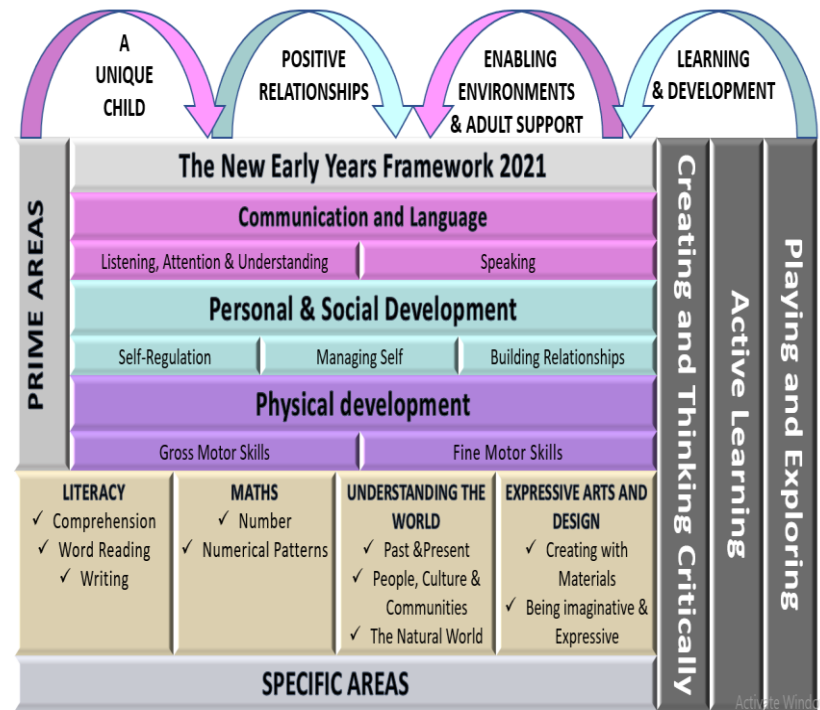
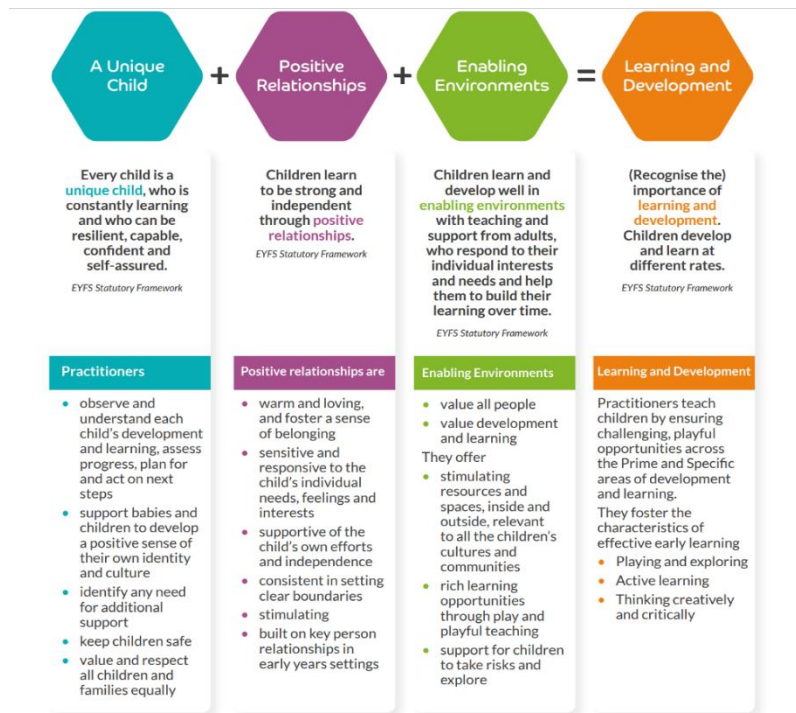


Nursery Curriculum -George Mitchell school-2022-23

Principles of EYFS:

“Children will have an abundance of opportunities to learn through play. We ensure that learning is fun, engaging and challenging for all children. As an EYFS team and effective role models, we provide high quality to and forth interactions in order to develop and deepen the children’s learning opportunities. We deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21’ and children’s interests. Our curriculum is flexible and adaptable in response to children’s interests.



