



Ferndale Primary & Nursery School – Nursery Revised Curriculum 2023

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Vehicles Settling in and well-being, emotions and Autumn	People who help us Celebrations (Halloween, Bonfire night, Diwali, Christmas) Fire brigade, NHS, Police, Family, Santas Elves,	What's a Story? Traditional Stories	Local walk, growing, postbox, church, shop.	Zoo	Seaside
Communication and Language - Educational programme	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Curriculum Goal	The children will be happy chatterers with a varied vocabulary. The children are independent to say how they feel, expressing their emotions.					
Listening, Attention and Understanding	To introduce carpet time and understand expectations and rules for listening/learning behaviours. To listen to sounds/animals/environment. To improve memory through games and speech	Developing vocabulary UNDERSTANDING instructions – 2 information carrying words Eye movement, looks at speaker Can sit on the carpet for short spaces of time. New I CAN'S I Can show eye contact and follow a 1 part instruction. I can say a simple sentence	Listen to longer stories	Understand why questions Understand action words Understand 3 information carrying words	Understand 'not' eg Find the hat that is not blue'	Understand 4 information carrying words – Put Sallys yellow coat in the cupboard Understand pronouns his, her, they Understand comparative language.
	Sing rhymes Understand everyday nouns and verbs Answer yes and no questions Use pronouns such as 'mine' To use short sentences 'my name is...' Learn new vocabulary Use new vocabulary through the day	Sing a large repertoire of songs – Identify parts of the body Ask for things by name Nativity	Carries out actions on request Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	'Put Sallys coat in the cupboard Repeat sentences accurately Talk about immediate experiences	Includes basic emotion words in vocabulary Use an adjective to describe a noun. Be able to express a point of view and debate Use new vocabulary in different contexts Read big books	Be able to tell a long story by looking at pictures
Personal, Social and Emotional Development – Educational programme	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Curriculum Goal	The children will be independent super stars.					
Self Regulation	Becoming independent within the classroom. Ability to select own activities and use resources.	Introduce reading buddies – become more outgoing with unfamiliar people in their own setting and develop confidence in new social situations.		Begin to understand how others maybe feeling		
Managing Self	Develop sense of responsibility/self within the classroom and as a member of their community. To begin to identify independence in toileting. To use reources and be responsible for them.	Increasingly follow the rules without the support of an adult. Use the toilet independently with minimal support.		Discuss feelings Independently use the toilet.		
Building Realtionships	Becoming more outgoing and confident in new social situations (focus on welly walk; to start in term 2) To be independent and confident to talk in a social situation	Begin to play with other children around them.		Develop ways of being assertive to cope with conflict or stand ground.		
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>						
Physical Development – Educational programme	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives ⁷ . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence					



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<p>Curriculum Goal</p>	<p>The children will be happy climbers with great co-ordination and core strength.</p>					
<p>Gross motor skills</p>	<p>Working on independence within the classroom; following routine, going to the toilet and putting on own coat. Being able to take off their coat and find their peg. Being able to hang their coat up on the correct peg and know where the peg is</p> <p>Using the outdoor area to promote physical fitness and movement. Using gross motor skill to ride bikes, make marks and climb apparatus.</p>	<p>To begin using the balanceability scheme and children to begin on the balance bikes and with core strength activities.</p> <p>Teach hop, standing balance and jump. Learning to follow instruction to balance, stop and improve core strength</p>	<p>Choosing resources to match their activities. Building site focus.</p> <p>Ball skills.</p>	<p>Making healthy choices about food, drink, activity and tooth brushing.</p> <p>Teach skip.</p>	<p>Remembering sequences and patterns of movement for music and rhythm.</p> <p>Children are confident on a balance bike.</p>	<p>Understand and play team games – working towards independence within these.</p>
<p>Fine motor skills</p>	<p>Explore using scissors, cutting play doh, straws etc. To develop strength in their hands by rolling a ball, using finger puppets To understand the purpose of hand held implements and messy play</p> <p>Introduce daily dough disco encouraging manipulation of doh with different movements.</p> <p>To use a spoon to feed themselves and accurately in play.</p> <p>Mark making with larger implements.</p> <p>I can take of my shoes and socks.</p>	<p>Big Marks ongoing to encourage early writing/ comfortable pencil grip.</p> <p>Introduce squiggle wiggle – working towards gross and fine motor mark making.</p> <p>To use tools with safety and with emerging control, (hammer and tees into pumpkins)</p> <p>I can take of my shoes and socks. I CAN open and close scissors and I CAN use tools for a purpose</p>	<p>Begin to hold scissors correctly and make snips in paper.</p> <p>Use knife to support in cutting of snack.</p> <p>Mark making with pencils.</p> <p>I can begin to put on my shoes and socks and put on my own coat.</p>	<p>Begin to determine hand dominance and with support begin to use tripod grip.</p> <p>To use tools safely such as screws and screwdrivers.</p> <p>I can put on my coat and start to get undressed/ dressed with support for PE.</p>	<p>Use knife and food for snack times and with support.</p> <p>I can put on my coat and start to get undressed/ dressed with support for PE.</p>	<p>Hold scissors correctly and cut along a line.</p> <p>I can put pegs into a pegboard.</p> <p>I can put on my coat and start to explore doing up my zip.</p> <p>I can get changed for PE.</p>
<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility</p>						
<p>Literacy – Educational Programme</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
<p>Curriculum Goal</p>	<p>The children will be wacky writers and super storytellers.</p>					
<p>Writing</p>	<p>Enjoy drawing and making marks which have meaning. Light scribbles are produced with the cylindrical or palmer grip, pencil held in the palm, movement from the shoulder; the arm and the hand move as a unit. Making lines up/down, side to side Hold scissors – make them open and close</p> <p>Name writing cards.</p> <p>Termly drawing writing assessment – Ref development of drawing skills</p>	<p>Start recognising their name. Enjoy drawing and mark making with meaning. Digital grip – all four fingers are holding the pencil, movement comes mostly from the elbow. Horizontal lines, vertical lines and circular lines are able to be copied – Squiggle wiggle Snip paper or malleable materials</p>	<p>Four finger grip – movement from the wrist, zig zagging lines, crossed lines and simple humans can be drawn with this grip Snip paper moving forwards</p>	<p>Name writing has made progress. Evidence of early writing – symbols to represent letters</p> <p>Holds scissors in a thumb up position</p>	<p>Form a selection of recognisable letters</p> <p>Cuts in a straight line</p>	<p>Prtastic tripod grip – triangles, circles and squares can be copied with this grip. Can write own name.</p>



