

EYFS Nursery Curriculum Overview

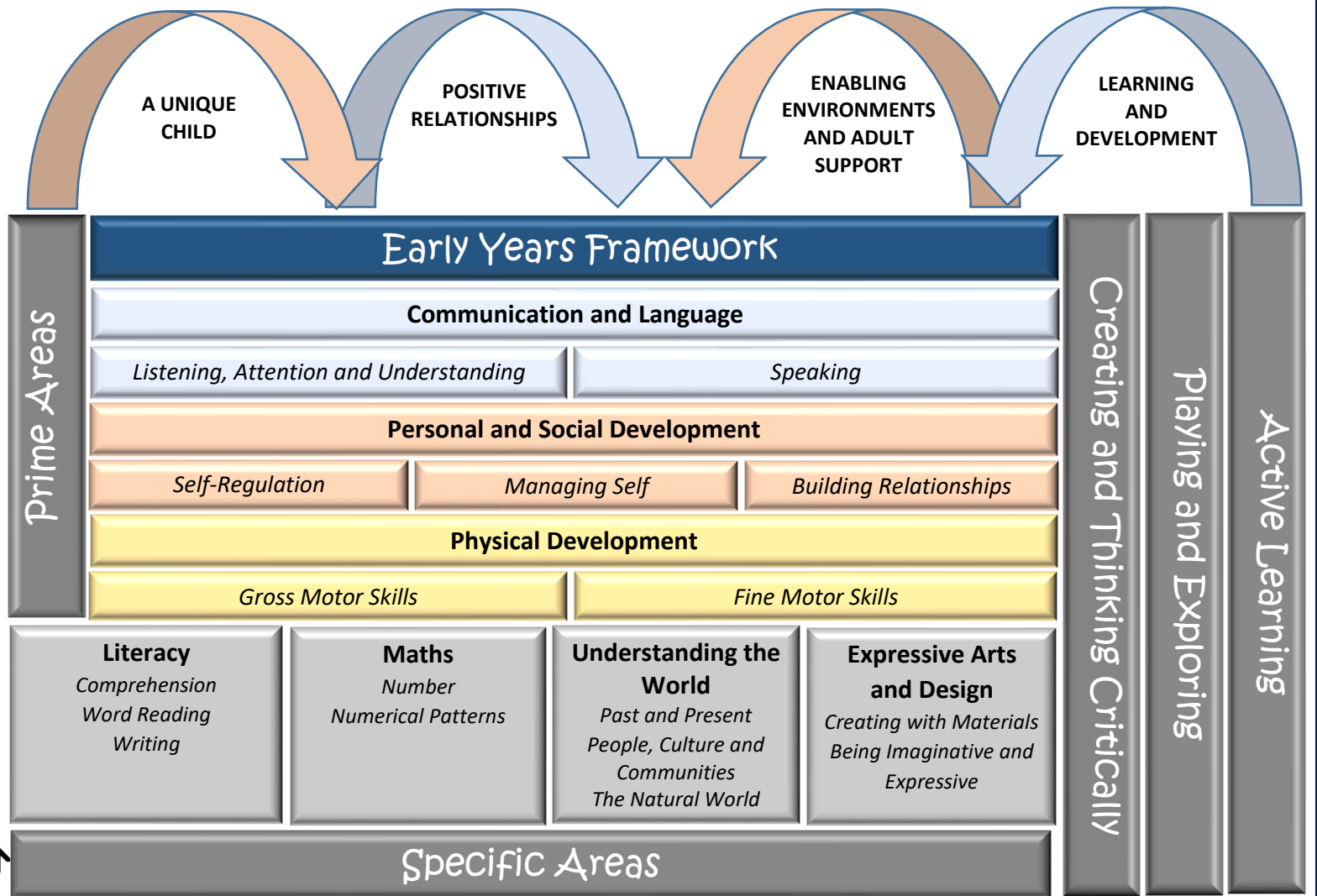
'The goal of early childhood education should be to activate the child's own natural desire to learn'

Maria Montessori







Every child deserves the best possible start in life and support that will enable them to fulfil their potential. At St Aloysius, our Early Years team are passionate about inspiring children from the very start of their journey with us. We offer a wide range of exciting opportunities and experiences through the delivery of a rich curriculum which encompasses the best of both the indoor and outdoor space. Our aim is to ignite and nurture a love for learning; providing children with the core characteristics required to become active learners and independent, confident, hardworking and creative individuals.

