



“Everyone valued, everyone challenged, everyone achieving.”

EYFS CURRICULUM - NURSERY						
DRIVERS	WELLBEING		COMMUNICATION	POSSIBILITIES	CULTURE	ENTERPRISE
BIG IDEAS	<b>IDENTITY</b> <b>Identity</b> is who you are. The <b>identity</b> of a person or place is the characteristics that distinguish them from others.	<b>DIVERSITY</b> <b>Diversity</b> is how people, places or things are different from each other. The <b>diversity</b> of something is the fact that it contains many different elements.	<b>SPACE-TIME</b> <b>Space and time</b> are interlinked and connect everything in our past, present and future world, universe or creation.	<b>TECHNOLOGY</b> <b>Technology</b> describes the methods, systems and inventions of solving problems using scientific knowledge.	<b>INTERDEPENDENCE</b> <b>Interdependence</b> describes how living and non-living things relate to and depend on one another.	<b>SUSTAINABILITY</b> <b>Sustainability</b> means caring for our planet and using its natural resources to protect the future.
THEMES	<b>I am Special</b>	<b>Festivals &amp; Traditions</b>	<b>Blast off!</b>	<b>Investigators</b>	<b>Roots and Shoots!</b>	<b>Beautiful Beasts</b>
EVENTS	National Poetry Day Black History Month, October National Anti-Bullying Week Remembrance Day World Kindness Day Diwali Guru Nanak		Holocaust Remembrance Day International Mother Language Day (promoting linguistic and cultural diversity) World Book Day World Poetry Day National Science & Engineering Week Safer Internet Day		World Earth Day World Environment Day Children’s Book Week World Refugee Day Enterprise Week Sports Day	
ENRICHMENT	Enrichment activities such as growing butterflies and vegetables benefit young children's development. They stimulate curiosity and imagination, fostering a love for learning that extends beyond the classroom walls. Hands-on natural experiences promote physical activity and sensory exploration, supporting healthy growth and development. Moreover, these activities cultivate important life skills such as problem-solving, teamwork, and empathy, laying the foundation for lifelong success and well-being.					

<p><b>BOOKS</b></p>	<p><b><u>Autumn 1</u></b></p>  <p><b><u>Autumn 2</u></b></p> 	<p><b><u>Spring 1</u></b></p>  <p><b><u>Spring2</u></b></p> 	<p><b><u>Summer 1</u></b></p>  <p><b><u>Summer 2</u></b></p> 
<p><b>Characteristics of Effective Learning</b></p>	<p><b>Playing and exploring:</b> - Children investigate and experience things and ‘have a go’. Children who actively participate in their play develop a larger store of information and experiences to draw on, positively supporting their learning.</p> <p><b>Active learning:</b> - Children concentrate and keep trying if they encounter difficulties. They are proud of their achievements. For children to develop into self-regulating, lifelong learners, they must take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences that help them solve problems and reach conclusions.</p>		
<p><b>Communication and language (C&amp;L)</b> C&amp;L is developed throughout the year through high-quality interactions, daily group discussions, sharing circles, stories and singing speech and language intervention</p>	<p>Children will:</p> <ul style="list-style-type: none"> <li>• listen to, explore and retell various stories, rhymes, poems and fiction linked to our themes; sharing books throughout the session and during our daily story times;</li> <li>• engage in a variety of story-retelling activities to help children retell, invent and tell their rhymes, songs and stories: <ul style="list-style-type: none"> <li>-Small world-based play</li> <li>-Story sacks</li> <li>-Puppet shows</li> <li>-Hot seating</li> <li>-Role play/Dressing up</li> </ul> </li> <li>• develop their listening and attention during story time, learning to focus on the story and speaker;</li> <li>• learn new vocabulary that is explored through a variety of texts;</li> <li>• be immersed in a language-rich environment stimulated through sustained shared thinking and back-and-forth interactions with adults;</li> <li>• articulate their ideas and thoughts in well-formed sentences.</li> <li>• be encouraged to use ‘thinking time’ before responding;</li> <li>• be encouraged to use talk to help work out problems and organise thinking and activities;</li> <li>• to explain how things work and why they might happen. talk about what is happening and give their ideas;</li> <li>• connect one idea or action to another using a range of connectives;</li> <li>• learn to ‘work together’ intellectually to solve a problem, clarify a concept, evaluate activities and extend a narrative.</li> <li>• explore ‘I wonder’ questions to encourage and promote thinking and challenges;</li> <li>• ask questions to find out more and to check they understand what has been said to them.</li> </ul>		

