



Captain Cook Primary EYFS

Nursery Curriculum Overview 2023-24

Area of Learning	Intent What are we teaching and why?	Implementation How/what are we teaching and when? In Nursery, we teach through broad themes each term, while also supporting and encouraging children's own ideas and fascinations through flexible and responsive continuous provision.			Impact How will we know what children have learned?	NC Links
		Autumn Term	Spring Term	Summer Term		
	Through interaction with experienced role models in small group work, some direct teaching and play we want our children to have	Let's Celebrate!	Very Busy People	Blooming Marvellous	Ready for Reception	
Communication & Language	The skills of conversation, knowledge of vocabulary and language structures to enable our children to fully engage in all aspects of their learning.	<ul style="list-style-type: none"> To enjoy listening to a story in a small group To choose a picture book of their own preference To have confidence to talk to adults in setting and share basic needs To follow parts of our Nursery routine with some support 	<ul style="list-style-type: none"> To understand and answer What, where and who questions related to a picture book or text To understand and answer What, where and who questions related to a picture book or text To talk about the pictures in a favourite/chosen book To follow parts of our Nursery routine independently To talk to their friends in play To share their basic needs or ask for help To recall a simple personal experience 	<ul style="list-style-type: none"> To enjoy listening to stories in larger groups and to be able to talk about them To understand and answer Why and How questions about a story or information book To help others follow our routine To enjoy and have confidence in talking to adults and peers around setting Have a repertoire of songs and rhymes and enjoy singing them as a group To begin to use talk as part of their play To ask questions To make requests 	<ul style="list-style-type: none"> Can listen to a story and answer simple questions about it. Can hold a simple conversation with another child and adults. Can say/sing a repertoire of Nursery Rhymes. Can retell a familiar story. Can follow instructions with up to two parts. Can understand and respond to questions including "Why?". 	PRIME AREAS OF LEARNING English, PSHE, Oracy Skills

Personal Social and Emotional
Development

The tools to manage emotions and develop a positive sense of self. How to set simple goals, persist and wait for what they want and cope with setbacks. How to keep healthy and manage their own hygiene. These attributes will provide a secure platform from which children can achieve at school and later in life.

- To feel welcome in our Nursery
- To form a secure attachment with grown-ups in Nursery through spending quality time together in play and activities
- To have some favourite places to play in Nursery and to work happily alongside others
- To enjoy helping Nursery adults in simple jobs around Nursery e.g. running errands, setting up snack
- To follow some aspects Nursery routines with support from Nursery grown-ups and my peers

- Begin to develop a sense of community and belonging in our Nursery
- To become more outgoing and feel happy to leave Nursery staff to pursue own interests
- To know and use the names of other children in our Nursery
- To begin to be aware of my own feelings and talk about them in simple terms
- To engage in deep, more sustained play in favourite areas
- To talk and collaborate with my peers around Nursery

- To have a growing sense of community and belonging in our School
- To form simple friendships amongst my peers
- To begin to be aware of the feelings of others
- To be able to work harmoniously
- To begin to solve some simple problems myself
- To begin to have an understanding of our Nursery rules
- To anticipate and enjoy and new challenges

- Can extend play ideas with other children.
- Can begin to share and take turns.
- Can follow the routines, rules and consequences of the setting.
- Can show an awareness of why rules and routines are in place.
- Can talk about their feelings and shows an awareness of how others might be feeling using age appropriate language.
- (Happy, sad, scared, worried)
- Is confident to play, learn and try new things within the setting.

