

Nursery Curriculum Overview



Love, Care, Share...
Love learning as friends;
Care for our community as
neighbours;
Share our faith in Jesus as disciples.



St. Ethelbert's RCP

Nursery Curriculum Overview

EYFS Curriculum Statement of Intent

At St Ethelbert's RCP we believe in providing a secure foundation for future learning and development for our children. Our EYFS curriculum emphasises the importance of language development and allows children to develop interpersonal skills, build resilience, become creative thinkers and be confident users of English. We aim to provide a fun, secure, language- rich and challenging educational environment that enables each individual to thrive and grow.

Reception and Nursery work closely with each other to ensure continuity and consistency throughout the foundation stage.

Our Mission statement '*Love learning, Care for our Community and Share our Faith in Jesus*' is at the heart of everything we do.

We place a strong emphasis on the religious, spiritual, moral and cultural development of all our pupils. Our belief in Catholic Social Justice shapes how we behave; what we say; how we build relationships and how we learn. This is incorporated into every aspect of life at St. Ethelbert's EYFS.

Every child is recognised as a unique individual and we celebrate and welcome the differences within our school community.

EYFS Curriculum Implementation

The St Ethelbert's EYFS curriculum is designed to develop the characteristics of effective learning:

- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- Active learning – children keep on trying if they encounter difficulties, and enjoy their achievements.
- Playing and exploring – children investigate and experience things, and 'have a go'.

We use a Growth Mindset approach to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an essential part of our curriculum as we celebrate local multifaith traditions, make a variety of trips and welcome a number of visitors.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected.

However, the three areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn. Our learning environment is designed so that the prime areas are developed throughout the setting and curriculum plans for continuous provision reflect this.

The St Ethelbert's EYFS Curriculum engages all children and ensures that all children make good progress from their starting points. A number of key resources are used to support the development of the curriculum including Birth2five matters; White Rose Maths; Karen Wilding Maths; Supersonic Phonic Friends phonics scheme; Helicopter stories; Colourful Semantics and 'Come and See' (RE).

Child initiated learning is valued and encouraged. For much of the time, children's own interests are used by the adults to engage the children in higher level thinking and deeper learning. Each area of learning and development is implemented through purposeful play which is planned 'in the moment' and adult-led focused activities.

In order to identify weaknesses and track progress in spoken English, children are assessed termly: in using Wellcomm and Renfrew language scales. If children fail to achieve age related expectations in speaking and understanding, individual and group programs are set up to ensure that catch up is expedited. In order to develop language acquisition, and to support early oracy and story-telling skills, Nursery children enjoy 'Rhyme of the Week' and 'Book of the Week' – the focus here, is on learning rhymes and repeated phrases from stories.

At St Ethelbert's RCP, we believe in the importance of outdoor play and the unique opportunities it offers children to learn and develop. Children have a right to learn outdoors all year round and access to the area is available for most of the day.

Parents are valued as first educators and every effort is made to inform them of the EYFS curriculum whilst providing them with the tools to continue in learning at home. Parents are encouraged to share their child's achievements through engagement with 'Seesaw'. Each week, we have focus children when parental views about their child are sought. Strategies to engage and inform parents include 'Seesaw', 'Stay and Play' sessions, parent workshops, reading records, postings on social media and our open-door policy.

KEY TEXTS

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Dear Zoo • Peace at Last • Spot's Halloween • Monkey and Me 	<ul style="list-style-type: none"> • Going on a Bear Hunt • Whatever Next • Owl Babies • Red Riding Hood • Dear Santa • Mog's Christmas 	<ul style="list-style-type: none"> • One Snowy Night • 10 Little Fingers • Lost in the Snow 	<ul style="list-style-type: none"> • You Choose • This is the Bear • Day Monkey • Night Monkey • What Makes Me Happy 	<ul style="list-style-type: none"> • Mole and the Baby Bird • On the Way Home • The Gruffalo • 3 Billy Goats • The Odd Egg 	<ul style="list-style-type: none"> • Handa's Surprise • The Singing Mermaid • Hospital Dog • Pants

<ul style="list-style-type: none"> • Goodnight Moon 		<ul style="list-style-type: none"> • Gruffalo's Child • Dinosaur Roar • Goldilocks 	<ul style="list-style-type: none"> • Jack and the Beanstalk • Sleeping Beauty 	<ul style="list-style-type: none"> • Oi Frog 	<ul style="list-style-type: none"> • The Hungry Caterpillar • The Enormous Turnip
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RHYMES

