Yew Tree Primary Academy

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Nursery Curriculum 2021

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| **Nursery 2021-2022** | | AUTUMN | | | | | | SPRING | | | | | SUMMER | | | | | |
| Dependent on transition and baseline information some overlearning of prior age bands might occur. | | Autumn 1- Animals  Autumn 2- Celebrations | | | | | Spring 1- Traditional Tales  Spring 2- Growth and Change | | | | | | Summer 1- My world  Summer2- Journeys | | | | | |
| Communication & Language | Focus Teaching | ●Sing a large repertoire of songs.  ●Nursery rhymes  ●Learn new vocabulary  I will know the names of some animals that hibernate and some that are nocturnal.  I know animals are different in colour and pattern – use vocabulary to describe these colours and patterns  I can share opinions about jungle animals  I can describe jungle animals eg the elephant has big ears/the elephant has big ears and a long trunk | | | | ●Can start a conversation with an adult or a friend and continue it for many turns.  I know that in Autumn the leaves fall from the tress  I can talk about celebrations within my family and other significant events.  ​I can use new vocabulary to talk about Halloween, Bonfire Night and Christmas  I will explore Halloween, Bonfire Night and Christmas through stories and provision | | ●Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  I can talk about how characters feel and how they behave, Eg Discuss how the pigs felt leaving home/building their own homes/meeting the wolf  Talk about why Jack stole the hen  I can retell stories using pictures and props to support order | | | ●Use longer sentences of four to six words  ●Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  I can talk about the different colours and changes that can be seen around us when spring happens.  I can use new language and vocabulary linked to this I.e. spring, brown, orange, grow, names of baby animals, alive, born | | ●Enjoy listening to longer stories and can remember much of what happens.  ​  I can talk about myself in positive terms – discuss the names of my family and friends  I can talk about what I was like when I was 2 – do they remember their last birthday?  I can describe where I live.  I know the names of some other places than where I live  I can describe differences between places  I can describe fruit/food from a different place. | | | | ●Articulate their ideas and thoughts in well-formed sentences.  ●Describe events in some detail.  ●Express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions  I can talk about places they have visited close to home and further away. How do people get to places they visit? How would we get to space?  I can talk about the differences between holidays eg beach vs theme park – what might you need to take with you to go to a certain place? What would we need to go to space?  I can use a range of new vocabulary linked to holidays and space.  I will investigate passports – what do they look like, what are they for?  I can describe what I like best about nursery. | |
| Provision opportunities | • Use a wider range of vocabulary.  • Use a wider range of vocabulary.   • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.    • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”  • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.   * Story mascot * Story bags/resources e.g. puppets of characters for re telling the story, story stones, prompt cards, different settings to stimulate discussion * Nursery rhyme cards/props e.g. duck, frogs, current buns, song mitts * Dress up role play to match story * Discussion table/ bags/curiosity cube * Turn taking activities (Simon says etc.) * Word of the day challenge activities * Pobble 365 to promote oracy (spring/summer) * EYFS Picture News to promote oracy and writing * Communication friendly environment e.g. language prompt cards to encourage children to use language e.g. conjunctions, link to SALT targets and word aware * Positional language cards   Possible roleplay areas which link to topics and support language development by taking on roles to develop social phrases:  Autumn Term   * home corner/domestic roleplay, café,   Spring Term   * Traditional tales role play, Chinese new year, farm shop/easter shop   Summer Term   * Space station, beach, ice cream shop, | | | | | | | | | | | | | | | | |
| PSED | Focus Teaching | • Increasingly follow rules, understanding why they are important (introduce in Autumn and reinforce throughout the year)  I can join in circle time scenario games and books about happiness, sad, angry – links to transition and how they are feeling in their new setting.  ***Introduce ROAR Rainbow***  3D PSHE Scheme:  ‘Making Relationships’ | | | | • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  I can follow the rules in Nursery  I am beginning to demonstrate respect towards my friends, teachers and classroom environments.  ***Introduce children to ‘DREAM BIG’ values***  I can talk about how my family takes care of me and how that makes me feel -linking with Owl Babies.  3D PSHE Scheme:  ‘Making Relationships’ | | Begin to understand how others might be feeling ​  I will use the display of emptions to help me identify my feelings and develop my vocabulary linked to this.  I can talk about emotions linked with stories and consider how characters may feel. How did the giant feel when Jack went into his castle?  How did Goldilocks feel when she found the bears’ house?  