



NEWTON BLUECOAT SCHOOL NURSERY CURRICULUM OVERVIEW

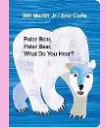
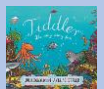
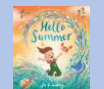
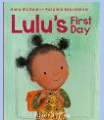
"In the EYFS, we have an ambitious curriculum with high expectations. We provide a learning experience that meets the individual needs of each unique child teaching above and beyond the early learning goals. We intend to make every second of learning exciting as well as challenging teaching knowledge and skills that develop curiosity and love for learning to take with them to year one and beyond."

WE BELIEVE IN EXCELLENCE; INSPIRING EVERY CHILD TO FLOURISH WITHIN A CARING, CHRISTIAN COMMUNITY.

INTENT, IMPLEMENTATION, IMPACT ...

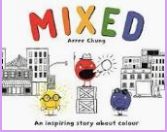
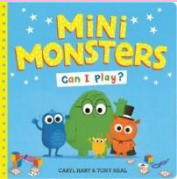
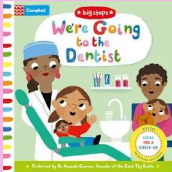
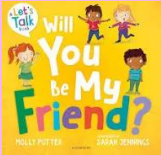
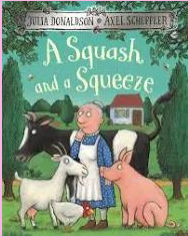
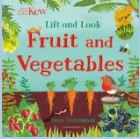
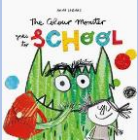
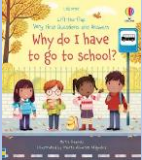
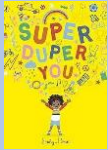
CHILDREN FEEL VALUED AND LOVED IN SCHOOL AND STAFF PRIDE THEMSELVES ON BUILDING STRONG RELATIONSHIPS WITH BOTH PARENTS/CARERS AND CHILDREN. WE TEACH LITERACY AND MATHS TO A HIGH STANDARD AND CHILDREN MAKE EXCELLENT PROGRESS THROUGHOUT THE EYFS. WE TREAT EVERY CHILD AS AN INDIVIDUAL AND ARE COMMITTED TO THE DEVELOPMENT OF THE 'WHOLE CHILD'. WE WANT CHILDREN TO ENTER KS1 HAPPY, SELF-ASSURED, INDEPENDENT LEARNERS WITH A THIRST TO LEARN AND THE CONFIDENCE TO KNOW THAT THEY CAN DO ANYTHING THEY WANT TO DO AND THAT WE WILL SUPPORT THEM ON THEIR JOURNEY"

THE EYFS TEAM AT NEWTON BLUECOAT C OF E SCHOOL.

Nursery Curriculum						
	Autumn		Spring		Summer	
Topic	All about me	Traditional Tales	Winter Wonderland	All about Spring	Wonderful World	Transitions
	Owl Babies  Colour Monster  Who Are You?  Oliver's Vegetables  We're Going on a Leaf Hunt  The Gruffalo 	The Three Billy Goats Gruff  Goldilocks and The Three Bears  The Three Little Pigs  The Gingerbread man  The Nativity Story  Stickman 	We're Going on a Bear Hunt  Polar Bear, Polar Bear what do you hear?  Where Do Animals go in Winter?  The Snow Thief  Luna New Year 	Peep inside springtime  The Gigantic Turnip  Jack and the beanstalk  Superworm  What the Ladybird Heard  The Very First Easter 	Sam plants a sunflower  Little Frog  Rosa  Framyard Hullabaloo  The Ugly 5  The Animal Boogie 	Commotion in the Ocean  Tiddler  Hello Summer  Super Duper You  LuLu's First Day  The Colour Monster Goes to School 

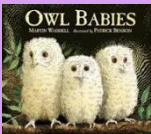
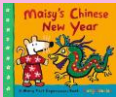
						
