



Thrumpton
Primary Academy

Nursery Curriculum

We empower | We respect | We care

Part of  **Diverse
Academies**

OUR NURSERY CURRICULUM

"AT THRUMPTON, WE AIM TO 'MAKE LEARNING IRRESISTIBLE'. THIS RUNS THROUGH EVERYTHING WE DO, FROM LESSONS, OUR LEARNING ENVIRONMENT BOTH INDOORS AND OUTDOORS TO VISITS AND VISITORS. OUR SCHOOL IS AN AMAZING PLACE TO BE AND THE STAFF AND CHILDREN ARE ALL VERY PROUD TO BE PART OF TEAM THRUMPTON!"

CHILDREN FEEL VALUED AND LOVED IN SCHOOL AND STAFF PRIDE THEMSELVES ON BUILDING STRONG RELATIONSHIPS WITH BOTH PARENTS/CARERS AND CHILDREN. WE TEACH LITERACY AND MATHS TO A HIGH STANDARD AND CHILDREN MAKE EXCELLENT PROGRESS THROUGHOUT THE EYFS. WE TREAT EVERY CHILD AS AN INDIVIDUAL AND ARE COMMITTED TO THE DEVELOPMENT OF THE 'WHOLE CHILD'. WE WANT CHILDREN TO ENTER KS1 HAPPY, SELF-ASSURED, INDEPENDENT LEARNERS WITH A THIRST TO LEARN AND THE CONFIDENCE TO KNOW THAT THEY CAN DO ANYTHING THEY WANT TO DO AND THAT WE WILL SUPPORT THEM ON THEIR JOURNEY"
THE EYFS TEAM AT THRUMPTON

