

Nottingham Nursery School & Training Centre – Curriculum 2024-2025

Giving children the keys to their future



Inspiring awe and wonder

Fostering curiosity, independence,
and creativity

Developing active, resilient, and
aspirational learners

Celebrating inclusivity, diversity,
and individuality

Nurturing children, families,
and communities

Maintaining excellence through
collaborative, reflective practice

Curriculum statement - Intent

'Nottingham Nursery and Mellers Primary Federation is a unique fusion which will create exceptional provision for the community of Radford. The Federated Governing Body has a vision in which it will break glass ceilings and will be an advocate for all in its care. It will create the very best opportunities for its children, supporting them to achieve their full potential, through the promotion of equality for all, in an atmosphere of trust, honesty and compassion.'

We have an innovative approach to learning, which is informed by the principles and approaches of Friedrich Fröebel, Danish Forest Schools and Reggio Emilia. We work with families to nurture the children who come here and strive to foster independence, resilience, creativity and curiosity. Learning outdoors and connecting with nature is key to our provision and we have fantastic outdoor spaces including an area of natural woodland which all the children have access to.



We recognise the importance of giving our children the best possible start to their education. Through our planning and implementing ambitious teaching and learning opportunities we support them in reaching their full potential. We know that our children enter the nursery with varied life experiences, and we plan accordingly to address this with cultural capital embedded in everything we do.



Curriculum statement - Intent

It is our intention to provide a broadly enriched, rounded and stimulating learning environment where everyone can be in a climate of mutual respect to;

- Inspire awe and wonder
- Foster curiosity, independence and creativity
- Develop active, resilient and aspirational learners
- Nurture children, families and community
- Maintain excellence through collaborative, reflective practice

This will enable children to develop the skills, attitudes and understanding that will form the basis of lifelong learning. It will provide them with a strong voice and identity, encouraging them to become useful, active members of a diverse and constantly changing society.

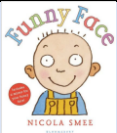

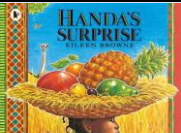
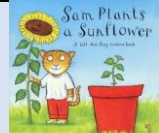
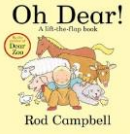


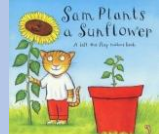
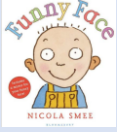
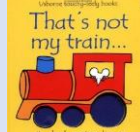

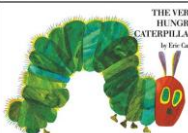

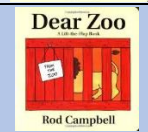



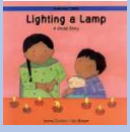
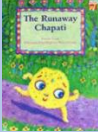



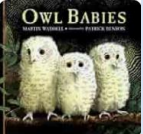
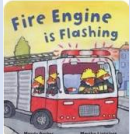

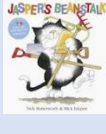
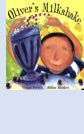

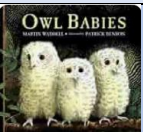
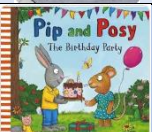
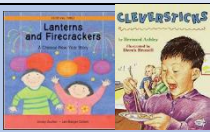
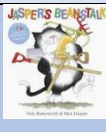
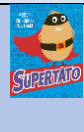
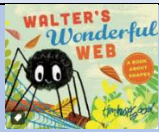






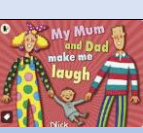






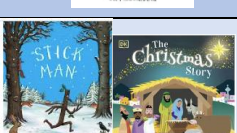




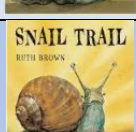
We are passionate about creating opportunities for children to communicate more easily through developing language and communication skills and specifically teaching vocabulary. It is our intention that children experience learning through a balance of group teaching and play-based learning. We do this by following the children's interests, theme days, curious topic themes and continuous provision activities. Learning is responsive and thoughtfully planned to support with the children's communication and language development, personal, social and emotional development and physical development as well as literacy, mathematics, understanding the world and expressive arts and design.


