



Nursery School Curriculum Framework CYCLE 1 (3 and 4 YO)

Whole School Theme	If You Go Down In The Woods Today		Super Storytellers		Our Wonderful World	
National themes/festivals	Harvest	Diwali Remembrance Sunday Children in Need Christmas	Chinese New Year Safer Internet Day Pancake Day	New Life-chicks Red Nose Day Mothers' Day Easter	St George's Day Ramadan Eid	Fathers Day
Terrific Texts	Owl Babies The Gruffalo Little Red Hen Willy and Hugh Brown Bear, Brown Bear Polar Bear, Polar Bear Farmer Duck Room on the Broom A Dark, Dark Tale Peace at Last The First Christmas		<u>Traditional Tales:</u> The Three Little Pigs Goldilocks & the Three Bears The Gingerbread Man The Three Billy Goats Gruff Jack and the Beanstalk The Enormous Watermelon The Runaway Chapatti Mr Wolf's Pancakes Chicken Licken One Snowy Night Each Peach, Pear, Plum		Oliver's Vegetables The Little Red Hen The Enormous Turnip Mr Gumpy's Outing The Mouse, the Ripe Strawberry and the Hungry Bear Jasper's Beanstalk The Hungry Caterpillar Monkey Puzzle Life Cycles (NF)	
<p>Vocabulary (to be identified on short term plans)</p> <p>STAR approach to the direct teaching of Vocab.</p> <p>Select the really useful key/new vocab</p> <p>Teach the selected vocab in a structured manner</p> <p>Activate the meaning of the words in context</p> <p>Review the taught words to ensure they are retained</p>						

Key/ New Vocabulary	Knead, Astounding, wonderfully, stroll, creaked, wearily, terrifying, grind.	Size - small, medium, big Hooves Valley Cottage Gigantic	Enormous Metamorphosis Trampled	Generous Chrysalis
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		Furious Scary Neighbours Recipe	Squabbled	
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<p>Personal, Social & Emotional Development</p>	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Experience a range of familiar/unfamiliar experiences supported by adults. • Access resources independently. • Build relationships with others. • Receive positive praise for behaviour and achievements. • Look after and share resources. • Situations that provide the opportunity to experience different moods, feelings and emotions. • Independent in self help skills <p>Focus Teaching:</p> <ul style="list-style-type: none"> • Small world settings from stories where children can replay helping others and being a good friend. • Learning Nursery Routines. • Learning Nursery Expectations. 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Engage in friendly play with friends • Sharing and taking turns with resources • Develop self confidence • Participate in sharing own experiences • to feel talk about own feelings and how others may • Independent in self help skills <p>Focus Teaching:</p> <ul style="list-style-type: none"> • Games to encourage turn taking • Community Links • Small world play acting out and learning key phrases from stories 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Engage in playing alongside and with peers in different contexts • Participate in sharing ideas, resources and ideas • Understand the rules of friendship • Discuss strategies to resolve conflict • Develop resilience • Independent in self help skills <p>Focus Teaching:</p> <ul style="list-style-type: none"> • Stories linked to feelings • Community Links • Acting out and learning key phrases from stories
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Communication	Daily opportunities for key learning:	Daily opportunities for key learning:	Daily opportunities for key learning:
and Language	<ul style="list-style-type: none"> • Listen and respond in a variety of situations. • To talk to and listen to visitors. • Opportunities to think about objects using who? what? where? when? questions. • Puppets or masks for children to use to retell stories and rhymes. <p>Focus Teaching:</p> <ul style="list-style-type: none"> • Phase one phonics fun • Books that enhance specific speaking and listening skills. • • Talk for Writing 	<ul style="list-style-type: none"> • To join in with story telling • To use story language - use small world areas and props • To place objects in different positions • To answer questions about a character Focus Teaching: • STAR approach to teaching new vocab • Talk for Writing • Phonics Fun 	<ul style="list-style-type: none"> • Engage in story telling • Follow two part instructions • Develop key new vocabulary • Engage in two way conversations Focus Teaching: • STAR approach to teaching new vocab • Talk for Writing • Phonics Fun