Physical development	<p>The gross and fine motor skills to enable children to develop core stability, balance, spatial awareness, co-ordination, agility, control leading to happy, healthy and confident children.</p>	<ul style="list-style-type: none"> • To enjoy mark making activities and begin to access and learn to use the mark making areas around Nursery • To learn where the toilets are in Nursery and with support begin to learn toileting behaviour • To collect own coat and help a grown up put it on • To begin to join in PE lessons and explore basic sports equipment • To walk up and down the stairs to the hall with confidence and safety • To explore the EYFS outdoor play equipment and gain confidence in climbing and using steps, slide and wheeled toys • Begin to learn how to use simple tools and equipment around Nursery eg scissors, glue, woodwork tools, paintbrush, sweeping brush, jugs 	<ul style="list-style-type: none"> • To experience and explore a range of mark making media • to show growing control of mark making implements using simple shapes and lines to form objects • to show growing confidence in movements on large play equipment, wheeled vehicles and apparatus • to select and use the tools they need for their play and activities around Nursery • to make snips in paper with scissors and spread glue with a glue stick or spreader • to begin to form some letters in their name • show growing independence in self-care and hygiene 	<ul style="list-style-type: none"> • To be mostly independent in toileting and to wear pants • To be largely independent on putting on own shoes and coat • To have a simple understanding of healthy and unhealthy foods • To be largely independent in some self-care such as brushing teeth and washing and drying hands • To begin to use fingers and thumb on mark making equipment • To be use simple tools with growing independence • To make a good attempt at writing their own name • To show growing confidence in moving and travelling in a range of simple ways both in floor work and apparatus • To show growing control in the use of outdoor wheeled equipment 	<ul style="list-style-type: none"> • Can put on their own coat. • Can go to the toilet independently and attempts to meet their own care needs. • Can move in a variety of ways. • Can work with others to move larger objects safely. • Can use one handed tools and equipment. • (Scissors, paintbrushes, glue spreaders, chalk) • Can use their fingers and thumb to hold mark making equipment using a dominant hand. 	PE, English
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The knowledge, skills and confidence to become readers and writers. This will ensure our children develop a life-long love of reading and realise the power to communicate through the written word.

- To enjoy sharing books with adults and in small groups
- To experience hearing a range of engaging and immersive books from a wide range of authors
- To begin to learn and join in some simple action songs and rhymes
- To talk engage with stories and pictures in books they enjoy
- To enjoy making marks and know where they can access mark making opportunities around Nursery
- To enjoy playing simple instruments and control them
- To play with sounds and begin to hear and copy some simple patterns
- To work within a two step auditory memory in memory games, sound games music, pattern and rhythm
- To begin to recognise simple environmental print
- To aurally blend compound words

- To develop a growing vocabulary influenced by books and print
- To have a growing awareness of forms of print e.g posters, stories, labels and information books
- To have confidence to suggest what words might say using pictures
- To begin to retell a familiar story using pictures
- To show a growing awareness of rhyme and begin to complete simple rhyming couplets
- To begin to count and clap syllables in words with an adult modelling
- To play auditory blending games
- To work within a three step auditory memory in memory games, sound games music, pattern and rhythm
- To mark mark for a purpose
- To begin to form some letters in their name

- To begin to use a wider vocabulary reflecting what they are learning
- To be able to suggest own ideas about different forms of print based on their knowledge e.g suggest what a book may be about, what a poster might say
- To be able to retell a simple story supported by its pictures
- To sequence a simple familiar story
- To have a growing ear for rhyming words and be able to suggest some given a root word
- To aurally blend simple regular CVC words
- To have a growing skill in segmenting a simple word through chopping sounds
- To explore initial sounds in words through grouping and sound games
- Make a good attempt at own name from memory where possible

- Can copy a sound pattern.
- Can aurally discriminate the initial sounds in spoken words.
- Can count or clap the syllables in spoken words.
- Can aurally blend CVC words.
- Can fill in the missing words in rhyming phrases.
- Can hold a book correctly and, using the pictures, suggest a story.
- Can recognise their own name.
- Can copy their own name with some recognisable letters.
- Can begin to use marks to communicate meaning.

The base of knowledge, vocabulary and positive attitude from which to develop maths mastery ensuring the building blocks from which to excel mathematically.

- To enjoy and join in counting songs and rhymes
- To begin to count in everyday contexts around Nursery
- To use simple numerical language in everyday contexts
- To use simple language of size and shape in everyday scenarios
- To recognise simple comparisons e.g size, weight etc and use associated language
- To use language such as more and lots and the same and begin to recognise obvious differences in quantities
- Look at, find, and talk about everyday patterns in simple terms

- To recite numbers past 5
- To begin to use accurate counting behaviour when finding out how many in a set
- Begin to recognise small sets and how many without counting
- Begin to link numerals to quantities up to 5
- Attempt writing numbers
- Explore and talk about 2D shapes in everyday terms
- Understand and use simple positional language
- Compare objects by size, weight and length and capacity in everyday contexts
- Understand the different representations of a number e.g finger, array, numeral, Numicon etc
- Look at and read simple repeating patterns and begin to extend them