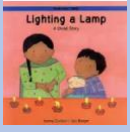
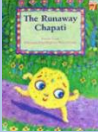

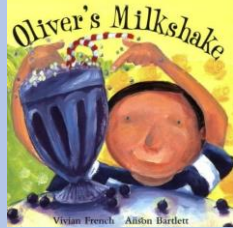
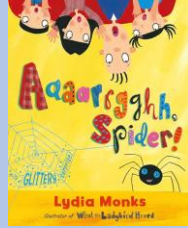

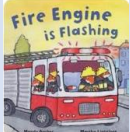


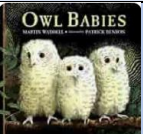
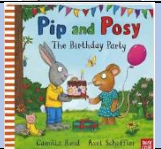
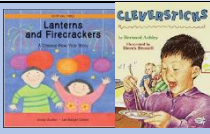
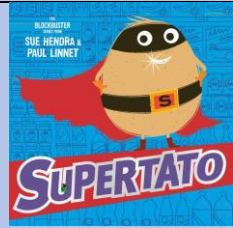








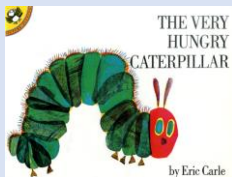







Curriculum statement - Implementation

An overview of core curriculum books that will be used to support the children's learning and development:

Curriculum core book spine 2024-2025 2 year olds - Lions	Autumn 1 What makes me marvellous?	Autumn 2 What do we know about animals?	Spring 1 How do we move?	Spring 2 What do we see in spring?	Summer 1 Which food will you choose?	Summer 2 How do things grow?
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7						

Curriculum core book spine 2024-2025 N1	Autumn 1 Marvellous Me What makes me marvellous?	Autumn 2 Lights, colours & celebrations How do we celebrate?	Spring 1 A world of stories Which stories can we tell?	Spring 2 Make it grow! What happens in spring?	Summer 1 From farm to fork What can we find out about food?	Summer 2 Grow and change What can we find out about changing and growing?
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7 (& 8 in summer 2)						

Curriculum core book spine 2024-2025 N1 & N2	Autumn 1 Marvellous Me What makes me marvellous?	Autumn 2 Lights, colours & celebrations How do we celebrate?	Spring 1 A world of stories Which stories can we tell?	Spring 2 Make it grow! What happens in spring?	Summer 1 From farm to fork What can we find out about food?	Summer 2 Grow and change What can we find out about changing and growing?
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						
Week 7 (& 8 in summer 2)						

Curriculum statement - Intentions

An overview of the areas of development and key learning intentions:

Communication and language – listening and attention




Communication and language – listening and attention Aspirational ELGS	Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and in small groups	Make comments about what they have heard and ask questions to clarify their understanding.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
N2 – The penguin and Elephants class	<ul style="list-style-type: none"> I can listen and follow a two-part instruction such as get your coat and line up at the door' I am starting to listen pay more attention when having conversations with an adult and friend and wait for my turn. Covered throughout the year via books, environment, play and carpet sessions. 	<ul style="list-style-type: none"> I am using longer sentences and starting to ask questions such as 'why did the caterpillar get so fat?' I have been building up my story and rhyme knowledge and I can comment and respond to others' opinions. Covered throughout the year via books, environment, play and carpet sessions 	<ul style="list-style-type: none"> I am becoming more confident with my speech, and I can put 6 words together. I am starting to use my speech to organise my play 'let's go on the bus, 'you sit there and I'll be the driver' Covered throughout the year via books, environment, play and carpet sessions.
N1 - The panda class	<ul style="list-style-type: none"> When listening to simple stories following along with puppets and pictures and asking questions about what is happening. I am starting to follow instructions with multiple key words such as 'can you wash the dolly's face.' Covered throughout the year via books, environment, play and carpet sessions. 	<ul style="list-style-type: none"> I can understand simple questions about 'who' 'what' and 'where', but I sometimes find answering why questions hard. I am starting to build my confidence when using pronouns 'me', 'him' 'she' and 'on' 'under' and 'in. Covered throughout the year via books, environment, play and carpet sessions. 	<ul style="list-style-type: none"> I am becoming more confident with my speech, and I can put 5 words together. I am starting to use new vocabulary I have been learning and use it in my pretend play narrative such as 'car to the shops.' Covered throughout the year via books, environment, play and carpet sessions.
2-year old's – The lion class	<ul style="list-style-type: none"> I often listen to others, but I can get distracted easily. I generally focus on an activity that I chosen but sometimes find it hard to focus if I'm being directed by an adult. Covered throughout the year via books, environment, play and carpet sessions. 	<ul style="list-style-type: none"> I understand simple instructions such as 'stop' 'give to 'mum' I will sometimes use gestures and pointing to communicate and to confirm my understanding. Covered throughout the year via books, environment, play and 	<ul style="list-style-type: none"> I am becoming more confident with my speech, and I can put 3 words together. I am starting to use words such as 'all gone' and 'bye bye' Covered throughout the year via books, environment, play and carpet sessions.

