



Nursery Curriculum Plan

In the EYFS we follow the children's interests, therefore we do not follow set topics. We endeavour to make learning active, hands on and most importantly fun. We explore seasonal change and celebrations through stories and real-life experiences. We use Talk 4 Writing as a tool to develop story language and story structures. This plan ties into our continuous provision, provision enhancements and daily routine plans.

	Autumn	Spring	Summer
PSED	<p>Ensure children feel confident and comfortable in their new surroundings.</p> <p>Supporting children to build new relationships and understand rules and routines in the Nursery.</p> <p>Encouraging children to access all areas of the provision independently.</p> <p>Children are able to share experiences from home through focus child bags/sheets which have been completed by parents.</p>	<p>Support children to make new friendships, encourage children to accept the needs of others and share resources without needing adult support where possible.</p> <p>Continue to promote rules and routines and ensure children are aware of structure of the school day with use of a visual timetable.</p> <p>Children are able to share experiences from home through focus child sheets which have been completed by parents.</p>	<p>Model dialogue for children to solve their problems. Children are able to share experiences from home through focus child sheets which have been completed by parents.</p> <p>Starting to go into assembly.</p> <p>Prepare children for transition to their new class by having set days to access their new classroom and meet new teachers.</p> <p>Taster days for lunch in the hall.</p>
Continuous provision, daily routine.	<p>Celebration Assembly – from Summer term, wow cards, feelings during message board, plan do review-progressive as year goes on, focus child time, reviewing learning by looking at photos weekly in LJ or on IWB, conflict resolution, stories focusing on issues, Ben and Bess Rules.</p>		
CL	<p>Supporting children to listen and follow simple instructions.</p> <p>Short carpet sessions with puppet/stories to encourage listening and attention skills.</p> <p>Encouraging children to speak in full sentences by modelling correct language.</p>	<p>Encouraging children to talk together during play.</p> <p>Introduce carpet sessions using Talk 4 Writing to promote communication and language skills.</p> <p>Encouraging children to speak in full sentences by modelling correct language.</p>	<p>Asking questions using how and why, modelling answers if necessary.</p> <p>Introduce carpet sessions using Talk 4 Writing to promote communication and language skills.</p>



	Joining in with rhymes/songs.	Joining in with rhymes/songs.	Encouraging children to speak in full sentences by modelling correct language. Joining in with rhymes/songs.
Continuous provision, daily routine.	Plan do review built on during the year, Focus Child sharing sessions, songs and rhymes, modelling correct pronunciation and grammar, encouraging interaction and turn taking. Visuals and Makaton when needed. Literacy Launchpad when needed. Following SALT advice for individual children. Building up key vocab through stories, songs and adult modelling.		
PD	Promote use of large outdoor equipment encouraging children to manage risk independently. Assist children to swap shoes for outdoor wellies, encourage children to change their own shoes – dressing and undressing.		
Continuous provision, daily routine.	Using a knife and fork to eat dinner, using fine motor skills to open straws for milk. Fine motor opportunities within continuous provision. Children targeted within Physical Development. Supporting toileting, hand washing and healthy routines including Oral Health.		
L	<p>Short story time, mainly using big books and story sacks.</p> <p>Phase 1 phonics is taught discretely in the first term, mainly through play and also through short carpet sessions. Aspects 1-6 mainly then aspect 7 once children show readiness.</p> <p>Write Dance.</p> <p>Modelling mark making for a purpose.</p>	<p>Story time, introduce concepts of print and questioning. Focus on title, setting, characters.</p> <p>Phase 1 skills will still be practised through both discreet and indiscreet sessions.</p> <p>Write Dance.</p> <p>Modelling mark making for a purpose</p>	<p>Lots of oral blending and segmenting teaching will take place throughout the day during carpet sessions and through play.</p> <p>Children who are learning phonic sounds will write some of their own sounds/words in their own stories. Other children will be given the opportunity to mark-make.</p> <p>Children will begin preparing for Sounds-Write lessons by learning to manage whiteboards and pens independently. Drawing three lines and taking part in some initial code lessons.</p> <p>Mark making for a purpose.</p> <p>Modelling mark making for a purpose</p>