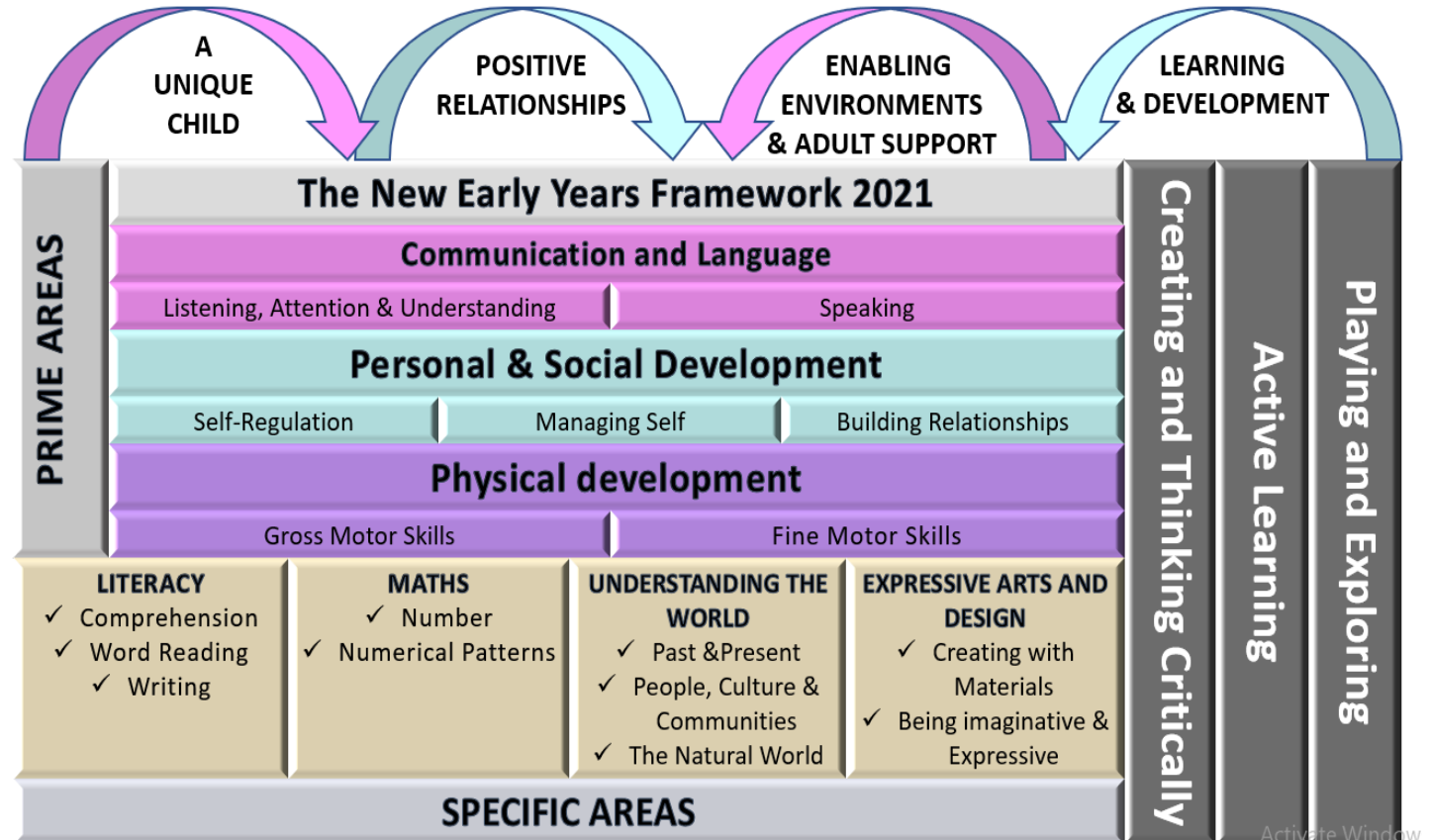
Team Thrumpton Traits

RESPECT
RESILIENCE
CREATIVITY
INDEPENDENCE
PRIDE

Be The Best You Can Be



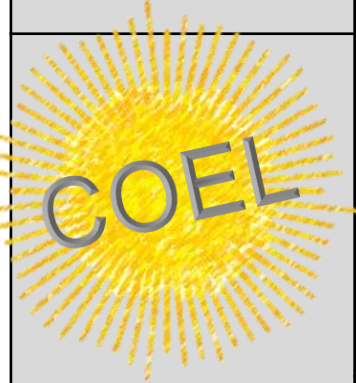
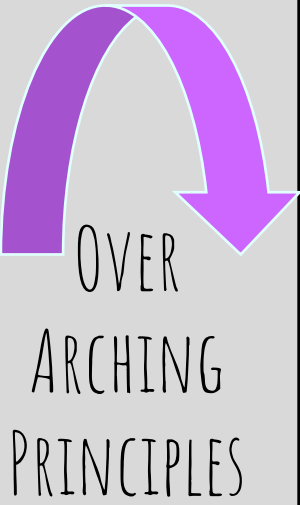
Thrumpton Primary Academy