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Reading	progress documented. Draw a person/themselves					
	Enjoy sharing books Look at pictures and name familiar items Join in with songs and rhymes Notice print in the environment Understand how to hold a book and look after it Understand what a book is and what it can tell us	Listen at carpet time, continuing to develop learning behaviours. Enjoying stories, experiencing new vocabulary and discussing our learning. Recognise the covers of some favourite books, start pretending to read by turning pages and making up stories	Engage in conversation about the stories that we are learning incorporating new vocabulary and what they've seen in books Beginning to develop an understanding about the five key concepts of print. Recognise often seen words like signs and logos	Focus on the five key concepts of print: <ul style="list-style-type: none">Print has meaningThe names of different parts of the bookPrint can have different purposesPage sequencingWe read from left to right Ask questions Recognise words with the same initial sound.	Focus on the five key concepts of print: <ul style="list-style-type: none">Print has meaningThe names of different parts of the bookPrint can have different purposesPage sequencingWe read from left to right Retell own simple story using new vocabulary.	Predict what happens next/how a story might end.
Phonics	Listening to sounds and distinguishing them, everyday sounds, environmental and instrumental Creating sounds Memory games	Awareness of rhyme and alliteration	Ability to produce rhyme, rhyming pairs and strings	Clapping and counting syllables Identify words that don't rhyme	Listening to sounds and distinguishing them. Hearing initial sounds in words List words that start with the same sound	Oral blending and segmenting.
Mathematics – Educational Programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Curriculum Goal	The children will be number wizards.					
Number	Take part in finger rhymes with numbers. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	React to changes of amount in a group of up to three items. Count with 1-1 correspondence to 3, move each object as count Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'. - children	Compare amounts, saying 'lots', 'more' or 'same' Recite numbers past 5	Say one number for each item in order: 1,2,3,4,5. - 1-1 to 5 Show 'finger numbers' up to 5.	Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers 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'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
Numerical Patterns	Climb and squeeze themselves into different types of spaces. Complete inset puzzles.	Build with a range of resources. Explore weight, shape and size with pumpkins.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Show fingers up to 3 Keep track of counting without touching or seeing object, count jumps accurately Know different compositions of 2/3	Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy' Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size, length, weight and capacity.	Understand position through words alone - for example, "The bag is under the table," - with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	Notice patterns and arrange things in patterns. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns - stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.
Vocabulary	Ongoing provision throughout the year. Developing mathematical vocabulary mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Daily routines - registration, 10 frame, calendar, visual timetable. Songs		Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'			
Understanding the world – Educational programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Curriculum Goal	The children will be inquisitive investigators.					



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Past and Present	Repeat actions that have an effect.			Explore collections of materials with similar and/or different properties. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for			
			Make connections between the features of their family and other families.	Begin to make sense of their own life-story and family's history		Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	
	Explore materials with different properties. Explore natural materials, indoors and outside.	Explore and respond to different natural phenomena in their setting and on trips – welly walks Explore pumpkins, sensory play		the natural environment and all living things.	Explore and talk about different forces they can feel		
	<p>Understand the effect of changing seasons on the natural world around them, Notice differences between people. Talk about what they see, using a wide vocabulary. Explore how things work.</p> <p>Describe what they see, hear, and feel whilst outside - Use all their senses in hands-on exploration of natural materials. Show interest in different occupations. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people/ reading spine</p>						
Expressive Arts and Design – Educational programme	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.						
Curriculum Goal	The children will be amazing artists.						
Creating with Materials	Being Imaginative and Expressive	Create closed shapes with continuous lines and begin to use these shapes to represent objects.	. Use drawing to represent ideas like movement or loud noises. (fireworks)	Draw with increasing complexity and detail, such as representing a face with a circle and including details	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.
		Move and dance to music Join in with songs and rhymes, making some sounds. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	Make rhythmical and repetitive sounds. Explore a range of soundmakers and instruments and play them in different ways.	Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
<p>-Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. - Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.</p>							