Communication and language – speaking

Communication and language – speaking Aspirational ELGS	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses.
N2 – The penguin and Elephants class	<ul style="list-style-type: none"> I am starting to use more detail to describe events and to connect ideas when talking in small groups. I can share my opinions with a friend and familiar adult using words and some actions. Covered throughout the year via books, environment, play and carpet sessions 	<ul style="list-style-type: none"> more detail about the stories and sing a wide range of songs. I am becoming more confident with my speech, but I sometimes struggle with irregular tenses such as ‘runned’ instead of ran. Covered throughout the year via books, environment, play and carpet sessions. 	<ul style="list-style-type: none"> I am becoming more confident to join up my sentences with words like because such as ‘I like ice cream because it makes my tongue shiver’ I am developing my communication skills and trying to use the correct tense. Covered throughout the year via books, environment, play and carpet sessions.
N1 - The panda class	<ul style="list-style-type: none"> I am becoming more confident with my speech and enjoy singing and talking during circle time. I am using more multi-syllabic words in my speech such as ‘banana’ and ‘computer’ talking in play and circle time. Covered throughout the year via books, environment, play and carpet sessions 	<ul style="list-style-type: none"> I can comment on objects and experiences around me sometimes in the correct order such as ‘went down slide, hurt finger’ I am becoming more confident when explaining what might happen next in a story or experience. Covered throughout the year via books, environment, play and carpet sessions. 	<ul style="list-style-type: none"> I can talk extensively about things that are important to me and I'm starting to share my own feelings using words alongside gestures. I’m starting to use more intonation and rhythm making my meaning clear to other adults and children around me. Covered throughout the year via books, environment, play and carpet sessions.
2-year old’s – The lion class	<ul style="list-style-type: none"> I am trying to listen to others and describe familiar objects such as ‘blue car’ I am starting to build my vocabulary and confidence during circle times by responding to choices such as ‘apple or banana’ Covered throughout the year via books, environment, play and carpet sessions. 	<ul style="list-style-type: none"> I enjoy listening to songs and stories, I especially enjoy joining in with the actions I love to copy familiar expressions from people around me such as ‘oh dear’ or ‘all gone’ Covered throughout the year via books, environment, play and carpet sessions. 	<ul style="list-style-type: none"> I learning to share my feelings and make myself understood but sometimes I get frustrated by I can’t express myself fully. I am starting to talk to a familiar adult about people and things that are not present. Covered throughout the year via books, environment, play and carpet sessions.