Communication and language Listening and attention Speaking (overlap)	Sing a large repertoire of songs. Directed learning: use language of our rules e.g. “choose it/ use it/ put it away.” Introduce children to shared focus text time and shared read daily to support children listening to longer stories, developing new vocabulary etc. Focus text time- Expose children to different types of texts – fiction, non-fiction, poetry and rhyme over a period. Shared text time (story time)- Expose children to different types of texts – fiction, non-fiction, poetry and rhyme over a week. Introduction to box time to support children’s listening and attention, vocabulary and ability to engage in short carpet time sessions. Introduction to phase one phonological awareness/ communication and language. First focus: what makes a good listener? To support children paying attention to more than one thing at a time. Understand different instructions. Understanding our new nursery	Sing a large repertoire of songs. Introduce story mapping when looking at the Gingerbread man to support children being able to tell a long story. Props/ small world to support story telling on focus texts. Modelling and supporting children with our nursery routine and expectations and to understand different two-part instructions. Continue focus text time and shared text time daily. Use of WellComm to support children’s communication and language. Gingerbread man character masks in outdoor area to role play and retell the story Continue daily circle time using Red Rose Phonological awareness planning to support communication and language	Sing a large repertoire of songs. Props/ small world to support story telling on focus texts. Listening, recalling and joining in with repeated refrains in chosen stories. Use of questioning during focus text time- why questions. Support during continuous provision to provide children with opportunities to expand their imaginative play and model using vocabulary and sentence structure to organise play. Continue focus text time and shared text time daily. Reassess children on WellComm for new term. Use of WellComm to support children’s communication and language. Continue daily circle time using Red Rose Phonological awareness planning to support communication and language	Sing a large repertoire of songs. Props/ small world to support story telling on focus texts. Use of questioning during focus text time- why questions Encouraging curiosity when exploring our beautiful world and modelling ‘why’ questions. The use of focus text time to promote the children’s natural curiosity and the effective use of questioning during text time and continuous provision. Continue focus text time and shared text time daily. Use of WellComm to support children’s communication and language. Continue daily circle time using Red Rose Phonological awareness planning to support communication and language	Sing a large repertoire of songs. Props/ small world to support story telling on focus texts. Use of questioning during focus text time- why questions. Encouraging curiosity when exploring our beautiful world and modelling ‘why’ questions. The use of focus text time to promote the children’s natural curiosity and the effective use of questioning during text time and continuous provision. Retelling stories and joining in with key phrases. Adult pausing to encourage children to participate in storytelling. Story mapping. What comes next? Continue focus text time and shared text time daily. Reassess children on WellComm for new term. Use of WellComm to support children’s communication and language. Continue daily circle time using Red Rose Phonological awareness planning to support communication and language	Sing a large repertoire of songs. Props/ small world to support story telling on focus texts. Use of questioning during focus text time- why questions. Encouraging curiosity when exploring our beautiful world and modelling ‘why’ questions. The use of focus text time to promote the children’s natural curiosity and the effective use of questioning during text time and continuous provision. Retelling stories and joining in with key phrases. Adult pausing to encourage children to participate in storytelling. Story mapping. What comes next? Continue focus text time and shared text time daily. Use of WellComm to support children’s communication and language. Continue daily circle time using Red Rose Phonological awareness planning to support communication and language Introduction to Floppy’s phonics

	routines. For example, get your coat and line up to go outside. Assess children on WellComm. Use of WellComm to support children's communication and language. Introduction daily circle time using Red Rose Phonological awareness planning to support communication and language					
Phonological awareness/ Literacy/ CL EAD- Music	See Red Rose Communication, Language and Literacy Phonological awareness- Phase 1.					
Poem Poetry basket	Wise Old Owl	Breezy Weather	I can build a snowman	The Easter Bunny	I Have A Little Frog	End of preschool poem/ song
Core rhymes Some links to master the curriculum	1,2,3,4,5 once I caught a fish alive Wheels on the bus Twinkl twinkl little star Old Mcdonald had a farm 5 currant buns Rain rain go away If your happy and you know it	Head, shoulders, knees and toes Zoom zoom zoom I hear thunder 5 little men in a flying saucer Twinkle Twinkle Christmas Star When Santa Got Stuck Up The Chimney jingle bells	5 cheeky monkeys Hickory Dickory dock Here We Go Round the Mulberry Bush 5 in the bed Sleeping bears Teddy Bear, Teddy Bear The mitten song	Sleeping bunnies Little Peter Rabbit Chick, Chick, Chick, Chick, Chicken lay a little egg for me One Man Went to Mow Oats and Beans and Barley Grow	Humpty dumpty sat on a wall 5 little speckled frogs Incy wincy spider Baa Baa Black sheep There's a worm at the bottom of my garden 5 little ducks went swimming one day Mary, Mary, Quite Contrary	Row, row, row your boat 5 little peas Ring a ring a roses 6 green bottles The sun has got his hat on

