




# Nursery - Our Curriculum Offer 2024-2025

This EYFS Curriculum has been made in conjunction with the EYFS statutory guidance and with reference to development matters. It is a working document, and therefore themes / topics may change slightly depending on the children's interests and fascinations. We want the children to experience purposeful learning opportunities that reflect things that are happening in the real world. We will provide essential knowledge, through these experiences, that children will need to prepare them for future learning.

Area of Learning	Autumn 1 - All about Me/I am an Owl now Learning about Autumn	Autumn 2 - Colour and Light Celebrations	Spring 1 - Cold Places Near and Far	Spring 2 - All kinds of vehicles	Summer 1 - Growing Food and Making Healthy Choices	Summer 2 - Down on the farm in the summer
Core texts						
Above and Beyond	Transition sessions Exploring our school Stay and explore our nursery (with parent/carer)	Dingley Dell woodland exploration Bonfire in Dingley Dell World Nursery Rhyme Week - 11-15 November 2024 Seasonal Sparkle - Stay and make seasonal decorations together	New Year Bonfire in Dingley Dell Money week Stay and Explore (January starters) Chinese New Year 29 Jan- 16 Feb Valentine's Day traditions 14 <sup>th</sup> February	'Growing and changing' Pancake Day - Shrove Tuesday 4 March Mardi Gras - 4 March World Book Day 6 March Easter egg traditions/egg rolling/decoration 18-21 April	'May Day traditions (maypoles)- 5 <sup>th</sup> May '30 days wild' 1 June- 30 June	'Hesketh Farm' Nursery Graduation




<p>Communication and Language</p> 	<p>Listening games Using names of others Following simple instructions Playing with sounds, songs and rhythms</p> <p>Quality interaction between children and staff in all areas at all times. Using simple and complex sentences. Modelling the correct use of language Sounds of nature/ weather sounds/ saying please/ thank you/ greetings - hello and goodbye etc</p>	<p>Listening games Using names of others Following simple instructions Playing with sounds, songs and rhythms</p> <p>Continued quality interaction with emphasis on 2 way communication Quality Questioning skills Using more complex sentences Bonfire Sounds/ celebration sounds</p>	<p>Questioning and answering games Key questions in provision areas</p> <p>Quality interaction between staff and children in all areas at all times Ensure children are speaking in more complex sentences Carry on a conversation on the same theme for a period of time Environmental sounds/ Instrument sounds/ speaking games/ singing/</p>	<p>Questioning and answering games Key questions in provision areas</p> <p>Quality interaction between staff and children in all areas at all times Ensure children are speaking in more complex sentences Carry on a conversation on the same theme for a period of time Speaking games</p>	<p>Key questions in provision areas Evidence within observations</p> <p>Quality interaction between staff and children in all areas at all times Ensure children are speaking in more complex sentences Carry on a conversation on the same theme for a period of time</p>	<p>Key questions in provision areas Evidence within observations</p> <p>Quality interaction between staff and children in all areas at all times Connect ideas Talk about past and present Story line into play</p>
<p>Personal, Social and Emotional Development</p> 	<p>Learning names/getting to know each other/ joining in play and forming friendships /circle time Wash and dry hands/Use the toilet correctly and independently Put your hand in the air to indicate you wish to speak (turn taking) Settling in/ learning routines/ being part of a class/ expressing interests/ Learning class rules and routines - choose it, use it, put it away Responding to the needs and feelings of others</p>	<p>Continue to develop friendships Getting dressed and changed (zips etc) Settling in/ learning routines/ being part of a class/ expressing interests/</p>	<p>Deepening friendships/ cooperation and working as a team Brushing teeth and general hygiene Encourage increasing independence and choice Selecting and using resources independently Begin to talk about the choices made class rules embedded - learning to help yourself at snack times aware of behaviours for learning display good learning in all areas of provision</p>	<p>Continue to develop friendships Sharing and turn taking - serving yourself at snack times Encourage increasing independence and choice Selecting and using resources independently Begin to talk about the choices made Quality interaction in all areas and at all times Children able to talk confidently about their learning</p>	<p>Deepening friendships/ cooperation and working as a team Manners - please and thank you Quality interaction in all areas and at all times Children able to talk confidently about their learning Awareness of behaviours for learning Display good learning in all areas of provision Taking turns to serve each other at snack times</p>	<p>Preparation for transition and graduation and forming new friendships and relationships Talk and ask questions with unfamiliar adults. Quality interaction in all areas and at all times Children able to talk confidently about their learning Transition and graduation.</p>
<p>Physical Development</p> <p>Children improve their gross and fine motor skills daily by engaging in different finger gym activities (threading, cutting, weaving, playdough), mark making, construction, drawing.</p>	<p>Gross/fine motor Parachute/Sticky kids action songs/ Action songs/Fine motor (Finger gym) activities/ Cutting with scissor skills/ rhythm sticks</p>	<p>Gross/fine motor Small outdoor apparatus/ Shape games/Fine motor activities Sticky kids / Halloween songs/ large movements - scarves and rhythm sticks</p>	<p>Gross/fine motor Small sided Team games - throwing and catching/Fine motor skills/ Cutting skills Small movements</p>	<p>Gross/fine motor Larger apparatus and using slopes to climb/ Fine motor skills Small movements Dance - responding to sounds with movement</p>	<p>Gross/fine motor Outdoor PE skills- running/jumping/throwing/ Fine Motor skills/ Cutting skills Improving gross and fine motor skills Dance - responding to sounds with movement</p>	<p>Gross/fine motor Rose Day dance rehearsal and performance/ Fine motor activities Improve and consolidate gross and fine motor skills</p>

