



Our curriculum is heavily based on the children's interests and is not a linear process. Optimal learning occurs from those opportunities that are of high interest to the children. Individual Tapestry journals evidence a discrete curriculum that differs between each child. This plan seeks to inform of the adult input sessions across the year and may take a different direction dependent on the interests of the children or important events that may be occurring in our community around us.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main theme: Topic Focus</b>	We are special  What makes me special?	Autumn Season  Why do we celebrate?	People who help us  Who is a hero?	Spring  What is Spring?	Growing food and farming  How does your garden grow?	Seaside  I wonder what is at the seaside?
<b>Characteristics of effective learning</b>	<p><b>Playing and Exploring:</b> I can explore and plan my ideas, I can try new activities based on my interests, I can make independent choices.</p> <p><b>Active Learning:</b> I keep trying, I achieve my goals, I am beginning to correct my mistakes by myself.</p> <p><b>Creating and Thinking Critically:</b> I can make links between ideas; I can check my progress and see how well I am doing; I have my own ideas.</p>					
<b>Other possible themes based on children's interests.</b>	Autumn All about me My family My home Our community Relationships and feelings	Birthdays Autumn Diwali Nursery Rhyme Week Bonfire Night Remembrance Christmas	Valentines day Chinese New Year Superheroes Looking after ourselves Around the World People who help us Pancake day	Easter St Piran's day World Book Day International Women's Day Spring Farm Zoo Jungle Arctic Dinosaurs	Minibeasts Growing Lifecycles Spring Earth Day Farm Plant Lifecycles May Day World Bee Day	Holidays Journeys Lifeguards Looking after the Ocean Pirates Mermaids Local beaches Rivers and Estuaries Fishing Weather
<b>Enrichment Activities:</b>	Making family books Family Tea party Black History Month (October)	Nursery Rhyme Week Christmas performance	Community Heroes' Day Dress up as your favourite person that helps you.	Role play flying to a different country. Animal camera/ Virtual Zoo Bird watching	Tadpoles Growing flowers (Sunflowers/daisies)	Beach Trip Water Day Lifeguard/Coast guard visit Beach/Water safety

	Diwali-tasting foods from different cultures. Harvest	Christmas jumper/dinner day Remembrance Day Bonfire Night (Firefighter visit)	Visit from police/nurse/vet/doctor Chinese New Year parade	Zoo trip Marks Ark visit World Book Day Easter Bonnet Parade St Piran's Day	Growing and releasing butterflies. Vegetable patch in school allotment. Cress heads National Storytelling Week	World Music Day
<b>Personal, Social and Emotional Development</b>  Scheme: Jigsaw	Being Me in My World  Understanding my place in the class, school and global community	Celebrating Difference  Anti-bullying and diversity	Dreams and Goals  Goal setting, aspirations for yourself and the world and working together	Healthy Me  Self-esteem, confidence and healthy lifestyle choices	Relationships  Understanding friendships, family, other relationships, conflict resolution and communication skills	Growing and Changing  Including change in animals, humans and growth
<b>Communication &amp; Language</b>  This is developed throughout the year through high quality interactions through daily group discussions, circle times, stories, singing and nursery rhymes.	<u>Makaton signs:</u> Thank you Hello Sit down Drink Good morning  <b>Vocabulary focus:</b> Greetings Emotions Nouns for objects in home setting and school setting Adjectives to describe self and others	<u>Makaton signs:</u> Book Look Lunch/eat  <b>Vocabulary focus:</b> Nouns for animals, seasons and weather Adjectives for weather Opposites hot - cold  Sentences to describe the	<u>Makaton signs:</u> Mum Dad Home Play  <b>Vocabulary focus:</b> Nouns for professions and employment  Role play in professions with some specialist language eg, doctor or vet.	<u>Makaton signs:</u> Dance Toilet Yes No  <b>Vocabulary focus:</b> Story structure and time. Long, long ago, In the beginning, after, next.  Sequencing sentences to tell a story	<u>Makaton signs:</u> Sorry Sleep Finished Baby  <b>Vocabulary focus:</b> Nouns for food and eating such as cutlery, napkin  Descriptions of movement for mini beasts	<u>Makaton signs:</u> Help Little Big  <b>Vocabulary focus:</b> Scientific terms and tools such as magnifying glass, thermometer  Positional language on safari