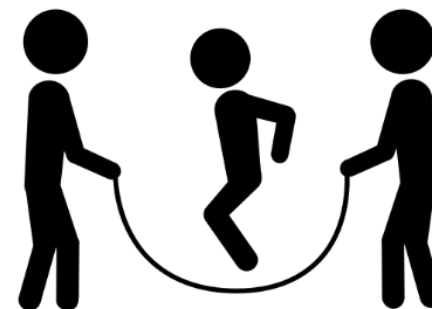
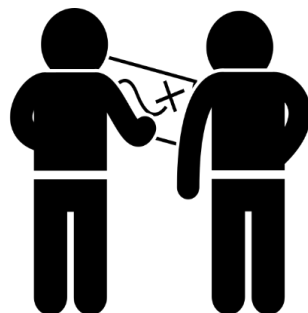
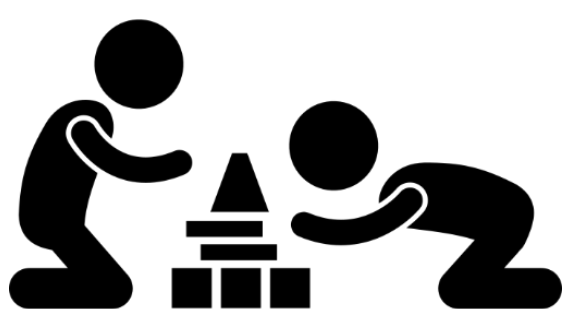









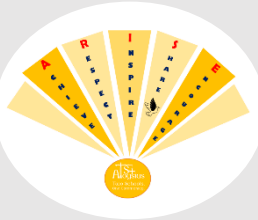
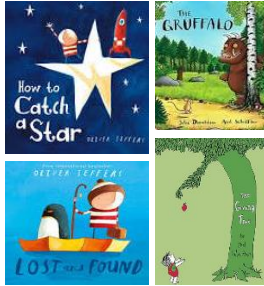


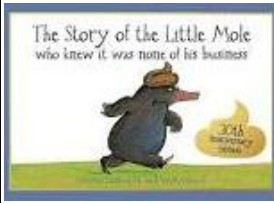


children learn best when they are **absorbed, interested** and **active**. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that engage and involve children for sustained periods of time. We believe that Early Years education should be as practical as possible and our bespoke curriculum has been carefully tailored to provide children with memorable learning experiences that will set firm foundations for their futures.









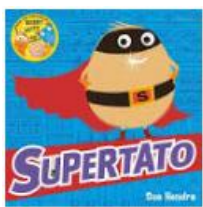
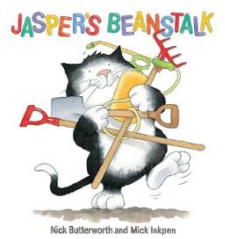
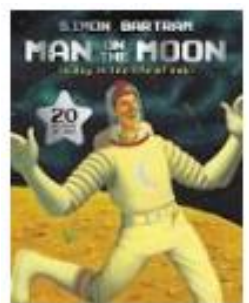











Nursery Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	<i>All About Me</i> 	<i>Let's Celebrate</i> 	<i>Superheroes</i> 	<i>Growing</i> 	<i>Our World and Beyond</i> 	<i>Holiday Time</i> 
Over Arching Principles	<p align="center"><u>Characteristics of Effective Learning</u></p> <p>Playing and Exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active Learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and Thinking Critically: - Children develop their own ideas and make links between these ideas and develop strategies for doing things. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <p>Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children learn to be strong and independent through positive relationships.</p> <p>Enabling Environments: Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.</p> <p>Learning and Development: Children develop and learn at different rates and we must be aware of children who need greater support than others. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)</p> <p><i>PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</i></p>					