<b>Personal, Social and Emotional Dev (PSED)</b>  <b>Managing Self</b>  <b>Self - Regulation</b>	Children will: <ul style="list-style-type: none"> <li>• become familiar and follow the routines and boundaries set within the nursery environment;</li> <li>• independently explore the nursery environment, selecting and using activities and resources with help when needed;</li> <li>• share their ideas within a group;</li> <li>• talk about solving conflicts, being kind to others, sharing and taking turns;</li> <li>• show more confidence in new social situations;</li> <li>• talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried';</li> <li>• Play with one or more other children, extending and elaborating play ideas;</li> <li>• increasingly follow the rules, understanding why they are important.</li> <li>• develop appropriate ways of being assertive;</li> <li>• understand gradually how others might be feeling;</li> <li>• be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly;</li> <li>• remember rules without needing an adult to remind them;</li> <li>• talk with others to solve conflicts;</li> <li>• make healthy choices about food, drink, activity and toothbrushing.</li> </ul>
<b>Physical Development (PD)</b> <b>Fine motor</b> Daily opportunities for Fine Motor Activities  <b>Gross motor</b> Weekly PE Lesson, Outdoor activities	Children will: <ul style="list-style-type: none"> <li>• continue to develop their movement, balancing, riding (scooters, trikes and bikes), ball skills, and finger-strengthening activities;</li> <li>• go up steps and stairs, or climb up apparatus using alternate feet;</li> <li>• use one-handed tools and equipment, for example, making snips in paper with scissors;</li> <li>• show a preference for a dominant hand;</li> <li>• skip, hop, stand on one leg and hold a pose for a game like musical statues;</li> <li>• use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• collaborate with others to manage large items, such as moving a long plank safely, and carrying large hollow blocks;</li> <li>• engage with outdoor loose parts play and create with a purpose in mind. (tyres, large planks, wooden crates etc.);</li> <li>• explore different ways of moving, crawling, walking, running etc;</li> <li>• learn about safety when handling tools, and moving equipment and materials;</li> <li>• hold a pencil correctly and with good control;</li> <li>• use and remember sequences and patterns of movements which are related to music and rhythm.</li> </ul>
<b>Literacy</b>  <b>Comprehension</b> Developing a passion for reading	Children will: <ul style="list-style-type: none"> <li>• explore a wide range of examples of print with different functions, for example, signs, menus and logos;</li> <li>• explore a variety of stories, rhymes, poems and fiction text;</li> <li>• learn to identify different parts of a book, for example, the cover, the author and the page number;</li> <li>• learn how to look after books by handling them carefully and how to turn the pages of a book, one by one;</li> <li>• understand print is read from left to right;</li> <li>• enjoy sharing fiction and non-fiction books with an adult 1:1 or during small group time;</li> </ul>

