



# Nursery Curriculum



At St. Oswald's our early years prepares our children for the learning journey ahead of them in later years. We are delighted that the quality of our provision has been recognised with the accreditation of our Early Years Quality Mark. Through basing our vision on 'Life in all its fullness' (John 10:10) and 'Teach children how they should live and they will remember it all their life.' (Proverbs 22:6) we will promote an inclusive school community, rooted in mutual respect, understanding and kindness towards others. We will develop resilience and a love of learning, which will enable children to achieve their aspirations.

- R** - Resilience
- A** - Aspirational
- I** - Inquisitive
- N** - Nurturing
- B** - British Values
- O** - Oracy
- W** - Wellbeing

# End of Nursery expectations

## Prime Areas of Learning

### Self-Regulation

- 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 social situations
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Develop appropriate ways of being assertive.
- Understand gradually how others might be feeling.

### Managing Self

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing

### Building Relationships

- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Talk with others to solve conflicts

### Listening, Attention & Understanding

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time.
- 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".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

### Speaking

- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

### Gross Motor Skills

- 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.

### Fine Motor Skills

- Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- 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.
- 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.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats

## Specific Areas of Learning

Comprehension	<ul style="list-style-type: none"> <li>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</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>
Word Reading	<ul style="list-style-type: none"> <li>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</li> <li>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.</li> <li>Write some or all of their name.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Write some letters accurately.</li> </ul>
Number	<ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> </ul>
Numerical Patterns	<ul style="list-style-type: none"> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> </ul>
Past & Present	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Show interest in different occupations.</li> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
People, Culture & Communities	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Explore how things work.</li> <li>Plant seeds and care for growing plants.</li> </ul>
The Natural World	<ul style="list-style-type: none"> <li>Understand the key features of the life cycle of a plant and an animal.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel.</li> <li>Talk about the differences between materials and changes they notice.</li> </ul>
Creating with Materials	<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> </ul>
Being Imaginative & Expression	<ul style="list-style-type: none"> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> <li>Explore colour and colour- mixing.</li> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>





## 7 Areas of Learning



### **Communication and Language**

Wellcomm, NELI, Helicopter stories

### **Personal, Social and Emotional Development**

Development Matters

### **Physical Development**

Get Set 4 PE, Squiggle while you wiggle, Dough Disco

### **Literacy**

Read Write Inc

### **Mathematics**

Mastering Number

### **Understanding the World**

Development Matters

### **Expressive Arts and Design**







Access Art

# Characteristics of Effective Learning

The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations.

<p><b>Planning Peter</b> Plans and reflects on what has gone well and what he might do differently next time.</p> 	<p><b>Resilient Reggie</b> Keeps on trying even when things are difficult or tricky.</p> 	<p><b>Learning Lenny</b> Loves to learn new things. He is enthusiastic about learning.</p> 
<p><b>Curious Cleo</b> Is interested in why things happen and how things work. She is always asking questions.</p> 	<p><b>Inventive Ivy</b> Has own ideas about what she wants to do and finds ways to solve problems.</p> 	<p><b>Brave Bonnie</b> Is always prepared to have a go, even if it is something new or different.</p> 

# Our Topics

Autumn 1		This is me (Myself, family & Farm)
Autumn 2		Up, Up & Away (Celebrations & Space)
Spring 1		Snow- flakes & Ice (Weather)
Spring 2		Can I grow it? (Plant & Life cycles)
Summer 1		Once upon a time.. (Fairy tales/ castles, knights/ dragons)
Summer 2		Beyond the waves (Creatures/ mermaids)

