



Curriculum Framework for the Nursery



Early Years Foundation Stage ~ Curriculum Principles and Rationale for the Nursery

In the Nursery we plan a coherent, inspiring and developmentally appropriate curriculum for our youngest learners, constructed from the statutory Early Years Foundation Stage (2021), studying some of the similar themes as the Reception classes where possible to enable collaboration learning. We have high expectations of our children and view them as strong, powerful and curious learners. Through those moments of curiosity, puzzlement, effort or interest, the skilful adults scaffold learning and add intellectual challenge through pondering, questioning and researching together.

By using this approach, the adults are alert to individual children (observing), thinking about what it tells us about the child's learning (assessing), and always ready to respond by using appropriate strategies at the right moment to support children's well-being and learning (planning for the next possibilities). This leads to a bespoke and relevant curriculum which is wholly supportive of the development of language and relationships through play. Play is the mode in which children meaningfully develop characteristics of effective learning.

This document informs a variety of adult led times which children in the Nursery class participate in. This is in addition to the highly personalised interactions that children receive during their child led times of the day. The framework has some core learning experiences yet remains flexible and can be adapted according to the needs and interests of the children (we follow the Little Wandle letters and sounds programme and the Jigsaw units throughout the year).



Autumn Term ~ Me and my shadow

Autumn Term Rationale: The Autumn term is when most children will attend Nursery for their first time. This is a period of transition for all children, for many it is the first time they have been away from their main caregivers; in addition to being in an English speaking environment. We take time to get to know the children well and understand the starting points of their learning journey and previous experiences. Adult led times in the autumn term focus on **engagement** and **enjoyment**. We encourage the children to join in with a focus and provocation / invitation that has been considered and planned by the adults (adult led time). This could be developing ideas for a project or becoming engaged in an area of learning. We endeavour to make this time enticing and developmentally appropriate so that children learn that adult led times are interesting, positive and rewarding ~ a time where ideas can be shared and exciting learning happens. In doing so children's listening, attention, focus and concentration develop. Most importantly they develop pro social feelings and a sense of community which keep them connected to adults and children in the group.

Autumn 'read a lot' texts:

Brown Bear Brown Bear What do you see? Eric Carle

Dear Zoo – Rod Campbell

Where's Lenny? – Ken Wilson-Max

A New House for Mouse – Petr Horacek

Rosie's Walk – Pat Hutchins

The Drum – Ken Wilson-Max

Circle, Triangle, Square - Mac Barnett

& Jon Klassen

Proposed texts for project work:

I Love Me! - Marvyn Harrison & Diane Ewen

Who Are You? - Smriti Halls & Ali Pye

Shark in the Dark – Nik Sharratt

Wow! said the owl – Tim Hopgood

The Gruffalo's Child – Julia Donaldson

Night Monkey, Day Monkey - Julia Donaldson and Lucy Richards

All Through the Night – Polly Faber

Autumn term core songs and rhymes:

Hello and goodbye song

Open, shut them

Teddy Bear

Twinkle Twinkle Little Star

Incy Wincy spider

1, 2, 3, 4, 5 Once I caught a fish alive

Row, row, row your boat

Autumn term experiences:

Winter Concert – Listening to and playing percussion with an orchestra.

Learning how to safely light a fire.

Widening Vocabulary:

Change colour, leaves fall, conkers, acorns, season, Autumn, colder, darker.

Sun. moon, stars, planets, solar system.

Habitat, freezing, snow, wind, ice, sleet.

Autumn Term Focus Group Times

Coming together to sing and listen to favourite and familiar stories are a key feature in the Autumn term. This happens in a large group and smaller groups for those children who feel more comfortable in a quieter space. Both groups are supported by known and nurturing adults who help the children to listen actively ~ we use the terminology and prompts of 'good looking, good sitting and good listening'. We enjoy stories together as soon as the children start, to develop their passion for books and follow the Little Wandle letters and sounds programme.

Spring Term ~ Me and my seed

Spring Term Rationale: The core purpose of adult led times in the spring term is to build upon children's listening, attention and communication skills, to widen their vocabulary and exposure of texts and to develop their sense of enquiry and investigation. We are mindful that children's active listening skills develop uniquely and that some will benefit from smaller group. Children are encouraged to share their ideas and thinking with the adults and their friends.

Spring 'read a lot' texts:

Would You Rather – John Birmingham
Jasper's Beanstalk – Mick Inkpen
Jack and the Beanstalk
Monster Clothes – Daisy Hirst
Hello! A counting book of kindness Hollis Kurman
& Barroux

Proposed texts for project work:

Oliver's Vegetables – Vivian French
& Alison Bartlett
Bloom – Anne Booth & Robyn Owen Wilson
The Extraordinary Gardener – Sam Broughton
Sunflower Shoots and Muddy Boots - Katherine Halligan
& Grace Easton

Spring term core rhymes:

A sailor went to sea, sea, sea
One little finger
Fox in a box
Wiggly Woo

Spring term experiences:

Working in the Nursery garden,
planting bulbs and vegetables.

