

Horrabridge Primary and Nursery School

Nursery Curriculum Overview

EYFS Area	PSED	C&L	PD	Literacy	Maths	UTW	EAD
<p>2-3 Goals</p> <p><i>(By the time I am three years old...)</i></p>	<p>I can begin to play alongside other children.</p> <p>I can express my emotions and begin to regulate them with help.</p>	<p>I can communicate my needs and wants using gestures and short sentences.</p> <p>I can use around 300 words, including some descriptive language.</p>	<p>I can climb confidently, catch a large ball and pedal a tricycle (gross motor skills).</p> <p>I can use different tools to make marks and manipulate different materials.</p>	<p>I can make marks and assign some meanings.</p> <p>I love looking at books and listening to stories.</p>	<p>I can develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>I can compare sizes, weights etc. using gestures and language.</p>	<p>I can explore and show curiosity, appreciation and respect for living things.</p> <p>I can notice differences between people.</p>	<p>I can enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>I can use my imagination to consider what I could make/do with different materials.</p>
<p>Activities and planning to achieve goals</p>	<p>Helping children build appropriate relationships with others</p> <p>Modelling positive behaviour</p> <p>Adult support in regulating emotions</p>	<p>Adult support with language, introducing Makaton signs for all children to convey key concepts/needs.</p> <p>Singing, action rhymes and sharing books.</p> <p>Giving simple one-step instructions, using the child's name.</p> <p>Narrating what the child is doing, e.g. 'You've got the ball.'</p>	<p>A wide range of opportunities for children to move throughout the day: indoors and outside, alone or with others, with and without apparatus. Include risky and rough and tumble play, as appropriate.</p> <p>Constant access to items which promote gross motor skills e.g. climbing equipment, bikes/trikes, balance beams. Regular use of large gym</p>	<p>Access to name cards with adult support to recognise their names.</p> <p>Constant access to mark making tools.</p> <p>Fine motor activities to build hand/finger strength.</p> <p>Encouraging discrimination of different sounds, and making sounds with our mouths and bodies.</p> <p>Daily stories, well</p>	<p>Constant access to resources allowing children to understand capacity e.g. containers in sand/water.</p> <p>Regular games and songs encouraging the reciting of numbers in order.</p> <p>Access to a wide range of objects to explore understanding of size, weight and number</p> <p>Inset puzzles and</p>	<p>Access to variety of natural objects and different textures</p> <p>Different sensory play opportunities</p> <p>Regular opportunities to explore outdoors including sensory garden, bug hotel, nature walks</p> <p>Asking questions to prompt discussion and awareness of differences</p> <p>Books supporting</p>	<p>Constant access to creative materials offering appropriate challenge</p> <p>Regularly changing materials to encourage engagement</p> <p>Roleplay props and prompts for participation with adult modelling.</p> <p>Regular singing/rhyme opportunities, opportunities to listen to different</p>