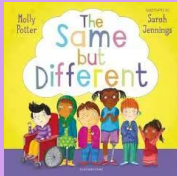
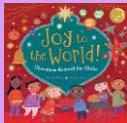
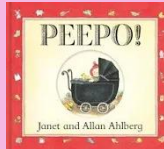
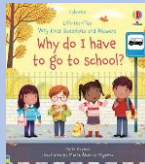
Personal, social and emotional development Self regulation Managing self Building relationships	Play set up to support children's interest Modelling play and resolving conflicts. Focusing on supporting sharing of resources. Modelling routines and expectations of nursery. Modelling keeping our classroom tidy and caring for our resources. Developing a sense of community in our classroom to support one another and work as a team. Begin practicing self dressing for PE Introduce self registration board as part of morning jobs along with sorting own belongings Turn taking games The Colour Monster- Different emotions and self-regulation   Link to colour mixing My first books are brought into nursery to share photos of families, pets, discuss their favourite things, what they love etc.	school trip- pantomime Managing emotions and focusing on positive interactions with others. Showing empathy to others and understanding how others might be feeling.  Trip to the park Continue to model positive play and interactions. Promoting independence in the classroom and resilience. Choice board during adult led activity time. Child choose what activity they want to complete. Such as, puzzle/ jigsaw, fine motor etc.	 School trip- role play centre  Emotion face match game Visit from dental nursery- brushing teeth and meeting own needs. Healthy drinking.   Friendship. How to be a good friend Collaborative art, friendship bracelets, modelling positive discussions, modelling turn taking and listening during play.	Visit from farmer and lamb  Children begin to independently complete jobs in the classroom. For example, preparation for snack, filling up the water bottles etc.	Curious critters visit Visit from post man  Walk to the post box and post a letter. Focus on doing zips on coats and buttons when getting changed back into school uniform from PE. Healthy food choices- link with UTW planting/ life cycles 	School trip- farm Meeting our buddies for next year and building relationships Visits to reception classroom Discussing our emotions starting a new classroom. Recapping everything we have learnt about managing our emotions.   
---	--	---	---	--	---	--

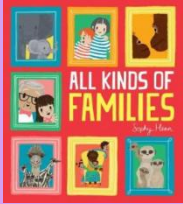
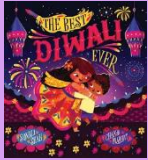
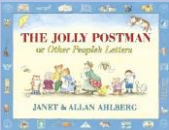
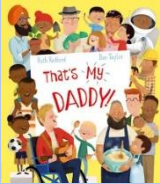
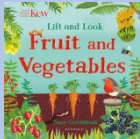
Miss Turner- Nursery Teacher