- Recite numbers past 5 in order with confidence
- Use careful counting behaviour when working with sets pointing to each objects and giving an number name to each object
- Show finger numbers to 5
- Begin to use some mathematical terms when describing 2D and 3D shapes
- Choose shapes to build together to represent new objects based on similarities in their properties
- Continue patterns and correct errors in them
- Describe a series of events in simple terms
- Make a good attempt at writing numbers
- Compare quantities beginning to think about sets of fewer as well as more than

- Can subitise a set of 3.
- Can recite the numbers to 10 in order.
- Can say one number for each item when counting up to 5.
- Can find different representations of value up to 5.
- (Fingers, objects images.)
- Can compare quantities using the language more/fewer.
- Can use the descriptive language of shape.
- (Curved, straight, sides, corners, flat, round.)
- Can understand and use positional language.
- (Up, down, on , off, under, through, round, beside.)
- Can compare objects using the language of weight, length and capacity.
- (Heavy, light, long(er), short(er), empty, nearly empty, full.)
- Can talk about a pattern and extend it.

Understanding the World

To begin to make sense of their physical world and community, enabling them to foster a fascination and love of our culturally, socially, technologically and ecologically diverse world.

- To gain confidence to explore the Nursery setting indoor and outside using all their senses
- To talk about their families and their likes and dislikes
- To learn the other children's names and begin to learn about them, their likes and dislikes
- simple differences like coats, looks, favourite toys
- To recognise things which are the same
- To notice things in the natural environment
- Care for plants and learn about simple changes in state through baking
- To discover and learn more about different celebrations and special occasions: Divali, Birthdays, Bonfire Night, Halloween
- To recall when I was a baby or younger and how people change over time
- To recall birthdays and other developmental milestones

- To experience, explore, experiment and use a range of materials in play, modelling and everyday life to learn about their properties
- To show an interest in other peoples lives and learn about different jobs people do
- To meet people who help us in real contexts
- To investigate simple forces
- To discover and learn more about different celebrations and special Birthdays, Easter, Eid, Mother's Day

- To learn about simple life cycles of plants, animals and insects
- Explore more closely how things work
- To start to become aware of different parts of the world and their different climate zones
- To begin to understand what things need and how to care for them
- To discover and learn more about different celebrations and special Birthdays, Father's Day

- Can explore a range of objects using appropriate vocabulary to describe them and their similarities and differences.
- Can talk about their own lives and begin to use time vocabulary accurately.
- Knows that plants and animals grow and change.
- Has an awareness of features in the local area and some awareness of the wider world.
- Knows and accepts the differences between people.

Expressive Arts and Design

To appreciate and experience a range of ways to express creativity through which they can explore and celebrate their ideas and feelings

- To gain confidence in the Nursery setting and to begin to explore and use the creative areas
- To have planned open ended introductions to areas they would not normally choose instinctively or know how to use to open up possibilities and increase their creative diet e.g. woodwork, blocks, model making, painting
- To access and use some creative areas in Nursery independently and enjoy honing their preferred interests
- To have an introduction to playing, exploring the sounds of and using a variety of untuned musical instruments and understand basic control of them
- To sing and learn simple active rhymes and songs

- To move freely and independently around the creative areas of nursery and access a range of resources
- To gain experience of working with a wide range of materials and begin to understand different properties of simple materials
- To begin to access glue, scissors, junk materials independently
- To gain more pencil control and begin to use shapes to represent objects
- To become involved in simple pretend play
- To use construction kits to make representations of real life
- Sing simple seasonal songs
- Explore colour mixing
- To have an introduction to representative imaginary play

- To join in pretend play and representational play with others
- To have a growing repertoire of creative and practical skills upon which to draw on
- To explore creative areas of Nursery freely and with confidence
- To link up with others to share creativity
- To draw with increasing detail and control
- To enjoy singing and know some songs from memory

- Can engage in imaginative play using props, objects and language appropriately.
- Is confident to create their own models and pictures.
- Is beginning to move, dance, skip and clap or play to a beat.
- Can explore playing musical instruments