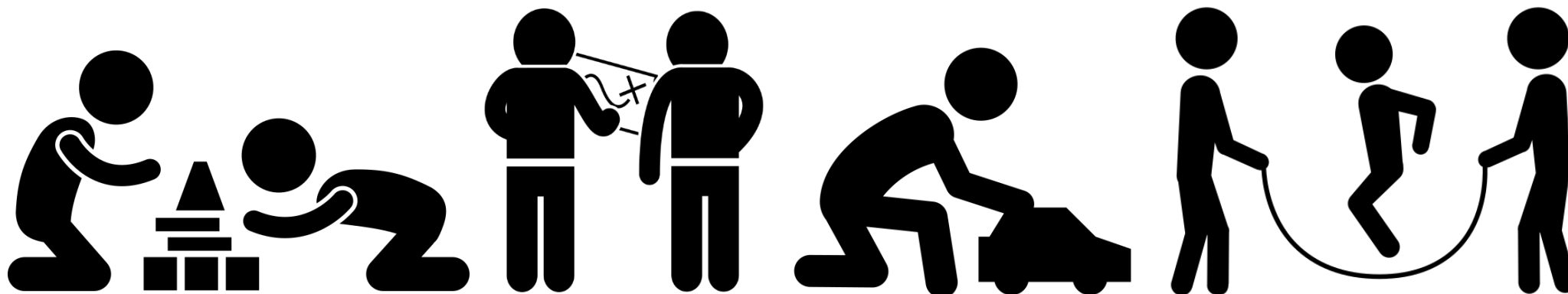








General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	About Me 	Let's Celebrate 	Superheroes 	Growing 	Our World and Beyond 	Holiday Time 
<p>Values</p> <p><i>Achieve Respect Inspire Share Encourage</i></p> 	<p>Kindness & Self-belief</p> <p><u>Books:</u></p> <p><u>Kindness:</u></p> <ul style="list-style-type: none"> Dogger Room on the broom The Giving Tree Lost and Found <p><u>Self-belief:</u></p> <ul style="list-style-type: none"> Gruffalo How to Catch a Star 	<p>Honesty & Independence</p> <p><u>Books:</u></p> <p><u>Honesty:</u></p> <ul style="list-style-type: none"> Do unto otters <p><u>Independence:</u></p> <ul style="list-style-type: none"> Iggy Peck architect Lost and found The missing Piece The Way back Home 	<p>Respect & Resilience</p> <p><u>Books</u></p> <p><u>Respect:</u></p> <ul style="list-style-type: none"> Bog Baby Little Rabbit Foo Foo The Great Kapok Tree Tusk Tusk <p><u>Resilience:</u></p> <ul style="list-style-type: none"> Peace at last After the Storm Peter and the wolf Keith the Cat with the Magic Hat Up and Down Monkey Puzzle The Way Back Home 	<p>Responsibility & Curiosity</p> <p><u>Books</u></p> <p><u>Responsibility:</u></p> <ul style="list-style-type: none"> One world Bog baby The Great Kapok Tree <p><u>Curiosity:</u></p> <ul style="list-style-type: none"> The mole who knew it was none of his business 	<p>Values: Re-cap on all 6</p> <ul style="list-style-type: none"> Kindness Self-belief Honesty Independence Respect Resilience Responsibility Curiosity 	<p>Values: Re-cap on all 6</p> <ul style="list-style-type: none"> Kindness Self-belief Honesty Independence Respect Resilience Responsibility Curiosity 
<p><i>At St Aloysius Catholic Infant and Junior Schools, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued</i></p> <p><i>Our school prioritises relationships. We really care for each other; as a staff team, our children and our families. Our school values (ARISE) permeate through everything we do and are reflected through our behaviours as a team. We prioritise the inner curriculum as much as the more easily recognisable outer curriculum. We want our pupils to leave St Aloysius confident, proud of themselves, able to encourage others and embrace the changing world around them.</i></p> <p><i>Our learning community is based on the Gospel values of love, tolerance and forgiveness where the achievements of all are celebrated.</i></p>						