		<p>Play with groups of objects (different small world animals, or soft toys, or tea and picnic sets).</p>	<p>equipment in the hall.</p> <p>Constant access to resources support fine motor skills with enhanced activities rotated regularly to encourage engagement - threading, pegs, tweezers, screws, keys and locks etc.</p> <p>Constant access to mark making tools with adult modelling of pencil grips. Regular use of name cards for children to recognise their names. Fine motor activities to build on pencil control.</p>	<p>stocked library area with books rotated regularly. Sharing of books with an adult and discussion about familiar book characters.</p>	<p>jigsaws at different levels of difficulty</p> <p>Blocks and boxes to build with and stack Access to</p>	<p>diversity</p>	<p>types of music</p> <p>Access to variety of musical instruments</p>
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<p>End of Nursery Goals</p>	<p>I can talk about my feelings & emotions using words including 'sad', 'happy', 'angry', 'worried'.</p> <p>I can play cooperatively with one or more peers.</p>	<p>I can ask questions and respond to questions I am asked.</p> <p>I can hold a conversation with others.</p> <p>I can communicate my needs and wants in detail using spoken language.</p>	<p>I can put on clothes and shoes, with some help with fastenings.</p> <p>I can use a writing implement to write the first letter of my name, and at least one other.</p> <p>I can develop physical skills including balancing, climbing, jumping, running and riding.</p>	<p>I can write some or all of my name.</p> <p>I have developed phonological awareness.</p> <p>I can engage in extended conversations about stories, learning new vocabulary.</p>	<p>I can recite numbers in order to 10.</p> <p>I can recognise numbers to 5.</p> <p>I can use mathematical language relating to shape, space and measure.</p>	<p>I show an awareness of my own family and community.</p> <p>I know that there are differences between people and I have positive attitudes towards others.</p> <p>I can talk about cause and effect in different contexts.</p>	<p>I can make a representation of an object using preferred media.</p> <p>I can engage in and take on a role in pretend play.</p>
<p>Activities and planning to achieve goals</p>	<p>Small group sessions discussion emotions</p> <p>Support through adult interactions in working through difficulties</p> <p>Introduction to Emotional Logic concepts at age appropriate level</p> <p>Helping children build appropriate relationships with others</p> <p>Modelling positive behaviour</p>	<p>Opportunities to talk and share ideas.</p> <p>Prompts for discussion e.g. varies toys, activities, pictures and items of interest.</p> <p>Modelled conversation skills.</p>	<p>Adult encouragement and assistance in dressing, gradually building on independence</p> <p>Working with parents to ensure children have clothes which allows them to be independent</p> <p>Constant access to items which promote gross motor skills e.g. climbing equipment, bikes/trikes, balance beams. Assault</p>	<p>Constant access to mark making tools with adult modelling of pencil grips.</p> <p>Regular use of name cards for children to recognise their names. Fine motor activities to build on pencil control.</p> <p>Discussions around the shape of letters. Phonics based activities (Foundation for Phonics) encouraging discrimination of different sounds, and making sounds with our mouths and</p>	<p>Regular games and songs encouraging the reciting of numbers in order.</p> <p>Games and activities to reinforce meaning of numbers, linking numbers of objects.</p> <p>Access to visual displays linking numerals to amounts, regular and varied number games with a focus on deeper understanding of numbers up to 5.</p>	<p>Opportunities to talk about family regularly</p> <p>Availability of books showing different types of families and ways of living</p> <p>Talk about differences and similarities regularly, link to topic areas e.g. when looking at different countries, celebrations and ways of life</p> <p>Opportunities to learn about the world around them -</p>	<p>Constant access to creative materials offering increasing challenge</p> <p>Regularly changing materials to encourage engagement</p> <p>Roleplay props and prompts for participation.</p> <p>Varying props to encourage engagement in different types of play</p> <p>Wide range of</p>

	<p>Books with positive behaviour models, discussions around actions of characters</p>		<p>course materials provided for the children to use independently to build their own courses. Regular use of large gym equipment in the hall.</p> <p>Constant access to resources support fine motor skills with enhanced activities rotated regularly to encourage engagement - threading, pegs, tweezers, screws, keys and locks etc.</p> <p>Constant access to mark making tools with adult modelling of pencil grips. Regular use of name cards for children to recognise their names. Fine motor activities to build on pencil control.</p>	<p>bodies. Regular oral blending games.</p> <p>Access to visual displays with letters, familiar written logos and name cards to encourage talk around the appearance of letters (graphemes) and their sounds (phonemes), making links to initial sounds in familiar words e.g. children's names</p> <p>Daily stories, well stocked library area with books rotated regularly. Children are encouraged to look at books independently, or to share with an adult. Key texts link to topics read several times to encourage deeper understanding.</p>	<p>Regular rotation of activities relating to other mathematical concepts with adults introducing key vocabulary relating to size, time, money etc.</p> <p>Constant access to resources allowing children to understand capacity e.g. containers in sand/water.</p>	<p>children show how to observe and care for nature and given first hand experiences. Opportunities for learning cause and effect through sensory play. Simple science experiments showing children changes and effects, encourage making predictions</p>	<p>musical instrument to freely explore alongside adult modelling of skills</p>
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Links to School Curriculum