Continuous provision, daily routine.	Self-chosen story to take home, books in all areas, daily name recognition and writing, mark making areas, message board, adults modelling writing for a purpose.		
Super 6 Talk for writing, learning based around texts and VIPERS focus.	Poetry Basket Dear Zoo Walking Through the Jungle Goldilocks and the Three Bears Where's My Teddy Brown Bear, Brown Bear Knock Knock Who's There Xmas Stories/Nativity	Poetry Basket Peace at Last/ Whatever Next Where's My Teddy We're going on a Bear Hunt Poetry basket Supertato The Enormous Turnip Tiger Who Came to Tea Pete the Cat Buttons	Poetry basket Cows in the Kitchen Jack and the beanstalk The Train Ride The Very Hungry Caterpillar The Very Busy Spider Picnic text
M	Recognising, naming and matching colours Sorting by various attributes Continuing AB patterns Using the language of size Grasping the Counting Principles Comparing amounts of objects	Understanding Number 1 Understanding Number 2 Understanding Number 3 Understanding Number 4 Understanding Number 5 Understanding Number 6	Shapes Ordering the events of our day Length and Height Weight Capacity Positional Language
Continuous provision, daily routine.	Days of the week song and talking about the day, General counting e.g. counting how many bananas there are in the fruit box, Counting songs, Use of ordinal numbers e.g. "Sam line up first, Lilly line up second...", Maths games such as track counting games, Noticing maths in the environment e.g. asking children what they notice about a tree, They may say it is tall, has circles on etc, Incorporating maths in areas of continuous provision wherever possible e.g. an activity that matches numeral to quantity, Incorporating maths in daily routines e.g. during message board, If there are 3 children absent the children clap 3 time, Having labels on pencil pots with a representation of a number to show how many pencils go in that pot during tidy up time.		
UTW	Seasonal change Autumn/Winter Christmas	Seasonal change	Seasonal change



	Nativity Bonfire, Diwali, Halloween, harvest	Winter/Spring Pancake day, Mother's day, Chinese New Year, Easter	Spring/Summer Father's day
Continuous provision, daily routine.	Children are able to share experiences from home through focus child sheets which have been completed by parents and through home-school books, the home corner gives children the opportunity to role-play their own experiences and different occupations/ways of life-planned to reflect current home seasonal events, cooking, baking, exploring change, caring for plants and guinea pigs, hedgehogs and birds. Experiencing all weathers, different types of change E.g. Ice, colour mixing to continue to spark curiosity and investigation. Occupations such as Dentists, Doctors, Teacher, Hairdresser, Chef, Builder, Gardener and Lollipop Person are learned about during play/role play.		
EAD	World Nursery Rhyme Week Christmas Nativity Exploring opportunities in provision for dance, music, drama, art, construction, imagination, etc. Christmas crafts and role play. Vocalising and singing	Explore sounds using instrument area During carpet sessions sing familiar songs and encourage children to join in. Dancing and ring games during hall time. Explore sounds using instrument area Explore colour using paint/powder paint. Encourage imagination through adult interaction in all areas of the provision. Hearing and Listening Exploring and Playing	During carpet sessions sing familiar songs and encourage children to join in. Dancing and ring games during hall time. Explore sounds using instrument area Explore colour using paint/powder paint. Encourage imagination through adult interaction in all areas of the provision. Moving and Dancing
Continuous provision, daily routine.	Daily singing, ring games and dancing, lycra scrunchie, creative and paint areas. Opportunities indoors and outdoor-stage area. Sticky Kids/Piccolo. Themed song boxes. Open ended resources to promote creativity, encouraging children to make own props for play E.g. telescopes and instruments with a focus on shakers/maracas using different materials inside and noticing difference in sound.		
Bank of core Rhymes for Nursery	Twinkle Twinkle, Incy Wincy, Old McDonald, Humpty Dumpty, Head, Shoulders, Baa Baa Black Sheep, Row Row Row Your Boat, 5 Specked Frogs, Monkeys on the Bed.		