Term	Autumn Term			Spring Term		Summer Term	
Nursery Theme	All About me	Celebrations	Winter is here	Amazing animals	Growth and Change	People Who help us Going to Reception	
Important Events to support culture capital	<p>National Read a book day-September 5th Recycling week-19th -25th September National Fitness day-21st September The great Big Green week- 24th Sep-2nd Oct Navaratri-Sep 26th-Oct 5th International Astronomy day-Oct 1st Black History month-October National Poetry day-6th October World Mental health day-10th October Harvest -Oct 23rd Diwali-Oct 24th Bonfire Night/Guy Fawkes night-Nov 5th Children's book week-Nov 7th -Nov 13th World Science day-10th November Remembrance Day- Nov 7th Anti-Bullying week-Nov 14th World Nursery Rhyme week-Nov 14th 2022 Men's World Cup-Football Nov 20th-Dec 18th Hanukah -December 18th -December 26th Christmas day-Dec 25th</p>			<p>Recycle your Christmas cards-January Energy saving week- January 17th -Jan 23rd. National story telling week- January 29th-Feb 5th Lantern festival-February 8th Random Acts of Kindness week-Feb 14th -Feb 20th</p> <p>International Mother language day-Feb 21st Pancake day-March 1st Lent- 2nd March- 14th April World Book day-March 3rd British Science week- March 11th-March 20th Red nose day- March 17th Holi- March 18th -March 19th Comic Relief- March 18th World Water day-Mach 22nd Earth Hour- March 26th Mother's Day-March 27th</p>		<p>Ramadan: April 2nd -May 1st Easter Sunday- April 17th Earth Day- April 2023 National Walking Month-May 1st-May 31st May day- 2nd May Endangered Species day- May 20th Pride Moth-June Water safety week- June 18th-June 25th Eid Al- Adha- Wednesday, 28th June</p>	

Possible Core texts to promote 2nd tier vocabulary, diversity, inclusion and communication skills.



<p>Characteristics of Effective Learning</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. Children do things independently that they have been previously taught.</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. Children begin to correct mistakes themselves. They use strategies to achieve a goal that they have set themselves.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. Children solve real life problems and feel confident with coming up with their own ideas. Children use pretend play to think beyond here and now and understand another perspective.</p>		
<p>Personal, Social and Emotional development</p>	<p><i>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.</i></p>		
<p><i>Links to Jigsaw and Restorative Behaviour</i></p>	<p><u>Jigsaw</u> <i>Being in my world</i> <i>Celebrating difference</i></p>	<p><u>Jigsaw</u> <i>Dreams and Goals</i> <i>Healthy Me</i></p>	<p><u>Jigsaw</u> <i>Relationships</i> <i>Healthy Me</i></p>
<p><i>Self –Regulation Managing self And Building relationships</i></p>	<p>Negotiate solutions and conflicts whilst playing with other children. Talk about feelings using descriptive vocabulary as modelled by the teachers or learnt through stories. Develop strategies to regulate feelings with teachers’ support. Tidy up once an activity has finished. Show responsibility, and independence during fruit time and snack time. Follow snack time routine; washing cups and tidying up after me.</p>		