3D PSHE Scheme:  ‘self Confidence and Awareness’ | | | Develop appropriate ways of being assertive.  I can choose where I want to play  I can talk about and express where and what I want to play  I can verbally express my needs and wants with my friends  3D PSHE Scheme:  ‘self Confidence and Awareness’ | | Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.  I can join in with circle time games expressing different emotions.  I can engage in problem solving scenarios to support my skills in team work and sharing different opinions eg a fruit up a tree  3D PSHE Scheme:  ‘Managing feelings and Behaviour’ | | | | | With support, begin to show resilience and perseverance in the face of challenge.  With support, begin to talk with others to solve conflicts  I can engage in circle time games discussing tolerance and understanding of others, ways to work out our differences.  I am beginning to understand our school values ‘Dream Big’ e.g  Beautifully behaved means I am kind and follow the rules.  I am beginning to independently use and understand my ‘Roar Rainbow’  3D PSHE Scheme:  ‘Managing feelings and Behaviour’ |
| Provision opportunities | • Select and use activities and resources, with help when needed.    • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.   • Develop their sense of responsibility and membership of a community.  • Become more outgoing with unfamiliar people, in the safe context of their setting.  • Show more confidence in new social situations.  • Play with one or more other children, extending and elaborating play ideas.  • Does not always need an adult to remind them of a rule.  • Develop appropriate ways of being assertive.  • Talk with others to solve conflicts.   • Begin to understand how others might be feeling   * Visual prompts for rules e.g. eyes looking, ears listening etc. * Visual timetable * Feelings activities: feelings faces, using mirrors, loose parts FACES book * Books associated with feelings e.g. I’m sorry by Sam McBratney * Feelings masks and picture cards, mirrors * Talk about how these link to our school values of DREAM BIG * Barrier games * Turn taking games * Roleplay areas to support feeling like a member of the community * Roar Rainbow | | | | | | | | | | | | | | | | |
| Physical Development | Focus Teaching | ●Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.  I can join in ‘squiggle while you wiggle and ‘dough Disco’  I can join in Animal Dance movements linked to Animal boogie woogie. Creating a dance sequence.  I can use a range of different media in provision to support fine motor skills.  I can join in with finger gym activities  I can use different media to create pictures of animals.​  I can follow rules and routines and negotiate space. | | | | ●Use a comfortable grip with good control when holding pens and pencils.  I can join in ‘squiggle while you wiggle and ‘dough Disco’  I can use a range of different media in provision to support fine motor skills.  I can join in with finger gym activities  I am practicing putting on my coat using the flip over method  ​ | | • Start to eat independently and learning how to use a knife and fork (supported by adults at lunch times)  ●Use a comfortable grip with good control when holding pens and pencils.  • Make healthy choices about food, drink, activity and toothbrushing.  I can begin to use knives and forks in playdough as well as snack and lunch time.  I can begin to prepare my own healthy snack- linked to very hungry caterpillar  I know my body needs fruit and vegetables to be healthy  I know I need to brush my teeth to keep them healthy  I can Identify simple healthy and unhealthy foods. | | | Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks  ●Use large muscle movements  ● Develop co-ordination, balance and agility    I can begin to build an outdoor (over, under and through) assault course- linked to ‘We’re going on a bear hunt | | ●Use a comfortable grip with good control when holding pens and pencils.  I can using different media to create pictures of myself, my family and places.​  I can hold a paint brush comfortably  I can use and investigate different resources and tools to plant  I can make use gardening equipment safely and with control | | | | | ●Use large muscle movements  ● Develop co-ordination, balance and agility  I can move in different ways from a start point to an end point. E.g. jumping, skipping, and hopping crawling… - linked to journeys  I can explore our school and grounds. Up and down stairs, up and down banks, weaving between posts and walking long paths- linked to journeys and transition |
| Provision opportunities | • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.   • Go up steps and stairs, or climb up apparatus, using alternate feet.  • Skip, hop, stand on one leg and hold a pose for a game like musical statues.  • Use large-muscle movements to wave flags and streamers, paint and make marks.   • Start taking part in some group activities which they make up for themselves, or in teams.   • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.  • Show a preference for a dominant hand.   • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.  • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  • Use one-handed tools and equipment, for example, making snips in paper with scissors.   * Playdough area, sand area, water tray – pouring and filling etc. * Various mark making resources inside and outside e.g. pen, paper, chalk, paint, water and paintbrushes * Use of outdoor equipment (bikes, scooters, wheelbarrows) * Make assault courses outside with different levels and objects that encourage rolling, crawling, going over, under, through or jumping etc. * Finger gym activities with tweezers, threading, pipettes, scissors etc. * Visit from dentist to discuss teeth etc * Healthy snacks including snacks that may need a knife, fork or spoon. | | | | | | | | | | | | | | | | |
