understanding:</p> <ul style="list-style-type: none"> •Understands use of objects (e.g. “What do we use to cut things?”) •Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. •Responds to simple instructions, e.g. to get or put away an object. •Beginning to understand ‘why’ and ‘how’ questions. <p>Speaking:</p> <ul style="list-style-type: none"> •Beginning to use more complex sentences to link thoughts (e.g. using and, because). •Can retell a simple past event in correct order (e.g. went down slide, hurt finger). •Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. •Questions why things happen and gives explanations. Asks e.g. who, what, when, how. •Uses a range of tenses (e.g. play, playing, will play, played). •Uses intonation, rhythm and phrasing to make the meaning clear to others. •Uses vocabulary focused on objects and people that are of particular importance to them. •Builds up vocabulary that reflects the breadth of their experiences. •Uses talk in pretending that objects stand for something else in play, e.g, ‘This box is my castle.’ 	<p><u>Fiction</u> – Owl Babies, The Growing Story, Titch, Only One You, The Name Jar, You Choose, All Kinds of People, Starting School, You Be You, What I Like about me, Room on the Broom, Funny Bones</p> <p><u>Non-Fiction</u> – Autumn, Seasons, Our Bodies, Let’s Make Faces, Halloween</p>	<p><u>Fiction</u> – Jolly Christmas Postman, The Snowman, Dream Snow, The Christmas Promise, Father Christmas Needs a Wee.</p> <p><u>Non-Fiction</u> – Fireworks, Festivals, Diwali, Christmas,</p>
	Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
	<ul style="list-style-type: none"> • Circle time discussion – getting to know each other • Autumn walk book • Describing autumn pictures • Preposition tree game • Listening owl game • Our owl story • Guess the smell • Making telephones • Body listening game • Kim’s Game • Investigating jelly • Body song • Reading stories • Singing Songs • Daily story time 	<ul style="list-style-type: none"> • Christmas describe it and find it • Learning Christmas songs • Santa’s coming listening game • Making Christmas cakes – following instructions • Guess who is speaking game • What can you find Christmas • Discuss Diwali pictures • Read story of Rama and Sita ebook • Daily Story time

Literacy	Texts	Texts
<p>Reading:</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. <p>Writing:</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. 	<p><i>Fiction - Owl Babies, The Growing Story, Titch, Only One You, The Name Jar, You Choose, All Kinds of People, Starting School, You Be You, What I Like about me, Room on the Broom, Funny Bones</i></p> <p><i>Non-Fiction – Autumn, Seasons, Our Bodies, Let’s Make Faces, Halloween</i></p>	<p><i>Fiction – Jolly Christmas Postman, The Snowman, Dream Snow, The Christmas Promise, Father Christmas Needs a Wee.</i></p> <p><i>Non-Fiction – Fireworks, Festivals, Diwali, Christmas,</i></p>
	<p>Ongoing Activities & Opportunities</p> <ul style="list-style-type: none"> • Head, shoulders, knees and toes activity • Reading stories – focus text owl babies • Good mood hunt • Introduction to writing some letters from name • Letters and sounds phase 1 activities • Rhyming activities • Recognising Name • Sequence the owl baby story • Monkey puzzle activity • Looking at the meaning of children’s names • Word of the day • Body dictionary • Daily story time 	<p>Ongoing Activities & Opportunities</p> <ul style="list-style-type: none"> • Writing Christmas cards • Letters and sounds phase 1 activities • Rhyming activities • Writing names • Word of the day • Daily story time • What’s in the box • Christmas story sequencing • Christmas wish list • Christmas stories • Christmas letter hunt • Reading and discussing Diwali story • Recognising name • Writing name
Mathematical Development	Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
<p>Numbers:</p> <ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. <p>Shape, space and measures:</p> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’. 	<ul style="list-style-type: none"> • Pictograms of hair colour and eye colour • Differences between the woods in the day and night • Counting autumn objects • Sorting autumn objects • Number songs • Counting 0-5 • Recognising numbers 0-5 • Creating repeated patterns using autumn objects • Build a bear game • Making shapes using the body 	<ul style="list-style-type: none"> • Counting 0-10 • Recognising numbers 0-5 • Ordering 0-5 • Recognising 2D shapes • 2D Christmas shape game • Christmas hunt • Christmas patterns • Christmas size ordering • Twelve days of Christmas – counting objects • Diwali Diva lamp filling and measuring • Diwali roll and colour game • Firework counting game