	Sentences for preferences	concrete and abstract world around them	Sentences to command and to question		Sentences to enquiry and introduce because...	Sentences to instruct movement
<b>Key texts, song and rhyme:</b>	<p>Incredible you What Makes Me A Me? Special times/Night time' Bonfire/Diwali Stick Man The Gruffulo Homes The same but different too Peace at last Look what I found in the woods You choose Calm down Boris All welcome here</p>	<p>Elmer Hedgehogs – How Can I Help Roly the Hedgehog Seasons - Tree Mog in the Dark Christmas Story Can't you sleep little bear? One snowy night Ten in a bed Owl babies Pants Hats of faith</p>	<p>'People who help us' Dinosaurs' Transport/Travel Naughty Bus Dinosaurs Harry and his Bucket Full of Dinosaurs Going to the volcano Superworm Heroes all around the World</p>	<p>What the Ladybird Heard Dear Zoo Rumble in the Jungle We're Going on a Safari We're Going on a Bear Hunt Giraffe's can't dance Goldilocks and the Three Bears Little Red Riding Hood Farmyard Hullabaloo The Three Billy Goats Gruff The Three Little Pigs</p>	<p>On the Farm/In our Garden' Old MacDonalld Had a Farm Jack and the Beanstalk The Enormous Turnip The Little Red Hen Sam Plants a Sunflower Mad About Minibeasts The very Hungry caterpillar</p>	<p>Exploring Our World' Under the Sea Sharing a Shell The Snail and the Whale Commotion in the Ocean Tiddler The Singing Mermaid Jaspers beanstalk The tiny seed</p>
<b>Reading and Phonics (Birth to 3)</b>	<p>I enjoy sharing books with an adult.</p> <p>I can pay attention and respond to the pictures and words.</p>	<p>I can join in with songs and rhymes, copying sounds, rhythm, tunes and tempo.</p> <p>I can say some of the words in songs and rhymes.</p>	<p>I can copy finger movements and other gestures.</p> <p>I have favourite books and seek them out, to share with an adult, with</p>	<p>I can sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>I can repeat words and</p>	<p>I can ask questions about the book. I can make comments and share my own ideas.</p>	<p>I can develop play around stories using props.</p> <p>I can use the speech sounds p, b, m, w.</p>

	I enjoy songs and rhymes. I can tune in and pay attention.	I can listen to simple stories and understand what is happening with the help of pictures.	another child or to look at alone.	phrases from familiar stories.		<p>I can pronounce</p> <ul style="list-style-type: none"> <li>• l/r/w/y</li> <li>• f/th</li> <li>• s/sh/ch/dz /j</li> <li>• multi-syllabic words such as 'banana' and 'computer'.</li> </ul> <p>I can notice some print, such as the first letter of my name, a bus or door number, or a familiar logo.</p>
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We use WellComm to identify all children's needs with their language and understanding and use this to provide both whole setting activities and individual targeted intervention where there is an identified need.

<p><b>Reading and Phonics (3 to 4)</b></p> <p><b>Little Wandle Foundations used to support oral blending.</b></p>	<p>Listening and Attention: Tuning into sounds and auditory discrimination.</p> <p>I can listen with increased attention to sounds.</p>	<p>Rhythm and Rhyme</p> <p>Introduce Little Wandle Rhyme Time-Nursery rhymes.</p> <p>I can sing a large repertoire of songs.</p>	<p>Rhyme, syllables, and alliteration.</p> <p>Little Wandle Oral blending games such as 'Can you touch your?' and 'Name play'.</p>	<p>Little Wandle 'Blend from the box' games. Foundations for Phonics-Spring 2</p> <p>I am developing my phonological awareness so that I can:</p>	<p>Little Wandle 'What's in the box' games. Foundations for Phonics-Summer 1</p>	<p>Little Wandle 'What's in the box' games. Foundations for Phonics-Summer 2</p> <p>I can engage in extended conversations about stories,</p>
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	<p>I enjoy listening to longer stories and can remember much of what has happens.</p>	<p>I can remember and sing entire songs.</p> <p>I know many rhymes. I can talk about familiar books, and I can tell a long story.</p>	<p>I can understand the 5 key concepts of print:</p> <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and top to bottom</li> <li>• the names of different parts of a book such as front, back, cover, title and page.</li> </ul>	<ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word, recognise words with the same initial sound.</li> </ul>		<p>learning and new vocabulary.</p>
<p><b>Writing (Birth to 3)</b></p>	<p>My co-ordination is developing. I can pass things from one hand to the other.</p>	<p>I can use large and small motor skills to do things independently such as managing buttons, zips and pour drinks.</p> <p>I am starting to make marks intentionally.</p>	<p>I am developing manipulation and control as I explore different materials and tools.</p>	<p>I enjoy drawing freely.</p> <p>I can express ideas and feelings through making marks, and sometimes give meaning to the marks I make.</p>	<p>I can add some marks to my drawings, which I give meaning to. For example "that says mummy".</p>	<p>I can make marks on my pictures to represent my name.</p>