NURSERY CURRICULUM

	 AUTUMN CYCLE 1	 AUTUMN CYCLE 2	 SPRING CYCLE 1	 SPRING CYCLE 2	 SUMMER CYCLE 1	 SUMMER CYCLE 2
<p>GENERAL THEMES</p> <p><i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i></p>	<p>LOOKING UP!</p> <p>Starting nursery My new class My Family Seasons / Season changes Day and night Bonfire Night celebrations The Nativity Father Christmas visits Christmas Lists</p>	<p>ONCE UPON A TIME!</p> <p>Traditional Tales Retelling stories Story features – author/ illustrator /characters / settings / blurb /front and back Little Red Hen – Harvest Bonfire night celebrations The Nativity Father Christmas visits Christmas Lists</p>	<p>READY STEADY GO!</p> <p>What is a journey? How do I get there? Where in the world have you been? Where do we live in the UK / world? Chinese New Year Easter</p>	<p>IT'S ALIVE!</p> <p>Life cycles Animals around the world Habitats Down on the Farm Mini Beasts Plants & Flowers Animal patterns Chinese New Year Easter</p>	<p>SPLISH SPLASH SPLOSH!</p> <p>Under the sea What lives in our pond? Life cycles Water cycle Plants & Flowers Floating and sinking Water art</p>	<p>HOLDING OUT FOR A HERO!</p> <p>Superheroes People who help us / Careers World of work / future aspirations Growing up</p>
<p>HIGH QUALITY TEXTS</p>	<p>Blue Balloon Rosie's Hat Once There Were Giants Tap the Magic Tree Owl Babies Papa please get the moon for me Day Monkey Night Monkey</p>	<p>Each Peach Pear Plum The Enormous Turnip The Gingerbread man The Three Little Pigs Little Red Riding Hood Goldilocks and the Three Bears The Christmas Story</p>	<p>The Bear in the cave The Train Ride This Bus is for us Duck in a truck Slowly Slowly said the Sloth The flying bath</p>	<p>Jack and the Beanstalk Jasper's beanstalk The Hungry caterpillar The Very Busy Spider The Bad Tempered Ladybird Dear Zoo Animal Boogie Oliver's vegetables / fruit salad Percy the Park keeper The Big Yellow Digger</p>	<p>Blue Planet David Attenborough Little People Down by the cool of pool Titch The Tiny Seed 10 Little Rubber Ducks Once Upon a Raindrop Tadpoles Promise In the pond Hooray for Fish Commotion in the Ocean Pirates Love Underpants We're Going on a Treasure Hunt</p>	<p>Superworm Superkid When I Grow Up Max There's a superhero in your book The Incredibles</p>
<p>'WOW' MOMENTS / ENRICHMENT</p> <p>Trip / visit</p>	<p>Autumn Treasure bag Autumn walk in school grounds Balloon release /Talking Tuesday Librarian visit Sue from Seventh Heaven Hedgehog Rescue visit Nursery Rhyme week Bonfire party Remembrance Day Christmas Time/Nativity/Santa</p>	<p>Baking plum pie Librarian Visit Sue from Seventh Heaven Hedgehog Rescue visit Nursery Rhyme week Bonfire party Remembrance day Christmas Time/Nativity/Santa</p>	<p>Bear hunt in wildlife area Transport WoW in Nursery Mode of transport trip World Book Day Valentines day Chinese New Year party Mothers day Pancake day Easter celebrations</p>	<p>Living eggs /Caterpillars Animal dress up day Animal arc / Farm or zoo trip World Book Day Valentines day Chinese New Year party Mothers day Pancake day Easter celebrations</p>	<p>Splish splash splosh into Nursery – day 1 Frogspawn or pond visits Planting seeds Kings park splash park End of year pirate party Father's Day Sports day Transition Parents as Partners /trip</p>	<p>Nurse /police officer/vet/soldier visit World of work day End of year superhero party Father's Day Sports day Transition Parents as Partners /trip</p>

NURSERY CURRICULUM

	AUTUMN CYCLE 1	AUTUMN CYCLE 2	SPRING CYCLE 1	SPRING CYCLE 2	SUMMER CYCLE 1	SUMMER CYCLE 2
GENERAL THEMES	LOOKING UP!	ONCE UPON A TIME!	READY STEADY GO!	IT'S ALIVE!	SPLISH SPLASH SPLOSH!	HOLDING OUT FOR A HERO!
 	<p>Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Thrumpton Primary Academy, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</i></p> <p><i>EYFS Team</i></p> <p style="text-align: center;">We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>					



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GENERAL THEMES	LOOKING UP!	ONCE UPON A TIME!	READY STEADY GO!	IT'S ALIVE!	SPLISH SPLASH SPLOSH!	HOLDING OUT FOR A HERO!
OUR VALUES ASSEMBLIES / CIRCLE TIME	Thrumpton School Rules Be Ready Be Respectful Be safe			Team Thrumpton Traits Respect Resilience Creativity Independence Pride		
ASSESSMENT OPPORTUNITIES	EExAT Baselines on entry Oracy Action plan - RAG rate class S,L&C Start attention and listening intervention Baseline identified children on ECAT trackers On going assessments Pupil progress meetings Parents evening info EExAT milestone assessments		On going assessments Attention and listening intervention Termly ECAT assessment Pupil progress meetings Parents evening info EExAT milestone assessments		Academy trust moderation On going assessments Termly ECAT assessment Pupil progress meetings Parents evening info EExAT milestone assessments Reports Exit EExAT data	
PARENTAL INVOLVEMENT	Staggered starts Weduc involvement Clever Fingers Nursery Rhyme Week Nativity Parent drop ins New parents meeting (Jan intake) Home visits (Jan) Parents as partners (Jan)		Weduc involvement Clever Fingers Mothers Day celebration World Book Day Parents Evening New parents meeting (April) Home visits (April) Parents as partners (April)		Weduc involvement New parents meeting (Sep) Home visits (Sep) Parents as partners (Sep)	