Understanding the World	Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
<p>People and communities:</p> <ul style="list-style-type: none"> •Shows interest in the lives of people who are familiar to them. •Remembers and talks about significant events in their own experience. •Recognises and describes special times or events for family or friends. •Shows interest in different occupations and ways of life. •Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>The world:</p> <ul style="list-style-type: none"> •Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. •Can talk about some of the things they have observed such as plants, animals, natural and found objects. •Talks about why things happen and how things work. •Developing an understanding of growth, decay and changes over time. •Shows care and concern for living things and the environment. <p>Technology:</p> <ul style="list-style-type: none"> •Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. •Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. •Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. •Knows that information can be retrieved from computers 	<ul style="list-style-type: none"> • Research books and internet for autumn facts • Look at similarities between different owls • Autumn Walk • Tree study – through the seasons • Similarities and differences between each other • Looking at baby pictures • Autumn changes • Twig houses • Woodland Animal Habitats • Stick Family 	<ul style="list-style-type: none"> • Talking about Christmas traditions • Filter paper snowflakes • Journey in the North Pole • Christmas around the world • Christmas photo props – taking pictures • Santa bee bot • Learn about reindeers – research • ICT diva lamp painting • Diwali PowerPoint
Expressive Arts and Design	Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
<p>Exploring and using media and materials:</p> <ul style="list-style-type: none"> •Enjoys joining in with dancing and ring games. •Sings a few familiar songs. •Beginning to move rhythmically. • Imitates movement in response to music. •Taps out simple repeated rhythms. •Explores and learns how sounds can be changed. •Explores colour and how colours can be changed. •Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. •Beginning to be interested in and describe the texture of things. •Uses various construction materials. •Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. •Realises tools can be used for a purpose <p>Being imaginative:</p> <ul style="list-style-type: none"> •Developing preferences for forms of expression. •Uses movement to express feelings. •Creates movement in response to music. •Sings to self and makes up simple songs. •Makes up rhythms. •Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. •Engages in imaginative role-play based on own first-hand experiences. •Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. •Uses available resources to create props to support role-play. •Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words 	<ul style="list-style-type: none"> • Self portraits • Singing new and old songs • Autumn dances and music • Leaf rubbing • Leaf painting • Autumn Leaf Stick puppets • Make noises from the woods • Woodland collages • Re-enact owl baby story • Owl pine cones • Happy and you know it activity • Making mood monsters • Making small models of class members • Charanga • Beat baby 	<ul style="list-style-type: none"> • Christmas cards • Christmas decorations • Bonfire pictures • Singing Christmas songs • Salt dough candle holders – Diwali • Tree decorations • Handprint wreath • Lolly stick Christmas tree • Making the sound of reindeers – instruments • Making music to accompany Rama and Sita story • Making firework noises • Charanga • Beat baby

Physical Development	Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
<p>Moving and handling:</p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. <p>Health and self-care:</p> <ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	<ul style="list-style-type: none"> • Moving in different ways • Making autumn objects out of playdough • Re-enact owl babies story • Night-time woodland activity • Mood monster movement • Number families movement activity • Discuss ways of keeping healthy • Think about personal hygiene routines • Funky fingers • Dough disco 	<ul style="list-style-type: none"> • Funky Fingers • Name writing • Dough disco • Christmas freeze • Christmas cutting activity • Christmas lacing activity • Christmas obstacle course • Stack the presents – fine motor • Diwali parachute game • Explore and create movement to Indian music • Finger painting – firework pictures
Personal, social and emotional development	Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
<p>Self-confidence and self-awareness:</p> <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. <p>Managing feelings and behaviour:</p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. <p>Making relationships:</p> <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> • Autumn Themed Games – Taking turns • Discussing Feelings – Owl Babies • Circle time discussion – Family, Caring for each other • Class charter/expectations • Guess my face activity • Establish class routines • Establish class boundaries/rules • Star of the day and week 	<ul style="list-style-type: none"> • Circle time: talk about giving and receiving gift what would you like for Christmas talk about being kind and helpful • Make a tree decoration for someone special • Christmas nativity/concert • Make and give cards to friends • Christmas pairs game • Build Father Christmas' sleigh – team work • Christmas hunt – working together • Diwali slam game