	Art	DT	Music	Geography	History	RE
Key Vocab	Playdough Mould Paint Drawing	Junk Materials Construction Kits	Instrument Nursery rhyme	Inside Outside Garden Playground Hall	Today Tomorrow Yesterday Next week Next year After Before	Different Same Special Story Celebration Festival Belief Behave
Key Knowledge	<p><u>As a 2/3 Year old I need to know:</u> If I put an object or body part in a material, like paint, and then put that onto a piece of paper it will make a mark</p> <p>Red, blue, yellow are the names of three colours</p> <p>Play Dough is soft so I can change its shape</p> <p><u>By the end of Nursery I need to know:</u> If I add details to the shapes I draw it will express my ideas more clearly If I mix two colours together it will make a new/different colour The world is full of</p>	<p><u>As a 2/3 Year old I need to know:</u> If I put flat objects on top of each other they will stack and I can build them higher</p> <p>I can use tape and glue to stick things together</p> <p>I can ask an adult if I need help</p> <p><u>By the end of Nursery I need to know:</u> I can join materials together by using Pritt stick, PVA glue or masking tape</p> <p>I can use child scissors to cut some materials but I might need an adult to help me cut thicker/stronger materials</p>	<p><u>As a 2/3 Year old I need to know:</u> Most words and/or actions to at least two Nursery rhymes/songs</p> <p>That instruments produce sounds</p> <p><u>By the end of Nursery I need to know:</u> Words to 5 different Nursery rhymes/songs</p> <p>That instruments can produce different sounds</p>	<p><u>As a 2/3 Year Old I need to know:</u> In Nursery, we use our classroom, the Reception classroom, the hall, the garden and the playground. What I use each area for.</p> <p><u>By the end of Nursery I need to know:</u> I go to Horrabridge Primary and Nursery School. Horrabridge School has classrooms, a hall, an office, computer room, 2 playgrounds, a pond, a garden and a field.</p>	<p><u>As a 2/3 Year Old I need to know:</u> There are different key things in the day, eg. lunchtime and home time</p> <p><u>By the end of Nursery I need to know:</u> That events happen in time order</p> <p>That some things have already happened and some things will happen</p> <p>Know that some things happened a short time ago and other things happened a VERY long time ago e.g. know that dinosaurs lived long ago</p>	<p><u>What I need to know</u> <u>Child speak:</u> I know different people believe different things. I know this can affect how they behave and how they live life. I know different people have different special things. I know different people have different special places. I know stories and celebrations. I know different foods. I know different types of music.</p>