<p>Physical Development</p>	<p><i>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. 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.</i></p>		
<p><i>Gross Motor and Fine Motor skills</i></p>	<p>Learn to wear my coat.</p> <p>Use toilet and manage self-care such as washing hands before eating and after using toilet.</p> <p>Use streamers to make high and low movements.</p> <p>Show coordination while playing throwing and catching games and threading activities. Adults to provide additional help promptly.</p> <p>Skip, hop, gallop, slither, jump and climb building gross motor skills.</p> <p>Begin to manipulate large equipment and use spaces carefully when building.</p>	<p>Show independence when getting dressed, attempting to zip up coats.</p> <p>Pour water from a jug during snack time.</p> <p>Mix, stir and knead carefully during cooking. With adult help use measures to pour ingredients.</p> <p>Pick up small objects and tiny bits using tweezers.</p> <p>Develop fine motor skills by make marks using chalk, paint brush and pens. Talk about the marks that they make.</p> <p>Collaborate with others when moving large equipment safely during construction and building activities.</p>	<p>Start eating independently, learning to use fork and knife. Chop and cut food during cooking.</p> <p>Show awareness of oral hygiene.</p> <p>Chop fruits and vegetables with some adult support during cooking activities.</p> <p>Form some letters of their names independently.</p> <p>To support name writing, children to become familiar with mnemonics and become more confident in writing recognisable letters.</p> <p>Build a Den negotiating space and using a range of materials and apparatus.</p>

<p>Communication and Language</p>	<p><i>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.</i></p>		
<p>Listening, attention and understanding</p> <p>Speaking</p>	<p>Enjoy daily story time, listening to stories and understanding what is happening with the help of pictures.</p> <p>Join in with signing-actions and repeated phrases.</p> <p>Understand simple instructions and questions’ ‘who’, ‘what’ and ‘where’.</p> <p>Begin to use vocabulary influenced by topic and books. For example, Ostrich has a long neck, sweet, ripe, yellow mango.</p> <p>Talk about family and home life using pictures and videos).</p> <p>Take part in pretend play.</p> <p>Learn nursery Makaton signs.</p>	<p>Start conversation with an adult or a friend or an adult, talking in simple sentences and phrases.</p> <p>Begin to use a wider range of vocabulary influenced by core texts, topics and experiences.</p> <p>Sing songs and rhymes.</p> <p>Tell stories with help of teachers, possibly using Tales Toolkit.</p> <p>Use the language of feelings linked to stories and Tales tool kit (Teachers to support children in recognising and elaborating feelings and emotions).</p>	<p>Carry a conversation forward with a friend or an adult (Adults to support by modelling the use of higher level vocabulary, elaborating ideas and sensitive questioning to promote verbal thinking).</p> <p>Begin to answer why questions (Teachers to model verbal problem solving and inquiry).</p> <p>Use past and future tense when talking about events at home and at school. (Teachers to model the correct use of tenses).</p> <p>Begin to use tier two vocabulary as modelled by the teachers and read in books.</p> <p>Children take part in retelling stories, particularly using the repeated phrases in play. They make use of the learning environment that facilitates and promotes bringing stories to life.</p>

<p>Literacy</p>	<p><i>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 and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs 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)</i></p>		
<p><i>Word Reading and Writing including Language comprehension</i> Links to communication and language</p>	<p>Point out to the print in environment. Understand that print has meaning. Begin to understand book conventions as modelled by the teacher, turning pages and returning books to the book corner the right way up. Develop an awareness of sounds around them –naming and describing sounds that they hear. To develop play around stories using props and using repeated phrases of a story phrases in role play. Make marks using sticks, paints and chalk as well as adding marks to their drawings. Draw circles, lines and squares using sticks, sand and paint brushes. Give meaning to marks that we make.</p>	<p>Engage in discussions about stories, talking about characters and problems during group and 1:1 reading activities. Use the vocabulary inspired by stories during role-play.</p> <p>Know that books can be used for information.</p> <p>Develop phonological awareness recognising changes made to rhymes. Identify changes to songs and rhymes. Develop oral blending skills. For example, touch their head when asked to touch their h-ea-d.</p> <p>Write for a purpose; for make a building plan when playing in the construction area or write a shopping list. Begin to form letter shapes, especially when attempting to write their names using name cards.</p>	<p>Retell stories with intonation and expression during play. Identify features of a story; character, problems and solution. Children make their own stories using stories learnt and Tales Toolkit as an inspiration. Form some letters identifying letter shapes using mnemonics. Write some letters of my name.</p>