Netherton Moss Primary School EYFS Curriculum – Spring Term Nursery

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Early Learning Goals - Intent		Planned Opportunities - Implementation	
		Spring 1	Spring 2
Communication & Language		Texts	Texts
Listening and attention: <ul style="list-style-type: none"> •Listens to others one to one or in small groups, when conversation interests them. •Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). Understanding: <ul style="list-style-type: none"> •Understands use of objects (e.g. “What do we use to cut things?”) •Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. •Responds to simple instructions, e.g. to get or put away an object. •Beginning to understand ‘why’ and ‘how’ questions. Speaking: <ul style="list-style-type: none"> •Beginning to use more complex sentences to link thoughts (e.g. using and, because). •Can retell a simple past event in correct order (e.g. went down slide, hurt finger). •Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. •Questions why things happen and gives explanations. Asks e.g. who, what, when, how. •Uses a range of tenses (e.g. play, playing, will play, played). •Uses intonation, rhythm and phrasing to make the meaning clear to others. •Uses vocabulary focused on objects and people that are of particular importance to them. •Builds up vocabulary that reflects the breadth of their experiences. •Uses talk in pretending that objects stand for something else in play, e.g, ‘This box is my castle.’ 		<p><u>Fiction</u> – <i>The Bear, The Emperor’s Egg, Jack Frost, One Snowy Night, Stick Man, The Great Race</i></p> <p><u>Non-Fiction</u> – <i>Chinese New Year, Winter, We Love Festival:Chinese New Year</i></p>	<p><u>Fiction</u> – <i>Jack and the Beanstalk, Jaspers’s Beanstalk, Little Red Hen, Oliver’s Vegetables, Titch, The Tiny Seed</i></p> <p><u>Non-Fiction</u> – <i>Plants, Ready, Steady, Grow</i></p>
		Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
		<ul style="list-style-type: none"> • Circle time discussion – getting to know each other • Reading stories – focus text • Story retell – focus text • Singing Songs – including winter themed • Daily story time • Question the snowman • Snowman Says • Is it Snowing – key phrases • Penguin Ice Jump – following instructions • Winter matching pairs game – building vocab • Winter scene and question cards – talking & listening • Discussion of Chinese New Year animals • Learn to say ‘Happy New Year’ in Chinese 	<ul style="list-style-type: none"> • Circle time discussion – getting to know each other • Reading stories – focus text • Story retell – focus text • Singing Songs • Daily story time • Jack/giant listening game • Jack and the beanstalk can you find? • Find the hen – giving clues • Find Jack - descriptive and positional language

Literacy	Texts	Texts
Reading: <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. Writing: <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. 	<p><u>Fiction</u> – <i>The Bear, The Emperor’s Egg, Jack Frost, One Snowy Night, Stick Man, The Great Race</i></p> <p><u>Non-Fiction</u> – <i>Chinese New Year, Winter, We Love Festival: Chinese New Year</i></p>	<p><u>Fiction</u> – <i>Jack and the Beanstalk, Jaspers’s Beanstalk, Little Red Hen, Oliver’s Vegetables, Titch, The Tiny Seed</i></p> <p><u>Non-Fiction</u> – <i>Plants, Ready, Steady, Grow</i></p>
	Ongoing Activities & Opportunities <ul style="list-style-type: none"> • Reading stories – focus text • Writing names • Letters and sounds phase 1 activities • RWI • Rhyming activities • Recognising Name • Word of the day • Daily story time • Retelling story – focus text • Story sequencing – focus text • Story predictions • Winter rhyming words • Learning new winter songs and rhymes • Winter syllables game • Write label for the Chinese new year animals 	Ongoing Activities & Opportunities <ul style="list-style-type: none"> • Reading stories – focus text • Writing names • Letters and sounds phase 1 activities • RWI • Rhyming activities • Recognising Name • Word of the day • Daily story time • Retelling story – focus text • Story sequencing – focus text • Jack and the beanstalk repeated refrains • Jack and the beanstalk sensory story • What’s in the box initial sound game • Jack and the beanstalk rhyming game • Labelling pictures of plants they have drawn
Mathematical Development	Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
Numbers: <ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. Shape, space and measures: <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’. 	<ul style="list-style-type: none"> • Counting 0-20 & 10-0 • Recognising numbers 0-5 • Ordering 0-5 • Recognising 2D shapes • Patterned Winter Clothes – matching • Winter size ordering • Winter Flakes Recipe – measuring and counting • Snowman Shapes • Find the snowmen – counting • Snowflake Wheel – numeral and quantity match • Put the Chinese new year animals in the correct order • Count the lucky gold coins • Find the longest noodle 	<ul style="list-style-type: none"> • Counting 0-20 & 10-0 • Recognising numbers 0-5 • Ordering 0-5 • Recognising 2D shapes • Magic bean counting game • Magic bean action game – counting actions • Castle pictures using shapes • Comparing beanstalks – height • Measuring the plants they have grown

