Yew Tree Primary Academy

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Nursery Curriculum 2022-2023

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| **Nursery 2022-2023** | AUTUMN | SPRING | SUMMER |
| Dependent on transition and baseline information some overlearning of prior age bands might occur. | **Focused Texts** **Autumn 1-** Where’s Spot, Dear Zoo & The Tiger who came to tea**Autumn 2-** Owl Babies, Meg & Mog & Room on the broom | **Focused Texts** **Spring 1-** Elmer, Rainbow Fish & Giraffes can’t dance **Spring 2-** Three Little Pigs, Little Red Riding hood & The Gingerbread Man | **Focused Texts** **Summer 1-** The Hungry Caterpillar, Jaspers Beanstalk & The Giant Turnip**Summer 2-**We’re going on a bear hunt, How to catch a star & Aliens love underpants |
| Communication & Language | Focus Teaching | ●Sing a large repertoire of songs.●Nursery rhymes ●Learn new vocabularyI am beginning to express my thoughts and ideas with adults and peers.I can describe jungle animals eg the elephant has big ears/the elephant has big ears and a long trunkI know animals are different in colour, size and shape etc. I can share opinions about animals I can say what animals I like and don’t likeI can talk about myself in positive terms – discuss the names of my family and friendsI can describe where I live.  | ●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 tressI can talk about celebrations within my family and other significant events.​I can use new vocabulary to talk about Halloween, Bonfire Night and ChristmasI will explore Halloween, Bonfire Night and Christmas through stories and provision | ●Understand ‘why’ questions, like: “Why did Elmer feel sad?”I can talk about how characters feel and how they behave, E.g why the fish didn’t want to share his scales.I can make links between and characters feeling and my own | ●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 retell stories using pictures and props to support orderI can use repeated refrains when orally retelling a storyI can talk about how characters feel and how they behave.I can talk about right and wrong choices. | ●Enjoy listening to longer stories and can remember much of what happens. ​I can talk about the different colours and changes that can be seen around us when Spring/Summer happens. I can use new language and vocabulary linked to this I.e. spring, brown, orange, grow, names of baby animals, alive, bornI can talk about stories and what happens in greater details. I can hold longer conversations with adults and peers I can remain on topic when have conversations with my peers. | ●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 actionsI 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,
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| 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*****These PSED focus points and objectives can be supported with the following suggested 3D PSHE lessons:** 3D PSHE Making RelationshipsLesson 1: Let’s Play ShopsLesson 2: Who’s PlayingLesson 3: It’s Your Turn  | • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. I can follow the rules in NurseryI 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 Making RelationshipsLesson 4: Good Friends | Begin to understand how others might be feeling ​I will use the display of emotions 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. 3D PSHE Self Confidence and AwarenessLesson 14: The Pantomime | 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 playI can verbally express my needs and wants with my friends3D PSHE Self Confidence and AwarenessLesson 5: Make Your ChoiceLesson 7: Chatterbox!3D PSHE Managing feelings and BehaviourLesson13: Fair Shares | 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 engage in problem solving scenarios to support my skills in team work and sharing different opinions eg a fruit up a tree3D PSHE Self Confidence and AwarenessLesson 6: Odd Jobs3D PSHE Managing feelings and BehaviourLesson 15 – You Smell | With support, begin to show resilience and perseverance in the face of challenge.With support, begin to talk with others to solve conflictsI 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.gBeautifully behaved means I can follow the rules. I am beginning to independently use and understand my ‘Roar Rainbow’3D PSHE Managing feelings and BehaviourLesson 16: A Waiting Game |
| 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
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| Physical Development | Focus Teaching | ●Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. ●Use a comfortable grip with increasing control when holding mark making toolsI can use my hands to manipulate playdough and tools.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 begin to using mark making tools,.e.g. chalk, paintbrushes etc to make different shape and size marks​I can investigate using my body in different ways- jumping, running, hopping, pushing, pulling etcI can negotiate space with increasing control | • Start to eat independently and learning how to use a knife and fork●Use a comfortable grip with increasing control when holding pens and pencils. 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 use knives and forks in playdough as well as snack and lunch time.I know I need to brush my teeth to keep them healthyI can begin to build an outdoor (over, under and through) assault course.I climb with increasing impendence. I can safely move between different levels. I can investigate using my body in different ways- jumping, running, hopping, pushing, pulling etcI can negotiate space with increasing control | ●Use a comfortable grip with good control when holding pens and pencils. • Make healthy choices about food, drink, activity and toothbrushing. ●Use large muscle movements ● Develop co-ordination, balance and agility I can hold a pencil with a correct pencil e.g. between my fingers and thumbI can use and investigate different resources and tools to plantI can make use gardening equipment safely and with controlI can Identify simple healthy and unhealthy foods.I can begin to prepare my own healthy snack- linked to very hungry caterpillarI know my body needs fruit and vegetables to be healthy 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.
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| 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 environmentI can join in a print walk around school in small groups to spot print in different forms eg signs, writing etcI can begin to share my favourite stories – links with home to find out about favourite books at homeI 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? Tiger who came to tea | 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 vocabularyI can use role play to explore stories I join in small group story time I am beginning to share my opinions about storiesI 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  | ●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 etcI can contribute to a story maps for key elements of traditional stories**Texts**Rainbow Fish Elmer Giraffes can’t dance | ●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 mediaWith support, I can gain information from non-fiction books in order to support knowledge of growing **Texts** Traditional tales e.g. 3 little pigs, The 3 Billy Goats Gruff, Goldilocks, Little Red Riding HoodJack and the Beanstalk | ●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**The Very Hungry Caterpillar We’re going on a bear hunt 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 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 nextHow to catch a starAliens love underpantsNo 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
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| 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 celebrationsPractise 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 smallI 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
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| Understanding the world | Focus TeachingHistoryScienceGeographyRE | ●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 ChristmasI 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 magneticBonfire night – safety story of Guy FawkesI can join in making a firework in a jarI can join in a muddy puddle walkI 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 celebratedI can talk about the Easter storyI am beginning to order pictures from a story I can name adult farm animal and match them to their baby- linked to SpringI am beginning to know a globe and world map is for looking at where places are in the world I can investigate where different animals live in the world.  | ●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 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 settingI know why we give eggs at Easter.I know that Jesus came back to lifeI 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 can talk about how a caterpillar changes- Growing, CaterpillarsI know a plant needs soil and water to grow-Planting beansI can join in an outdoor bug hunt and name some insectsI can join in a bug hunt and talk about where they live or were foundI can talk about my family from photos of them in different placesI 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.   | ●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 usI can explore my sensesI can go on a journey in school and the grounds remembering what I sawI know people have travelled to space and the moon in the pastI 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.
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| Expressive arts and design | Focus TeachingMusicArt 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 soundsI can sing different nursery rhymes I can sing different counting songs I can begin to mark make using different shapes and patterns. I can draw a picture of my familyI can make playdough | ● 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-facesI can make a salt dough Christmas decoration  | ●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 sing different nursery rhymes I can sing different counting songs I can make a picture with different emotionsI can use printing techniques- e.g. rainbow fish artI can make a 3d Model-Elmer | ●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 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. • 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 mix colours together I can explore leaf patterns and printings for the beanstalk I know where food comes from-Fruit Kebab | ●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 rocketI can sing the melody and pitch of a song  |
| 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
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