	AUTUMN CYCLE 1	AUTUMN CYCLE 2	SPRING CYCLE 1	SPRING CYCLE 2	SUMMER CYCLE 1	SUMMER CYCLE 2
GENERAL THEMES	LOOKING UP!	ONCE UPON A TIME!	READY STEADY GO!	IT'S ALIVE!	SPLISH SPLASH SPLOSH!	HOLDING OUT FOR A HERO!
COMMUNICATION AND LANGUAGE	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
LISTENING, ATTENTION AND UNDERSTANDING SPEAKING DAILY STORY TIME	<p>The children will explore a variety of stories, rhymes, poems and fiction linked to our theme, sharing books throughout the session and during our daily story time.</p> <p>The children will learn to develop their listening and attention during story time. Children will learn to focus on the story and speaker.</p> <p>The children will learn our good sitting, good listening, good looking, good thinking and good talking prompts (circle time)</p> <p>The children will begin to learn new vocabulary that is explored through a variety of texts.</p> <p>The children will be offered a language rich environment in which adults talk with children throughout the day.</p> <p>The children will extend their vocabulary exploring unfamiliar words and concepts and gaining an understanding of what they mean through stories and other activities.</p> <p>Children will explore new vocabulary which occurs frequently in books and other contexts.</p> <p>Children will be encouraged to talk about what is happening and give their own ideas.</p> <p>Children will be offered lots of interesting things to investigate, encouraging them to ask questions.</p> <p>The children will take part in our Christmas Nativity performance.</p>	<p>The children will become familiar with and grow to love a variety books, songs and rhymes.</p> <p>The children will engage in a variety of story retelling activities to help children retell, invent and tell their own rhymes, songs and stories:</p> <ul style="list-style-type: none"> -Small world-based play -Helicopter stories -Story sacks -Puppet shows -Hot seating -Role play/Dressing up <p>Children will hear correct pronunciations modelled to them by teachers and staff members, e.g. ‘swimmed/swam’</p> <p>The children will explore a variety of traditional and fairy tales. The children will explore, events and characters.</p>	<p>Children will engage in back-and-forth interactions with adults.</p> <p>Children will be encouraged to use ‘thinking time’ before responding.</p> <p>Children will begin to learn to ‘work together’ in an intellectual way to solve a problem, clarify a concept, evaluate activities and extend a narrative.</p> <p>Children will learn to talk with a partner before sharing ideas during our altogether learning time.</p> <p>Children will explore ‘I wonder’ questions to encourage and promote thinking and challenges.</p> <p>Children will engage in scientific investigations to explore their ‘thinking’.</p>			

	AUTUMN CYCLE 1	AUTUMN CYCLE 2	SPRING CYCLE 1	SPRING CYCLE 2	SUMMER CYCLE 1	SUMMER CYCLE 2
GENERAL THEMES	LOOKING UP!	ONCE UPON A TIME!	READY STEADY GO!	IT'S ALIVE!	SPLISH SPLASH SPLOSH!	HOLDING OUT FOR A HERO!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS	<p>Establish routines and boundaries with the nursery environment. Become familiar with our nursery routines. Independently explore the nursery environment. Select and use activities and resources asking for help if needed. Give children appropriate tasks to carry out to develop a sense of responsibility and membership of the community: - Self-registration on arrival to nursery. - Learn self-care routines such as hanging own coat, putting bags away, washing hands - Accessing own snack and drink Reflect on the rules and routines we have been learning to follow. Create our own visual reminders, for example take photographs of children following the rules, e.g. lining up and sitting nicely on the carpet. Talk about these and share as a group.</p>		<p>Take 5 – learn ways to calm ourselves down through breathing techniques, quiet spaces and listening to calming music. Talk about solving conflicts, being kind to others, sharing and turn taking. Explore 'What if' questions. The children will be supported through the use of back chaining when developing their self-help and independence skills e.g. gradually reduce help until child can do each step independently. Providing lots of time and opportunities for practice. Begin to talk about feelings and explore different situations from different points of view.</p>		<p>Talk together about how others might be feeling. Bring ideas of feelings into children's pretend play. Importance of healthy eating and brushing teeth. Reviewing school readiness targets and supporting those children who need extra support with self-help skills. Invite professional people into the setting to talk about and show the work they do. For example, fire fighters, nurses, police men, post men etc. Involve the children in creating a role play area linked to the theme – people who help us. Encourage children to share their ideas within a group. For example, children could choose which professional to focus on e.g a post office or a police station. Talk about the things we would see in there and what we would do there.</p>	

