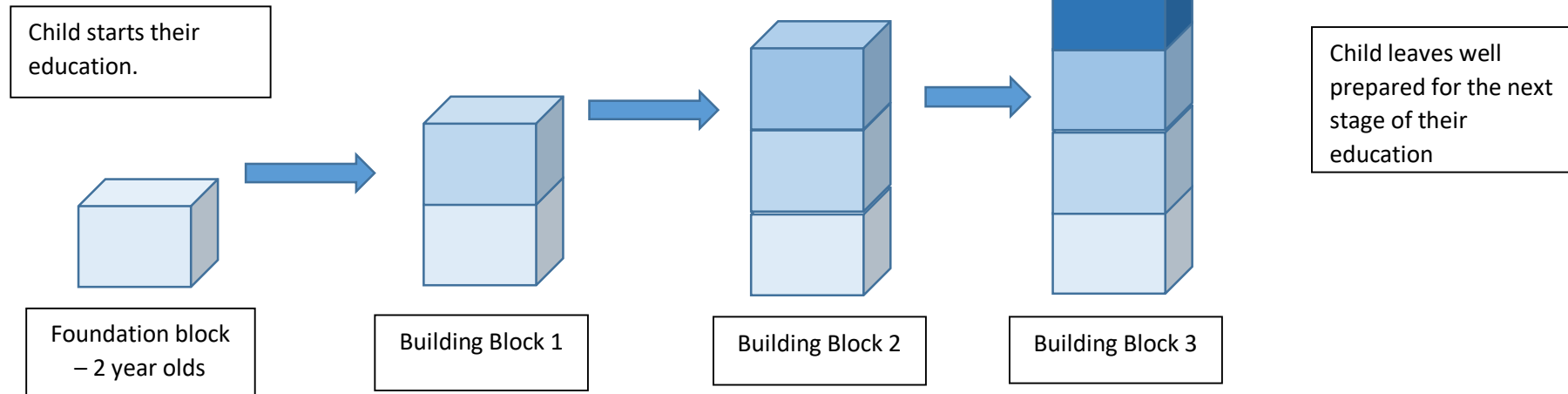


St Philip's Marsh Nursery School and Cashmore Early Years Centre

Curriculum Overview

Our Model



Our Curriculum (all the things that we want children to know and experience):

Our work starts from getting to know each child as an individual through close partnership with their family and is informed by the themes and principles of the EYFS which supports all seven areas of learning and acknowledges that they are all interconnected, demonstrating the holistic nature of young children's development.

The **three prime areas** are crucial for igniting children's curiosity and enthusiasm for learning.



Communication and Language



Personal, Social and Emotional Development



Physical Development

The three prime areas are strengthened and applied through the **four specific areas**.



Literacy



Mathematics



Understanding the World



Expressive Arts and Design

We recognise the central importance of the **Characteristics of Effective Teaching and Learning**:

- **playing and exploring** - I investigate and experience things, and 'have a go'.
- **active learning** – I concentrate and keep on trying even when I encounter difficulties. I enjoy achieving.
- **creating and thinking critically** – I am learning to develop my own ideas, make links between ideas, and develop strategies for doing things.

Foundations (Tuning in to two year olds - https://www.foundationyears.org.uk/files/2014/11/2yo_toolkit.pdf)

Personal, Social and Emotional Development		
Self-Regulation, Managing Self, and Building Relationships		
Intention	Implementation	Impact
<p>Children will -</p> <ul style="list-style-type: none"> • know that their feelings are accepted and learn to express themselves. • Feel confident to try new things and take risks; • Be confident to explore the nursery environment with a familiar adult; • Play alongside others; • Start to express how they are feeling, using words as well as actions; • Begin to take turns in cooperative turns with support; • Express joy and excitement; • Develop their imaginations and begin to explore the Nursery environment; • Cooperate with the nursery routine and some boundaries; • Begin to make choices; • Find out ways to use objects and have clear ideas of what they want to do; • Share their achievements with important people; • Begin to use materials in a variety of ways; 	<p>Adults will -</p> <ul style="list-style-type: none"> • Ensure all children feel that they are valued and they belong; • Use a multi-sensory approach when introducing new ideas and concepts; • Provide opportunities to consolidate previous experiences; • Support the development of social skills such as turn taking in conversations, expressing emotions and showing an interest in others play. • Model phrases e.g. 'Can I have a turn' or 'My turn next'. • Support children to find ways into the play and friendship groups of others. • Notice and talk about children's feelings; • Store resources so that children can access them freely; • Show warmth and affection; • Have clear and appropriate boundaries and routines; • Use props and stories to engage children in a range of emotions; 	<p>Children are:</p> <ul style="list-style-type: none"> • Positive about themselves; • Confident in their own abilities; • Increasingly independent; • Happy, safe and confident as part of a group; • Forming relationships with key adults; • Showing an interest in other children; • Able to manage transitions, for example from their parent to key person and have a sense of belonging; • Secure and beginning to manage difficult emotions with support; • Able to respond positively to consistent routines.