<p><b>Writing (3-4)</b></p> <p><b>Little Wandle Foundations used for children to observe the graphemes used and support letter formation.</b></p>	<p>I can use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>I can use one-handed tools and equipment such as making snips in paper with scissors.</p>	<p>I can use a comfortable grip with good control when holding pens and pencils.</p> <p>I am beginning to show a preference for a dominant hand.</p>	<p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>I can use some of my print and letter knowledge in my early writing, such as writing a shopping list that that starts at the top of the page; I can write 'm' for mummy.</p> <p>I can write some or all of my name.</p>	<p>I can write some letters accurately.</p>
<p><b>Physical Development</b></p> <p>Get Set for PE programme</p> <p>(Also see JIGSAW for PD links)</p>	<p><u>Introduction to PE: Unit 1</u></p> <p>To learn the basic principles of a PE session such as finding a space, freezing on command, using, and sharing equipment and working individually, with a partner and group.</p> <p>To take part in activities which develop fundamental movement skills such as running,</p>	<p><u>Introduction to PE: Unit 2</u></p> <p>To explore structured movement through the topic of 'everyday life'.</p> <p>To recap basic principles from Unit 1 and continue to take part in activities which develop fundamental movement skills such as running, jumping, and skipping.</p> <p>To play games to understand and use rules.</p>	<p><u>Dance: Unit 1</u></p> <p>To develop expressive movement.</p> <p>To explore space and use it safely.</p> <p>To explore travelling movements, shapes and balances.</p> <p>To choose actions as a response to stimulus.</p> <p>To be given opportunities to copy, repeat and remember actions.</p> <p>To introduce counting to help</p>	<p><u>Gymnastics: Unit 1</u></p> <p>To develop basic gymnastic skills by creating shapes, balances, and jumps.</p> <p>To begin to develop rocking and rolling.</p> <p>To show an awareness of space and how to use it safely to perform basic skills on both floor and apparatus.</p> <p>To copy, create, remember, and repeat short sequences.</p>	<p><u>Dance: Unit 2</u></p> <p>To develop expressive movement.</p> <p>To explore and use space safely.</p> <p>To explore travelling actions, shapes and balances.</p> <p>To choose actions in response to a stimulus.</p> <p>To copy, repeat and remember actions.</p> <p>To continue to count to help keep in time with the music.</p>	<p><u>Gymnastics: Unit 2</u></p> <p>To develop basic gymnastic skills by exploring and creating shapes and balances, jumps and rolls.</p> <p>To develop an awareness of space and how to use it safely.</p> <p>To perform basic skills on both floor and apparatus.</p> <p>To understand and use levels and directions</p>



	<p>jumping, and skipping.</p> <p><u>Fundamentals: Unit 1</u> To develop fundamental movement skills, which include balancing, running, changing direction, jumping, hopping, and travelling. To develop gross motor skills through a range of activities. To learn to stay safe using space, follow rules and instructions to work independently and with a partner.</p>	<p><u>Fundamentals: Unit 2</u> To develop fundamental movement skills, which include balancing, running, changing direction, jumping, hopping, and travelling. To develop fine and gross motor skills through handling equipment. To stay safe using space and understand and follow rules and instructions. To work independently and with a partner to complete tasks.</p>	<p>keep in time with music. To perform to others and provide simple feedback.</p> <p><u>Ball skills: Unit 1</u> To develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. To develop fine and gross motor skills through a range of game play using a variety of equipment. To work independently and with a partner.</p>	<p>To begin to understand using levels and directions when travelling and balancing.</p> <p><u>Games: Unit 1</u> To develop an understanding of playing games. To practice and further develop fundamental movement skills through games. To learn to play by the rules, work with a partner and begin to understand what a team is, as well as learn how to behave when winning and losing.</p>	<p>To explore dance through the world around them. To perform to others and provide simple feedback.</p> <p><u>Ball skills: Unit 2</u> To develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. To develop fine and gross motor skills through a range of game play with balls. To work independently and with a partner to develop decision making and using simple tactics.</p>	<p>when travelling and balancing.</p> <p><u>Games: Unit 2</u> To practice and further develop fundamental movement skills. To learn and develop these skills through a variety of games. To learn how to work as a team, take turns, keep the score against an opponent and play by the rules.</p>
<p>Children develop their physical development through access to the outdoor provision for gross motor skills such as balancing, riding and ball skills, going up steps and apparatus, using alternate feet, hop and stand on one leg and hold a pose.</p>						

Children have daily adult led sessions to develop their gross motor skills which include yoga, big movement songs, dough disco, adult-led movement to music.