Understanding the World	Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
<p>People and communities:</p> <ul style="list-style-type: none"> •Shows interest in the lives of people who are familiar to them. •Remembers and talks about significant events in their own experience. •Recognises and describes special times or events for family or friends. •Shows interest in different occupations and ways of life. •Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>The world:</p> <ul style="list-style-type: none"> •Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. •Can talk about some of the things they have observed such as plants, animals, natural and found objects. •Talks about why things happen and how things work. •Developing an understanding of growth, decay and changes over time. •Shows care and concern for living things and the environment. <p>Technology:</p> <ul style="list-style-type: none"> •Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. •Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. •Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. •Knows that information can be retrieved from computers 	<ul style="list-style-type: none"> • Baking and cooking • Winter Facts • Making bird feeders • Sharing experiences – winter photos as stimulus • Talking about winter related jobs • Winter sports • Using camera/iPad to take photographs of winter related objects • Science experiments - Do you want to melt a snowman? - Can you make ice grow? - Frozen ocean • Make Chinese new year themed playdough – senses • Draw a Chinese new year picture – computer/iPad • Tasting Chinese food • Finding Chinese facts 	<ul style="list-style-type: none"> • Baking and Cooking • Planting different seeds • Observe seeds planted • Take photographs of stages of plant growth • Life cycle of a bean • Create a mini allotment • Discuss what is an allotment • Science experiments - Climb you own beanstalk - Glove Garden - Grow your own bean in a bag • Beanstalk sensory tray
Expressive Arts and Design	Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
<p>Exploring and using media and materials:</p> <ul style="list-style-type: none"> •Enjoys joining in with dancing and ring games. •Sings a few familiar songs. •Beginning to move rhythmically. • Imitates movement in response to music. •Taps out simple repeated rhythms. •Explores and learns how sounds can be changed. •Explores colour and how colours can be changed. •Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. •Beginning to be interested in and describe the texture of things. •Uses various construction materials. •Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. •Realises tools can be used for a purpose <p>Being imaginative:</p> <ul style="list-style-type: none"> •Developing preferences for forms of expression. •Uses movement to express feelings. •Creates movement in response to music. •Sings to self and makes up simple songs. •Makes up rhythms. •Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. •Engages in imaginative role-play based on own first-hand experiences. •Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. •Uses available resources to create props to support role-play. •Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words 	<ul style="list-style-type: none"> • Charanga • Beat baby • Creating sounds of winter • Winter time themed movements • Winter painting • Make your own frost • Ice Ornaments • Make Chinese dragon • Make Chinese lantern • Making Chinese music • Build the great wall of china 	<ul style="list-style-type: none"> • Charanga • Beat baby • Create a beanstalk using natural objects • Creating music to represent characters from Jack and the beanstalk • Learn new songs linked to theme • Create a handprint beanstalk • Mixing colours to create jack and the beanstalk pictures • Create actions to match different parts of the story (Jack and the beanstalk) • Decorate eggs

Physical Development	Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
Moving and handling: <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. Health and self-care: <ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	<ul style="list-style-type: none"> • Busy boxes (Fine Motor Skills) • Dough disco • Name Writing • Cutting skills • Moving like snowflakes • Practise putting on winter clothes • Snowman Treading • Cooking – Winter related recipes • Ice Jump – actions and movement • Winter snow globes – Motor skills • Drawing snowmen outside – gross motor skills • Chinese new year patterns • Chinese Dragon dance • Create Chinese animals – playdough 	<ul style="list-style-type: none"> • Busy boxes (Fine Motor Skills) • Dough disco • Name Writing • Cutting skills • Beanstalk finger painting • Bean game – movements • Cloud mark making • Planting – digging •
Personal, social and emotional development	Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
Self-confidence and self-awareness: <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. Managing feelings and behaviour: <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. Making relationships: <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> • Circle time • Star of the day • Snowball Roll – turn taking • Learning new songs and perform • Build a snowman & igloo – teamwork • Making faces of how winter photographs make us feel • Winter Pairs Matching Game • Find the Magic Snowman – team work • Build a dragon • – team work • Discussion of Chinese animals – feelings/ who was helpful • Chinese animals good qualities – can children identify their own and others good qualities 	<ul style="list-style-type: none"> • Circle time • Star of the day • What would you want to find at the top of the beanstalk? • Jack and the beanstalk parachute game • Jack and the beanstalk bingo • Friendship beanstalk • Find the magic bean •

Netherton Moss Primary School EYFS Curriculum – Summer Term Nursery

Our Early Years Foundation Stage Curriculum is based on the following **rationale**:

‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’

‘Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.’