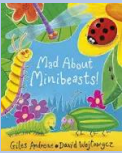
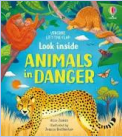
Physical development	Begin supervised tooth brushing scheme that will continue throughout the year	Scissors in the playdough area to support fine motor skills and early scissor skills.	Continue to practice getting dressed for PE	Tracing name cards	Independently get dressed for PE	Independently put on coat and do up the zip
Fine motor	Access to mark making tools indoors and outdoors	Introduce scissors to art area (scissors that only cut paper).	Access to mark making tools indoors and outdoors		Access to mark making tools indoors and outdoors	Focus on enhancing scissor skills cutting junk modelling and paper more independently. Making snips in paper.
	Access to malleable resources daily		Begin name tracing (first initial sound in my name).		Focus on enhancing scissor skills cutting junk modelling and paper more independently.	Name writing- progression from tracing.
	Do disco and squiggle programme daily		Access to malleable resources daily		Name writing using dominant hand.	
	Funky fingers AM- daily fine motor activity when children first arrive in nursery		Do disco and squiggle programme daily		Show preference for a dominant hand.	
	Support at lunch time to eat independently with knife and fork		Funky fingers AM- daily fine motor activity when children first arrive in nursery		Access to malleable resources daily	
	Introduce and model self-service paint station in art area. Children to access own materials to create artwork. Children use jumbo size paintbrushes to begin with.		Reduce help with the children putting on their coats and doing their zips		Do disco and squiggle programme daily	
			Remove jumbo size paintbrushes from art area and introduce thinner paintbrushes.		Funky fingers AM- daily fine motor activity when children first arrive in nursery	
Physical development	Support introducing climbing frame outside in nursery garden	Model PE box for outdoor area (for example, balls, bats, bean bags, hoops, quiet, cones etc) to support movement, ball skills, balance etc.	Large scale mark making opportunities accessible outdoors daily	Throwing and catching a large ball	Large scale mark making opportunities accessible outdoors daily	Playing musical statues and moving around skipping, hopping and holding one leg etc.
Gross motor	Model outdoor construction equipment (for example, crates, bench, large blocks) and how to move safely	Relay races in PE- passing a bean bag etc to support teamwork and collaboration.	Opportunities to move in different ways i.e. walking, crawling, rolling, waving, kicking	Balancing skills in PE- moving across the benches	Opportunities to move in different ways i.e. walking, crawling, rolling, waving, kicking	Zippping own coat up independently.
	Large scale mark making opportunities accessible outdoors daily		Learning how to kick balls		Practice zipping own coat up.	
			Go to the toilet independently and be able to pull up and down			

	Introduce bikes and scooters in outdoor continuous provision Model outdoor digging area and large-scale mark making resources	Continue to model and build using large outdoor construction equipment. Parachute games.	trousers/tights/underpants without help.			
P.E. (P.E Passport)		(LCC-Rosie's Walk) Movement / multi skills	Gymnastics- Super Worm (LCC)	A journey through India (LCC Rumble in the Jungle)	Ball skills-Elmer (LCC)	Sports day/ multi skills
Possible ideas for enhancements (These can be adapted at various points to allow for children's interests)	Family's Colours Friendships Emotions Autumn 	Winter Christmas Birthdays Bonfire Night Road safety week Diwali 	Winter Frozen Children's mental health week Valentines Day  Chinese New Year 	Easter Spring Pancake day Planting world book day Mothering Sunday 	Life cycles Planting World Bee day  Spring World Turtle day Cooking	Transitions Our village New places Differences Maps Summer
Cultural capital/ Enrichments	WOW- Autumn day Harvest festival Cooking soup Autumn	Trip- Pantomime visit Baking gingerbread men Nativity play Trip to the park	WOW- Frozen week trip to role play centre Chinese New Year day	Mother's day stay and play  Lamb visit- local farmer Planting bean seeds Spring walk	WOW- Animal adventure Planting vegetables Tadpoles Post man visit- walk to post office Curious critters visit	Settling in sessions in reception class School trip- farm Water day End of year assembly