During continuous provision children have access to a range of resources to support their gross and fine motor skills including funky finger activities (cutting, weaving and threading, manipulating tweezers, pinching etc...), playdough, mark making and construction.

According to their individual needs children are supported to be increasingly independent with their own selfcare needs such as toileting and dressing. Children become confident in using a knife and fork having school dinners in the hall.

Children are supported to identify and make healthy choices with their food and drink choices during daily snack times.

<b>Mathematics (Birth to 3)</b>	I can combine objects like stacking blocks and cups. I can explore colour and colour mixing.  To compare sizes using gestures and language 'bigger/little/small'.	I can react to a change of amount in a group of up to 3 items.  To take part in finger rhymes with numbers.	I can compare amounts saying 'lots', 'more', or 'same'.  I am developing counting-like behaviour, such as making sounds, pointing, and saying some numbers in a sequence.	I can count in everyday contexts, sometimes skipping numbers.  I can compare sizes using gesture and language. Bigger/little/smaller, high/low/tall, heavy/light.	I can complete inset puzzles.  I can build towers with a range of resources.  I can sing nursery rhymes.  I can talk about events in everyday life.	
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**Mathematics:** There will be many opportunities for mathematic skills to be revisited throughout the academic year to ensure children have a secure knowledge and understanding of mathematical concepts.

<b>Mathematics (3 to 4)</b>	<b>Colour, Match, Sort.</b>  To recognise the colours red, blue,	<b>Number/Pattern</b>  I can subitise, count and match	<b>Number consolidation</b>	<b>Number, Height and Length, Mass, and Capacity</b>	<b>Sequencing, Positional language, More than/Fewer than,</b>	<b>Number Composition, What comes after? What comes before?</b>
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<p><b>Mastering the Curriculum Maths Scheme</b></p>	<p>yellow, green, and purple.</p> <p>To recognise matching buttons and shoes and recognise and create matching towers.</p> <p>To match number shapes, sizes, prints. To sort by size, colour and shape.</p>	<p>numerals for the numbers 1 and 2.</p> <p>I can subitise different sizes and patterns.</p> <p>I can describe AB patterns from 2 different colours and predict what will come next in the pattern.</p> <p>I can sort objects that are 2 or 3 different colours.</p> <p>I can explore and create ABC patterns.</p>	<p>I can subitise up to 3 dots on a dice pattern.</p> <p>I can count 3 and develop recognition of the numeral 3, what it looks like and what it represents.</p> <p>I can recognise a triangle, square, rectangle and pentagon.</p> <p>I can talk about the composition of numbers 1,2,3,4,5.</p>	<p>I can subitise, count and identify numbers using a five frame.</p> <p>I can compare the height of objects using 'tall' or 'short' and 'long' or 'short'.</p> <p>I can use the balance scales to investigate objects which are heavier and lighter.</p> <p>I can use capacity to explore containers which are full, empty, or nearly empty.</p>	<p><b>2D-Shape, 3-D Shape</b></p> <p>I can sequence pictures from a nursery rhyme, daily routine and pictures from a familiar story.</p> <p>I can discuss the position of objects using 'on/under', 'in/out', and 'in front/behind'.</p> <p>I can compare groups using more than and fewer than.</p> <p>I can recall some properties of 2-D shapes.</p> <p>I can recognise a cylinder and sphere and begin to talk about their properties.</p>	<p><b>and Numbers to 5.</b></p> <p>I can talk about the composition of numbers 3, 4, or 5.</p> <p>I can explore numbers along a number line and identify the number before and after a given number.</p> <p>I can count and identify the number of objects in a set to 5.</p> <p>To explore the composition of numbers through songs, such as '5 Green Bottles'.</p>
<p><b>Understanding the World (Birth to 3)</b></p>	<p>I can repeat actions that have an effect, for example rolling a</p>	<p>I can explore materials with different properties.</p>	<p>I can make connections between the features of my</p>	<p>I can explore different materials, indoors and outdoors.</p>	<p>I can respond to and explore the natural world around me. (In</p>	<p>I can notice differences between people.</p>