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Baa Baa Black Sheep • Old McDonald had a Farm • Hickory Dickory Dock • I'm a Little Teapot • Oats and Beans and Barley Grow • Incey Wincey Spider 	<ul style="list-style-type: none"> • Rock a Bye Baby • It's Raining • The Animals Went in Two by Two • Five Little Speckled Frogs • Head, Shoulders, Knees and Toes • Horsey, Horsey Don't You Stop 	<ul style="list-style-type: none"> • Five Little Monkeys Jumping on the Bed • I Can Sing a Rainbow • Mary had a Little Lamb • Row Row Row your Boat • The Grand Old Duke of York • Twinkle Twinkle Little Star 	<ul style="list-style-type: none"> • Little Bo Peep • London Bridge is Falling Down • Miss Polly had a Dolly • If You're Happy and You Know It • One, Two Buckle my Shoe • Ring a Ring a Roses 	<ul style="list-style-type: none"> • Ride a Cock Horse • Five Little Ducks • See Saw Margery Daw • Rock a Bye Baby • A Sailor Went to Sea, Sea, Sea • One Potato, Two Potato 	<ul style="list-style-type: none"> • Ten in a Bed • Three Blind Mice • Wind the Bobbin Up • Bobby Shafto • Ring a Ring o Roses • Here We Go Round the Mulberry Bush

PHONICS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Supersonic Phonic Friends The Basics 1 <ul style="list-style-type: none"> • Listening Activities • Listening to sounds and instruments • Learning Rhymes 	Supersonic Phonic Friends The Basics 1 <ul style="list-style-type: none"> • Listening Activities • Body percussion • Learning Rhymes 	Supersonic Phonic Friends The Basics1 <ul style="list-style-type: none"> • Listening Activities • Listening to sounds and instruments • Learning Rhymes 	Supersonic Phonic Friends The Basics 1 <ul style="list-style-type: none"> • Listening Activities • Alliteration • Playing with rhyme • Voice sounds 	Supersonic Phonic Friends The Basics 1 <ul style="list-style-type: none"> • Rhyming Activities • Oral blending and segmenting • Becoming familiar with letter/digraph/trigraph sounds 	Supersonic Phonic Friends The Basics 1 <ul style="list-style-type: none"> • Rhyming Activities • Oral blending and segmenting • Becoming familiar with letter/digraph/trigraph sounds

LITERACY SKILLS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Enjoying and responding to stories Looking at and treating books carefully Mark making 	<ul style="list-style-type: none"> Recognising environmental print Make circles and vertical lines using a variety of tools and media 	<ul style="list-style-type: none"> Answer who/what/where questions when responding to stories and information texts Use shapes to represent objects when they draw Recognise own name 	<ul style="list-style-type: none"> Know the names of different parts of a book Attribute meaning to marks Draw a figure with a detailed face 	<ul style="list-style-type: none"> Talk about characters and settings when listening to stories Understand the difference between text and pictures Begin to write letters including those from their own name 	<ul style="list-style-type: none"> Know that English is read from left to right and from top to bottom Use a tripod grip to hold a pencil and paintbrush Begin to write their name

MATHS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> Number rhymes Sorting and Matching (colour) 	<ul style="list-style-type: none"> Counting to 5 What do you notice/see? 1/more than 1 Sorting and Matching (size) 	<ul style="list-style-type: none"> Counting to 10 What do you notice/see? Beginning to subitise to 3 Positional language - in/on/under/first/last 	<ul style="list-style-type: none"> Subitising to 3 3/not 3 Introduce 5 frames (full/empty/spaces) Introduce numerals to 3 	<ul style="list-style-type: none"> Counting beyond 10 Subitising to 5 Recognising 1-5 on 5 frames Recognising numerals to 5 Copying repeating patterns 	<ul style="list-style-type: none"> Counting beyond 10 More/less/fewer Comparing objects Long/short tall/short Heavy/light/Full/empty

Understanding the World

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<ul style="list-style-type: none"> • Baking – changes (Science) • Colour (Science) • All About Me (History) • My Family (RE) 	<ul style="list-style-type: none"> • Autumn (Science) • Occupations (Geography) • Diwali (RE) • Christmas (RE) 	<ul style="list-style-type: none"> • Freezing/Melting (Science) • Winter (Science) • Dinosaurs (History) • Chinese New Year (RE) 	<ul style="list-style-type: none"> • Planting (Science) • Spring (Science) • Where We come From (Geography) • Mother's Day (RE) 	<ul style="list-style-type: none"> • Materials (Science) • Spring (Science) • Old and New (History) • Ramadan (RE) 	<ul style="list-style-type: none"> • Magnets (Science) • Summer (Science) • Local Area (History) • Father's Day (RE) • Islam (RE) • Judaism (RE)
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Expressive Arts and Design

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Use of Equipment (Art) • Indoor and Outdoor construction toys (DT) • Wooden blocks (DT) 	<ul style="list-style-type: none"> • Painting (Art) • Indoor and Outdoor construction toys (DT) • Wooden blocks (DT) 	<ul style="list-style-type: none"> • Clay (Art) 	<ul style="list-style-type: none"> • Collage (Art) • Making Sandwiches (DT) 	<ul style="list-style-type: none"> • Drawing (Art) 	<ul style="list-style-type: none"> • Textiles (Art) • Woodwork (DT)

R.E.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Myself 	<ul style="list-style-type: none"> • Welcome • Birthdays • Diwali • Advent • Christmas 	<ul style="list-style-type: none"> • Celebrating • Gathering 	<ul style="list-style-type: none"> • Gathering • Growing • Lent • Easter 	<ul style="list-style-type: none"> • Gathering • Good News 	<ul style="list-style-type: none"> • Friends