writing, playdough modelling							
<p>Literacy</p>  <p>Exposure daily / non fiction We follow Read Write Inc for Phonics from Summer 1</p>	<p><u>Reading</u> 'book of the week' and linked 'story tray' Daily stories Information books Labels and books in all provision areas etc Indoor and outdoor reading opportunities Themed reading area Name recognition</p>	<p><u>Reading</u> 'book of the week' and linked 'story tray' Daily stories Information books Labels and books in all provision areas etc Indoor and outdoor reading opportunities Themed reading area Name recognition</p>	<p><u>Reading</u> 'book of the week' and linked 'story tray' Daily stories Information books Visits to Reading Villages Labels and books in all provision areas etc Indoor and outdoor reading opportunities Themed reading area Name recognition</p>	<p><u>Reading</u> 'book of the week' and linked 'story tray' Daily stories - visits to reading village Information books Labels and books in all provision areas etc Indoor and outdoor reading opportunities Themed reading area Independent book time after lunch</p>	<p><u>Reading</u> 'book of the week' and linked 'story tray' Daily stories - visits to reading village Information books Labels and books in all provision areas etc Indoor and outdoor reading opportunities Themed reading area Independent 'book time' after lunch</p>	<p><u>Reading</u> 'book of the week' and linked 'story tray' Daily stories - visits to reading village Information books Labels and books in all provision areas etc Indoor and outdoor reading opportunities Themed reading area Revisit all our books of the week</p>	
<p>Sounds recognition Listening skill development- phase 1 activities</p>					<p><u>Phonics</u> Read Write Inc starts <u>Phonics</u> Read Write Inc starts set 1 sounds m a s t d I p n g u b f o c k e l h r j v w y z x (25 single letter sounds) digraphs for more able - sh ch th qu</p>		
<p><u>Writing Opportunities</u> Name recognition at self registration etc Writing first letter of name Strengthening fine motor skills Making cards ie birthdays etc</p>		<p><u>Writing Opportunities</u> Name recognition at self registration etc Writing first letter of name Strengthening fine motor skills Making cards ie birthdays etc</p>	<p><u>Writing Opportunities</u> Writing letters in names Holding pencil correctly Developing pencil grip Making marks with a purpose Making cards ie Mothers' day/ Chinese New Year etc</p>		<p><u>Writing Opportunities</u> Writing letters in names Holding pencil correctly Developing pencil grip Making marks with a purpose Making cards ie Easter etc</p>	<p><u>Writing Opportunities</u> Writing first name Correcting pencil grip Understanding marks made</p>	<p><u>Writing Opportunities</u> Correcting pencil grip Understanding marks made Letters and postcards from holidays and the seaside</p>
<p>Mathematics Main emphasis is on the counting principles and embedding these throughout the year. see White Rose Maths</p>		<p>Autumn 1 Number songs/ colour songs as starters Colours - red, blue, yellow, green, purple, mix of colours</p>	<p>Autumn 2 Number songs and colour songs as starters Number 1 - subitising/counting/numeral Number 2 - subitising dice pattern/subitising</p>	<p>Spring 1 Number songs as starters Number 3 - subitising/ 3 little pigs story/ 1:1 counting/numerals/triangles Number 4 - 1:1 counting/numerals/squares/rectangles/composition of 4</p>	<p>Spring 2 Number songs as starters Number 6 - introduce the 10 frame Height and Length - tall and short/long and short/tall long and short</p>	<p>Summer 1 Starters - subitising and revision Sequencing Positional language More than/fewer than Shape - 2D revisit pattern from Autumn term</p>	<p>Summer 2 Number composition - 1 to 5 revision What comes after? What comes before? Numbers to 5 Consolidation</p>