| Literacy | Focus Teaching | Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and  from top to bottom  I am beginning to recognise print in the environment  I can join in a print walk around school in small groups to spot print in different forms eg signs, writing etc  I can begin to share my favourite stories – links with home to find out about favourite books at home  I will explore non-fiction books about animals  ***Adults scribing pictures that children have drawn and how they have described the animals***  **Texts**  Dear Zoo and other Rod Campbell books  Where’s Spot?  Say hello to the animals  Tiger who came to tea  Monkey Puzzle/Night Monkey Day Monkey | Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and  from top to bottom ​  Engage in extended conversations about stories, learning new vocabulary  I can use role play to explore stories  I join in small group story time  I am beginning to share my opinions about stories  I can vote for a book I would like to hear read to me  I will explore non-fiction books  **Texts**  Owl Babies/Oliver’s Wood  Meg and Mog  Room on the broom  One windy day  Santa’s suit  Laura’s Star | | | | | ●Understand how to listen carefully and why listening is so important.  ●Ask questions to find out more and to check they understand what has been said to them.  ●Listen to and talk about stories to build familiarity and understanding.  I will explore writing patterns – zig zag, swirls, left to right etc  I can contribute to a story maps for key elements of traditional stories  **Texts**  Traditional tales e.g. 3 little pigs, The 3 Billy Goats Gruff, Goldilocks, Little Red Riding Hood  Jack and the Beanstalk | ●Understand how to listen carefully and why listening is so important.  ●Ask questions to find out more and to check they understand what has been said to them.  ●Listen to and talk about stories to build familiarity and understanding.  I can explore letter shapes, practising names using a range of different media  With support, I can gain information from non-fiction books in order to support knowledge of growing  **Texts**  The Very Hungry Caterpillar  Lucas the plainest caterpillar  We’re going on a bear hunt  We’re going on an Easter Hunt  The Tiny Seed  The Giant Turnip | | | | ●Describe events in some detail.  ●Articulate their ideas and thoughts in well-formed sentences.  ●Read individual letters by saying the sounds for them.  I can retell the story using the picture map with their drawings linked to the text ‘Handa’s Surprise’.  I can add initial sounds to a story map.  I can contribute to a class post card  **Texts**  Handa’s surprise  Rainbow Fish  Elmer  I’m sorry  You’re all my favourites | ●Describe events in some detail.  ●Articulate their ideas and thoughts in well-formed sentences.  ●Read individual letters by saying the sounds for them.  I can us a range of writing material and prints to mark make in the space station  I can contribute to a class letter to a space station- independent opportunities for children  **Texts**  Whatever next  How to catch a star Aliens love underpants  No bot | | | | |
| Provision opportunities | • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.  • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and  from top to bottom  • Engage in extended conversations about stories, learning new vocabulary.  • Write some letters accurately  • Write some or all of their name.   * Mark making/messy play to develop motor skills and letter formation * Read write inc * Roleplay areas to develop social phrases * Range of books in provision/ on display so they are easily accessible * Story mascot * Story prompts * EYFS Picture News * Picture discussion cards – Pobble 365 * Communication friendly environment e.g. language prompt cards to encourage children to use language e.g. conjunctions, link to SALT targets and word aware * Exciting stimulus to hook children into reading/writing | | | | | | | | | | | | | | | | |
| Maths | Focus Teaching | • Show ‘finger numbers’ up to 5.  • Recite numbers past 5.  I can show ‘finger numbers’ from 1-5  I can show finger numbers in different ways e.g. the number 2 in different ways  I can count out loud, reciting numbers  I can sing different counting songs and rhymes  I can represent numbers through fingers and objects | | | • Say one number for each item in order: 1,2,3,4,5.  ●Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.   • Fast recognition of up to 3 objects, without having to count them individually (‘subitising’).  I can recognise how many objects I can see – linked to celebrations  Practise counting through songs and rhymes  I am beginning to count things I cannot see e.g. stones being dropped into a tin, bangs on a drum etc.  I can talk about shapes in the construction area | | | • Experiment with their own symbols and marks as well as numerals.  ●Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.  ●Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).  ●Extend ABAB patterns – stick, leaf, stick, leaf.  informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.  