



Our Curriculum Goals for Nursery Whitemoor Academy EYFS



<u>Composites</u>	<u>Components</u>	<u>Assessment</u>	<u>Pedagogy</u>	<u>Experiences</u>
To settle in	<ul style="list-style-type: none"> a. To enter nursery with a familiar adult. b. To join in with classroom routines c. To select resources with support from an adult d. To tidy resources away with support e. To express their needs using words as well as actions. f. To start a conversation with a friend. g. To play with one or more children. h. To follow a simple instruction 	<p>To find their peg picture To walk into school To use their self registration card</p> <p>To greet an adult verbally or with a wave Show more confidence in new social situations</p> <p>Enjoys a sense of belonging through being involved in daily tasks Increasingly follow rules, understanding why they are important To line up To share resources</p> <p>To follow “choose it, use it, put it away” To use picture cards to support tidying away Select and use activities and resources, with help when needed Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts. To ask an adult for help when necessary</p> <p>To communicate when they need the toilet to an adult Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Understand gradually how others might be feeling. Talks more extensively about things that are of particular importance to them Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play</p>	<p>PSHE circle time discussions and games. Visual timetable. Adult support in the CP. Adult modelling. Free-flow play in the CP. Parental support in first half term to assist children in entering school. Name writing & recognition time during register. Clearly defined boxes/trays/baskets for resources with visuals.</p>	<p>CP designed to stimulate communication & language development and collaborative play, including- role play, sand/water, small world, construction & block area, trim trail, mud kitchen, puppet area.</p>
To be independent in self-care	<p>A to know why it is important to brush our teeth. B to be able to wash and dry own hands</p>	<p>Is able to talk about healthy food choices. PSED Develop overall body strength, including fine motor. PD Uses core muscle strength to achieve good posture when sitting at the table. PD Enjoys joining in with family customs & routines UW</p>	<p>Adult modelling Growing own vegetables Baking Acting out cooking & eating in the role play</p>	<p>Teddy Bear’s picnic Growing potatoes, radishes & herbs in the garden & using them to make food Making a fruit salad</p>



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	<p>C to explain why we need to wash our hands</p> <p>D to have an awareness of when they need to go to the toilet</p> <p>E To use the toilet independently</p>	<p>Manages basic hygiene e.g. washes hands before eating, wipes mouth etc.</p> <p>Considers the needs & feelings of others e.g. saying please & thank you</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Develop social phrases.</p> <p>Develops their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>area/play dough/sand/water</p> <p>Topic input on healthy eating & food choices</p> <p>Exploring food choices, fruit & vegetables in CP including UoW area and the garden area.</p> <p>Fine motor activities such as threading, writing, painting, chalking, play dough.</p>	<p>Making play dough</p> <p>Making a cake</p> <p>Eating lunch together</p> <p>Self-selecting fruit & snack time at a table.</p>
<p>To know a range of nursery rhymes</p>	<p>A to move their body to a rhyme</p> <p>B To listen to a nursery rhyme</p> <p>C to do actions to a nursery rhyme</p> <p>D. To join in with a favourite rhyme or story.</p> <p>E To incorporate favourite rhymes into their play</p> <p>F To join in with repeated refrains</p> <p>G To use new vocabulary from rhymes in their play</p>	<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and songs, paying attention to how they sound. • Is able to recall and discuss stories or information that has been read to them, or they have read themselves <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> <ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. <p>Learn rhymes, poems and songs.</p> <p>Use talk to organise themselves and their play:</p> <ul style="list-style-type: none"> • Play with one or more other children, extending and elaborating play ideas. <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Engage in extended conversations about stories, learning new</p>	<p>Story time input</p> <p>Charanga music (rhymes & songs) input</p> <p>CP- role play, small world, construction/block indoor & out, reading area, CD player, instruments, art & DT area,</p> <p>Circle time- story discussion</p> <p>Stories linked to topic</p>	<p>Visit from library</p> <p>Core books for each half term, cp enhanced through these.</p> <p>e.g. bear hunt- uow materials, outside are acting out, maps in uow area & EAD</p> <p>tiger who came to tea- make tiger food.</p> <p>Handa's surprise-making fruit salad</p>



