

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 2020-21

	Nursery E1/N1			NURSERY N2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Themes	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
Books	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
Communication and Language	<ul style="list-style-type: none"> Wide range of books Observe and interact with children during teachable moments to help develop and support language. 	<ul style="list-style-type: none"> Opportunities to engage with children during conversation around their own interests and provide teachable moments to develop language skills. Songs and rhymes. 	<ul style="list-style-type: none"> Use puppets and props for telling stories. Vocabulary relating to sun safety 	<ul style="list-style-type: none"> Oral storytelling, acting out our favourite stories. Listenour peers during interesting conversations. Listening to stories, responding to simple instructions, sharing what we know about familiar topics. 	<ul style="list-style-type: none"> Sharing knowledge and learning new vocabulary. Continue with story dice and helicopter stories to create own simple stories with key elements. 	<ul style="list-style-type: none"> Develop skills through discussions based around holidays/books and interests. Beginning to respond to others ideas and comments.

	NURSERY N1/E1			Nursery N2		
	Activities and learning linked to the whole school values					
PSED	<ul style="list-style-type: none"> Settling into Nursery, exploring new environment, gaining trust in key person. Transition from home into Nursery Beginning to learn to recognise own feelings through peg registration. 	<ul style="list-style-type: none"> Values - becoming more aware of own feelings. Learning how to share resources. 	<ul style="list-style-type: none"> Develop social skills, such as working together and helping others. Learning to seek adult support. 	<ul style="list-style-type: none"> Settling into Nursery, making new friends. Learning the Nursery rules and boundaries. Transition from home to the setting, key person visits in the home environment. Child to visit Nursery. Learn to recognise own feelings through peg registration. 	<ul style="list-style-type: none"> Values – exploring our own feelings and that of others, sharing with friends. Learning to manage our own behaviour in different situations. Extend PSED linked to our values, including Gr8 AS U R. 	<ul style="list-style-type: none"> Develop social skills such as working together and helping others. Learning to manage disputes with peers in a calm and controlled manner, sometimes seeking an adult to support. Taking part in transition activities that relate to getting ready for moving to reception.
Physical Development	<ul style="list-style-type: none"> Opportunities to explore Nursery environment. A range of media to develop manipulative skills. Promote good healthy practises about hand washing offering support where needed. 	<ul style="list-style-type: none"> Praise and encourage children when attempting to be independent and learning new skills. Explore tools to create different marks in a variety of media. Support children and work with family to support toilet training. 	<ul style="list-style-type: none"> Offer use of tools, sticks and media throughout environment to create marks and explore textures. Sun safety, using sun cream and wearing hats. 	<ul style="list-style-type: none"> Learning selfcare skills, e.g. changing shoes, putting on coats. Begin to manage toileting needs independently 	<ul style="list-style-type: none"> Use a variety of equipment to develop control. Cutting skills, beginning to hold/use scissors correctly. 	<ul style="list-style-type: none"> Sun safety and the reasons behind why we need a hat and sunscreen and the importance of drinking water.

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

					<ul style="list-style-type: none"> Using shape for purpose during building and when creating pictures through shape. 	
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	NURSERY N1/E1			NURSERY N2		
U/T/W	<ul style="list-style-type: none"> Sharing own special events and family experiences. Engage with children when talking about each other's home life and own families. 	<ul style="list-style-type: none"> Engage in conversations around the changing environment, listening to children's comments and interacting where appropriate. Small world play. 	<ul style="list-style-type: none"> Investigate in the outdoor environment, adults to extend knowledge through engaging with children and interacting through teachable moments. Use appropriate ICT resources to develop skills and to explore own ideas supported by adults. 	<ul style="list-style-type: none"> Sharing our own special events such as birthdays and recall significant moments with family. Finding out about various festivals. Changes observed in our environment. Plant and care for herbs and plants in the environment. Simple computer games linked to themes. Explore interactive books and remote-control toys. 	<ul style="list-style-type: none"> Explore seasons, comment on the changes in their environment. Interact with age appropriate computer/ interactive whiteboard activities. An environment that reflects various festivals. 	<ul style="list-style-type: none"> Find out about different occupations, exploring people who help us. ICT to operate simple programmes relating to their interests. Using local/wider maps and globes to expand knowledge.

<p>ExA&D</p>	<ul style="list-style-type: none"> • Offer role play area linked to children's home life experiences. • Explore a wide range of media. • Music to move to, songs and musical instruments. • Small world resources. 	<ul style="list-style-type: none"> • Music, songs and rhymes. • Explore colour and how it is reflected in our environment. 	<ul style="list-style-type: none"> • Engage with children during role play to extend learning through teachable moments. • Use a variety of large- and small-scale construction resources. 	<ul style="list-style-type: none"> • Role play based on own experiences. • Explore a range of construction resources. • Explore musical instruments. • Sing familiar songs and begin to show confidence in learning new songs. • Explore different types of music. 	<ul style="list-style-type: none"> • Begin to explore colours and how they can be changed. • Role play developed alongside children's interests. • Using media and materials. • Use various materials to experiment construction with. 	<ul style="list-style-type: none"> • Combine media with a purpose in mind to design and build. • Use colours for purpose in painting and drawings. • Engage in imaginary play alongside others and begin to share and negotiate different ideas. • Exploring media and materials related to interests and experiences.
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