I can record in my own way e.g. children record how many balls they managed to throw through the hoop etc.  I recognise numbers to 5  I can choose the correct number to match a quantity of objects  I can stop counting out loud when I have reached the end of a group of objects  I know that the last number reached when counting a set of objects tells you how many there are in total  I can make an ABAB pattern | | | | ●Notice and correct an error in a repeating pattern.  ●Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.  ●Make comparisons between objects relating to size, length, weight and capacity.  I can identify an error in a repeating pattern  I can talk about patterns  I can investigate patterns in nature  I can confidently use words such as ‘stripy, spotty, zig zag, pointy’ etc.  I can compare objects using big and small  I can compare capacities using empty and full  I can compare objects using heavy and light | • Combine shapes to make new ones – an arch, a bigger triangle etc  ●Compare quantities using language: ‘more than’, ‘fewer than’.  • Understand position through words alone – for example, “The bag is under the table,” – with no pointing – link to foods growing on trees, under ground etc..  ●Solve real world mathematical problems with numbers up to 5.  I can talk about mathematical ideas throughout the day e.g. number of children at a table and number of chairs around a table  I can use the language more and fewer when talking about a group of objects  I can use words e.g. under, over, in, on | | ●Describe a familiar route  ●Discuss routes and locations, using words like ‘in front of’ and ‘behind’. – link to journeys topic  ●Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’  I can walk around the school and talk about what I can see  I can talk about my route to school  I can make a journey from one place in school to another  I can make a journey through, under, over objects  I can use words such as first and then | | | |
| Provision opportunities | • Combine shapes to make new ones – an arch, a bigger triangle etc  \*Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.  \*Compare quantities using language: ‘more than’, ‘fewer than’.  • Notice and correct an error in a repeating pattern.  \*Experiment with their own symbols and marks as well as numerals.  \*Understand position through words alone – for example, “The bag is under the table,” – with no pointing.   * Seasonal objects to count, make irregular arrangements, patterns etc. * Interactive games – number line, washing line, basket of number cards, magnetic numbers, dominoes, dice etc. * Building blocks, lolly sticks for shapes * Ordering objects by weight/size etc. e.g. seasonal objects, post office, green grocers for Veg topic. * Photos for patterns and sequencing and resources to support e.g. gems * Counters to match to number * Dice games * Water Tray jugs and containers for capacity * Tape measures and scales in maths area * 2D and 3D shape baskets | | | | | | | | | | | | | | | | |
| Understanding the world | Focus Teaching  History  Science  Geography  RE | ●Begin to make sense of their own life-story and family’s history.  ●Continue to develop positive attitudes about the differences between people.  I know I belong to a family. Discuss what family means. Reference different family make ups.  I know my age and that I am in nursery. I know my parents are older- adults to support with older and younger. I know how old I am next  I know that animals have different habitats- I can match some animals to the correct habitat e.g. a camel in a desert, a frog in a pond and a monkey in a jungle | | | | ●Explore collections of materials with similar and/or different properties.  ●Seasons and the natural world  I know how people celebrate Christmas  I can retell key points of The traditional Christmas Story  I can locate the North Pole– introduce a globe (Santa and the elves live)  I can investigate ‘Santa’s parcels’ to see which are magnetic  Bonfire night – safety story of Guy Fawkes  I can join in making a firework in a jar  I can join in a muddy puddle walk  I know that Christmas comes after Halloween and that Halloween comes before Christmas | | ●Continue to develop positive attitudes about the differences between people.  I know how Chinese New Year is celebrated  I know China is a country far away- use globe again  I can explore a range of different materials suitable for making a roof (waterproof materials) linked to the story of the Three Little Pigs.  I can use the words woods, forest, house, path when talking about a setting  I am beginning to order pictures from a story | | | ●Understand the key features of the life cycle of a plant and an animal.  ●Seasons and the natural world  ●Explore collections of materials with similar and/or different properties.  I can talk about how a caterpillar changes- Growing, Caterpillars  I know a plant needs soil and water to grow-Planting beans  I can join in an outdoor bug hunt and name some insects  I can join in a bug hunt and talk about where they live or were found  I can name adult farm animal and match them to their baby- linked to Spring  I know why we give eggs at Easter.  I know that Jesus came back to life  I can order the changes of a caterpillar- I am beginning to use the words first and then with support | | ●Understand the key features of the life cycle of a plant and an animal.  ●Continue to develop positive attitudes about the differences between people.  ●Know that there are different countries in the world and talk about the differences they have experienced or seen in photos  I know who the special people in my life are- link sensitively with Father’s Day  I can talk about my family from photos of them in different places  I know that my holiday was in the past and I am beginning to use the past tense words went and was  I can name different places I have been on holiday.  I can talk about what made it was different to home.  I am beginning to know a globe is for looking at where places are in the world  I know that some fruits are grown in different places  I can explore my senses | | | | | ●Explore collections of materials with similar and/or different properties.  ●Talk about the differences between materials and changes they notice.  ●Seasons and the natural world  I know that stars are in space and space is above us  I can go on a journey in school and the grounds remembering what I saw  I know people have travelled to space and the moon in the past  I know a journey is going from one place to another- link to transition |
| Provision opportunities | • Use all their senses in hands-on exploration of natural materials.   • Show interest in different occupations.  • Plant seeds and care for growing plants.  • Begin to understand the need to respect and care for the natural environment and all living things.  • Talk about what they see, using a wide vocabulary.   • Explore how things work.   * Using mirrors to explore self * Self portraits/family pictures * Celebrations throughout the year e.g. Chinese new year * Investigation station e.g. different materials * Curiosity cube- Sacred objects from other cultures to promote talk and interest in other communities/cultures * Books such as Handa’s surprise, What do you celebrate? Etc. * Roleplay areas reflect people and communities * Life cycle cards and stories to support this e.g. The Very Hungry Caterpillar, The Tiniest Seed etc. * Toys with different properties e.g. scooters, wheelbarrows push and pull toys and cards etc. | | | | | | | | | | | | | | | | |
| Expressive arts and design | Focus Teaching  Music  Art  DT | ●Listen with increased attention to sounds.  ●Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  I can listen to different sounds  I recognise different environmental sounds  I can sing different nursery rhymes  I can sing different counting songs  I can make a self portrait | | ● Remember and sing entire songs  ●Use drawing to represent ideas like movement or loud noises.  I can sing and perform different Christmas songs  I can listen to music and move my body  I can make a bonfire picture  I can use natural resources to make some transient art  I can make playdough | | | | ●Respond to what they have heard, expressing their thoughts and feelings.  ●Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.  ●Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  I can join in with the 3 Little Pigs song on Cocomelon  I can listen to music and make marks (squiggle while you wiggle)  I can make a picture with different emotions  I can paint characters from Traditional Tales  I can build a bridge and the 3 Little Pig’s house.  I can discuss what would make a bridge better | | ●Explore colour and colour-mixing.  • Play instruments with increasing control to express their feelings and ideas  I can sing the caterpillar song with actions  I can listen to the sounds of different instruments  I can play different instruments  I can mix colours together  I can explore leaf patterns and printings for the beanstalk  I can make an Easer bonnet | | | ●Explore colour and colour-mixing.  • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  • Sing the pitch of a tone sung by another person (‘pitch match’).  I can sing different songs and create different movements to match the song  I can sing the melody and pitch of a song  I can mix colours together  I can make a collage of Elmer | | | ●Draw with increasing complexity and detail, such as representing a face with a circle and including details.  I can draw different objects with more detail  I can create a marble space background  I can make junk model space rocket  I can make a salt dough star | | |
| Provision opportunities | • Take part in simple pretend play, using an object to represent something else even though they are not similar.  • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.  • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.  Draw with increasing complexity and detail, such as representing a face with a circle and including details.   • Explore different materials freely, in order to develop their ideas about how to use them and what to make.  • Develop their own ideas and then decide which materials to use to express them.  • Join different materials and explore different textures.  • Create their own songs, or improvise a song around one they know.  • Play instruments with increasing control to express their feelings and ideas   * Nursery Rhymes, books to sing along to, instruments * Musical instruments/sound wall etc. * Loose parts faces * Making area with different materials for construction and models * Range of mark making resources e.g. crayons, felt tips, pencils, chalk, stamps, etc. * Pattern making resources e.g. sticks, buttons, jewels * Photos of different patterns * Age appropriate art books * Sing box with song mitts and prompt cards | | | | | | | | | | | | | | | | |