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: <i>These themes may be adapted at various points to allow for children's interests</i>	<i>About Me</i> 	<i>Let's Celebrate</i> 	<i>Superheroes</i> 	<i>Growing</i> 	<i>Our World and Beyond</i> 	<i>Holiday Time</i> 
	Starting nursery My new class New Beginnings People who help us Careers My family PSED focus What am I good at? How do I make others feel? Being kind Staying safe	Bonfire night celebrations Ginger bread man Harvest The Nativity Father Christmas visits Christmas Lists Letters to Father Christmas	What are my talents? Who looks after me? How can I care for others? Chinese New Year	The great outdoors Plants & Flowers Weather Seasons Planting beans/seeds Reduce, Reuse & Recycle Easter	What lives in our pond? Life cycles Farm animals Life in Space	Where in the world shall we go? Send me a postcard! Marine life Seasides in the past Compare: Now and then! Seaside art Reduce, Reuse & Recycle Fun Science / Materials
High Quality Texts	Wow Said the Owl Giraffes Can't Dance Hats Off to Hair Lucy's Blue Day Families, Families Families We're Going on a bear hunt Amazing Autumn Room on the Broom The Very Helpful Hedgehog Nursery Rhymes/Poems (The Poetry Basket) 	The Happy Lion Lost and Found Strictly No Elephants Morris Micklewhite and the Tangerine Dress Stickman The snowy nap A letter to Santa Rama and Sita The Nativity Story Owl babies The Christmas Story Christmas Week Nursery Rhymes/Poems (The Poetry Basket) 	Supertato Veggies Assemble Three Little Pigs The Gingerbread man The Leopards Drum Chinese New Year Race I don't want to go to bed Chinese New Year The Tiger who came to Tea Nursery Rhymes/Poems (The Poetry Basket) 	All about chicks Jasper's Beanstalk The Little Yellow Chicken Freddie and the Fairy The Easter Bunny Story Nursery Rhymes/Poems (The Poetry Basket) 	Down by the cool of the pool Frog life-cycle (non-fiction) Farmer Duck Pig in a Pond The Hungry Caterpillar Bob, The Man in The Moon Nursery Rhymes/Poems (The Poetry Basket) 	Somebody Swallowed Stanley Blue Planet David Attenborough Little People Commotion in the Ocean Rainbow Fish 10 Little Pirates Anna's Amazing Glasses Mouse Paint Pirates Love Underpants Nursery Rhymes/Poems (The Poetry Basket) 







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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 'WOW' Moments  Enrichment	Autumn Trails Remembrance Day Nurse/Police officer/Vet Soldier visit Pets in Diwali Day 15 th October National Poetry Day 7 th October	Guy Fawkes / Bonfire Night/firefighter visit Remembrance Day Baking Gingerbread men Christmas Time Nativity Santa	Valentine's day Chinese New Year Take One Picture National Storytelling week 30 th Jan-6 th Feb	Living eggs Weather experiments Mother's Day World Book Day 3rd March Easter bonnet parade/egg rolling/decorating	Caterpillars Frogspawn in classroom or pond visits	Singing songs/sea shanties Map work - Find the Treasure Father's Day Pirate Day Transition into Reception New children visit Graduation ceremony
Parental Involvement	Autumn Newsletter New starter meetings Bonfire Bonanza	Nativity Stay and Play Santa's Grotto Christmas Market	Spring Newsletter Spring Spectacle	Stay and Play Easter bonnet parade	Teddy Bears Picnic	Nursery Graduation Summer Fair
British Values	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment <i>EYFS whole team meetings talk place each half term</i>	In-house – Baseline data on entry	Ongoing assessments Pupil progress meetings Stay and Play info Autumn data	Ongoing assessments Peer moderation Work scrutiny	Ongoing assessments Pupil progress meetings Stay and Play info Spring data	Ongoing assessments Peer moderation	Ongoing assessments Pupil progress meetings End of year reports Summer Data









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Diversity and Equality	<p style="text-align: center;"><u>Diversity texts to be shared and revisited throughout the year during story time sessions</u></p> <p>Our curriculum is designed to reflect the diverse backgrounds, cultures, and experiences of our children. By incorporating diverse stories, literature, and resources, we expose children to a broad range of perspectives, fostering an appreciation for diversity from an early age.</p> <p>Our curriculum includes multicultural activities, celebrations, and discussions that promote understanding, respect, and curiosity about different cultures. This inclusive approach helps children develop a positive self-identity and mutual respect for others.</p>					
	Main Characters <ul style="list-style-type: none"> • So much • Astro Girl • Lulu's first day • Baby goes to market • Mommy saying • Full, full full of love • 15 things not to do with a puppy • Jabari jumps • Izzy gizmo • Little people big dreams books • Mae Jemison 	Cultural Diversity <ul style="list-style-type: none"> • The big book of families • Maisie's scrapbook • Hats of faith • The jasmine sneeze • Golden domes and silver lanterns 	Neurodiversity <ul style="list-style-type: none"> • We're all wonders • Lucy's blue Day • Perfectly norman • Incredible you • I see things differently • Mr Gorski I think I have the wiggle fidgets • Because • What makes me a me? • The unbudgable curmudgeon 	Physical Disabilities <ul style="list-style-type: none"> • Its ok to be different • When Charlie met emma • Only one you • Don't call me special • Happy to be me • Millie gets her super ears 	Different Families <ul style="list-style-type: none"> • My pirate mums • Mt two grandads • The girl with two dads • We are family • More people to love me • Our class is a family • Love makes a family • Heather has two mummies • Families,Families,Families • and Tango makes three 	










