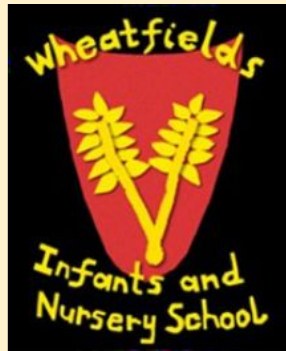
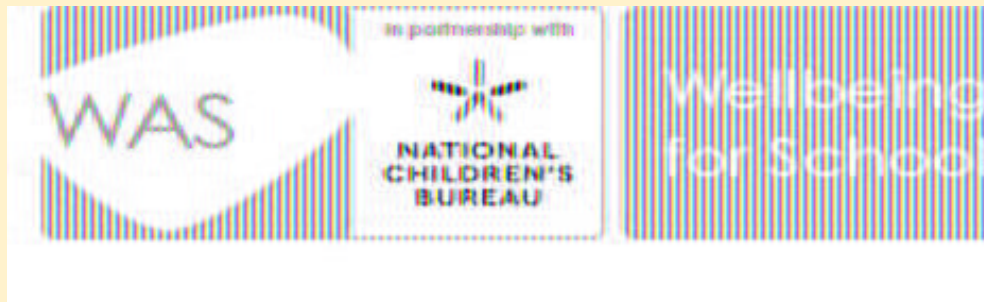


Welcome to the Nursery and EYFS Curriculum



"love learning"



Who's Who?

Our Nursery Team

Class Teachers

Mrs Chalk and Mrs Norman



Early Years Practitioners

Mrs Helen Purvis



Mrs Sarah Clarke



Mrs Dawn Lewis



Mrs Robins (HLTA)



Our Three Guiding Principles



BLP – Building Learning Powers



Doris Dog – Resourceful – Questioning, Making Links, Imagining, Reasoning, Capitalising
Rufus Rabbit – Reciprocal - Collaboration, Listening and Empathy, Imitation, Independence
Krishna Cat – Reflective – Planning, Revising, Distilling
Tallulah Ted – Resilient – Perseverance, Absorption, Noticing, Managing distractions

The Nursery Day

8.40am Doors Open (closed by 8.55am)

Fidgety Fingers

Story of the Week/Song & Phonics

Adult Led Group Time

Exploring Time and Snack

Tidy Up Time

Rhyme Time

Emotions Time

Lunch and/or

Home Time



Exploring Time: Active Learning

Our day is split into adult led sessions and exploring time.
‘It’s just playing’ or is it?

Exploring time allows the children time to play in a planned learning environment:

- Linked to the children’s interest
- Introducing them to something new as well as the familiar
- Linked to their next steps in learning
- Activities related to adult teaching
- Both indoor and outdoor learning
- Staff moving on learning through high quality interactions with the children



EYFS Curriculum

3 Prime Areas

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

4 Specific Areas

Specific areas include essential skills and knowledge for children:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Personal, Social and Emotional Development

Self-regulation

understanding of their own feelings and those of others and beginning to regulate their behaviour e.g. sharing toys and being able to wait for what they want; listening, responding and following instructions

Managing self

trying new activities and showing independence, resilience and perseverance in the face of challenge; beginning to know right from wrong and trying to behave accordingly; managing their own basic hygiene and personal needs, including: dressing, going to the toilet and understanding the importance of healthy food choices

Building relationships

playing cooperatively and taking turns with others; forming positive attachments to adults and friendships with peers; showing sensitivity to their own and to others' needs

Physical Development

Gross Motor Skills

Negotiating space and obstacles safely, with consideration for themselves and others; demonstrating strength, balance and coordination when playing; moving energetically, such as running, jumping, dancing, hopping, skipping and climbing



Fine Motor Skills

Holding a pencil effectively in preparation for fluent writing; using a range of small tools, including scissors, paint brushes and cutlery; beginning to show accuracy and care when drawing



Communication and Language



Listening, Attention and Understanding

Listening attentively and responding to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; making comments about what they have heard and ask questions to clarify their understanding; holding conversation when engaged in back-and-forth exchanges with their teacher and peers

Speaking

Participating in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; expressing their ideas and feelings about their experiences using full sentences and adding detail, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

4 Specific Areas



Specific areas include essential skills and knowledge for children to participate successfully in society.

