



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 Framework (2021), studying some of the similar themes as the Reception classes where possible to enable collaborative 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 wellbeing 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

'All About Me' and 'Light and Dark'

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 prosocial feelings and a sense of community which keep them connected to adults and children in the group.

Autumn 'read a lot' texts:

The Boy Who Loved Everyone - Jane Porter
 Hello - Hollis Kurman and Barroux
 The Same but Different Too - Karl Newson and Kate Hindley
 How to Count to One - Casper Salmon and Matt Hunt
 The Stompysaurus - Rachel Bright
 Little Wandle Key Texts

Proposed texts for project work:

Lulu's first day - Anna McQuinn
 Who Are You? - Smriti Halls
 The Colour Monster - Anna Llenas
 Superhero Like You – Dr Ranj
 Leaf Man - Lois Ehlert

Autumn term core songs and rhymes:

Hello and goodbye song
 Open, shut them
 Teddy Bear
 Miss Molly Had a Dolly
 Pat-a-cake
 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:

Sing and Sparkle - winter performance
 Explore and Create - Christmas
 Cooking on the fire pit.

Widening Vocabulary

Family, love, care, respect.
 Change, colour, leaves, fall, conkers, acorns, season, Autumn, colder, darker.
 Shadows, light, dark, reflections, day, night

Autumn Term Focus Group Times

Coming together to sing and listen to favourite and familiar stories is 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 Nursery to develop their passion for books, and follow the Little Wandle letters and sounds programme.

Spring Term

'Once Upon a Time' and 'All Things Great and Small'

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 a smaller group. Children are encouraged to share their ideas and thinking with the adults and their friends.

Spring 'read a lot' texts:

Colour and Me! - Michaela Dias-Hayes
Shark in the Park - Nick Sharratt
There's a Mouse in My House - Ross Collins
Lulu Loves Flowers - Alanna Max
Blow a Kiss, Catch a Kiss (Poetry) - Joseph Coelho
Little Wandle Key Texts

Proposed texts for project work:

Goldilocks and the Three Bears
The Gingerbread Man
Three Little Pigs
The Billy Goats Gruff
The Hungry Caterpillar - Eric Carle
You Choose! - Pippa Goodhart
Dear Zoo - Rod Campbell

Spring term core rhymes

Baa, Baa, Black Sheep
Humpty Dumpty
Jack and Jill
Wiggly Woo
Little Arabella Miller
Down at the Station
Hey, Diddle, Diddle
Incy Wincy Spider
One Little Finger
Fox in a Box
Wiggly Woo

Spring term experiences:

Secret Storyteller
A visit from Really Wild Learning
Explore and Create - Mother's Day

Widening Vocabulary:

Fairytale, traditional tale, beginning, middle, end, character, verbs, nouns, wonder.
Animals, great, small, moving, habitat, lifecycle.

Spring Term Focus Group Times

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. Children enjoy changing the words to known and traditional rhymes. Group times enable the children to become engaged and involved in the current project, ask questions and learn new information and facts.

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.

Summer Term

'Planting and Growing' and 'My World'

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:

Jasper's Beanstalk - Nick Butterworth and Mick Inkpen
Fruit and Vegetables - Tracy Cottingham
Trains Trains Trains! - Donna David
Boo! - Kate Read
Hooray for Fish - Lucy Cousins
I Don't Want to be Small - Laura Ellen Anderson
Little Wandle Key Texts
Proposed texts for project work:
The Tiny Seed - Eric Carle
Starting School - Janet and Allen Ahlberg
Sam Plants a Sunflower - Axel Scheffler and Kate Petty
Jack and the Beanstalk
The Colour Monster Goes to School - Anna Llenas

Summer term core rhymes:

Hickory, Dickory, Dock
Mary, Mary, Quite Contrary
Little Peter Rabbit
One, Two, Buckle my Shoe
Lavender Blue
A Sailor Went to Sea, Sea, Sea
If You're Happy and You Know It
Five Little Dragons

Summer term experiences:

Planting seeds with the gardener
Visiting the wildlife garden pond
Visit from Plastic Pirates
Building animal habitats (bug hotel, hedgehog house)
Picnic on the field
Explore and Create - Father's Day

Widening Vocabulary:

Pot, soil, beans, seeds, growing, leaves, roots, petal, stem, sunlight, water, flowers, leaves
Seasons, summer, holiday, sun, sunburn, sun cream, journey, travel, seaside, environment, ocean, underwater, sea creatures

Summer Term Focus Group Times:

Nursery children expand their emotional vocabulary for feelings as they fully join in the routines of group time and share how they are feeling. 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. Focused adult-led activities continue to deepen children's communication and language, literacy and mathematical skills. Children continue to develop their understanding of letters and sounds through the Little Wandle programme, Foundations for Phonics. 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. Children continue to develop their fine motor skills and pincer grip to support them with their writing as they transition into Reception.

Exciting Learning Experiences in the Nursery

Explore and Create Week

Explore and Create is an opportunity for the families to come into the Nursery every morning for a week, each term. Children have the opportunity to teach their families creative skills they have been learning in Nursery.