	AUTUMN CYCLE 1	AUTUMN CYCLE 2	SPRING CYCLE 1	SPRING CYCLE 2	SUMMER CYCLE 1	SUMMER CYCLE 2
GENERAL THEMES	LOOKING UP!	ONCE UPON A TIME!	READY STEADY GO!	IT'S ALIVE!	SPLISH SPLASH SPLOSH!	HOLDING OUT FOR A HERO!
PHYSICAL DEVELOPMENT	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
FINE MOTOR	Daily fine motor and mark making Listen and follow instructions in PE Weekly Clever Fingers AT2 Weekly squiggle while you wiggle sessions		Weekly Clever Fingers Daily fine motor and mark making Construct with small and large equipment to create a variety of models Cutting / scissor activities to develop control Weekly squiggle while you wiggle sessions		Weekly Dough disco Daily fine motor and mark making Construct with small and large equipment to create a variety of models Cutting / scissor activities to develop control Weekly squiggle while you wiggle sessions	
GROSS MOTOR	Weekly PE session: Take off/put on own shoes/socks/jumper/coat Spatial awareness Move in a range of ways Use large and small equipment		Exploring different movements outdoors Weekly PE session: Developing independence to take off and put on shoes/socks Negotiate space Adjust speed and direction		Making circuits and obstacle courses outdoors Weekly PE session: Balance and coordination Handle large and small apparatus with control. Basic effects of exercise on the body Sports Day practice	
WEEKLY PE SESSION	<p>CONTINUOUS PROVISION; Outdoors: climbing / balancing equipment; den / obstacle course building with planks/crates/blocks / tiles/drapes/tyres; wheeled toys – balance bikes/ pedal bikes/ wheelbarrows/body board; bats; balls various sizes; transient art; cooperation games i.e. parachute games.</p> <p>From Development Matters 2020': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>					



	AUTUMN CYCLE 1	AUTUMN CYCLE 2	SPRING CYCLE 1	SPRING CYCLE 2	SUMMER CYCLE 1	SUMMER CYCLE 2
GENERAL THEMES	LOOKING UP!	ONCE UPON A TIME!	READY STEADY GO!	IT'S ALIVE!	SPLISH SPLASH SPLOSH!	HOLDING OUT FOR A HERO!
LITERACY	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
COMPREHENSION - DEVELOPING A PASSION FOR READING Children can choose a library book weekly	Sequence and re-tell stories using signs and actions Story corners and role –play areas Talk about favourite parts and characters in stories Sing Nursery rhymes - NRW	Enjoy reading a variety of traditional tales Re tell stories using actions and props Create ‘once upon a time ‘ story corners and role –play areas Talk about favourite parts and characters in stories Sing Nursery rhymes - NRW	Enjoy listening to, joining in with and retelling journey stories Talk about settings, characters and story endings Listen with increasing attention to stories songs and rhymes and join in Use talk to connect ideas and join in with talk around stories Story corners and role play areas	Enjoy listening to and becoming familiar with well-known stories Re-tell simple stories and create new stories Listen with increasing attention to stories songs and rhymes and join in Use talk to connect ideas and join in with talk around stories Story corners and role play areas	Enjoy listening to, joining in with and retelling stories Talk about settings, events, characters and story endings Sequence events in books / time lines	Enjoy listening to, joining in with and retelling stories Talk about settings, events, characters and story endings Sequence events in books / time lines Making up own superhero story
WORD READING Children will be working in different groups for Phonics –	AUTUMN 1 ENVIRONMENTAL SOUNDS	AUTUMN 2 BODY PERCUSSION AND VOICE SOUNDS	SPRING 1 INSTRUMENTAL SOUNDS	SPRING 2 RHYTHM AND RHYME	SUMMER 1 ORAL BLENDING AND SEGMENTING	SUMMER 2 ALLITERATION / RWINC SET 1
	Notice sounds around them. Recognise that different objects make different sounds. Start to identify and name sounds. Talk about environmental sounds, describing and comparing them.	Explore the sounds their bodies can make. Join in and copy actions of familiar songs / body percussion patterns and sequences. Join in with longer sequences and create their own sequences of body percussions. Describe body percussion. Explore and copy different mouth movements and sounds. Recognise different voice sounds. Make a variety of different voice sounds, including animal sounds. Say speech sounds clearly. Talk about voice sounds. Create their own ideas for voices of characters/ imitating voices.	Explore instrumental sounds. Build awareness of how to use instruments to make sounds. Start to identify the sounds of familiar instruments, naming them. Build awareness of how you act upon an instrument affects the sound it makes. Talk about instrumental sounds, describing and comparing them. Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly.	Join in with songs and rhymes. Recognise familiar rhythms and rhymes. Recognise that words rhyme. Copy and keep a simple beat. Join in and copy breaking words into syllables with a beat. Play with rhyme. Make up their own rhyming words. Complete sentences with their own rhymes orally. Break words down into syllables with a beat. Create their own beat.	Identify the initial sounds of words. Build awareness that words can be broken up into sounds. Choose the correct object when hearing the word broken into single sounds. Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. Segment CVC and VC words into their individual sounds. Start to blend the sounds of longer words. Identify how many sounds are in a CVC or VC word.	Explore initial sounds of words. Select objects with a given initial sound from a choice of two. Identify initial sounds of words. Match to objects with the same initial sound. Play with alliteration.