Physical Development - Gross motor			
Gross motor Aspirational ELGS	Negotiate space and obstacles safely including consideration of self and others.	Demonstrate a good level of strength, balance and coordination.	Move energetically within small and large spaces.
N2 – The penguin and Elephants class	<ul style="list-style-type: none"> I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed and changing direction. I am becoming more confident in choosing different ways of moving and can walk, run and climb on different levels and surfaces. Covered throughout the year via outdoor provision and forest school activities. 	<ul style="list-style-type: none"> I am becoming more confident with my ball skills, and I can kick a stationary ball with either foot and I am able to catch a large ball by using two hands and my chest to trap it. I am starting to show a preference for a dominant hand, leg or foot which is helping support my co-ordination and balance. Covered throughout the year via outdoor provision and adult led activities. 	<ul style="list-style-type: none"> I am starting to run and dance with a greater amount of special awareness, and I can adjust speed or change direction in a smoother movement. I am feeling more confident when jumping off and object and landing appropriately. Covered throughout the year via outdoor provision and forest school activities.
N1 - The panda class	<ul style="list-style-type: none"> I love to ride and move around the different obstacles on the scooters or tricycles I am learning to walk greater distances with purpose and consider others when changing direction. Covered throughout the year via outdoor provision and forest school activities. 	<ul style="list-style-type: none"> I can sit up form lying down, standing up form sitting with little effort. I am developing my coordination skills by operating toys in which one hand does one task and the other hand completes another such as one hand holding a block and the other steadying the pile. Covered throughout the year via outdoor provision, adult led activities and forest school. 	<ul style="list-style-type: none"> I enjoy joining in with action rhymes, songs and games, imitating the movements and anticipating actions. I am gaining confidence when in the performance and music area by exploring the instruments and responding to the music or rhythms being played. Covered throughout the year via outdoor provision and adult led activities.
2-year old's – The lion class	<ul style="list-style-type: none"> I enjoy pushing, pulling, lifting and carrying objects moving them around and placing them with intent. I am building my confidence with space and like to climb, go underneath and in-between objects. Covered throughout the year via books, environment, play and carpet sessions. 	<ul style="list-style-type: none"> I can manipulate objects singly and together such as squeezing out water form a sponge. I can walk upstairs facing forwards holding a rail with both feet on a single step at a time. Covered throughout the year via outdoor provision, adult led activities and forest 	<ul style="list-style-type: none"> I am starting to show and interest in dancing and singing and I especially enjoy imitating movements of others, I enjoy selecting musical instruments and ribbons to shake and wave. Covered throughout the year via outdoor provision and adult led activities

Physical Development - Fine motor

Fine motor Aspirational ELGS	Hold a pencil effectively (tripod grip) ready for writing.	Use a range of tools including cutlery, paint brushes and scissors.	Begin to show accuracy and care when drawing.
N2 – The penguin and Elephants class  Static tripod grasp	<ul style="list-style-type: none"> I can put on my clothes and fasten my coat with a zip independently. I can mark make using a static tripod grasp and I am becoming more constant to giving meaning to my marks. Covered throughout the year via books, environment, play and carpet sessions. 	<ul style="list-style-type: none"> I can handle tools, objects and construction materials safely with increasing control. I am becoming more confident with thinner and smaller sized tools. I am starting to show a preference for a more dominant hand and beginning to use anti- clockwise movements and retrace vertical lines. Covered throughout the year via books, environment, play and carpet sessions. 	<ul style="list-style-type: none"> I am beginning to take care when using pencils and crayons and I'm starting to trace over my name with more accuracy. I am beginning to create text to communicate meaning for a range of purposes such as making a bus ticket or a Christmas card for my play. Covered throughout the year via books, environment, play and carpet sessions.
N1 - The panda class  Quadruped grasp	<ul style="list-style-type: none"> I am getting better at putting on some clothes and shows using fastening. I can start to use a quadruped grasp and draw in a range of ways. I sometimes give meaning to the marks I make. Covered throughout the year via books, environment, play and carpet sessions. 	<ul style="list-style-type: none"> I enjoy working in the creative area and can tear mashing tape and can use scissors with support. I can use a knife and fork to hold and cut food and I am able to use a cut within two hands with only a small amount of spillage. Covered throughout the year via books, environment, play and carpet sessions. 	<ul style="list-style-type: none"> I enjoy taking my time when creating artwork and try and use more accuracy by trying to stay in the lines when colouring. I enjoy drawing and writing on paper and different textures such as in sand or playdough. Covered throughout the year via books, environment, play and carpet sessions.
2-year old's – The lion class  Digital grasp	<ul style="list-style-type: none"> I am starting to put clothes on without fastenings. I can play with blocks in a range of ways such as stacking or lining them up. Covered throughout the year via books, environment, play and carpet sessions. 	<ul style="list-style-type: none"> I enjoy exploring a range of materials and use glue sticks to create artwork. I like to manipulate play dough and I'm interested in the different tools which mold the dough in a range of ways. Covered throughout the year via books, environment, play and carpet sessions. 	<ul style="list-style-type: none"> I enjoy the sensory experience of making marks and I am exploring shapes, patterns and colours using a range of different materials such as chalk, paint and crayons. Covered throughout the year via books, environment, play and carpet sessions.