Potential parental engagement	☑ Autumn day- parents join last hour ☑ Meet the teacher Parents evening Class dojo used throughout the year	Nativity	Parents evening	☑Frozen stay and play ☑ Mother's Day stay and play Grandparents' afternoon	Sports day	End of year assembly Reports ☑ End of year picnic and play ☑
Literacy	Introduce the reading area where the children have a variety of different fiction and nonfiction texts. Draw children's attention to the cover, author, page number etc. Model how to care for books and turning pages. Core texts- shared story time and focus read every day. Use widget symbols to support learning new vocabulary. Display in classroom.	Core texts- shared story time and focus read every day. Use widget symbols to support learning new vocabulary. Display in classroom. Gingerbread man story maps Begin to recognise our names for self-registration	Focus on spotting rhymes during shared story time and singing nursery rhymes at the end of the day. Begin name writing- tracing and initial letters Core texts- shared story time and focus read every day. Use widget symbols to support learning new vocabulary. Display in classroom.	Core texts- shared story time and focus read every day. Use widget symbols to support learning new vocabulary. Display in classroom.	Use story time as an opportunity to clap and count syllables in words. Begin to look at initial sounds in words. Continue name writing Core texts- shared story time and focus read every day. Use widget symbols to support learning new vocabulary. Display in classroom.	Writing name more independently Encouraging the children to mark make in the home corner. For example, making shopping lists, baking lists, labelling items in the home corner e.g. 'm' for milk. Core texts- shared story time and focus read every day. Use widget symbols to support learning new vocabulary. Display in classroom.
Literacy counts (Summer term ready for reception)						
Expressive arts and design	Self portraits Leaf rubbing with crayons Colour mixing autumn shades Creating a leaf person Support children settling into the classroom and begin to use their imagination in continuous provision	Christmas cards Making Bridges Billy Goats Gruff Repeated pattern printing- math link Messy play mark making	New starters- Support children settling into the classroom and begin to use their imagination in continuous provision when accessing role play/ small world. Sound scribbles- playing different type of music and the children draw marks in response.	Jack and the Beanstalk small world- retelling story Jack and the beanstalk stick puppets Farm small world Mother's day cards	Shape hunt and draw. Children go on a shape hunt afterwards children draw the shapes they saw and turn them into objects. For example, a circle into a sun. Use different mediums such as oil pastels and watercolours to create shapes and make different effects.	Self portraits- progression All about me posters to take to Reception for settling in sessions My feelings face- after reading 'The Colour Monster Goes to School' discuss different emotions and make the face in a mirror. Children

	when accessing role play/ small world. Gruffalo small world. Model use of art area and the different resources the children can access freely to develop their own ideas. Model using glue sticks, self-service paint etc.  Colour mixing- paint	Ice painting Retelling The Three Little Pigs/ Goldilocks and the Three bears Snowflake printing The Gingerbread Man small world Use water colours to create a picture of your favourite part of The Three Billy Goats Gruff Decorate a gingerbread man using different media Use our focus texts to develop small world play. Introduce scissors to art area and model effectively to make snips in paper.	Support more complex small world and construction play by creating different 'small worlds' and develop complex stories using small world equipment. Artic small world Begin to introduce junk modelling area- masking tape, runny glue, scrap materials, cardboard, plastic and explore joining materials together. Junk modelling winter homes	Observational drawing of spring flowers Bean diary- drawing observations of the life cycle of a bean plant Spring collage Flower collages	New starters- Support children settling into the classroom and begin to use their imagination in continuous provision when accessing role play/ small world. Frog life cycle sequencing craft Animal masks Minibeast small world Safari small world Under the sea 2D shape frog cutting craft (link to maths) Frog on a stick craft. Children can use their craft in the small world area. Frog life cycle small world. Link to core rhymes- 5 speckled frogs.	use the corresponding colour to draw the different emotions.
Understanding the world Past and present	Sharing 'my special book' Own life-story. Bring in baby/ toddler photos. Then to now timeline. Miss Turner bring in baby photos and her babies timeline including scan photos. My family/ differences 	How do people celebrate Christmas?  Sharing photos of our Christmas traditions. Celebrating birthdays	Listening to music from different genres from the past. E.g jazz and dancing with our scarves.	How things have changed ☑ Grandparent afternoon. Bring in photographs from when they were at school. Stay and play. ☑ 	Beginning school transition ready for Reception. 	Looking back in our big floor books about everything we have learnt this year. Transition afternoons to reception. What will my new classroom be like? What will a day in reception be like?

