

## Wicklewood Primary School and Nursery

**EYFS follows the ‘in the moment planning’ approach. This document highlights whole class, direct teaching opportunities across the year. Further teaching opportunities will occur during children’s child-initiated play, to enable next steps to take place.**

### Early Years Foundation Stage Curriculum – Nursery 2021-2022

	Nursery E1/N1			Nursery N2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Themes</b>	Transition Autumn  Invitation to play in an environment that supports and develops child led interests.	Spring Winter  Invitation to play in an environment that supports and develops child led interests	Transition Summer  Invitation to play in an environment that supports and develops child led interests.	Transition Autumn  Invitation to play in an environment that supports and develops child led interests	Spring Winter  Invitation to play in an environment that supports and develops child led interests	Transition Summer  Invitation to play in an environment that supports and develops child led interests
<b>Books</b>	Non-fiction and fiction texts related to children’s interests and festivals	Non-fiction and fiction texts related to children’s interests and festivals	Non-fiction and fiction texts related to children’s interests and festivals	Non-fiction and fiction texts related to children’s interests and festivals	Non-fiction and fiction texts related to children’s interests and festivals	Non-fiction and fiction texts related to children’s interests. Books that cover transitions
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Wide range of books</li> <li>• Observe and interact with children during teachable moments to help develop and support language.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to engage with children during conversation around their own interests and provide teachable moments to develop language skills.</li> <li>• Songs and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>• Use puppets and props for telling stories.</li> <li>• Vocabulary relating to sun safety</li> </ul>	<ul style="list-style-type: none"> <li>• Oral storytelling, acting out our favourite stories.</li> <li>• Listen to our peers during interesting conversations.</li> <li>• Listening to stories, responding to simple instructions, sharing what we know about familiar topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing knowledge and learning new vocabulary.</li> <li>• Continue with story dice to create own simple stories with key elements.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop skills through discussions based on own experiences and events.</li> <li>• Beginning to respond to others’ ideas and comments.</li> </ul>

	NURSERY N1/E1			Nursery N2		
PSED	<b>Activities and learning linked to the whole school values</b>					
	<ul style="list-style-type: none"> <li>Settling into Nursery, exploring new environment, gaining trust in key person.</li> <li>Transition from home into Nursery</li> <li>Beginning to learn to recognise own feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Values - becoming more aware of own feelings.</li> <li>Learning how to share resources.</li> </ul>	<ul style="list-style-type: none"> <li>Develop social skills, such as working together and helping others.</li> <li>Learning to seek adult support.</li> </ul>	<ul style="list-style-type: none"> <li>Settling into Nursery, making new friends.</li> <li>Learning the Nursery rules and boundaries.</li> <li>Transition from home to the setting, key person visits in the home environment. Child to visit Nursery.</li> <li>Learn to recognise own feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Values – exploring our own feelings and that of others, sharing with friends.</li> <li>Learning to manage our own behaviour in different situations.</li> <li>Extend PSED linked to our values.</li> </ul>	<ul style="list-style-type: none"> <li>Develop social skills such as working together and helping others.</li> <li>Learning to manage disputes with peers in a calm and controlled manner, sometimes seeking an adult to support.</li> <li>Taking part in transition activities that relate to getting ready for moving to reception.</li> <li>PANTS</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>Opportunities to explore Nursery environment.</li> <li>A range of media to develop manipulative skills.</li> <li>Promote good healthy practises about hand washing offering support where needed.</li> </ul>	<ul style="list-style-type: none"> <li>Praise and encourage children when attempting to be independent and learning new skills.</li> <li>Explore tools to create different marks in a variety of media.</li> <li>Support children and work with family to support toilet training.</li> </ul>	<ul style="list-style-type: none"> <li>Offer use of tools, sticks and media throughout environment to create marks and explore textures.</li> <li>Sun safety, using sun cream and wearing hats.</li> <li>Cutting skills - using tools/scissors etc safely.</li> </ul>	<ul style="list-style-type: none"> <li>Learning selfcare skills, e.g., changing shoes, putting on coats.</li> <li>Begin to manage toileting needs independently</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of equipment to develop control.</li> </ul>	<ul style="list-style-type: none"> <li>Sun safety and the reasons behind why we need a hat and sunscreen and the importance of drinking water.</li> <li>Cutting skills, beginning to hold/use scissors/tools correctly.</li> </ul>