Personal, social and emotional development			
PSED Aspirational ELGS	Self-regulation Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Being able to wait for what they want and control their immediate impulses when appropriate. Show an ability to follow instructions involving several ideas or actions.	Maintaining self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Building relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
N2 – The penguin and Elephants class	<ul style="list-style-type: none"> I am beginning to understand that expectations vary depending on different events and social situations. As I become more confident in expressing my emotions, I can also respond to the feelings of others showing concern and offering comfort. Autumn 1 – A and B Spring 1 – A 	<ul style="list-style-type: none"> My confidence is growing when trying new activities, tasting new foods, playing with new friends and expressing my needs and asking for help. I enjoy having some responsibility in the classroom and completing mini jobs. I am beginning to recognise danger and seek the support of a familiar adult when needed. Autumn 1 – A Spring 1 – A Summer 1 – A and B 	<ul style="list-style-type: none"> I enjoy playing alone, alongside with others, inviting others to play and attempting to join others play. I am learning skills of assertion, negotiation and compromise and looks for a supportive adult to help resolve conflicts with friends. Covered throughout the year via books, environment, play and carpet sessions.
N1 - The panda class	<ul style="list-style-type: none"> I am starting to understand why rules are important and I am increasingly able to follow them. I am becoming more confident by asserting my likes and dislikes, choices and decisions which may be different to my friends. Autumn 1 – A and B Spring 1 – A 	<ul style="list-style-type: none"> I am feeling more confident when talking about my feelings such as 'happy' 'sad' 'worried' 'angry' I am developing some independence in my self care routine such as brushing teeth and handwashing, but I may need some help. I am working towards becoming independent when using the bathroom most of the time. Autumn 1 – A Spring 1 - A and B Summer 1 – A and B 	<ul style="list-style-type: none"> I am becoming more able to separate from familiar adults and explore new situations with support. Even though I enjoy playing with a close friend I am growing in confidence to build relationships with other children within the Nursery School. Autumn 1 – A
2-year old's – The lion class	<ul style="list-style-type: none"> I am becoming more able to adapt my behavior and increase my participation when I am familiar with a routine. I can show and express positive emotion such as joy and a negative feeling such as anger 	<ul style="list-style-type: none"> I am learning to use the bathroom with help and then independently. I am willing to try new foods, use a cup with limited spillage and I am beginning to learn my likes and dislikes 	<ul style="list-style-type: none"> I am starting to show control by waiting to take a turn during circle time and sometimes during play. I am starting to play alongside other children and develop some friendships.