	AUTUMN CYCLE 1	AUTUMN CYCLE 2	SPRING CYCLE 1	SPRING CYCLE 2	SUMMER CYCLE 1	SUMMER CYCLE 2
GENERAL THEMES	LOOKING UP!	ONCE UPON A TIME!	READY STEADY GO!	IT'S ALIVE!	SPLISH SPLASH SPLOSH!	HOLDING OUT FOR A HERO!
WRITING	Autumn mark making Autumn / bonfire talking table Design and write Christmas card Draw / mark make letter to Santa	Design and write Christmas card Draw / mark make letter to Santa	Sequence events in books Create own story maps and label 'I can see/smell/hear' sentences Make a lists to go on a journey Mother's Day card	Make marks and drawings of animals Draw and paint animals and story characters Describe jungle animals Mother's Day card	Notepads, pens, magnifying glasses outside Labelling plants (reading and writing) Make signs, labels and prices for role play area Father's Day card	Notepads, pens, magnifying glasses outside Making up own superhero story Make signs, labels and prices for role play area Father's Day card
TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS						

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
<p>MATHS</p> <p>https://dalp.sharepoint.com/:w:/s/thrumptonstaff/EcrPlndi-ew1MqMW9ylGp-u4Bmo5cMC4qsh-0JKTZwJyAA?e=TA5RG3</p> <p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i></p>	<p>Number songs Settling in, introducing the areas of provision</p> <p>Colours Recognise and name colours in a variety of contexts e.g. toys, colours in nature/environment, matching colours, colours on themselves such as hair, skin, clothes. Link to expressive art and design through painting.</p> <p>Match Explore and match objects which are the same. Can you find one exactly like mine? How do you know it’s the same? Can you find one different to mine? Why is this one not like mine?</p> <p>Sort Sort collections using different attributes such as colour, size or shape. Consider what is the same about all the objects in one set and how they are different to the other sets.</p>	<p>Compare amounts Compare and order sets</p> <p>Compare size, mass, capacity Encourage use of language such as big and little, small and large to describe a range of objects. More specific language such as tall, long, short can also be introduced</p> <p>Simple patterns Children copy, continue and create their own patterns. Patterns with at least three full units of repeat. Encourage the children to say the pattern out loud</p>	<p>Children identify representations of 1, 2, 3. They subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. They match the number names to quantities and numerals. They touch count in different arrangements and recognise the final number is the quantity of the set.</p> <p>1 Number blocks episode 1 Counting to 1 Finding 1 object Representing 1 on a 5 frame A circle – 1 sides shape 1 action e.g. 1 hop, 1 jump, 1 clap What is 1 made of - 1 nose, 1 mouth Exploring different varieties of circles</p> <p>Weight Direct comparisons- holding items, estimate which feels the heaviest, use the balance scales to check. Language - heavy, heavier than, heaviest, light, lighter than, lightest to compare items Avoid common misconception - provide some small heavier items and some large lighter ones</p> <p>2 Number blocks episode 2 Counting to 2 Finding 2 objects Representing 2 on a 5 frame A semi circle – 2 sides shape 2 actions e.g. 2 hops, 2 claps What 2 is made of 1 is a part of me, 1 is a part of me and the whole of me is 2</p>	<p>5 Children continue to subitise up to 5 items and to count forwards and backwards to 5 They represent up to 5 items on a five frame. Number blocks episode 5 Counting to 5 Finding 5 objects Representing 5 on a 5 frame Pentagons, 5 sided shapes 5 actions e.g. 5 jumps, 5 claps Composition of 5</p> <p>1 more 1 less Use real objects to see that the quantity of a group can be changed by adding more. Continue to count, subitise and compare as they explore one more and one less. Counting forwards and the one more pattern and back and the one less pattern</p> <p>Shapes Notice and describe shapes in the environment, talk about properties - ‘straight/flat/round/ curved’. Use real life shapes in environment with shape names. Note: flat surfaces are faces; e.g sorting stones - sets that have straight edges, sets that have curved edges etc.</p>	<p>My day Talk about night and day and order key events in daily routines, eg waking up, coming to school, dinner, bedtime Use language to describe when things happen e.g. day, night, morning, afternoon, before, after, today, tomorrow. Vocabulary of first, next, then and possibly last.</p> <p>Capacity Build on understanding of full and empty Explore capacity with different materials eg water, sand, rice and loose parts Initially children should be exposed to the comparison of full, half full, empty using the same container. Provide different sized and shaped containers to investigate,</p> <p>Positional language Position: ‘in’, ‘on’, ‘under’. Direction: ‘up’, ‘down’, ‘across’ Use terms which are relative: ‘in front of’, ‘behind’, ‘on top of’. Create opportunities to explore this language such as hunting for hidden objects with some prompts (e.g. look behind the shed).</p>