EYFS April 2017

In Nursery our intent is for children to work towards and achieve the Early Learning Goals in the prime and specific areas of learning. Our long term plan sets out an overview of predictable topics, interests, activities and texts. However, we embrace individual children’s spontaneity, curiosity and natural desire to explore to learn. With careful observation and by using appropriate strategies at the right moment, we support children’s well-being and learning. (In the Moment Planning).

Our School Curriculum is underpinned by these key **drivers**:

Communication Community Resilience Creativity Adventure Health

Learner Profile - Our curriculum is intended to develop learners who are:

Inquirers Open-minded Thinkers Caring Knowledgeable Principled Balanced Communicators Reflective Risk-takers

Early Learning Goals - Intent		Planned Opportunities - Implementation	
		Summer 1	Summer 2
Communication & Language		Texts	Texts
<p>Listening and attention:</p> <ul style="list-style-type: none"> •Listens to others one to one or in small groups, when conversation interests them. •Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). <p>Understanding:</p> <ul style="list-style-type: none"> •Understands use of objects (e.g. “What do we use to cut things?”) •Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. •Responds to simple instructions, e.g. to get or put away an object. •Beginning to understand ‘why’ and ‘how’ questions. <p>Speaking:</p> <ul style="list-style-type: none"> •Beginning to use more complex sentences to link thoughts (e.g. using and, because). •Can retell a simple past event in correct order (e.g. went down slide, hurt finger). •Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. •Questions why things happen and gives explanations. Asks e.g. who, what, when, how. •Uses a range of tenses (e.g. play, playing, will play, played). •Uses intonation, rhythm and phrasing to make the meaning clear to others. •Uses vocabulary focused on objects and people that are of particular importance to them. •Builds up vocabulary that reflects the breadth of their experiences. •Uses talk in pretending that objects stand for something else in play, e.g, ‘This box is my castle.’ 		<p><u>Fiction</u> – We are going on a bear hunt</p> <p><u>Non-Fiction</u> – Bears</p>	<p><u>Fiction</u> – Rumble in the jungle, Monkey Puzzle, Rumble in the jungle, walking through the jungle, A very noisy jungle, We’re roaming in the rainforest, night monkey/day monkey, Slowly, slowly, slowly. Said the sloth,</p> <p><u>Non-Fiction</u> – Rainforest in 30 seconds, lifesize rainforest,100 facts rainforest, rainforest</p>
		Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
		<ul style="list-style-type: none"> • Circle time discussion – getting to know each other • Reading stories – focus text • Story retell – focus text • Singing Songs • Daily story time • Prepositions through story – under, over, through • Think of new adjectives for story • Think of new settings for story • Discussion of the different settings in the book • Kims Game • Describe where the bear is hidden 	<ul style="list-style-type: none"> • Circle time discussion – getting to know each other • Reading stories – focus text • Story retell – focus text • Singing Songs • Daily story time • Forest school • Chattering Chimpanzees listening game • Jungle themed Pass the animal sound activity • Jungle themed describe it, find it • What am I game • Describing animals

Literacy	Texts	Texts
Reading: <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom. Writing: <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. 	<p><i>Fiction – We are going on a bear hunt, Non-Fiction – Bears</i></p>	<p><i>Fiction – Jolly Christmas Postman, The Snowman, Dream Snow, The Christmas Promise, Father Christmas Needs a Wee. Non-Fiction – Fireworks, Festivals, Diwali, Christmas,</i></p>
	Ongoing Activities & Opportunities <ul style="list-style-type: none"> • Reading stories – focus text • Writing names • Letters and sounds phase 1 activities • RWI • Rhyming activities • Recognising Name • Word of the day • Daily story time • Retelling story - focus text • Story sequencing – focus text • Story map activity • Alternative settings for a Bear Hunt • Labelling small world models and paintings • Make a list of what they would need to go on an adventure – words/pictures • Describe the bear • Discuss alternative places animals for text • Make a new version of book 	Ongoing Activities & Opportunities <ul style="list-style-type: none"> • Reading stories – focus text • Writing names • Letters and sounds phase 1 activities • RWI • Rhyming activities • Recognising Name • Word of the day • Daily story time • Retelling story – focus text • Story sequencing – focus text • I spy a jungle animal • What’s in the box – jungle themed • Walking through the jungle activity • Writing animal names activity • Hot seating
Mathematical Development	Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
Numbers: <ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Shows curiosity about numbers by offering comments or asking questions. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in numerals in the environment. • Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps. Shape, space and measures: <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Shows interest in shapes in the environment. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’. 	<ul style="list-style-type: none"> • Counting 0-20 & 20-0 • Recognising numbers 0-10 • Ordering 0-10 • Recognising 2D shapes & some 3D shapes • Where is the bear – positional language • Missing bear – numbers • Making bear biscuits – measuring • Find and count the bears • Teddy bear number line • Bear number rhymes 	<ul style="list-style-type: none"> • Counting 0-20 & 20-0 • Recognising numbers 0-10 • Ordering 0-10 • Recognising 2D shapes & some 3D shapes • Repeating pattern snakes activity • Zig zag snakes activity • One elephant went out to play activity • Giraffe themed comparing and measuring activity • Size ordering animals • How many snakes can you fit in the container