- **Literacy – comprehension, reading and writing**
phonics, reading, writing and listening to, retelling and inventing stories.
- **Mathematics – number and numerical patterns**
counting, exploring numbers and numerical patterns, dice games, shapes, colours, practical experiences, weighing, measuring, problem solving, investigating resources eg Numicon, dominoes
- **Understanding the World – past and present; people, cultures and communities; the natural world**
talking about own experiences, investigations, exploring ideas, asking and answering questions
- **Expressive Arts and Design – creating with materials; being imaginative and expressive**
imagination skills, drama, role play, small world, music, creativity

‘Writing/Mark making’

It’s all about talking first!



- Children build up their language through retelling familiar stories. This enables them to generate ideas and new vocabulary for their own writing. Use of puppets, role play and telling stories orally.
- We will be encouraging children to mark making in a range of ways with different materials eg shapes in sand or mud. This is strongly linked to physical development as gross motor activities such as climbing or crawling and fine motor activities such as playdough or peg boards all help with developing muscles that will later be needed for ‘writing.’
- Children making marks with purpose and sharing what those marks mean is an important step with developing writing skills.

TYPICAL PENCIL GRASP DEVELOPMENT FOR HANDWRITING

10 Months
Pincer Grasp



12-15 Months
Palmar Supinate Grasp



2-3 Years
Digital Pronate Grasp



3-4 Years
Quadrupod Grasp



3-4 Years
Static Tripod Grasp



5-6 Years
Dynamic Tripod Grasp



Phonics



- Phonics is taught as an adult led activity each session listening, imitating sounds, rhyming, oral blending e.g. c/a/t and alliteration and initial sounds.
- Taught through songs, games and activities.
- Some of the language we will use:
 - Phoneme – a single sound ‘s’
 - Grapheme – how the sound is written ‘s’
 - Blending – joining together of sounds in a word
 - Segmenting – splitting a word into distinct sounds
- Phase 1 phonics is an important stage in a child’s literacy development. It helps children hear, identify and use different sounds that distinguish one word from another.

Supporting Early Reading

How we support reading:

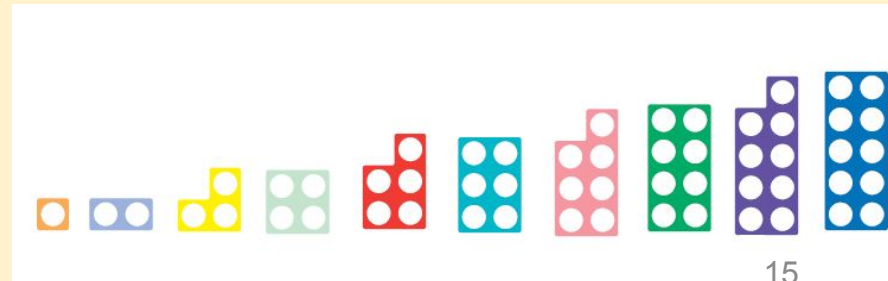
- 'Love of Reading' - Little Wandle
- Daily story time
- When reading stories we support children language development by explaining new words..
- Books of different levels in the story areas such as picture books with no words or limited words for children to make their own stories using the pictures.
- Books in several areas of the classroom and outside in 'good weather'.
- Role playing familiar stories inside and outside.
- Discussions about what might happen next or the similarities between this books and others they have heard.
- Discussions about parts of the book, what the words are and how we read.
- A well stocked library with a rich and diverse selection of books.
- Your child will bring home a library book every week to enjoy with you at home.



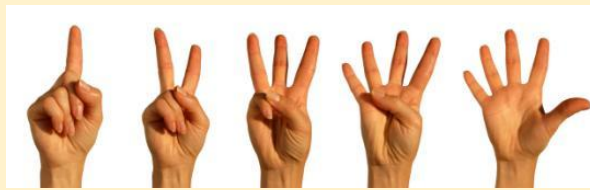
Mathematical Development

Number and Shape Space and Measure

- Maths is taught through active learning, sometimes individually, in a group with their key worker or during exploring time.
- It is practical and allows the children to explore mathematical language, number and shape, space and measure.
- We plan to support the children with 1:1 correspondence and understanding of the cardinal numbers up to 5.



Mathematical Language



- Matching, the same as, different
- More than, less than, the same
- Greater than, fewer than
- Short, tall,
- Big, Small, bigger, smaller etc
- Round, curved, flat, sides, corners, point
- Count
- Pattern



Resources to support Maths

- Blocks, buttons, beads etc.
- Books e.g. '10 little pirates'
- Numbers songs e.g. '5 in the bed'
- Jigsaws
- Recipes
- Counting each other
- Games such as dominoes, snakes and ladders, pop up pirate etc.