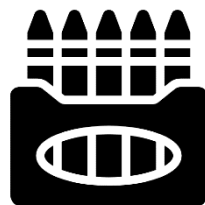
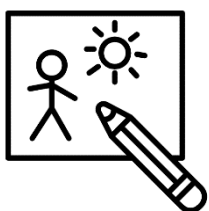
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Communication and Language Staff to talk to parents about what language they speak at home. Try to learn a few key words to celebrate multilingualism.	<p>The development of children's spoken language underpins all seven areas of learning and development. 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.</p>					
Communication and Language is developed throughout the year through high quality interactions: Daily group discussions <i>Sharing circles</i> <i>PSHE times</i> <i>Stories</i> <i>Singing</i> <i>Speech and Language interventions</i> <i>Helicopter Stories</i> <i>The Poetry Basket</i> Daily story time using high quality texts (Including Pie Corbett's EYFS reading spine)	Rhyme of the week Sign of the week Settling in activities Making friends Show an interest in the lives of other people <ul style="list-style-type: none"> I can respond to my name and change my activity when encouraged I can use everyday words to talk about people I know I can follow simple instructions with visuals I can listen and respond to adults and peers 	Rhyme of the week Sign of the week <ul style="list-style-type: none"> I can follow two-step simple instructions with visuals I can concentrate for slightly longer periods I can join in with a small group I can remember and join in with stories and rhymes 	Rhyme of the week Sign of the week Settling in activities <ul style="list-style-type: none"> I can speak in 2/3/4 word sentences I can understand more simple questions and answer appropriately I can express desires, feelings and needs I can begin to hold two-way conversations with adults and peers 	Rhyme of the week Sign of the week <ul style="list-style-type: none"> I can begin to understand and ask why and how questions I can remember and use new words I can engage in imaginary role-play sometimes building stories around objects and toys 	Rhyme of the week Sign of the week <ul style="list-style-type: none"> I can explain my own thinking/ideas I can describe the story settings and characters I can join in with the repeated lines and refrains I can use language as a powerful means of widening contacts and sharing feelings 	Rhyme of the week Sign of the week <ul style="list-style-type: none"> I can communicate effectively with my peers and adults I can follow three-step simple instructions, sometimes without visuals I can anticipate key events in stories I can take turns in small groups I can ask simple questions and wait for a response
Key Vocabulary	<i>Colours, nursery areas (construction, role play etc...), adult names, rules & routines.</i>	<i>Celebrations, describing words, food/ingredients.</i>	<i>Seasonal language, revisit colour, light & dark.</i>	<i>Chick life cycle, planting/growing, recycling.</i>	<i>Frog life cycle, seasonal changes, animals and habitats.</i>	<i>Emotions, positional language/prepositions. revisit colour.</i>







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Personal, Social and Emotional Development	<p>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 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.</p>					
Managing Self Self-Regulation Making Relationships	<p><u>LTF: Me and My Relationships</u> All about me/ What makes me special? /Me and my special people/ Who can help me? (<i>self-regulation</i>)/ Me and my feelings 1 & 2 (<i>naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques</i>)/ Know that some actions and words can hurt others feelings.</p> <p>Oral hygiene: teeth cleaning linked to the dental nurse / Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules</p> <ul style="list-style-type: none"> I can separate from my main carer with support I can distract myself when I am upset I know about oral hygiene 	<p><u>LTF: Valuing Difference</u> I'm special you're special/ Same and different/ Same and different families/ Same and different homes/ I am kind and caring</p> <p>Independence: selecting and putting back own belongings</p> <ul style="list-style-type: none"> I can express my own feelings I am aware of my own feelings and am beginning to understand that some actions and words can hurt other's feelings I can demonstrate friendly behaviour and form good relationships with adults and peers 	<p><u>LTF: Keeping myself safe</u> What's safe to go in my body? / Keeping myself safe/ Safe indoors and outdoors/ Listening to my feeling/ Keeping safe online / People who help to keep me safe</p> <p>SMART rules Class rules: Behavioural expectations in the class/boundaries set Class rules</p> <ul style="list-style-type: none"> I can separate from my main carer with support I can distract myself when I am upset I can use an adult as a secure base I can begin to accept the needs of others and can take turns and share resources I can show confidence in asking adults for help 	<p><u>LTF: Rights and responsibilities</u> Looking after my special people: I know that caring relationships are at the heart of happy families / Looking after my friends: I know what makes a good friend / Being helpful at home and caring for our classroom / Caring for our world / Looking after money Looking after money (2)</p> <p>Healthy eating: Fruit kebabs, fruit yogurts.</p> <ul style="list-style-type: none"> I am beginning to understand about foods that are healthy and unhealthy I can express my own preferences and interests I can respond to a few appropriate boundaries 	<p><u>LTF: Being my best</u> Bouncing back when things go writing: resilience / Yes, I can: confidence and resilience/ Healthy eating / Move your body/ A good night's sleep</p> <p>Importance of exercise Being kind to living creatures. Taking care of animals (frogs/butterflies)</p> <ul style="list-style-type: none"> I can separate from my main carer with support I can distract myself when I am upset I can use an adult as a secure base I am confident to talk to other children when playing I can usually tolerate delay when my needs are not immediately met I can seek out others to share experiences I welcome value and praise for what I have done 	<p><u>LTF: Growing and changing</u> Seasons / Life stages, plants, animals, humans/ Life stages, human life stage, who will I be? /Where do babies come from? / Getting bigger / Me and my body, girls and boys</p> <p>Transition into F2 School readiness</p> <ul style="list-style-type: none"> I enjoy the responsibility of carrying out small tasks I can select and use activities and resources independently I can follow rules and understand why they are important I understand that my wishes my not always be met I am confident and outgoing with familiar people in the safe context of my setting