Understanding the world People and communities	Celebrating differences  Sharing our special books. my family. Who do I live with? where do you live? Houses. Harvest 	Diwali Rangoli patterns, investigating light, food exploration. 	Chinese New Year  How do people Celebrate Chinese New Year? What traditions still happen today? Try different Chinese food, Children come in dressed in red clothes, make Chinese lanterns and traditional Dragon dancing.	Farm animals- Lamb visit Role of Farmers 	RE topic 'Special People' Visits from- Postman (walk to local post office), Father Shaun The Jolly Postman 	Sharing our holidays from around the world Exploring music from around the world Photos from around the world in the construction/ block area  Handa's surprise- Fruit tasting Father's Day 
Understanding the world The natural world	Changes in the weather- noticing Autumn. Exploring collections of autumnal materials with similar and different properties. Go on an Autumn walk and collect different objects. Make comparisons and use new vocabulary to describe textures etc. Autumn colour hunt.	Changing state- Cooking- baking gingerbread men Floating and sinking- make boats for Billy Goats Gruff to cross the river Diwali- using torches exploring festival of light. Dark and light.	Changes in the weather. Seasonal change. Ice melting, cold places, snow What melts ice? Hibernation Make bird feeders	Planting bean seeds The Tiny Seed  Forces- snapping twigs to create Easter cross', Ramp races with guttering and cars in outdoor area, blow straw paintings Spring walk/ hunt	Life cycle of a frog   Planting Vegetables and flowers 	Shadow painting outside  Floating and sinking kit in the water tray Exploring magnets tuff tray

	 Changing state- cooking making soup for Harvest Autumn walk/ hunt		 Spring walk looking for Signs of Spring		Minibeast hunt  The world and animals around us 	
--	--	--	--	--	--	--

Mathematics

Comparison 1	Shape, space and measure 1	Pattern 1	Counting 1	Counting 2	Subitising 1
More than, fewer than, same	Explore and build with shapes and objects	Explore repeats	Hear and say number names	Begin to order number names	I see 1, 2, 3
Pattern 2	Shape, space and measure 2	Subitising 2	Counting 3	Shape, space and measure 3	Pattern 3
Join in with repeats	Explore position and space	Show me 1, 2, 3	Move and label 1, 2, 3	Explore position and routes	Explore patterns
Counting 4	Shape, space and measure 4	Subitising 3	Comparison 2	Pattern 4	Shape, space and measure 5
Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Start to puzzle
Pattern 5	Subitising 4	Counting 5	Pattern 6	Counting 6	Comparison 3
Making patterns together	Make games and actions	Show me 5	My own pattern	Stop at 1, 2, 3, 4, 5	Match, sort, compare



Nursery Maths – White Rose Scheme in Order

Linked to ALL Development Matters Mathematics Statements (3–4 year olds)



This overview follows the White Rose Nursery scheme in the recommended order (24 blocks).
All Development Matters Mathematics Statements for 3–4 year olds are included and assessed across the year.
Depth of understanding is developed through play, routines, songs and meaningful experiences.



IMPORTANT:

- Maths learning happens every day through play, routines, songs, stories and continuous provision.
- Maths also happens with adult interaction within provision and during adult-led activities.

AUTUMN 1 Building strong foundations	AUTUMN 2 Developing number and spatial understanding	SPRING 1 Understanding 1–3, position and pattern	SPRING 2 Manipulating, counting and comparing	SUMMER 1 Applying mathematical understanding	SUMMER 2 Secure foundations to 5
1 Comparison 1 More than, fewer than, same 2 Shape, Space & Measure 1 Explore and build with shapes and objects 3 Pattern 1 Explore repeats 4 Counting 1 Hear and say number names	5 Counting 2 Begin to order number names 6 Subitising 1 I see 1, 2, 3 7 Pattern 2 Join in with repeats 8 Shape, Space & Measure 2 Explore position and space	9 Subitising 2 Show me 1, 2, 3 10 Counting 3 Move and label 1, 2, 3 11 Shape, Space & Measure 3 Explore position and routes 12 Pattern 3 Explore patterns	13 Counting 4 Take and give 1, 2, 3 14 Shape, Space & Measure 4 Match, stick, push and pull 15 Subitising 3 Talk about dots 16 Comparison 2 Compare and sort collections	17 Pattern 4 Lead on own repeats 18 Shape, Space & Measure 5 Start to puzzle 19 Pattern 5 Making patterns together 20 Subitising 4 Make games and actions	21 Counting 5 Show me 5 22 Pattern 6 My own pattern 23 Counting 6 Stop at 1, 2, 3, 4, 5 24 Comparison 3 Match, sort, compare
I CAN STATEMENTS (By the end of Autumn 1 I can:) ✓ I can compare quantities using 'more than' and 'fewer than'. ✓ I can talk about and explore 2D and 3D shapes. ✓ I can select shapes appropriately when building and creating. ✓ I can notice and talk about patterns around me. ✓ I can recite numbers past 5.	I CAN STATEMENTS (By the end of Autumn 2 I can:) ✓ I can recognise up to 3 objects without counting them. ✓ I can understand position through words alone.	I CAN STATEMENTS (By the end of Spring 1 I can:) ✓ I can say one number for each item when I count. ✓ I know the last number I say tells me how many there are altogether. ✓ I can describe a familiar route. ✓ I can talk about routes and locations using words such as 'in front of' and 'behind'.	I CAN STATEMENTS (By the end of Spring 2 I can:) ✓ I can combine shapes to make new shapes. ✓ I can confidently recognise up to 3 objects without counting them. ✓ I can compare collections using 'more than' and 'fewer than'.	I CAN STATEMENTS (By the end of Summer 1 I can:) ✓ I can extend and create an ABAB repeating pattern. ✓ I can notice and correct an error in a repeating pattern. ✓ I can compare objects by size, length, weight and capacity.	I CAN STATEMENTS (By the end of Summer 2 I can:) ✓ I can show finger numbers up to 5. ✓ I can link numerals to amounts up to 5. ✓ I can solve simple real-world problems with numbers up to 5. ✓ I can count objects to 5, saying one number for each object. ✓ I know the last number I say tells me how many there are altogether.