	through actions, behavior and a few words <ul style="list-style-type: none"> Autumn 1 – A and B 	<ul style="list-style-type: none"> Summer 1 – A and B 	<ul style="list-style-type: none"> Covered throughout the year via books, environment, play and carpet sessions.
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Mathematics			
Mathematics Aspirational ELGS	Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Numerical patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
N2 – The penguin and Elephants class	<ul style="list-style-type: none"> I enjoy counting as far as I can go whilst becoming more confident with numbers above 5. I can recognise numerals 1-10 within the environment. I can touch count items 5 and I am becoming more confident when subitising one, two and three objects. I am becoming more confident when using positional language within my play such as the dog is behind the box. Autumn 1 – B Autumn 2 – A and B Spring 1 – B Spring 2 – A summer 1 – A 	<ul style="list-style-type: none"> I am starting to notice patterns in the environment, and I love creating my own patterns using everyday objects. I becoming more confident when compare quantities by using the mathematical language of ‘more than’ and fewer than’ I am able to identify shape names and discuss similarities and differences between objects. Autumn 1 – B Spring 1 – A and B Summer 1 – A and B 	
N1 - The panda class	<ul style="list-style-type: none"> I am starting to count everyday items but sometimes I skip numbers for example ‘1,2,3,5’ I use number words in my play, sometimes count on my fingers and I am noticing numerals in the environment. I am deepening my knowledge of positional and spatial language whilst exploring the environment. Autumn 1 – B Autumn 2 – A and B Spring 1 – B Spring 2 – A Summer 1 – A 	<ul style="list-style-type: none"> I can notice different amounts of objects around me and can compare quantities such as ‘lots’ ‘more’ or ‘same’ As I settle into my routine, I can anticipate times of the day such as mealtimes and home times. I enjoy copying sound and action patterns whilst creating simple patterns with support from everyday objects. Autumn 1 – B Autumn 2 - A and B Spring 1 – A and B Summer 1 – A and B Summer 2 – A 	
2-year old’s – The lion class	<ul style="list-style-type: none"> I am becoming aware of number names through my enjoyment of action rhymes and songs that relate to numbers. I love exploring the space around me, engaging with position and direction by looking for things out of sight. Autumn 1 – B Spring 2 – A and B Summer 1 – A 	<ul style="list-style-type: none"> I can spot size differences by gesturing and using the mathematical language of ‘bigger’ ‘smaller’ I love to explore shapes by completing board puzzles and fitting shapes into set spaces. I am beginning to arrange toys or objects of interest such as lining up animals or trains. Autumn 1 – B Autumn 2 - A and B Spring 1 – A and B Summer 1 – A Summer 2 – A 	

Literacy

Literacy Aspirational ELGS	Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Word reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
N2 – The penguin and Elephants class	<ul style="list-style-type: none"> • I re-enact stories that I have heard in my play using props such as puppets. • I am developing my understanding of book knowledge and I'm able to extend conversations about a range of stories. • I enjoy talking about characters in the story and I'm starting to predict how the book might end. • Autumn 2 – A and B • Spring 1 - B 	<ul style="list-style-type: none"> • I am developing my confidence with phonics so that I can suggest rhymes to sing and I'm learning to hear the initial sound in words. • I am starting to notice words in the environment such as my name or a familiar logo. • I am using vocabulary and forms of speech that are increasingly influenced by my experiences of reading. • Covered throughout the year via books, environment, play and carpet sessions. 	<ul style="list-style-type: none"> • I am growing my confidence to write my full name. • I can make letter shapes to represent the initial sound of some words such as 'm' for mummy. • I give meaning to my marks more constantly as I draw, write, paint and type. • Covered throughout the year via books, environment, play and carpet sessions.
N1 - The panda class	<ul style="list-style-type: none"> • I'm deepening my book knowledge and I'm starting to understand the way in which books are structured and can retell parts of the story. • I can repeat words and phrases from some familiar stories and I am able to fill in the missing words or phrase in a known 'rhyme – incy wincy...' • Autumn 2 – A and B • Spring 1 - B 	<ul style="list-style-type: none"> • I enjoy sharing a book with adults and respond to pictures. I am interested in illustrations and words in the environment. • Whilst I am learning new vocabulary, I am able to clap out the syllabus. • Covered throughout the year via books, environment, play and carpet sessions. 	<ul style="list-style-type: none"> • I enjoy drawing and exploring mark making on paper and a range of different textures such as in sand or on playdough. • I can distinguish between the different marks I make and sometimes can give my marks meaning for example 'That says mummy' • Covered throughout the year via books, environment, play and carpet sessions.
2-year old's – The lion class	<ul style="list-style-type: none"> • I am building my confidence when working in a group and will join in with some songs and actions. • I am interested in and explore the sounds made by banging and tapping familiar objects. • Autumn 1 – A and B 	<ul style="list-style-type: none"> • I am showing an interest in books, and I have a favorite book which I share with familiar adults and respond to the pictures. • I notice pictures and symbols in the environment and I'm starting to recognise what they stand for. • Covered throughout the year via books, 	<ul style="list-style-type: none"> • I love the sensory element of mark making and like to explore a range of services and materials. • I am beginning to understand the cause and effect of my actions in mark making. • Covered throughout the year via books, environment, play and carpet sessions.

