



# Sledmere Primary School



## Nursery (Early Years Foundation Stage) Curriculum Content 2020-2021 Class: London

Themes	Theme 1 Who am I?	Theme 2 What if I could explore the world?	Theme 3 Who is my hero?	Theme 4 How do we grow?
Texts	<p><b>Goldilocks and The Three Bears</b> <b>We're Going on a Bear Hunt</b> <b>The Gruffalo So Much Owl Babies</b> <b>Autumn Non-fiction</b> <b>Diwali Non-fiction</b></p>	<p><b>Whatever Next</b> <b>Christmas Nativity</b> <b>Snow Bears</b> <b>Percy the Park keeper</b> <b>One Snowy Night</b> <b>Bear Snore On</b> <b>Chinese New Year Non-fiction</b> <b>Handa's Surprise</b></p>	<p><b>Super Worm</b> <b>The Day I lost my Super Powers</b> <b>Who's Afraid of the Big Bad Bully Bunny</b> <b>People Who Help Us</b> <b>Non-fiction.</b> <b>Clarabella's Teeth</b></p>	<p><b>Titch</b> <b>Eat your Greens</b> <b>Goldilocks</b> <b>The Little Red Hen</b> <b>The Very Hungry Caterpillar</b> <b>Harry and his Bucketful of Dinosaurs-Start School</b></p>
Curriculum	<b>Early Years Foundation Stage Curriculum</b>			
	<p><u>Making Relationships</u> Beginning to show interest in other children's play.</p> <p><u>Self-Confidence and Self-Awareness</u> Expresses own preferences and interests.</p> <p><u>Managing Feelings and Behaviour</u> Can express some of their own feelings such as sad, happy or scared. Begin to understand and cooperate with some boundaries and routines.</p>	<p><u>Making Relationships</u> Playing and working with others responding to what others are saying or doing.</p> <p><u>Self-Confidence and Self-Awareness</u> Independently access resources and activities. Learning to tidy up and take care of equipment</p> <p><u>Managing Feelings and Behaviour</u> Begin to accept the needs of others and begin to share and take turns.</p>	<p><u>Making Relationships</u> Beginning to play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p><u>Self-Confidence and Self-Awareness</u> More outgoing towards unfamiliar people and more confident in new social situations. Show confidence in asking adults for help.</p> <p><u>Managing Feelings and Behaviour</u> Develop awareness of boundaries set, and of behavioural expectations in the setting. Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p><u>Making Relationships</u> Takes steps to resolve conflicts with other children e.g. finding a compromise</p> <p><u>Self-Confidence and Self-Awareness</u> Confident to speak to others about own needs, wants, interests and opinions.</p> <p><u>Managing Feelings and Behaviour</u> Understands that own actions affect other people for example becomes upset or tries to comfort another child when they realise they have upset them.</p>
	Sledmere Behaviour Expectations, 'Rights Respecting Schools' and Sledmere Values Talk Topics			
Communication and Language	<p><u>Listening and Attention</u> Shows interest in play with sounds, songs and rhymes.</p> <p><u>Understanding</u> Understanding simple instructions such as daily routines. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p><u>Speaking</u> Uses language to share feelings, experiences and thoughts. Learns new words very rapidly and is able to use them in communicating. Use vocabulary focused on objects and people that are of particular importance to them.</p>	<p><u>Listening and Attention</u> Listening to others one to one or in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p><u>Understanding</u> Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). Understands use of objects (e.g. "What do we use to cut things?")</p> <p><u>Speaking</u> Uses talk to connect ideas, explain what is happening and anticipate what might happen next recall and relive past experiences. Can retell a simple past event in correct order</p>	<p><u>Listening and Attention</u> Beginning to be able to follow directions. Listens to stories with increasing attention and recall.</p> <p><u>Understanding</u> Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions.</p> <p><u>Speaking</u> Builds up vocabulary that reflects the breadth of their experiences. Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p>	<p><u>Listening and Attention</u> Maintains attention during activities.</p> <p><u>Understanding</u> Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><u>Speaking</u> Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>