Understanding the World	Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
<p>People and communities:</p> <ul style="list-style-type: none"> •Shows interest in the lives of people who are familiar to them. •Remembers and talks about significant events in their own experience. •Recognises and describes special times or events for family or friends. •Shows interest in different occupations and ways of life. •Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>The world:</p> <ul style="list-style-type: none"> •Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. •Can talk about some of the things they have observed such as plants, animals, natural and found objects. •Talks about why things happen and how things work. •Developing an understanding of growth, decay and changes over time. •Shows care and concern for living things and the environment. <p>Technology:</p> <ul style="list-style-type: none"> •Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. •Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. •Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. •Knows that information can be retrieved from computers 	<ul style="list-style-type: none"> • Baking and cooking • Bee-Bot Activity • Bear hunt outdoor activity • Facts about bears • Bears of the world activity • Learn about hibernation • Gummy Bears Science Experiment • Record retelling the story 	<ul style="list-style-type: none"> • Baking and cooking • Forest school • Animal and their young matching game • Jungle animal habitats • Jungle facts • Plan an expedition • What can we find in our forest – forest walk • Rainforest where do I live activity
Expressive Arts and Design	Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
<p>Exploring and using media and materials:</p> <ul style="list-style-type: none"> •Enjoys joining in with dancing and ring games. •Sings a few familiar songs. •Beginning to move rhythmically. • Imitates movement in response to music. •Taps out simple repeated rhythms. •Explores and learns how sounds can be changed. •Explores colour and how colours can be changed. •Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. •Beginning to be interested in and describe the texture of things. •Uses various construction materials. •Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. •Realises tools can be used for a purpose <p>Being imaginative:</p> <ul style="list-style-type: none"> •Developing preferences for forms of expression. •Uses movement to express feelings. •Creates movement in response to music. •Sings to self and makes up simple songs. •Makes up rhythms. •Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. •Engages in imaginative role-play based on own first-hand experiences. •Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. •Uses available resources to create props to support role-play. •Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words 	<ul style="list-style-type: none"> • Charanga • Beat baby • Sound story activity • Make sounds to represent the different settings in the story • Make bear headbands • Learn new songs and rhymes linked to story • Create the different settings in story using different material and recreate the story. 	<ul style="list-style-type: none"> • Charanga • Beat baby • Jungle animal masks • Acting out the story • Making rainforest/jungle music • Painting jungle pictures • Making junk model animals

Physical Development	Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
<p>Moving and handling:</p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. <p>Health and self-care:</p> <ul style="list-style-type: none"> • Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. 	<ul style="list-style-type: none"> • Busy boxes (Fine Motor Skills) • Dough disco • Name Writing • Cutting skills 	<ul style="list-style-type: none"> • Busy boxes (Fine Motor Skills) • Dough disco • Name Writing • Cutting skills • Forest school • Rumble in jungle movement game • Jungle Weaving
Personal, social and emotional development	Ongoing Activities & Opportunities	Ongoing Activities & Opportunities
<p>Self-confidence and self-awareness:</p> <ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. <p>Managing feelings and behaviour:</p> <ul style="list-style-type: none"> • Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. <p>Making relationships:</p> <ul style="list-style-type: none"> • Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> • Circle time • Star of the day 	<ul style="list-style-type: none"> • Circle time • Star of the day • Forest school • Rumble in the jungle board game – taking turns • What jungle animal would you want to be? • Sharing photographs of journeys they have been on • How does the photograph make you feel – jungle themed • Jungle animal hunt – team work