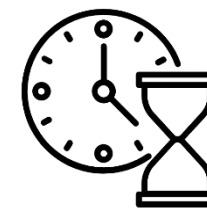
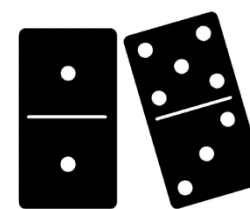
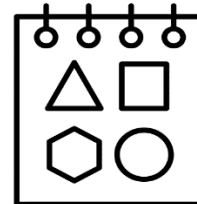
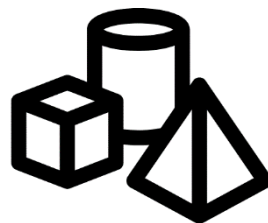
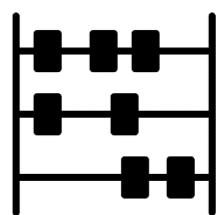
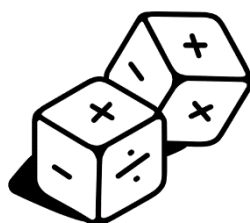
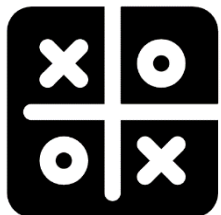
General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>About Me</i> 	<i>Let's Celebrate</i> 	<i>Superheroes</i> 	<i>Growing</i> 	<i>Our World and Beyond</i> 	<i>Holiday Time</i> 
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . 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 .					
Fine Motor Staff will continuously check the process of children's handwriting (pencil grip and letter formation, including directionality), providing extra help and guidance when needed.	<ul style="list-style-type: none"> I can hold a pencil (fisted/digital pronate grip) to make marks I am beginning to do up my own large buttons I can turn the pages in a book 	<ul style="list-style-type: none"> I can fit the pieces of a puzzle together I can pick up tiny objects using a fine pincer grasp I can use one-handed tools and equipment, e.g. make snips in paper with child scissors 	<ul style="list-style-type: none"> I can use tweezers I can use tools effectively in playdough (e.g.: cutters/ rollers) I can take off and put on my own shoes (not laces) I am beginning to do up my own zip 	<ul style="list-style-type: none"> I can show increasing control over tools like pencils and crayons. I can use tools for mark making with control. I can grip using five fingers or preferably two fingers and thumb for control. 	<ul style="list-style-type: none"> I can use a 4-finger grip to hold my pencil I can use pincers, tweezers and threading equipment with increasing control and confidence 	<ul style="list-style-type: none"> I can use scissors effectively to cut straight lines in paper I am beginning to use 3 fingers (tripod grip) to hold my pencil
Gross Motor	Multiskills Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills	Games Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game	Dance Move energetically Copy basic actions Move to music Negotiate space I can perform teacher led warm ups	Gymnastics Balance Core muscle strength Jumping and landing Awareness of space	Cricket Follow the rules of a game Use a racket I can join in with a game	Athletics Running skills Agility Sports day
	Continuous Provision: Support for individual children to develop good personal hygiene. Regular reminders about thorough handwashing and toileting. Climbing – outdoor equipment, crates/tyre play. Providing a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts. From Development Matters 2023: <ul style="list-style-type: none"> Revise and refine fundamental movement skills that may have already been acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. Progress towards a more fluent style of moving, with developing control and grace. 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 and sport. Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons). Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Begin to develop a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 					