<p>Physical Development</p>	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Play outdoors using climbing equipment in both the playground and when in Forest School. • Manipulate malleable materials to achieve a planned effect. • Use a range of different fastenings. <p>Focus Teaching:</p> <ul style="list-style-type: none"> • PD Gross Motor planning • Doodle Sticks • Forest School sessions 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Play outdoors being confident to move in a variety of ways • Access Squiggle while you wiggle - gross motor fun • Access daily dough disco activities - fine motor • Access funky fingers / finger gym activities in provision Focus Teaching: • PD Gross Motor planning • Handwriting - gross motor formation with ribbons, large paper, water and paint brushes 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Play outdoors, moving in a variety of ways, and using climbing and balancing equipment • Access fine motor development activities • Use a range of tools in different activities • See correct letter formation being modelled Focus Teaching: • PD Gross Motor planning & PE • Handwriting (as part of Phonics
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		<ul style="list-style-type: none"> • Forest School sessions 	<p>fun)</p> <ul style="list-style-type: none"> • Forest School sessions
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<p>Literacy</p>	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Experience a range of print. • Engage in rhyming and rhythmic activities. • Listen to and join in with stories, rhymes, songs and poems. • A range of mark making opportunities in all areas of provision. • A range of provocations as a stimulus for writing. <p>Focus Teaching:</p> <ul style="list-style-type: none"> • Talk for Writing • Story sacks and props for retelling stories. • A range of writing experiences where children are writing for a purpose. • Name writing opportunities. 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Shared stories • Writing opportunities in all areas of provision • Writing for a purpose-labels, names, recipes, notes, plans, messages, safety notices, information texts, posters • Talk about and explore new vocabulary through stories and non fiction books/texts <p>Focus Teaching:</p> <ul style="list-style-type: none"> • Engage in exciting hooks to introduce a book • To act out / retell stories using props • To use a wide variety of mark making tools • Talk for writing 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Engage in Shared Reading with a range of texts including non fiction • Writing for a purpose-labels, names, recipes, notes, plans, messages, safety notices, information texts, posters • Talk about and explore new vocabulary through stories and non fiction books/texts • Role play <p>Focus Teaching:</p> <ul style="list-style-type: none"> • Experience a variety of stories to enable children to be immersed in story language, contexts, events, characters, profiles/feelings etc. • Exciting provocations to represent writing/ mark making • Talk for Writing
<p>Maths</p>	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Explore number names through rote counting, songs, rhymes and stories. 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Reciting numbers to 10 - forwards and backwards • Join in with number songs 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Working with numbers upto 10 (not definitive) • Ordering numerals