Understanding The World

Understanding of the world is broken down into 3 sections:

1. Past and Present

Discussing and exploring their own life story and that of those familiar to them.

2. People, Culture and Community

Exploring different occupations in the role play area and through visitors, learning about other countries through animals and the children own experience and look at the beliefs and celebrations of people of different faiths.

3. The Natural World

Learning about seasons, animals and plants (life cycles), exploring changing of states etc.



Expressive Art and Design

In Nursery the children will be taking on roles in the home corner and in the small world area, as well as creating their own worlds using a range of equipment and expressing themselves and developing imaginative play by dressing up.

They will be lots of opportunities to draw, create pictures, paint, investigate colour mixing, collages, making models big and small using a wide range of recycled materials.

We will be exploring singing and dancing regularly and exploring sounds and music.



Forest School

“Children who are given longer opportunities to participate in Forest School sessions exhibit play that is progressively deeper and more meaningful, and the benefits can be felt when they are back in their usual environment.”

- To provide a wider range of opportunities to secure children's personal, social and emotional development.
- Provide opportunities for the child to make connections with the natural world.
- To encourage children to make independent choices and to be able to follow these interests and perhaps teach/lead others, which they may not do indoors
- Outdoor Learning allows for plenty of time for self-reflection and to share their learning with others.
- To encourage greater risk- taking by the child.
- To have a safe place to explore, have fun and of course get muddy!

What we are aiming for and why?



Supporting your Child

A few tips on how you can help your child.

- Encouraging your child to put on and fasten their own coat.
- Support your child to learn how to put on and take off their shoes and socks.
- Read stories, information books and recipes together as well as anything else they might be interested in.
- Talking to your child and explaining the meaning of new words.
- Blending and initial sound games e.g I spy, Run to the
- Encourage the children to mark make in different ways - in sand, with water on the playground etc.
- Play games linked to numbers and sounds e.g. snakes and ladders, hide and seek, snap
- Singing songs: number songs e.g. 5 little speckled frogs, nursery rhymes
- Ask open ended questions, giving your child chance to think before they respond.
- Show yourself making mistakes! We want your child to keep on trying!
- Praise for effort and having a go.
- Look at Tapestry together to see what they have been learning in Nursery.
- No mobile phones in school - greet your child with a smile not a phone.

Finding out about your child's progress

- Tapestry – online learning journal
- Parent/Carer consultations
- End of year written report
- Weekly emails



Do you need to talk to the class teacher?

Please talk to us on the door at the end of the day or email us.

Is it URGENT?!

Please call the school office and they will get a message to us.

Website



Wheatfields Infants' and Nursery School

"love learning"

HOME ABOUT US KEY INFORMATION ADMISSIONS LEARNING PARENTS ENRICHMENT NEWS & DATES

WE ARE A PROUD MEMBER OF AMBITION EDUCATION TRUST

QUICK LINKS

Curriculum

Intent

Wheatfields Infants' and Nursery School is an inclusive school. We offer a broad, creative and engaging curriculum which encourages all pupils to love learning through a thematic cross curricular approach. We deliver a curriculum that provides learning and opportunities for all children to develop their knowledge and skills both academically and to develop the whole child.

Implementation

Our curriculum is planned and sequenced to ensure progression, continuity and opportunities to build on existing understanding which is delivered in a dynamic and innovative way, whilst also addressing delays and gaps in learning, including those arising from the pandemic.

We ensure that the children are taught to become more effective speakers and listeners to ensure that they understand themselves, each other and the world around them.

A safe learning environment encourages the children to participate in all areas of the curriculum, develop their curiosity, creativity, try new things. Our curriculum documents that have been created by our staff team, have been written so that they not only cover the Early Years Foundation stage (Nursery and Reception) but also National Curriculum for Key Stage 1 (Year 1 and in Year 2). We are co-our internally developed curriculum not only meets the minimum expectations but goes far beyond, allowing us to support the different all our children.

Teachers assess the children regularly to support learners to embed new knowledge and skills and also to inform future teaching.