General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>About Me</i> 	<i>Let's Celebrate</i> 	<i>Superheroes</i> 	<i>Growing</i> 	<i>Our World and Beyond</i> 	<i>Holiday Time</i> 
Literacy	<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; the books (stories and non-fiction) they read with them, and the rhymes, poems and songs they say/sing 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>					
Comprehension  <i>Developing a passion for reading</i>	<ul style="list-style-type: none"> I can fill in missing words from well-known rhymes I can show a preference for a book or a song or a rhyme. 	<ul style="list-style-type: none"> I can identify myself in a story and show enjoyment for stories about familiar people I can hold a book, turn the pages and indicate an understanding of pictures and print. 	<ul style="list-style-type: none"> I am beginning to be aware of the way stories are structured. I show interest in illustrations and print in books and print in the environment. 	<ul style="list-style-type: none"> I can describe main story settings, events and principal characters. I can make suggestions about what might happen next in a story 	<ul style="list-style-type: none"> I can talk about events and characters in a book I can suggest how a story might end 	<ul style="list-style-type: none"> I can describe main story settings, events and principal characters. I can tell a story to friends
Word Reading	<ul style="list-style-type: none"> I can join in with rhymes and stories 	<ul style="list-style-type: none"> I can identify rhymes. I can join in with the rhythm of well-known rhymes and songs. I can notice and repeat sounds 	<ul style="list-style-type: none"> I can understand that print has meaning I can hold a book the right way up and turn pages by myself 	<ul style="list-style-type: none"> I know that print can have different purposes I know the names of the different parts of a book 	<ul style="list-style-type: none"> I know that we read English text from left to right and from top to bottom I can identify signs and symbols in the environment and recall what they mean/ I can ascribe meaning to other marks, like on signage. 	<ul style="list-style-type: none"> I can spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
	<p>During their Nursery year, the children will be exposed to stories, rhymes, poems and songs on a daily basis. visit the local library (Hebburn Hub) and will be provided with lots of rich opportunities to develop their love of reading including:</p> <ul style="list-style-type: none"> <i>World Book Day</i> <i>Parent/child story telling workshops</i> <i>Scholastic book fayre</i> <i>Poetry week, storytelling week</i> <i>Share a story events.</i> <i>Story suitcase – each child gets an opportunity to take the suitcase hom to share the story with their family.</i> 					







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Writing	<p>Writing is an important lifelong skill. Children need to learn to write so that they can communicate and express themselves. In Nursery, we provide lots of meaningful opportunities for children to learn about the written word to support them to understand that symbols carry meaning. Carefully planned activities support children to build their physical strength and control in the core, upper body, hands and fingers. Our setting provides lots of activities to develop strength in preparation for writing. Children learn that we can communicate through writing and that marks have meaning by watching adults write; adults within the setting consistently model rich language and expose children to the mark making process.</p>					
Talk for Writing used as a stimulus across the year. Texts may change depending on interests of children	<p>I can randomly scribble on the page, sometimes with both hands.</p> <p>I can begin to balance when sitting.</p> <p>I can make connections between my actions and the marks being made.</p>	<p>I can control the marks on the page.</p> <p>I can use a range of tools to make marks and show an interest in my own marks and others marks</p>	<p>I can make connections between my actions and the marks being made.</p> <p>I ascribe meaning to my marks</p>	<p>I can distinguish between the different marks I make.</p> <p>I can tell an adult what my marks mean</p> <p>I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body.</p> <p>I can copy shapes, letter and pictures</p>	<p>I can identify sounds from my own name in other words.</p> <p>I can write some or all of my name.</p>	<p>I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>I can write some letters accurately</p>
Sounds-Write 	<p>At St Aloysius, our mission is to improve the life chances of children by ensuring that they become proficient readers and writers. This starts from the very beginning of their journey with us. We believe that teachers' knowledge is key to achieving our mission, so we have invested in top quality, evidence-informed phonics training to ensure that our staff teach reading and spelling effectively. The Sounds-Write programme is used to teach phonics and spelling. We begin teaching an awareness of sound and sound identification in Nursery and as children show readiness, they begin to access the initial code of Sounds-Write phonics. All pupils in Reception begin the initial code in the September of their Reception year.</p>					