DEVELOPED THROUGHOUT THE YEAR (ACROSS ALL PROVISION AND ROUTINES)



COUNTING BEYOND 5

Recite numbers past 5 in daily contexts: songs, rhymes, register, steps, children, tidy-up, calendar, etc.
(Counting beyond 5 continues throughout the year.)



MEASURE

Develop understanding of size, length, weight and capacity throughout the year through practical activities and play.
Opportunities indoors and outdoors through continuous provision and routines.



REAL-WORLD PROBLEMS TO 5

Solve simple real-life problems in everyday contexts: sharing, snack time, construction, stories and play.
Use numbers up to 5 to solve meaningful problems in everyday situations.



SEQUENCING & TIME LANGUAGE

Story sequencing with focus texts throughout the year using vocabulary such as 'first', 'then', 'next' etc.
Morning meetings discussing the days of the week and our visual timetable as an opportunity to revisit morning and afternoon.



MATHEMATICAL MARK-MAKING

Exploring symbols and marks in a range of different ways: dots, pictures, numerals, pictures to represent ideas and amounts.
Opportunities indoors and outdoors throughout continuous provision.

FORMAL ASSESSMENT POINT:

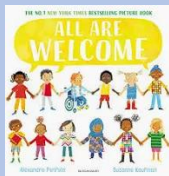
Summer 2 (Developed throughout the year)

- ✓ I can use my own symbols, marks and numerals to represent mathematical ideas and amounts.
- ✓ I can describe a sequence of events using words such as 'first', 'then' and 'next'.



Maths learning is woven through every day. These I can statements will be assessed through play, observation, adult interaction and child-initiated activities.
Children develop at different rates – we celebrate progress and build secure understanding over time.



My Happy Mind	Meet your brain	Celebrate	Appreciate	Relate	Engage	
RE	I am special Harvest  Making soup Harvest school festival Fruit printing 	Diwali. Making Diya lights Exploring light and dark Rangoli patterns Christmas Jesus' birthday- how do we celebrate birthdays? Nativity small world Jesus born in a stable- share our baby photos How do we celebrate Christmas? Christmas cards	Friendship  Rainbow fish craft	Easter Stick cross' Try hot cross buns	Special People  Visit from Father Shaun Visit from post man Jesus feeds 5000 Who is special to you?	Prayer Story of Jonah
Christian Values	Friendship Thankfulness Responsibility Love Trust Compassion Generosity	Friendship Love Trust Compassion Generosity Courage Love	Friendship Faith Courage Trust	Friendship Compassion Love Faith Forgiveness	Friendship Love Trust Friendship Respect Reverence	Friendship Faith Love Thankfulness Love Faith

Miss Turner- Nursery Teacher

	Courage	Joy Hope				
--	---------	-------------	--	--	--	--