environment, play and carpet sessions.

Understanding the world

Understanding the world Aspirational ELGS	Past and present	People culture and communities	The natural world
	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
N2 – The penguin and Elephants class	<ul style="list-style-type: none"> I am more confident at talking about different materials and the changes that happen over time. I love sharing stories about events in my own life that have happened in the past and present as well as the lives of other family members. Spring 2 – A Summer 2 -B 	<ul style="list-style-type: none"> I am beginning to understand my own life story and talk about my family more confidently. I know that some things make me unique and can talk about similarities and different in relation to family and friends. I love joining in with my families' customs and routines and will represent this in my play alongside sharing a story about them. Autumn 1 – A Spring 1- B Summer 1 - A 	<ul style="list-style-type: none"> I am developing an understanding of growth, decay and changes over time and can talk about key features of a life cycle of a plant or animal. I am showing a greater amount of care and concern for living things and the environment around me. Spring 2 – A Summer 2 –A and B
N1 - The panda class	<ul style="list-style-type: none"> I love exploring and talking about different things that are happening and have happened within the nursery and at home. I am becoming more confident when exploring different toys and using problem solving skills to figure out how they work. Spring 2 – A Summer 2 -B 	<ul style="list-style-type: none"> I love learning about different people and identifying any similarities and differences. I am beginning to have my own friends who I enjoy playing with. In my pretend play I imitate everyday actions and events from my own family and cultural background such as making and drinking tea. Autumn 1 – B Summer 2 - B 	<ul style="list-style-type: none"> I am curious and interested to explore new and familiar experiences in nature such as grass, mud, puddles, plants and animal life. I am learning to look after the natural world and can talk about some of the things I have observed such as watching chicks hatch and planting seeds. Summer 1 –B Summer 2 –A and B
2-year old's – The	<ul style="list-style-type: none"> I am becoming more confident when 	<ul style="list-style-type: none"> I am interested in photographs of myself and 	<ul style="list-style-type: none"> I enjoy stories about people and nature,

lion class	<p>exploring the range of toys at nursery and love repeating actions that have an effect.</p> <ul style="list-style-type: none"> I am interested in a range of toys and exploring how things work such as a pull back and go car. Spring 2 – A Summer 2 -B 	<p>other familiar adults.</p> <ul style="list-style-type: none"> I am interested in different jobs such as fire fighter or doctors and seek out these toys in my play. Autumn 1 – A and B Autumn 2 – B Spring 1 - A and B 	<p>and I love looking at photographs of myself with these animals.</p> <ul style="list-style-type: none"> I closely observe what animals, people and vehicles do. Spring 2 - A and B Summer 2 – A
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Expressive arts & design