<b>Writing</b>	<ul style="list-style-type: none"> <li>● begin to read their own name with visual support;</li> <li>● ascribe meanings to marks seen in different places;</li> <li>● recognise their name and logos etc;</li> <li>● engage in extended conversations about stories, and non-fiction texts, learning and using new vocabulary.</li> </ul>
<b>Phonics</b>	<p>Children will:</p> <ul style="list-style-type: none"> <li>● take part in finger gym activities and exercises to strengthen finger muscles;</li> <li>● use some of their print and letter knowledge in their early writing;</li> <li>● ascribe meanings to marks seen in different places;</li> <li>● recognise their own name and logos etc;</li> <li>● use writing in a wide range of ways: Christmas cards, invitations, nativity tickets, lists for Father Christmas, postcards etc;</li> <li>● use a variety of materials to explore: pencils, crayons, chalks, paint, ink etc.;</li> <li>● use name cards to write some or all of their names;</li> <li>● use the language 'up, down, round, back etc. to help them when writing.</li> </ul>
<b>Mathematics</b>  Maths Mastery plans used for coverage/links to Development Matters	<p>Children will:</p> <ul style="list-style-type: none"> <li>● recite numbers beyond 5;</li> <li>● say one number for each item in order: 1,2,3,4,5;</li> <li>● count in sequence (forwards, backwards, using actions and through songs and games);</li> <li>● count objects, pointing out the last number;</li> <li>● play number games and collect a specific number of items;</li> <li>● finger numbers up to 5 (linking numerals and amounts throughout the setting);</li> <li>● identify small groups of objects in 2's and 3's (subitise up to 3 objects without having to count them individually);</li> <li>● sort by size and capacity (vehicles and trucks);</li> <li>● categorise by colour;</li> <li>● explore numerals and number tracks;</li> <li>● learn to solve real world mathematical problems with numbers up to 5;</li> <li>● learn to compare quantities/amounts, e.g. how many animals have we seen now? Are there more/less? Is it bigger/smaller;</li> <li>● explore different sizes and shapes of containers in water and sand play, experimenting with quantities and measures;</li> </ul>

	<ul style="list-style-type: none"> <li>● notice and explore patterns in the natural world;</li> <li>● notice and correct an error in a repeating pattern;</li> <li>● develop positional language 'on top of' underneath, beside, next to, up, down, through, etc;</li> <li>● develop language for times of the day/days of the week, today, tomorrow &amp; yesterday;</li> <li>● make comparisons between objects relating to size, length, weight and capacity;</li> <li>● begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>
<b>Understanding the world (UW)</b>	<p>Children will :</p> <ul style="list-style-type: none"> <li>● use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary;</li> <li>● explore growth and decay over time linked to plants in the garden;</li> <li>● learn to make connections between the features of their families and other families, beginning to notice differences between people and develop positive attitudes about the differences between people;</li> <li>● talk about family celebrations, photos and memories;</li> <li>● show interest in different occupations and explore how things work;</li> <li>● plant seeds and care for growing plants, exploring the key features of the life cycle of a plant and an animal;</li> <li>● begin to understand the need to respect and care for the natural environment and all living things;</li> <li>● explore and talk about different forces they can feel, exploring and investigating how different toys work such as wind-up toys, pulleys, sets of cogs and pegs with boards;</li> <li>● know that there are different countries in the world and talk about the differences they have experienced or seen in photos;</li> <li>● learn about a variety of foods and the importance of healthy eating and good dental care.;</li> <li>● explore natural materials in the outdoor environment to investigate and talk about, to create a suitable habitat for garden minibeasts;</li> <li>● learn to identify a variety of farm animals, matching adult animals to their young.</li> </ul>
<b>Expressive art and design (EAD)</b>	<p>Children will:</p> <ul style="list-style-type: none"> <li>● take part in simple pretend play, using an object to represent something else even though they are not similar;</li> <li>● engage in daily singing and rhyme time;</li> <li>● begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc;</li> <li>● make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park;</li> <li>● explore different materials freely, to develop their ideas about how to use them and what to make;</li> <li>● develop their own ideas and then decide which materials to use to express them;</li> <li>● join different materials and explore different textures;</li> <li>● draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises;</li> <li>● show different emotions in their drawings and paintings, like happiness, sadness, fear, etc;</li> <li>● explore colour and colour mixing and talk about the differences between colours;</li> <li>● show different emotions in their drawings – happiness, sadness, fear, etc;</li> <li>● listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings;</li> <li>● be able to explore and use a variety of percussion instruments through phonic acquisition and free exploration;</li> <li>● engage in a variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children's imaginative play;</li> <li>● learn a variety of songs and will move to the music/songs. The children will begin to develop their 'singing voice' using a range of pitches. The children will engage in pitch matching activities;</li> </ul>