	ball down a pipe or dropping a stone in water and observing the splash.		family and other families.		the setting and local places in Welly Walks).	
<b>Understanding the World (3 to 4)</b>  <b>Weekly use of Explorify to generate discussions about materials and the world.</b>	<p>I am beginning to make sense of my own life story and my family history.</p> <p>I can use all of my senses in hands on exploration of natural materials.</p> <p>I can discuss the weather.</p>	I can explore collections of materials with similar and different properties.	<p>I can show an interest in different occupations.</p> <p>I am developing positive attitudes about the differences in people.</p> <p>I know there are different countries in the world and can talk about the differences I have seen in pictures.</p>	<p>I can describe the life cycle of an animal.</p> <p>I can talk about the difference between materials and the changes I notice.</p>	<p>I can plant seeds and care for growing plants.</p> <p>I can understand the key features of a plant life cycle.</p>	<p>I can talk about different forces and how they feel.</p> <p>I can explore how things work.</p> <p>I can understand the need to care for and respect the natural environment and all living things.</p>
<b>Expressive Art and Design (Birth to 3)</b>	<p>I can show attention to sounds and music.</p> <p>I can respond emotionally and physically to music when it changes.</p> <p>I can move and dance to music.</p>	<p>I can join in with song and rhymes, making some sounds.</p> <p>I can make rhythmical and repetitive sounds.</p> <p>I can explore a range of sound makers and instruments and</p>	<p>I notice patterns with strong contrasts, and I am attracted by patterns resembling the human face.</p> <p>I am starting to make marks intentionally.</p> <p>I can explore paint, using my</p>	I enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	I am starting to develop pretend play, pretending that one object represents another, for examples holding a wooden block to my ear and pretending it's a phone.	<p>I can explore different materials, using all of my senses to investigate them.</p> <p>I can manipulate and play with different materials.</p>

	<p>I can anticipate phrases and actions in rhymes and songs like 'Peepo'.</p> <p>I can explore my voice and enjoy making sounds.</p>	<p>play them in different ways.</p>	<p>fingers and other parts of my body as well as brushes and other tools.</p> <p>I can express my ideas and feelings through making marks, and sometimes give a meaning to the marks.</p>			<p>I can use my own imagination as I consider what I can do with the different materials.</p> <p>I can make simple models which express my ideas.</p>
<p><b>Expressive and Design (3 to 4)</b></p> <p><b>Art</b></p>	<p>I can take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>I am beginning to develop complex stories using small world equipment like animal sets, dolls and houses, etc....</p> <p>I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different</p>	<p>I can explore different materials freely, to develop my ideas about how to use them and what to make.</p> <p>I am developing my own ideas and deciding which materials to use to express them.</p> <p>I can join different materials and explore different textures.</p> <p>I can use glue sticks and scissors when modelled by an adult.</p>	<p>I can create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I can use drawing to represent ideas like movement or loud noises.</p> <p>I can show different emotions</p>	<p>I can explore colour and colour mixing.</p> <p>I can listen with increased attention to sounds.</p> <p>I can respond to what I have heard, expressing my thoughts and feelings.</p>	<p>I can remember and sing entire songs.</p> <p>I can sing the pitch of a tone sung by another person. (Pitch match)</p> <p>I can sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs.</p> <p>I can create my own songs or improvise a song around one I already know.</p>	<p>I can play instruments with increasing control to express my feelings and ideas.</p>

	buildings and a park.  I can explore vegetable and leaf printing.		in my paintings, such as happiness, sadness, and fear etc.			
School Drivers  Evidenced in our daily practice, ethos and adult-led sessions	DRIVER 1 To promote and celebrate <u>diversity</u> within the school culture and beyond. An “all welcome” ethos with strong consideration for exposure to images and role models which expand the pupils experience and challenge stereotypes.		DRIVER 2 To promote <u>mental health</u> for all with an emphasis on <u>outdoor learning</u> and immersion in natural environment.			DRIVER 3 To ensure exposure for all to events and learning with high <u>cultural capital</u> , especially for the pupil premium cohort.

## RE in the nursery

Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children, and providing lots of hands-on activities and learning are an important part of children's learning at this stage.

Some ideas for religious education in the nursery can include:

- creative play, make-believe, role play, dance and drama
- dressing up and acting out scenes from stories, celebrations or festivals
- making and eating festival food
- talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination
- exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books
- seeing pictures, books and videos of places of worship and meeting believers in class
- listening to religious music
- starting to introduce religious vocabulary
- work on nature, growing and life cycles or harvest
- seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet
- starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions

Themes which lend themselves to opportunities for RE work include the following:

Myself	People who help us	Special times
My life	Friendship	Our community
My senses	Welcome	Special books
My special things	Belonging	Stories
People special to me	Special places	The natural world

Good teaching in the EYFS will always build on children's interests and enthusiasms as well as their learning and development needs, and themes should be developed accordingly.