Expressive arts & design Aspirational ELGS	Creating with materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.	Being imaginative and expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
N2 – The penguin and Elephants class	<ul style="list-style-type: none"> I am developing an understanding of using lines to enclose a space and beginning to draw and represent actions and objects based on imagination and experience. I am increasing my knowledge and understanding of tools and materials to explore my interests and develop my thinking. Covered throughout the year via books, environment, play and carpet sessions. 	<ul style="list-style-type: none"> I am starting to develop complex narratives into my play and use a range of objects and toys such as dolls houses and small world characters. I engage in imaginative play based on own ideas, firsthand experiences or peer experiences. I am becoming more confident when selecting instruments, choosing movements and materials for my own imaginative purpose. Covered throughout the year via books, environment, play and carpet sessions.
N1 - The panda class	<ul style="list-style-type: none"> I use various construction materials such as sticking things vertically and horizontally to create artwork. I express ideas and feelings through different marks I make sometimes giving meaning. I continue to explore and deepen my knowledge of colours and how they can be changed. Covered throughout the year via books, environment, play and carpet sessions 	<ul style="list-style-type: none"> I can create sound effects and movements for example creating the sound of a car or animals throughout my play. I use everyday materials to explore, understand and represent my words – my ideas, interest and fascinations. I play alongside other children who are engaged in the same imaginative theme as me. Covered throughout the year via books, environment, play and carpet sessions.
2-year old's – The lion class	<ul style="list-style-type: none"> I enjoy exploring and experimenting with an increasing range of media and movement through multi sensory exploration and expression. 	<ul style="list-style-type: none"> I enjoy and take part in action songs such as 'twinkle twinkle' and I'm starting to build up a collection of nursery rhymes. I pretend that one object represents another especially when

	<ul style="list-style-type: none"> • I enjoy to playing with colour in a variety of way for example combining colours. • Covered throughout the year via books, environment, play and carpet sessions. 	<p>objects have characteristics in common.</p> <ul style="list-style-type: none"> • Covered throughout the year via books, environment, play and carpet sessions.
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Curriculum statement - Implementation

We enhance the experience and opportunities available for all children, inclusive of all groups by :

- High quality interactions to enhance speech and language development
- Using British Sign Language to support communication.
- Embedding books and rhyme at the heart of our curriculum.
- Play based learning to develop independence, resilience, creativity and curiosity.
- Following children's interests with lines of enquiry, real world experiences and provocations.
- Responsive and thoughtful group times to support all children's learning and needs.
- Drawing upon children's assessments to move them onto the next steps of their learning journey.
- Supporting learning at home via a lending library, supportive strategies, nursery rhyme links and communication books.



Throughout the year children will be assessed against our curriculum which is informed by Develop Matters and Birth to Five Matters. Assessment judgements are made based on observations and in-depth knowledge of the child. These ongoing assessments are used to inform planning to guide the next steps in teaching and learning for all children.

Curriculum statement - Implementation

We respond to the needs of the children and community, working in partnership with families and other agencies. We actively safeguard and promote the welfare of all our children. We recognise that children will learn most effectively when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults who care for them. We aim to provide a setting that encompasses a safe and stimulating environment where children can enjoy learning and grow in confidence that helps them to achieve their fullest potential.



We meet the legal requirements for:

- Safeguarding and promoting children's welfare.
- Providing suitable adults with appropriate qualifications, training, skills and knowledge.
- Maintaining records, policies and procedures for the safe and efficient management of the setting and to meet the needs of the children.
- Planning and organisation to ensure that every child receives an enjoyable and challenging learning and developmental experience tailored to meet their individual needs.



Curriculum statement - Impact

We are committed to continually review what we offer our young children and families to ensure that we offer an enriching curiosity driven curriculum filled with good quality teaching interactions, real life experiences, creative and nature based. We aim to ensure that pupil progress meetings enable us to reflect on the effectiveness of our provision supporting us to adapt and evolve where necessary. Children's progress is monitored through regular assessment and in-depth knowledge of the children, which is then reflected upon to support the children's next steps of their learning journey.

We have annual programme of self-evaluation activities which support us to identify where practice is working well and equally, where there are areas for improvement. Celia Morris is the named governor for Early Years across the federation and she is involved in this process.

Children will have an appreciation of the world around them by celebrating their own communities' traditions and experiencing those from other cultures through stories, dance, art and community-based experiences. Children will be curious about the world around them seeking out opportunities to ask questions. Children will immerse themselves in their learning experiences and deepen their problem-solving skills and independence supporting their personal level of resilience and can-do attitude. Children will have an empathetic, compassionate and kind view of the people and environment around them.