	<p>Match - Buttons and colours/matching towers/matching shoes Match numbers/shapes/patterns (handprints large and small) Sort - colour/size/shape/ What do you notice?/guess the rule</p>	<p>random pattern/subitising different sizes Counting/numeral Pattern - Extend A B colour patterns/Extend A B outdoor colour patterns/ A B movement patterns fix my pattern/extend A B C colour patterns/ extend outdoor A B C patterns Consolidation activities</p>	<p>Number 5 - I! counting/numerals/pentagon Consolidation 1 - 5</p>	<p>Mass - relate to books ie 3 Little pigs/Goldilocks Capacity - Consolidation</p>	<p>Consolidation - more than/fewer than/ 1 more/ 1 less</p>	
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Understanding the World



What's happening in the world outside including:  
Seasonal changes  
Harvest  
Signs of Autumn rhymes and poems  
Birds prepare to fly south  
Fruit trees - apples etc  
Apple Day is 21st October  
Autumn leaf collecting and crunching to make 'leaf glitter.'  
Making autumn nature music

Weekly Friday 'food session'  
RE - Agreed Syllabus - Believing and Belonging - key questions  
Who belongs in my family and community?

What's happening in the world outside including:  
Halloween - traditional games - apple bobbing etc  
Nights drawing in - dark at the end of the school day  
Signs of Winter  
Candles and light festivals - focus on colour (Diwali/Chanukah) /lanterns/ Moon and Stars

Weekly Friday 'food session'  
RE - Agreed Syllabus - Believing and Belonging - key questions

How do people celebrate special times?

What's happening in the world outside including:  
New Year and New life  
Days begin to lengthen - Signs of Spring -New buds /Gradual warmth and light return /Bulbs start to emerge /New animal life.  
How people help us  
Chinese New Year  
Hot and Cold places around the World -

Weekly Friday 'food session'  
RE - Agreed Syllabus - Believing and Belonging - key questions

How do we understand and And care for our World?

What's happening in the world outside including:  
Easter traditions - egg rolling, dyeing from natural materials  
Pancake Day - what does Shrove mean?  
What is Shrivring?  
Make pancakes  
Mother's Day What is Mothering Sunday about?  
Weekly Friday 'food session'  
Weekly Friday 'food session'

RE - Agreed Syllabus - Believing and Belonging - key questions

Which places are special to members of our community?

What's happening in the world outside?  
Longer lighter days leading to 21 June - summer solstice  
May Day festivals  
Warmth and changes in the earth's appearance.  
Summer soft fruits and flowers  
Bird song  
Weekly Friday 'food session'  
Weekly Friday 'food session'

RE - Agreed Syllabus - Believing and Belonging - key questions

Who cares for me and how do I help others?

My own year's journey and changes in me - what can I do now?  
What am I ready to do next?  
Graduation to celebrate the year.

Animal homes / life cycles  
Animals and their young

Weekly Friday 'food session'  
RE - Agreed Syllabus - Believing and Belonging - key questions

Why are some objects special



Expressive Arts and Design



Exploration of a variety of different media eg clay, cornflour, leaves  
Basic painting skills  
Basic joining skills  
Using playdough to model  
Looking at illustrations in our book of the week and making own illustrations

Exploration of a variety of different media eg clay, cornflour, leaves  
Seasonal crafts - Bonfire/ Halloween/ Christmas etc  
Calendars/ decorations/ colour mixing  
Music Focus - different cultures and traditions  
Rhythm sticks (claves) - weekly session to reinforce fine and gross motor and listening skills

Exploration of a variety of different media eg clay, cornflour, leaves  
Seasonal crafts - valentine's day etc  
Looking at different art and artists  
Music Focus - different cultures and traditions  
Rhythm sticks (claves) - weekly session to reinforce fine and gross motor and listening skills  
Exploring sound on our percussion instruments eg jingle bells/tamborines etc

Exploration of a variety of different media eg clay, cornflour, leaves  
Easter crafts  
Easter nests/ mothers' day cards.  
Mondrian art - related to shape/ Kandinsky related to shape  
Music Focus - Classical - eg Vivaldi Spring theme/ Grieg - Morning etc  
Rhythm sticks (claves) - weekly session to reinforce fine and gross motor and listening skills  
Exploring sound on our percussion instruments eg jingle bells/tamborines etc

Exploration of a variety of different media eg clay, cornflour, leaves  
Encourage and celebrate original ideas and creativity  
. Rhythm sticks (claves) - weekly session to reinforce fine and gross motor and listening skills  
Exploring sound on our percussion instruments eg jingle bells/tamborines etc

Exploration of a variety of different media eg clay, cornflour, leaves  
Encourage and celebrate original ideas and creativity  
Movement to music - Rose Day dance