	Nursery N1/E1			NURSERY N2		
Literacy	<ul style="list-style-type: none"> <li>Book that encourages participation, developing active listening skills.</li> <li>Story area for small group 1:1 time.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories in small groups and explore story sacs.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to look at books independently.</li> <li>Use puppets and props for storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a wide range of stories and props to explore literacy.</li> <li>Join in with repeated phrases within stories.</li> <li>Begin to say the initial sounds of their own name during teachable moments.</li> <li>Give meanings to their marks within an environment that supports them</li> </ul>	<ul style="list-style-type: none"> <li>Wide range of props to help children retell a complete story.</li> <li>Describe main events, story settings and main characters in a known story.</li> <li>Begin to orally blend words whilst engaging with children during teachable moments.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to orally segment words whilst continuing to orally blend.</li> <li>Begin to match some letter shapes to letter sounds.</li> <li>Say and explore the initial sounds of familiar objects during everyday routines and through matching sound games.</li> <li>Introduce the idea of rhyme using rhyming stories and picture matching activities.</li> <li>Give meanings to marks as they draw and paint.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>Sorting items of interest into lines or groups.</li> <li>Building with a variety of blocks, providing opportunities for teachable moments around size and quantity.</li> </ul>	<ul style="list-style-type: none"> <li>Emptying and filling containers.</li> <li>Begin to make comparisons of size supported by teachable moments with practitioners.</li> </ul>	<ul style="list-style-type: none"> <li>Use some number names and extend number knowledge through teachable moments.</li> <li>Number and counting songs.</li> <li>Highlight shape and patterns during teachable moments.</li> </ul>	<ul style="list-style-type: none"> <li>Using some number names and language spontaneously.</li> <li>Reciting numbers in order from 1 to 10.</li> <li>Sorting objects based on a given criteria.</li> <li>Use size language to describe objects.</li> <li>Explore and talk about the shape of objects within our environment.</li> </ul>	<ul style="list-style-type: none"> <li>Counting to 10, counting objects during play.</li> <li>Begin to match quantities to numerals and learn you can count actions and objects during games and song time.</li> <li>Recognise when quantities are the same, or when exploring more or less in relation to</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop careful counting strategies.</li> <li>Gain confidence in recognising numbers.</li> <li>Estimation and number problems.</li> <li>Identify shapes using shape names.</li> <li>Use positional language when describing where objects are placed.</li> </ul>

					<p>quantities of items.</p> <ul style="list-style-type: none"> <li>Using shape for purpose during building and when creating pictures through shape.</li> </ul>	
--	--	--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	NURSERY N1/E1			NURSERY N2		
U/T/W	<ul style="list-style-type: none"> <li>Sharing own special events. Engage with children when talking themselves.</li> <li>Discussions around places and journeys.</li> <li>Small world play, i.e., farm, train track.</li> <li>Exploring mechanical toys.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in conversations around the environment, listening to children's comments and interacting where appropriate.</li> <li>Small world play, i.e., farm, train track.</li> <li>Resources that promote information that reminds children of experiences to real places.</li> <li>Starting to explore electronic books</li> </ul>	<ul style="list-style-type: none"> <li>Investigate in the outdoor environment, adults to extend knowledge through engaging with children and interacting through teachable moments.</li> <li>Use appropriate ICT resources to develop skills and to explore own ideas supported by adults. Begin to use computer.</li> <li>Books - fiction/non-fiction to prompt conversation about different environments and their world.</li> <li>Revisit Learning journeys.</li> <li>Discussions around friends and families.</li> </ul>	<ul style="list-style-type: none"> <li>Sharing our own special events such as birthdays and recall significant moments with family.</li> <li>Finding out about various festivals.</li> <li>Changes observed in our environment.</li> <li>Plant and care for herbs and plants in the environment.</li> <li>Simple computer games linked to themes.</li> <li>Explore interactive books and remote-control toys.</li> </ul>	<ul style="list-style-type: none"> <li>Explore seasons/, comment on the changes in their environment.</li> <li>Interact with age-appropriate computer/ interactive whiteboard activities.</li> <li>An environment that reflects various festivals.</li> <li>Plant and care for herbs and plants in the environment. Look at changes over time.</li> <li>Find out about different occupations, exploring people who help us.</li> <li>Talk to children about how they are similar to and different from others.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about different occupations, exp</li> <li>ICT to operate simple programmes relating to their interests.</li> <li>Using local/wider maps and globes to expand knowledge.</li> <li>Begin to talk about patterns and changes.</li> <li>Talk about places live and the natural world.</li> </ul>

ExA&D	<ul style="list-style-type: none"> <li>• Offer role play area linked to children's home life experiences.</li> <li>• Explore a wide range of media.</li> <li>• Different music to move to and starting to introduce familiar nursery rhymes (adult led)</li> <li>• Small world resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing favourite nursery rhymes.</li> <li>• Explore colour and how it is reflected in our environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage with children during role play to extend learning through teachable moments.</li> <li>• Use a variety of large- and small-scale construction resources.</li> <li>• Sing favourite and introducing other simple songs.</li> <li>• Introducing actions to go with simple songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play based on own experiences.</li> <li>• Explore a range of construction resources.</li> <li>• Explore moving/dancing to different types of music.</li> <li>• Beginning to request to listen, sing and/or dance to favourite songs based on their experiences outside of nurse.</li> <li>• Exploring significant festivals, celebrations and them through music.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to explore colours and how they can be changed.</li> <li>• Role play developed alongside children's interests., I. e, shops, pirates</li> <li>• Using media and materials.</li> <li>• Use various materials to experiment construction with.</li> <li>• Sing familiar songs and rhymes and begin to show confidence in learning new songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine media with a purpose in mind to design and build.</li> <li>• Use colours for purpose in painting and drawings.</li> <li>• Engage in imaginary play alongside others and begin to share and negotiate different ideas.</li> <li>• Exploring media and materials related to interests and experiences.</li> <li>• Sing familiar songs with actions independently.</li> </ul>
-------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------