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		<p>vocabulary.</p> <p>Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc.</p> <ul style="list-style-type: none">• Listen to and talk about stories to build familiarity and understanding.• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.• Compare and contrast characters from stories, including figures from the past. <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <ul style="list-style-type: none">• Engage in story times. <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</p> <p>Able to follow a story without pictures or props</p> <ul style="list-style-type: none">• Gives meaning to the marks they make as they draw, write• Describes main story settings, events and principal characters in increasing detail• Connect one idea or action to another using a range of connectives.• Creates representations of both imaginary and real-life ideas, events, people and objects• Draw information from a simple map.• Recognise some similarities and differences between life in this country and life in other countries. <p>Talks about past and present events in their own life and in the lives of family members</p>		
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<p>To make a habitat for British wildlife.</p>	<p>To recognise similarities and differences between living things. To show care towards living things. To understand that living things need somewhere to live. To use tools safely. To select tools and materials with the support of an adult. To talk about their observations. To understand how their behaviour impacts on the environment. To plan their idea with the support of an adult.</p>	<p>Develop their sense of responsibility and membership of a community Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. 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 Explore how things work. 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. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces Uses tools for a purpose</p>	<p>CP- art area, music area, Charanga Story time Topic lessons. Fine motor skills- dough, writing.</p>	<p>Large box modelling week. Still life plants. Self portraits with mirrors. Nativity. Art linked to festivals e.g. Diwali Diwa lamps, paper mache Easter eggs.</p>
<p>To read, write & recognise numbers 1-5</p>	<p>To know a range of number rhymes To say the numbers 1-5 in sequence To count up to 5 objects with 1:1 correspondence</p>	<ul style="list-style-type: none">• Children can count out loud as part of a small group.• Children use and say numbers in their play.• Children enjoy counting objects from collections.• Children are aware of the concept of more and less.• Children begin to count more accurately and use strategies to help them, such as lining objects up and using their finger.• Children are recognise numbers when playing games and apply their knowledge, such as in snakes and ladders.	<p>CP- Maths area both inside and out. Mathematical games and board games such as snakes & ladders & dominoes.</p>	



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	<p>To count things that cannot be seen with 1:1 correspondence To subitise to 5. To match numerals with amounts Understand conservation (if objects are rearranged- not taken away or added to- the amount stays the same).</p>	<ul style="list-style-type: none"> • Children begin to write numerals when mark making. • Children use numbers with a purpose such as counting out the correct amount of candles for a playdough birthday cake or writing a 4 to represent that a teddy costs £4 in their role play shop. • Children are able to subitise in a range of concepts such as dominoes or tidy up time. • Children explore different ways to make amounts. • Children use the maths resources to explore concepts of more, less and equal. • Children use mathematical vocabulary in their play. • Children understand that when we add the amount gets larger and when we subtract the amount gets smaller. • Children use objects to represent and solve subtraction and additions. • Children use mark making to begin to record addition and subtraction problems. • Children use objects to solve real life mathematical problems e.g. we have 6 milks but we only need 5, what shall we do? 	<p>Maths incorporated into every day routine e.g. tidy up time. Counting/subitising speed time after lunch. Daily maths lesson. Maths incorporated into all role play and staff knowledgeable on how to challenge and extend learning e.g. a fives frame eggs box in the role play.</p>	
<p>To write first 2 letters of their name</p>	<p>To recognise that marks carry meaning To make marks & give them meanings To recognise the first letter of their name To recognise their name To use a range of tools to mark make To make vertical & horizontal lines To draw circles To hold a pencil in a pincer grip To form some recognisable letters</p>	<p>Children retell stories from their favourite books. Children mark make and explain what it represents. Children identify the first letter of their name in their environment, Children begin to recognise their name written down in their environment. Children are able to hold a pencil using pincer grip. Children are able to identify and copy the first letter of their name. Children are able to write letters.</p>	<p>RWI phonics CP- writing area, art, role play (shopping lists etc), Small world/construction- labels, Story time input Topic input, EAD- card making. Letter box to post PSHE notes. Weekly show & tell</p>	<p>CP enhancements based on core books, topic, children's interests to inspire writing (e.g. police speeding tickets in outside area)</p>



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<p>To make a healthy breakfast muffin.</p>	<p>To express their likes & dislikes To understand that some foods are more healthy than others To begin to understand where food comes from. To explore different tastes & textures To use tools, safely, to stir, mix and whisk. To use balance, with support, to weight ingredients. To follow simple instructions. # To talk about what they are doing. To talk about different tastes.</p>	<p>Children are able to convey their preferences to an adult through speech or symbols. Children are able to explain that fruit is a healthy snack. Children talk about picking vegetables from the school garden. Children use a range of adjectives in their speech. Children are able to name a variety of tools. Children use tools safely. Children are able to follow simple instructions.</p>	<p>Topic input Story time input CP- outside area, reading corner, uw-seed to plant lifecycle puzzles etc, plant pots in sand area, watering cans outside, Microscopes to look closely at details in plants, still life drawings of flowers in art area, plant collage opportunities, veg printing.</p>	<p>Shop- to buy ingredients</p>
<p>To play a turn taking game with friends.</p>	<p>To follow a simple instruction To make eye contact. Listen and respond to others. Take turns. Share resources. Manage feelings with support from an adult. Show support & empathy to others. Consider the feelings of others.</p>	<ul style="list-style-type: none"> • Children begin to manage their own feelings. • Children build resilience. • Children become increasingly patient. • Children use their words to express what they want/need. • Children approach an adult for support. • Children seek out friendships and interactions with their peers. • Children show enjoyment when playing with or alongside 	<p>Continuous provision, stay and play board, SEMH groups,</p>	<p>Chicks Class fish Butterflies White Post Farm Visit</p>



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	<p>To use imagination to create their own game. With the support of an adult, to select appropriate resources to play or create a game. To use fine and/or gross motor skills to play a game.</p>	others.		
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