# Sledmere Primary School



<p><b>Physical Development</b></p>	<p><u>Moving and Handling</u> Gross motor – Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</p> <p>Fine motor - Show control in holding and using jugs to pour, hammers, books and mark-making tools.</p> <p><u>Health and self-care</u> Beginning to communicate their need for potty or toilet.</p> <p>Helps with clothing, e.g. puts on hat, unzips zipper on jacket.</p>	<p><u>Moving and Handling</u> Gross motor - Climbing/bike riding</p> <p>Fine motor – May be beginning to show preference for a dominant hand.</p> <p><u>Health and self-care</u> Can usually manage washing and drying hands and have become familiar with toilet routines.</p>	<p><u>Moving and Handling</u> Gross motor - Explores different ways of moving and travelling with confidence and control</p> <p>Fine motor – Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors</p> <p><u>Health and self-care</u> Observes the effects of activities on their bodies.</p>	<p><u>Moving and Handling</u> Gross motor – Experiments with different ways of moving. Shows increasing control over objects by pushing, patting, throwing, catching or kicking it</p> <p>Fine motor- Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p><u>Health and self-care</u> Shows some understanding of healthy eating.</p>
<p><b>Literacy</b></p>	<p><u>Reading</u> Have some favourite stories, rhymes and songs. Beginning to repeat words or phrases from familiar stories.</p> <p>Beginning to fill in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'</p> <p><u>Writing</u> Distinguishes between the different marks they make.</p>	<p><u>Reading</u> Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Suggests how the story might end.</p> <p><u>Writing</u> Sometimes gives meaning to marks as they draw and paint.</p>	<p><u>Reading</u> Listens to stories with increasing attention and recall.</p> <p>Describes main story settings, events and principal characters.</p> <p>Enjoys rhyming and rhythmic activities.</p> <p>Shows awareness of rhyme.</p> <p><u>Writing</u> Ascribes meanings to marks that they see in different places.</p>	<p><u>Reading</u> Beginning to be aware of the way stories are structured. Hears and says the initial sound in words.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p><u>Writing</u> Gives meaning to marks they make as they draw, write and paint.</p>
<p><b>Mathematics</b></p>	<p><u>Numbers</u> Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. Recites some number names in sequence.</p> <p><u>Shape, Space and Measure and patterns</u> Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size.</p> <p>Begins to use the language of size. Uses positional language. Can describe their relative position such as 'behind' or 'next to'.</p>	<p><u>Numbers</u> Recites numbers in order to 10.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p><u>Shape, Space and Measure and patterns</u> Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows awareness of similarities of shapes in the environment.</p>	<p><u>Numbers</u> Sometimes matches numeral and quantity correctly.</p> <p>Compares two groups of objects, saying when they have the same number.</p> <p><u>Shape, Space and Measure and patterns</u> Uses shapes appropriately for tasks.</p> <p>Selects a particular named shape.</p>	<p><u>Numbers</u> Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts out up to six objects from a larger group.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p><u>Shape, Space and Measure and patterns</u> Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> <p>Orders and sequences familiar events.</p>
<p><b>Understanding the World</b></p>	<p><u>People and Communities</u> My family, my friends and my school.</p> <p>Has a sense of own immediate family and relations.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>Beginning to have their own friends.</p> <p>Learning about celebrations and that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p><u>The World</u></p>	<p><u>People and Communities</u> Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p> <p><u>The World</u> Dudley-local environment Cold places Hot places</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Can talk about some of the things they have observed such as plants,</p>	<p><u>People and Communities</u> Shows interest in different occupations and ways of life.</p> <p><u>The World</u></p> <p>Talks about why things happen and how things work.</p> <p><u>Technology</u></p> <p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <p>Shows an interest in technological toys or real objects such as cameras or tablets.</p>	<p><u>People and Communities</u> Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p><u>The World</u> Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p> <p>Looks closely at similarities, differences, patterns and change.</p>



# Sledmere Primary School



	<p>Notices detailed features of objects in their environment. Recognises and describes special times or events for family or friends.</p> <p><u>Technology</u> Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p>	<p>animals, natural and found objects.</p> <p><u>Technology</u> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</p>		<p><u>Technology</u> Uses ICT hardware to interact with age-appropriate computer software.</p>
<b>Expressive Arts and Design</b>	<p><u>Exploring and using media and materials</u> Joins in singing favourite songs. Explore musical instruments and show interest in the way musical instruments sound. Experiment with blocks, colours and marks. Beginning to be interested in and describe the texture of things.</p> <p><u>Being imaginative</u> Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' Beginning to make-believe by pretending. Creates movement in response to music.</p>	<p><u>Exploring and using media and materials</u> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Imitates movement in response to music. Explores and learns how sounds can be changed. Beginning to construct, stacking blocks vertically and horizontally,</p> <p><u>Being imaginative</u> Sings to self and makes up simple songs. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'</p>	<p><u>Exploring and using media and materials</u> Explores colour and how colours can be changed. Uses various construction materials. Joins construction pieces together to build and balance. <u>Being imaginative</u> Uses available resources to create props to support role-play. Plays alongside other children who are engaged in the same theme Engages in imaginative role-play based on own first-hand experiences.</p>	<p><u>Exploring and using media and materials</u> Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects... Constructs with a purpose in mind, using a variety of resources.</p> <p><u>Being imaginative</u> Introduces a storyline or narrative into their play.</p>
<b>Assessment opportunities</b>	<p>Baseline On Tracker/Tracking Sheet Wellcomm baseline assessments Daily observations Evaluations, discussions and next steps Examples of learning in Learning Journeys Photographs Phonic Assessments on trackers Maths Assessments on trackers</p>	<p>Autumn 2 and Spring 1 On Tracker/Tracking Sheet Wellcomm assessments Daily observations Evaluations, discussions and next steps Examples of learning in Learning Journeys Photographs Phonic Assessments on trackers Maths Assessments on trackers</p>	<p>Spring 2 and Summer 1 On Tracker/Tracking Sheet Wellcomm assessments Daily observations Evaluations, discussions and next steps Examples of learning in Learning Journeys Photographs Phonic Assessments on trackers Maths Assessments on trackers</p>	<p>Summer 2 Final Data On Tracker/Tracking Sheet Wellcomm assessments Daily observations Evaluations, discussions and next steps Examples of learning in Learning Journeys Photographs Phonic Assessments on trackers Maths Assessments on trackers</p>
<b>Parental/carer involvement</b>	<p>Nursery family induction Parents Nursery Star of the week assembly Book library Parents evening Nursery Autumn Inspire Workshop</p>	<p>Travel Ted Nursery Star of the week assembly Book library Nursery Christmas craft Inspire Workshop Nursery Christmas Nativity</p>	<p>Travel Ted Nursery Star of the week assembly Book library Parents evening Nursery Phonics Inspire Workshop Nursery Maths Inspire Workshop</p>	<p>Home Visits Reports and report feedback Nursery 'How We Grow' Inspire Workshop</p>