<p>Maths</p>	<p><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 a deep understanding of the numbers 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></p>		
<p><i>Number and Numerical patterns</i></p>	<p>Counting Begin to recognise that there is an order to counting. Recite numbers beyond 5. Cardinality: Recognise that the last number in a set represents how many. Subsidise and compare numbers 2 and 3. Compare weight/mass and size. Identify numerals up to 3 and know that it means 3 objects.</p>	<p>Cardinality: Know that numbers identify how many in a set. Subsidise: Tell how many in total looking at small set of objects. Count 4 objects with irregular arrangements. To sort shapes according to whether they have corners or not; To notice similarities and differences between objects. Compare: quantities using language 'more than', fewer than, and same. Compare size and capacity Recite numbers beyond 7. Identify numerals at least up to 4 and know that it represents four objects. Explore patterns in the environment- Continue a repeated pattern.</p>	<p>Pattern: Continue an ABAB pattern. Cardinality: Know that last number when counting is the amount-up to 5. Subsidise: Can talk about different arrangements of up to 5 objects. Link numerals to amount up to 5. Compare numbers to 5 Identify and describe and compare properties of simple shapes. Select shapes appropriately while constructing and building. Learn about capacity in relation to size. Use positional language.</p>
<p>Number problems</p>	<p>Adults to model verbal thinking skills and solving real-life maths problems through play.</p>		

<p>Understanding of the World</p>	<p><i>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.</i></p>		
<p>People, culture and Community The Natural World Past and Present <i>(Links to communication and language)</i></p>	<p>Use senses to explore the environment. Observe the differences and similarities amongst ourselves and others. Observe how we have changed since we were babies. Investigate natural phenomena and changes, for example nocturnal animals and changes in weather. Notice differences between people and cultures; talk about pictures from home; culture day. Investigate shadow through the Rama and Sita story play. Learn about Diwali, Hanukah and Christmas. Indian Chapattis</p>	<p>Investigate life cycle of plants and animals. Talk about what living beings need to grow. Learn about occupations and show interest in various occupations. Learn about features and properties of various materials when building and constructing. Learn about Easter and Ramadan.</p> <p>Trip to Leyton Fire station. Trip to the little Teapot Café. Visit from a nurse.</p> <p>Cooking: Hot cross buns Chinese stir fry</p>	<p>Learn about the diversity in Leyton and London; Queen’s birthday. Compare characters; How did the queen look like when she was young? Talk about our families from around the world.</p> <p>What do living beings need to help them grow? What changes have we noticed outside-trees and weather-Summer. Use photos and videos of about our families in different countries or holidays to talk about different countries.</p> <p>Trips: Local church. Olympic park. Queen’s birthday.</p>

<p>Expressive Art and Design</p>	<p><i>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.</i></p>		
<p><i>Creating with materials Being imaginative and Expressive</i></p>	<p>Choose correct colours for purpose.</p> <p>Dance to different types of music.</p> <p>Manipulate playdough and salt dough using tools to make their creations.</p> <p>Develop stories while playing with construction and small word toys.</p> <p>Make simple representations of objects and people.</p> <p>Use glue, masking tape and cardboard boxes to create</p>	<p>Mix colours to create different shades.</p> <p>Create dance movements to replicate actions for example; slithering like a snake.</p> <p>Manipulate and use clay to make models. Learn how to use tools to manipulate clay.</p> <p>Use expressions and intonations to role play a story.</p> <p>Give details to our creations, for example, draw a face with eye brows, eyelashes etc. Create a house using blocks with bedrooms and bathroom.</p> <p>Use nails, hammers, glue guns, split pins to join materials.</p>	<p>Music and movement to represent how characters act and move in the story.</p> <p>Show different emotions in drawings, paintings and dance.</p> <p>Use inspiration from books and topic to develop stories and negotiate problems through stories. For example, building a suitable bridge for the 3 Billy Goat Gruff.</p> <p>Create overtime, returning and refining our creations with adult support.</p> <p>Sing songs in a group with musical instruments.</p>
<p><u>Artist</u></p>	<p><i>Kandinsky Picasso- Playdough faces Andy Goldsworthy Frida Kahlo</i></p>		