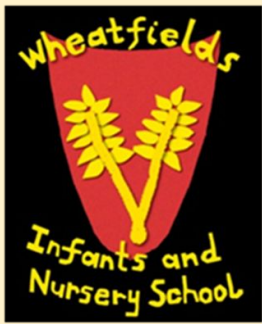
Learning

- Curriculum
- Listen to Staff reading for World Book Day
- Ore Owl and our Building Learning Powers
- Wellbeing
- Special Educational Needs and Disability
- Online Safety

Nursery 2025 Autumn Term Overview

Personal, Social and Emotional Development Select and use activities and resources, with help when needed. Begin to show and talk about how they are feeling, with adult help if needed. Emotion time words – happy, sad, scared, tired, surprised, cross, safe, miserable, confused, calm, excited, angry. Begin to wait for their turn. Put on their own coat. Begin to share toys that they are using. Begin to understand how others might be feeling. Play alongside or with another child or adult who is not well known to them. Jigsaw Aut 1 – Being in my World. Understanding how it feels to belong, that we are similar and different, our feelings, working together, being responsible and that we are all allowed to learn and play. Aut 2 – Celebrating Differences. Talking about what they are good at and everyone is good at different things, what makes us special, why my home is special, how to be a kind friend, know how to stand up for myself. Communication and Language Listening to a variety of short and longer stories to maintain attention. Practise using words or actions to communicate what they want eg can I go outside? Begin to develop their repertoire of well known songs and join in with whole class singing. Be able to follow a simple instruction eg get your coat, sit on the carpet. Listen to unfamiliar adults with attention. Begin to listen to other children with some attention.	Physical Development Begin to climb safely eg outside apparatus, crates. Copy the actions of an adult eg PE lessons, when singing actions songs or playing games. Explore different ways of moving eg sliding, stretching, large steps, moving forwards and backwards. Use a thick paintbrush or large mark making tool to create different effects. Snip using scissors in any way. Thread using large holes in a board. Begin to use a tripod grip to form lines, circles and other shapes. PE Aut 1 – Gymnastics Begin to negotiate space and begin to move in different ways. Aut 2 – Dance To move to music freely and with pleasure. Mathematics Begin to recognise the numerals 0, 1, 2. Begin to point to each object as they count. Name the shapes star, heart. Sort and match by colour – red, blue, yellow, green. Begin to identify patterns using informal language eg spots and stripes.	Understanding of the World Begin to make sense of their own personal history, use language of 'long time ago' with adult support. Begin to develop positive attitudes about the difference between people. Begin to look at different countries in the world. Begin to explore and talk about different forces they can feel eg floating and sinking, push and pull. Talk about the difference between materials and changes they notice eg making playdough, cooking. Explore how things work with adult support. Begin to use all their senses in hands on exploration of natural materials eg mud, sticks, water. Begin to talk about what they see and begin to develop their vocabulary. Literacy Enjoy songs and rhymes and beginning to join in. Begin to enjoy phonological awareness to spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound eg cat and cup. Confidently use a range of mark making tools to create straight and curved lines. Aut 2 – Nativity Play	Expressive Arts and Design Begin to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as using tools and brushes. Begin to explore different materials eg paper, cardboard, plastic. Begin to manipulate and play with different materials. Begin to use their imagination as they use different materials. Begin to make simple models. Show some attention to sounds and music. Begin to respond to music when it changes. Move and dance to music. Explore their voices and enjoy making sounds. Begin to pretend play using an object to represent another. Influences on Curriculum Animal visit in school Festivals – Diwali, Harvest, Christmas Art House challenge Bonfire Night – 5th Nov Nursery Nativity Play – 10th Dec
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For detail of what is happening week by week please look at the Nursery Weekly Email that will be sent each Friday.



Upcoming dates

Tuesday 22nd & Wednesday 23rd – Parent/Carer Consultations

Wednesday 7th October -Individual School Photographs

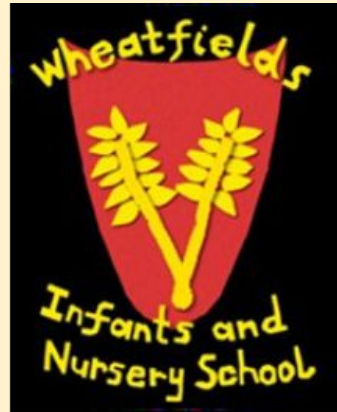
Wednesday 14th October – Animal Visit to EYFS

Sunday 8th November –Bonfire Night

Saturday 5th December - Festive Fayre

Wednesday 9th December 9.15am – Nursery Nativity

Thank you for coming!



"love learning"

Q & As