	<ul style="list-style-type: none"> • Number symbols in the environment. <p>Focus Teaching in N:</p> <ul style="list-style-type: none"> • Counting and comparing groups of objects • Find totals • Find one more, one less • Number problems <p>Focus Teaching in NP • Visual Timetables.</p> <ul style="list-style-type: none"> • Explore shape in the environment and the shape of everyday objects. • Explore different objects by size and weight. 	<ul style="list-style-type: none"> • Count a range of objects - 1 to 1 correspondence • Access maths books in provision - number rhymes, counting, shape • To show numbers using fingers • To begin to record numbers • To make pictures using shapes • To recognise numbers and shapes in the indoor and outdoor environment <p>Focus Teaching in N:</p> <ul style="list-style-type: none"> • Daily reciting numbers forwards and backwards • Counting actions / sounds • Subsidising activities <p>Focus Teaching in NP</p> <ul style="list-style-type: none"> • Make pictures with 2D shapes • Make models with 3D shapes • Talk about shapes in the environment 	<ul style="list-style-type: none"> • Counting on and back • Match numeral to quantity • Access books with numbers and counting • Calculating -more & less <p>Focus Teaching in N:</p> <ul style="list-style-type: none"> • Counting and comparing groups of objects • Find totals • Find one more, one less • Number problems <p>Focus Teaching in NP</p> <ul style="list-style-type: none"> • Name and describe 2d shapes. • Make patterns • Compare and order lengths, heights, weights
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<p>Understanding the World</p>	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Share and talk about the things which are special to them. • Use of I pads and Interactive white board as part of provision 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Share own experiences / special times • Engage in circle time activities • To talk about / ask questions about the things they can see • Access Forest school activities 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Engage in talking with partners/peers • Respond to targeted questions about family and friends • Talk about what they see and find
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	<ul style="list-style-type: none"> • Access to engaging home corners <p>Focus Teaching:</p> <ul style="list-style-type: none"> • take part in circle time activities • Visitors in to talk about special times • To explore seasonal changes 	<ul style="list-style-type: none"> • To operate ICT equipment <p>Focus Teaching:</p> <ul style="list-style-type: none"> • Key experiences in celebrations, festivals, national events • To explore seasonal changes • Visitors into school e.g. farm animals • ICT equipment to program - Beebots 	<ul style="list-style-type: none"> • Use ICT to support focus activities, and explore Technology equipment e.g. cogs, lights <p>Focus Teaching:</p> <ul style="list-style-type: none"> • Key experiences in celebrations, festivals, national events • Explore change and growthinvestigate similarities and differences • Using cause and effect equipment that encourages problem solving
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<p>Expressive Art & Design</p>	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Singing, music and movement • Draw and paint • Explore colour and texture through mixing • Create colour and texture through mixing • Access to a range of construction materials • Practise with tools: scissors, spreaders, cutters, hole punch, clay tools • Access to creative and imaginative areas Focus Teaching: 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Singing songs related to topic / story / seasons • To listen to and respond to music - indoors and outdoors • Access to drawing and painting indoors and outdoors • Talk about textures - baking activities / food tasting / sensory tubs • To access a variety of construction materials • Access to engaging Role play areas <p>Focus Teaching:</p>	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Singing, music and movement • Draw and paint • Explore colour and texture through mixing • Create colour and texture through mixing • Access to a range of construction materials • Practise with tools: scissors, spreaders, cutters, hole punch, clay tools • Access to creative and imaginative areas Focus Teaching:
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	<ul style="list-style-type: none"> • Daily Nursery rhyme singing with instruments • Access to Painting easel and mark making areas with a variety of materials • Access to imaginative role play and small world 	<ul style="list-style-type: none"> • Painting challenges linked to topic / story • Construction challenges linked to topic / story • Use Props to retell a story - small world / role play area • 	<ul style="list-style-type: none"> • Representational drawings using timelines • Explore work of a famous artist • Design and construct with a purpose • Acting out a narrative or story with peers
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Parent Partnership	Stay and play session Cosy Christmas Christmas concert Parent Sessions in C R Where appropriate parents to share experiences for festivals	Stay and play session with a reading focus Mother's day Easter egg hunt year 1 / year 2 After school club with parents Easter concert Parent Sessions in C R	Parents to be invited to see 'performances' Cards for a 'special person' for Father's day as appropriate Forest school sessions for parents Parent Sessions in C R
Local Community	Local Church link- to talk about celebrations Christmas Eid celebrations	Local farm - bringing in animals Chick life cycle - eggs from Mrs C Local Church link- to talk about New Life & celebrations- Easter & Christmas	Cooking chapattis and recipes to be sent home Gardening Club
British Values	Tolerance of different faiths and beliefs Democracy Mutual Respect Individual Liberty Rule of Law	Tolerance of different faiths and beliefs Democracy Mutual Respect Individual Liberty Rule of Law	Tolerance of different faiths and beliefs Democracy Mutual Respect Individual Liberty Rule of Law

Children develop at different rates. We have an ambitious curriculum for all our children, and all children will work towards these End Points. Hindpool Nursery School End Points will be measured by observations of children in child initiated and adult directed activities and children's work in their Tapestry profile.