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Maths <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."</i> <i>Shakuntala Devi</i>	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 an understanding of the numbers up 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.					
	I can recite some number names in sequence I can show interest in and join in with number rhymes	I can recite some number names past 5 I can have conversations about numbers I can say when two small groups have the same number I can sort objects using one simple criteria I can share play toys with a friend when asked	I can recite some number names in sequence I can show interest in and join in with number rhymes I can bring one or two objects to and adult when asked I can extend a simple ABABAB pattern I can experiment with my own symbols, marks and numerals	I can create a simple ABABAB pattern I can use number names to ten I am beginning to could small quantities accurately I can show understanding of simple comparisons – more I can give one more object when asked I can identify the shape of everyday objects	I can recite some number names in sequence I can show interest in and join in with number rhymes I can correct a simple pattern I can show understanding of simple comparisons – less I can take one object away when asked I can use informal language such as 'stripy' 'pointy' when sorting objects I know that the last number reached when counting objects is how many in total I have fast recognition of three objects I can compare quantities	I can say one number name for each item in order to five I can link numerals and amounts I can show finger numbers up to five I can describe a sequence of events in order I can use mathematical language to describe shapes I can identify numerals in the environment I can represent numbers using marks



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<p>Understanding the world</p> <p>RE/Festivals</p> <p><i>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</i></p> <p><i>They will begin to understand and value the differences of individuals and groups within their own community.</i></p> <p><i>Children will have opportunity to develop their emerging moral and cultural awareness.</i></p>	<p>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.</p>					
	<p>I enjoy joining in with family customs and routines Which people are special and why? Being special: where do we belong?</p> <p>Belonging to their family Being part of the St Aloysius family Christenings Which stories are special and why? <i>Diwali</i></p>	<p>I can remember and talk about significant events in my own experience What times are special and why? <i>Hanukkah</i> Which stories are special and why? <i>Christmas</i></p>	<p>In pretend play I can imitate everyday actions and events from my own family and cultural background What times are special and why? Chinese New Year</p>	<p>I can recognise similarities and differences What times are special and why? Which stories are special and why? Easter What places are special and why? Church at Easter</p>	<p>I know that I have similarities and differences that connect me to and distinguish me from others What is special about our world? Awe and wonder: growth and change of animals</p>	<p>I can develop my sense of responsibility and membership of a community What is special about our world? Summer solstice</p>
	<p>I am interested in photographs of myself and familiar people and objects</p> <p>I am curious about people and show interest in stories about myself and my family</p> <p>I can talk about what I was like when I was a baby</p>	<p>I show interest in different occupations (E.g.: fire fighters/nurse/police officers)</p> <p>I enjoy celebrating my birthday and that of others</p> <p>I can make observations about my immediate environment</p> <p>I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p>	<p>I can begin to make sense of my own life-story and family's history</p> <p>I can identify where things belong in my environment E.g.: where my bottle/coat/painting goes</p>	<p>I can talk about environments in stories</p> <p>I can talk about places I have visited (e.g.: the park/ASDA)</p> <p>I can follow positional language instructions</p> <p>I am beginning to notice changes in my environment</p>	<p>I can see my new friends have similarities and differences that connect them to, and distinguish them from, others</p> <p>I can talk about places in and around school</p>	<p>I can use positional language</p> <p>I am beginning to talk about and describe changes in my environment</p>

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Expressive Arts and Design <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i> <i>Work will be displayed in the classroom</i> <i>Links to Fine Motor Skills.</i> <i>Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>	<p>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.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>I can explore different materials freely, in order to develop my ideas about how to use them and what to make.</p> <p>I can use various construction materials</p> <p>I can manipulate play dough (roll, knead)</p>	<p>I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers)</p> <p>I can recognise and name colours.</p>	<p>I can join different materials and explore different textures.</p> <p>I can draw identifiable pictures</p> <p>I can use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) with increasing control</p>	<p>I can talk about what I am creating</p> <p>I can begin to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p>	<p>I can draw a person with identifiable features</p> <p>I can develop my own ideas and then decide which materials to use to express them.</p>	<p>I have been exposed to a different range of artists</p> <p>I can show interest and describe the texture of things</p>
	<p>Continuous provision is carefully planned to support the development of skills.</p> <p>Children will have many opportunities to re-visit and develop their skills each day through exploring a wide range of rich resources and activities.</p>					