	<p>colour Play Dough can be moulded into different shapes</p>					
Key Skills	<p><u>As a 2/3 year old I will be able to:</u> Explore paint using my fingers, feet, brushes and other objects</p> <p>Express my ideas and feelings through mark making in different materials such as paint, mud, cornflour</p> <p>Name 3 colours</p> <p>Explore Play Dough and see how it changes shape when I push, stretch, roll and pat it</p> <p><u>By the end of Nursery I will be able to</u> Make closed shapes with lines and use these shapes to represent objects such as an animal or a vehicle</p> <p>Draw with more detail such as a face with a circle for the outline and including the eyes, nose and mouth</p> <p>Explore making colours</p>	<p><u>As a 2/3 year old I will be able to:</u> Explore different materials including fabrics, 'junk' materials and construction kits</p> <p>Sometimes have a purpose for what I want to make, with an adult helping me decide, if I need it</p> <p>Join things together by stacking them or sticking them with glue or tape</p> <p>Show an adult what I have made</p> <p><u>By the end of Nursery I will be able to</u> Make a model choosing materials from a selection that have been set out for me, such as paper, card, 'junk' materials, for example a car or a tower</p> <p>Join my materials with Pritt stick, PVA glue or</p>	<p><u>As a 2/3 year old I will be able to:</u> Move and dance to music</p> <p>Join in with a variety of songs using words or actions</p> <p>Play music using different dynamics (varying tempo, pitch etc.)</p> <p><u>By the end of Nursery I will be able to</u> Move rhythmically in response to music i.e vary my movements according to pitch/tempo of songs</p> <p>Sing along to a variety of nursery rhymes and other familiar songs</p> <p>Use basic terms to describe music e.g. fast/slow</p>	<p><u>As a 2/3 Year Old I will be able to:</u> Physically identify areas of Horrabridge Primary and Nursery School that I use.</p> <p><u>By the end of Nursery I will be able to:</u> Identify land use of Horrabridge Primary and Nursery School. Recognise a photo of the school taken by an adult and say what it shows. Communicate geographical information through photos to produce a simple map.</p>	<p><u>By the end of this unit, I will be able to:</u> Anticipate time based events e.g. lunch time, home time.</p> <p>Use some words relating to time e.g. 'yesterday', 'tomorrow' Begin to be able to order familiar events in a daily timeline e.g. lunch time, then play time, then home time</p> <p>Retell a simple event in chronological order</p> <p>Use time based words and phrases e.g 'next week', 'next year' and name some days of the week and months of the year. May be able to say e.g. "I go to Reception in September" or "My birthday is in May"</p>	<p><u>By the end of Nursery, I will be able to:</u> Talk about and explore RE through the themes of:</p> <p>Myself People who help us Special times My life Friendship Our community My senses Welcome Special books My special things Belonging Stories People special to me Special places The natural world</p>

	<p>by mixing some together and talk about the difference between colours</p> <p>Talk about colours I can see in the environment</p> <p>Use Play Dough to make shapes to represent my ideas</p>	<p>masking tape to make my model, asking for help if needed</p> <p>Build with construction kits, such as Duplo and wooden blocks</p> <p>Talk to an adult about what I have made</p>				
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Links to School Curriculum cont'd

	PSHE	PE	Science	Computing
Key vocabulary	Feelings Happy Sad Angry/Cross	Jump Run Hop Slow Fast Throw Kick Catch Balance	Cat Dog Pet Puppy Kitten Tree Baby Head/ arms/ legs/ eyes/nose/ears/mouth/hair Flower hard/soft Feel Weather Rainy/Sunny/Cloudy/Windy Spring/Summer/Autumn/Winter Hot/Cold Float/Sink	Touchscreen Phone Tablet Beebot Camera Keyboard
Key Knowledge	<p><u>As a 2/3 year old, I need to know:</u></p> <ul style="list-style-type: none"> that I can calm myself with deep breaths, quiet time, a comfort blanket/toy. that sometimes I might need a grown up to help me when I am feeling upset. what I like in terms of favourite foods/activities/songs. how to show my emotions to someone else using my voice and my face. how to help myself with some simple activities or 	<p><u>For 2-3 year olds:</u></p> <p>-I can kick and throw large balls -I can run and walk, moving for pleasure</p> <p><u>By the end of Nursery:</u></p> <p>-I can move my body in different ways -I can balance across different objects,using my hands to help me -I can control the direction of my running to avoid obstacles</p>	<p><u>For 2-3 year olds:</u></p> <ul style="list-style-type: none"> Know that words and signs can be used to identify and name living things. Know that things will roll down a slope/slide. Know that things fall back down after being thrown up. Notice changes in the weather and use simple words to describe weather conditions (e.g. 'hot' and 'cold'). <p><u>For 3-4 year olds (Pre-Reception):</u></p>	<p><u>As a 2-3 year old, I need to know:</u></p> <p>That touching a screen can make things happen.</p> <p>That we have and use technology in our schools and homes.</p> <p><u>As a 3-4 year old, I need to know:</u></p> <p>That when I press a key on a keyboard, it will make something happen on the computer or device.</p> <p>That pressing buttons on a Beebot can make it move.</p>