AUTUMN CYCLE 1	AUTUMN CYCLE 2	SPRING CYCLE 1	SPRING CYCLE 2	SUMMER CYCLE 1	SUMMER CYCLE 2
<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
<p>Children will be taught about seasons and that it was Summer but it is now Autumn. They will look at a non-fiction book and learn about the signs of Autumn. They will look for signs of Autumn outside. They will learn the names of a pine cone, leaf and chestnut.</p> <p>Children will learn vocabulary linked to stretching, such as dough and elastic.</p> <p>Children will learn that a tree grows from a seed. To begin to talk about what they see using some new vocabulary</p>	<p>In addition to the previous half-term, children will:</p> <p>Learn that Winter comes after Autumn and will learn about some signs of winter and the changes in the weather.</p> <p>Explore different natural materials with their hands e.g. water, mud, paint.</p>	<p>In addition to the previous half-term, children will:</p> <p>Know the changes that happen to food when it is cooked e.g. toast, pancakes</p>	<p>In addition to the previous half-term, children will:</p> <p>Know and talk about some of the key signs of Spring and that Spring comes after Winter.</p> <p>To know the name of animals and their young.</p> <p>To know and talk about the life-cycle of a butterfly and will care for butterflies</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn what the word ‘melt’ means and will experiment melting ice. Children will observe and draw sunflowers, focusing on the key features.</p> <p>To know how to plant a bean seed and how to care for their plants.</p>	<p>In addition to the previous half-term, children will:</p> <p>Know and look for the key signs of Summer. They will learn about sun safety and why it is important to wear sunscreen, wear a sunhat and drink plenty of water.</p> <p>To know how to test whether materials will float or sink.</p>