Visiting the pond at the wildlife
garden.

A visit from Devon Wildlife Trust.

Cooking on the fire pit.

Widening Vocabulary:

Pot, soil, beans, seeds, growing,
leaves, roots, petal, stem, sunlight,
water.

		Lifecycle, egg, hatch, frogspawn, tadpole, froglet, egg, caterpillar, cocoon.
Spring Term Focus Group Times <p>Group times during the spring term have a key focus on developing and expanding the children's communication and language, literacy and mathematical skills. Number rhymes and texts which support children's understanding of number and numerical pattern are explored frequently, alongside investigations and solving problems. Children learn how to identify the initial sounds of words and names of objects, distinguish different sounds and play with voice sounds. Group times enable the children to become engaged and involved in the current project, ask questions and learn new information and facts.</p> <p>Through meaningful and fun activities, children develop their fine motor skills with support from an adult when needed. We continue to follow the Little Wandle programme.</p>		
<h2 style="text-align: center;">Summer Term ~ Me and my world</h2>		
Summer Term Rationale: The summer term offers an opportunity to extend children's focus and attention during adult led times and to introduce them to more complex instructions in preparation for transitioning to Reception. Developing children's communication and language skills remains at the core of everything that we do and longer, more complex 'read a lot' texts support this. Those children who require further support continue to access smaller groups planned around their individual needs and are fully supported by a known and nurturing adult when with the whole group.		
Summer 'read a lot' Texts: The Very Hungry Caterpillar – Eric Carle The Tiger who came to tea – Judith Kerr How to hide a Lion – Helen Stevens Caterpillar Cake – Matt Goodfellow Would you like a banana? – Yasmeen Ismahli Ten Fat Sausages - Michelle Robinson & Tor Freeman How big is a million? Anna Milbourne	Summer term core rhymes: Fox in a box Baa Baa Black sheep (change the words) Little Peter Rabbit Little Arabella Miller	Summer term experiences: Bird watching Building Bug Hotels Planting and growing in the Nursery allotment

<p>& Serena Riglietti</p> <p>Proposed texts for project work: My Village - Danielle Wright & Mique Moriuchi Me and Mister P: Maya's Storm - Maria Farrer & Daniel Rieley Kew: Lift and Look Fruit and Vegetables - Tracy Cottingham</p>		<p>Widening Vocabulary:</p> <p>Sea, underwater, saltwater, fish, sea creatures.</p> <p>Seasons, summer, summer holiday, sunlight, sun, growing, sun burn, sun cream, water, flowers, leaves, bees, sunflowers, pollen.</p>
<p>Summer Term Focus Group Times:</p> <p>Nursery children expand their emotional vocabulary for feelings as they fully join in the routines of group time and share how they are. Practitioners encourage children's listening to their peers and use group times as an opportunity to develop children's social turn taking skills. Children enjoy listening to and talking about longer, more complex texts including but not limited to the 'read a lot' texts.</p> <p>Focused adult led activities continue to deepen children's communication and language, literacy and mathematical skills. Children enjoy changing the words to known and traditional rhymes. Children continue to develop their understanding of letters and sounds through the Little Wandle programme, foundations for phonics.</p> <p>Daily number rhymes and stories support counting forwards and backwards, representing these numbers on their fingers or with the Numicon. Children have increased opportunities to share their thinking and work collaboratively with their peers.</p> <p>Children continue to develop their fine motor skills and pincer grip to support them with their writing as they transition into Reception.</p>		

Exciting Learning Experiences in the Nursery

Exhibition at the Phoenix in Exeter ~ June 2022

NURSERY SCHOOL: PHOTO ARK PROJECT

TUE 24 MAY 2022 - MON 27 JUN 2022

CATEGORY

ART ART & EXHIBITIONS

WALKWAY GALLERY

PRICE

Free



STOKE HILL INFANT AND NURSERY SCHOOL: PHOTO ARK PROJECT

Children from Stoke Hill Infant and Nursery school have been making drawings in response to the work of photographer and conservationist Joe Sartore engaging with an [international project called Photo Ark](#).

The project uses the power of photography to inspire people to help save species at risk before it's too late.

"The children at Stoke Hill Nursery School became absorbed in learning about polar bears and endangered animals through their project work, raising over £250 pounds towards climate change and adopting a polar bear. We shared the photographs from the Photo Ark as part of the project which inspired the children to draw animals and animal features from their photographs. The project has now evolved into the invention of magical creatures, based on their recent experiences of studying and observing exotic animals such as a gecko and a bearded dragon. The children have started to devise their own creatures on the features and characteristics of the animals they studied, such as 'My creature is really fluffy with sharp teeth – it can bite you but the bite can also heal you if you are hurt'. Clare Farion – Teacher

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