	<p>actions.</p> <ul style="list-style-type: none"> • how to wait my turn patiently. <p><u>At the end of Nursery, I need to know:</u></p> <ul style="list-style-type: none"> • how to engage in some simple activities by myself, confidently, such as washing my hands, lining up for lunch, putting my coat on. • that I am responsible for managing my own behaviour. • how to solve some simple problems, such as finding a toy/resource or how to ask for help if I am stuck. • some basic rules for how to behave, such as waiting my turn, putting my hand up, lining up without pushing in. • some simple emotions, such as happy/sad and be able to talk about these. • ways I can approach other children and engage them in a play activity with me. 	<p>-I can kick and throw large and small balls -I can catch large objects</p>	<ul style="list-style-type: none"> • Know that different words can be used to describe plants and animals. • Know that plants grow from seeds. • Know that caterpillars change into butterflies. • Know that throwing something harder will make it go further. • Know that riding a trike down a slope makes it go faster. • Know that simple words can be used to describe different objects (e.g. hard or soft). • Know that in the UK there are 4 seasons called Spring, Summer, Autumn, Winter. • Know that in summer it is hot, in winter it is cold, in autumn the leaves fall from the trees. • Know that some objects float (above water). • Know that some objects sink (below water). • know that things appear larger when looked at through magnifying glasses. 	
Key Skills	<p><u>As a 2/3 year old, I will be able to:</u></p> <ul style="list-style-type: none"> • find ways to calm myself. 	<p><u>By the end of Nursery:</u> -I know that keeping active is good for my body</p>	<p><u>For 2-3 year olds:</u></p> <ul style="list-style-type: none"> • Show interest in living things and name some, using words or signs. 	<p><u>As a 2/3 year old I will be able to:</u></p> <p>Use play phones correctly during</p>

	<ul style="list-style-type: none"> • express my preferences and my emotions. • manage transitions between activities and places. • show more independence and need less help from adults. • play alongside other children. • show some ability to control myself, such as waiting for a turn. <p><u>At the end of Nursery, I will be able to:</u></p> <ul style="list-style-type: none"> • be more confident in activities and doing things by myself. • develop a sense of responsibility. • help my friends solve problems when we are playing. • follow rules more and more. • talk about my feelings and name some of the emotions I feel, such as happy/sad. • make friends. 	<p>-I know that I need food and drink to keep my body working</p> <p>-I know I need to keep clean and brush my teeth</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of cause and effect in play e.g knowing that things will roll down a slope/slide, or that things come back down after being thrown up. • Notice changes in the weather and use words to describe the weather conditions (e.g. 'hot' and 'cold'). <p><u>For 3-4 year olds (Pre-Reception):</u></p> <ul style="list-style-type: none"> • Talk about changes in living things (e.g plants grow from seeds, and caterpillars change into butterflies). • Talk about cause and effect in play, and show an understanding of how to affect simple changes (e.g throwing something harder makes it go further, or riding a trike down a slope makes it go faster). • Talk about seasonal changes and know basic facts (e.g. in summer it is hot, in winter it is cold, in autumn the leaves fall from the trees). • Begin to understand that different objects float (above water) and sink (below water). • Use magnifying glasses and understand that they are used to make things appear bigger. 	<p>imaginative play</p> <p>Have an awareness of touchscreen technology on phones and tablets</p> <p>Be able to tap a touchscreen and connect this action to an effect on screen</p> <p><u>As a 3/4 year old I will be able to:</u></p> <p>Use play phones, keyboards, and camera correctly during imaginative play</p> <p>Play a simple game on an iPad</p> <p>Name some technological devices eg phone, tablet, camera</p> <p>Create movement on a Beebot.</p> <p>Know that you can retrieve information from a computer</p>
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