UNDERSTANDING THE WORLD

NATURAL WORLD



NURSERY CURRICULUM

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>UNDERSTANDING THE WORLD</p> <p>PAST AND PRESENT</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<p>To name the people in their family and begin to talk about some events they have shared with their family such as their favourite meals, where they went at the weekend etc.</p>	<p>In addition to the previous half-term, children will:</p> <p>Know what a celebration is and begins to talk about any celebrations they have had within their family, such as birthdays and Christmas. To know that everyone has a birthday and can talk about the ways people celebrate a birthday. Children will also talk about what they did on their last birthday.</p>	<p>In addition to the previous half-term, children will:</p> <p>Talk about what they did at Christmas, bonfire night, Birthdays etc and link this to how Chinese people celebrate the Chinese New Year.</p> <p>Children will compare vehicles from the past to present.</p>	<p>In addition to the previous half-term, children will:</p> <p>Know that Easter is a celebration. Children will know that a lot of celebrations includes special food, clothes and cards etc.</p> <p>To know that they used to be a baby but now they have grown bigger. Children will talk about some of the things they couldn't do when they were a baby but that they can do now.</p>	<p>In addition to the previous half-term, children will:</p> <p>Talk about important moments that have happened in their lives, for example going to hospital, riding their bike, seeing a grandparent etc.</p>	<p>In addition to the previous half-term, children will:</p> <p>Know what a holiday is and talk about a holiday or a day out that they have been on. Children will be encouraged to say where they went and what they did. Children will look at photos of events to help</p>
<p>PEOPLE, CULTURE AND COMMUNITY</p>	<p>To know where they live and name some things that are in their town.</p> <p>To know about family structures and be able to talk about who is part of their family. Children will know the name of the people who are in their family and talk about who lives with them.</p> <p>Children will show an interest in technological toys and explore making them work.</p>	<p>In addition to the previous half-term, children will:</p> <p>Learn that people celebrate different festivals e.g. Christmas</p> <p>To know how to operate the interactive whiteboard.</p>	<p>In addition to the previous half-term, children will:</p> <p>To know how to operate the interactive whiteboard</p> <p>To know how to choose an app on the iPad.</p>	<p>In addition to the previous half-term, children will:</p> <p>To know that a map shows you where places are.</p>	<p>In addition to the previous half-term, children will:</p> <p>Learn that we live in England and to look at different countries you can visit on an aeroplane.</p> <p>Know about the jobs that people do in their local community and why these jobs are important.</p>	<p>In addition to the previous half-term, children will:</p> <p>Know where they were born and that they live in England. Know the name of another country and its similarities and differences from England.</p> <p>To know that you can create your own map to remember where you buried your treasure, linked to pirates.</p>



	AUTUMN CYCLE 1	AUTUMN CYCLE 2	SPRING CYCLE 1	SPRING CYCLE 2	SUMMER CYCLE 1	SUMMER CYCLE 2
GENERAL THEMES	LOOKING UP!	ONCE UPON A TIME!	READY STEADY GO!	IT'S ALIVE!	SPLISH SPLASH SPLOSH!	HOLDING OUT FOR A HERO!
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Land Art Artists: James Brunt/Andy Goldsworthy <u>Autumn floor textiles</u> <u>Transforming objects</u></p> <p>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</p> <p>Work will be displayed in the classroom lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits.</p> <p>Explore how things work.</p> <p>Join different materials and explore different textures.</p> <p>Making Skills focus: Join – glue, tape, staple, link</p>	<p>Craft & Design Artists: Louis Vuitton, Yayoi Kusama <u>Making props for toys</u> Design and make structures Make puppets / masks for story telling/ box models</p> <p>Making Skills focus: Join – glue, tape, staple, link</p>	<p>Print, Colour, Collage: Abstract expressionism action painting Artists: Jackson Pollock, Janet Sobel, Joan Mitchell Splatter painting, spray paint onto material, Painting with vehicles/balls/marbles down the slide/guttering <u>Galaxy painting</u> <u>Painting with string</u></p> <p>Explore different materials freely to develop their ideas about how to use them and what to make.</p> <p>Explore how things work.</p> <p>Join different materials and explore different textures.</p> <p>Making Skills focus: Fringe, fold, bend</p>	<p>Print, Colour, Collage: Drawing with scissors! Artists: Henri Matisse, Orla Kiely, <u>Let's start with...collage!</u> <u>Imaginary landscapes</u> <u>Collaging with wax crayon rubbings</u> <u>Repeat pattern printing roller</u> String printing</p> <p>Making Skills focus: Fringe, fold, bend</p>	<p>Paint, Surface, Texture: Mixed media creations Artists: Eric Carle Creating textured paper using different tools Collage flowers/animals Shells: observational and <u>imaginative drawing</u></p> <p>Working in three dimensions: Nature sun catchers</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Explore how things work.</p> <p>Join different materials and explore different textures.</p> <p>Making Skills focus: Tear, scrunch, curl</p>	<p>Paint, Surface, Texture: Paint a rainbow! Artists: Alma Thomas Colour mixing, brush strokes</p> <p>Working in three dimensions: <u>Insect hotels</u> <u>Fruit and veg heads</u></p> <p>Making Skills focus: Tear, scrunch, curl</p>