

Nursery

'The curriculum for your child'

Mrs Brace

Curriculum Evening
16th October 2014

EYFS Curriculum

- “ Within early years we have an umbrella topic in which all activities are based however pupil interests steer the focus of activities.
- “ There are no subjects within nursery.
- “ The focus is upon stage not age with statements taken from the Early Years Framework.
- “ Example here:

Characteristics of Effective Learning	Area of learning and Development		Aspect
Playing and Exploring – Engagement Finding out and exploring Playing with what they know Being willing to 'have a go'	Code	Prime Areas	
	PSED	Personal, Social and Emotional Development	Making relationships
			Self-confidence and self-awareness
			Managing feelings and behaviour
	PD	Physical Development	Moving and handling
			Health and self-care
	CL	Communication and Language	Listening and attention
			Understanding
			Speaking
	Active Learning – Motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do		Specific Areas
L		Literacy	Reading
			Writing
M		Mathematics	Numbers
			Shape, space and measure
UW		Understanding the World	People and communities
			The world
			Technology
EAD		Expressive Arts and Design	Exploring and using media and materials
			Being imaginative
Creating and thinking critically – Thinking Having their own ideas Making links Choosing ways to do things			

EYFS Personal, Social and Emotional Development			
Age	Making Relationships	Self-Confidence and Self-Awareness	Managing Feelings and Behaviour
30-50 months	<ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. 	<ul style="list-style-type: none"> Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.
40-60+ months	<ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. 	<ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. 	<ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
EL Goal	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Organising the learning

- “ Every activity within nursery promotes independence. This begins the moment they walk through the door with the labelled shoe and coat areas.
- “ Morning and afternoon sessions begin with Busy Fingers. Busy Fingers activities encourage the development of fine motor skills.
- “ Adult led activities are connected to both the theme and pupil interests and encourage the development of a skill which pupils can transfer into choosing and learning.

Nursery Timetable

	8:30-9:00	9:00 - 9:15	9:15 - 9:45	9:45 - 10:00	10:00 - 11:10 (11:10 - 11:15 Tidy-up time)	11:15 - 11:30	12:30 - 13:00	13:00 - 13:35	13:35 - 13:50	13:50 - 14:50 (14:50 - 15:00 Tidy-up time)	15:00 - 15:30
Mon	Busy Fingers	Date and weather/ Letter of the week	P.E (KS1 Hall)	Snack	CHIL (See indoor/ outdoor provision map)	Guided Reading/Show and Tell	Busy Fingers	Adult Led	Snack	CHIL (See indoor/ outdoor provision map)	Rhyme and Song
Tues	Busy Fingers	Wake and Shake/ Date and weather	Phonics	Snack	CHIL (See indoor/ outdoor provision map)	Rhyme and Song/ Show and Tell	Busy Fingers	Adult Led	Snack	CHIL (See indoor/ outdoor provision map)	Guided Reading
Wed	Busy Fingers	Wake and Shake/ Date and weather	Adult Led	Snack	CHIL (See indoor/ outdoor provision map)	Topic Based Activity/ Show and Tell	Busy Fingers	Numeracy	Snack	CHIL (See indoor/ outdoor provision map)	Circle Time
Thurs	Busy Fingers	Wake and Shake/ Date and weather	P.E (KS1 Hall)	Snack	CHIL (See indoor/ outdoor provision map)	Guided Reading/ Show and Tell	Busy Fingers	Adult Led	Snack	CHIL (See indoor/ outdoor provision map)	Guided Reading
Fri	Busy Fingers	Wake and Shake/ Date and weather	Adult Led	Snack	CHIL (See indoor/ outdoor provision map)	Rhyme and Song/ Show and Tell	Busy Fingers	Adult Led (Computers)	Snack	CHIL (See indoor/ outdoor provision map)	Rhyme and Song

Themes for the year

- “ Autumn term theme:
All About Me and Celebrations

- “ Spring term theme:
Around the World

- “ Summer term theme:
Oceans

Enrichment opportunities

To bring the curriculum to life and engage the children we are planning:

- “ Visits from:
Dogs Trust, Fire Brigade, Police, RAF,
Farmer and Tractor

- “ Trips:
The London Aquarium

Learning Journals

- “ Learning journals track your child throughout their nursery journey and are unique to your child. Their development is recorded over the year through the learning journal.
- “ During the year we will be holding sessions where you will be able to come in and look at your child’s learning journal with your child. They are aware of their special book.

Ideas for helping at home

To support your child at home:

- “ Shared Reading
- “ Talk: Encourage pupils to talk and listen to them (May not want to talk about nursery)
- “ Incidental Number Games
- “ Fine Motor Skills

Any questions?

Further information

- “ A Nursery newsletter will come home every half term. Letters go in the letter draw.
- “ Parents’ Evening next week we will discuss each individual child.
- “ During Busy Fingers in the morning session we encourage you to come in.
- “ One teacher will be at the door each morning and will note down any important information about your child for that day eg: Who they are going home with.
- “ Our door is always open and you are always welcome to come in and talk to any member of the nursery team.