Communication and Language

Listening, Attention and Understanding, and Speaking

Intention	Implementation	Impact
<p>Children will -</p> <ul style="list-style-type: none">• Build on their vocabulary;• Become absorbed in their own explorations;• Be interested in books and stories;• Listen to simple stories and understand what is happening;• Stop what they are doing and listen;• Listen and respond to simple instructions;• Be able to put two or three words together;• Begin to develop pretend play;	<p>Adults will -</p> <ul style="list-style-type: none">• Create an environment where talk and play is valued;• Gain as much information about children’s speech and language development as they join the setting (including home language and home words for specific items);• Signpost parents to websites and information that will help them support their child’s development;• Provide a wide range of resources to support communication;• Plan joint attention activities;• Engage with children during social times;• Provide communication friendly spaces;• Follow Hanen approach;• Provide and name real items when introducing vocabulary;• Speak in a calm, clear voice;• Provide opportunities to describe, exclaim, discuss and learn new words and to share experiences;• Share picture books to encourage conversation;• Provide enticing areas for sharing books, stocked with a wide range of high-quality books;	<p>Children are:</p> <ul style="list-style-type: none">• Using lots of words and joining words together to make simple sentences;• Able to sing some familiar songs and join in with action rhymes;• Developing a preference for favourite stories;• Drawing/mark-making freely;• Beginning to focus their attention.

	<ul style="list-style-type: none"> • Point out print in the environment and talk about what it means; • Listen to and respond attentively to children; • Use intonation, pitch and volume to convey meaning; • Be tuned into children’s interests and fascinations; • Use short and simple language, accompanied by visuals, when making requests; • Provide opportunities for children to play with language through song, rhymes and games; • Use a wide range of open ended and found materials. 	
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Physical Development		
Gross and Fine Motor Skills		
Intention	Implementation	Impact
Children will - <ul style="list-style-type: none"> • run around, change direction and slow down so they don’t bump into things; • climb over obstacles; • move freely and explore their surroundings; • enjoy starting to kick, throw and catch balls; • Explore and discover the world using all of their senses; • explore a variety of mark making tools; 	Adults will - <ul style="list-style-type: none"> • Provide a safe, secure and challenging space for children to explore; • Help young children learn what physical risks they are confident and able to take; • Encourage children to be physically active and exuberant; • Use everyday open-ended materials to support co-ordination; • Provide materials, resources and equipment support – both large and small motor skills; 	Children are: <ul style="list-style-type: none"> • Happy, healthy and active; • Developing their core strength, stability, balance and spatial awareness; • Able to take risks.

<ul style="list-style-type: none"> • use a spoon or fork to feed themselves. 	<ul style="list-style-type: none"> • Encourage children to use materials flexibly and combine them in different ways; • Join in with children’s movement play (when invited and if appropriate); • Model different ways of moving and engaging with resources; • Provide a wide range of stimulating equipment to encourage mar-making. 	
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Nursery Curriculum

Personal, Social and Emotional Development	
Self-Regulation, Managing Self, and Building Relationships	
Intention	Implementation
<p>Building Block 1: Children will -</p> <ul style="list-style-type: none"> • begin to recognise that they have feelings; • understand some emotions create physical reactions e.g. tummy ache when worried; • use some words to describe how they feel eg happy, sad, angry, scared; • accept help from an adult when a problem/conflict occurs; • feel emotionally safe and connected to their Key Person; • feel a sense of belonging to their Key Group; • show an interest in others and make new relationships; • begin to independently explore the nursery environment. 	<p>Adults will -</p> <ul style="list-style-type: none"> • model talking about feelings in a range of situations including during group times. • use a range of visuals to support feelings; • use attachment aware approaches;+ • provide opportunities for mindfulness and model breathing strategies e.g. yoga;
<p>Building Block 2: Children will –</p> <ul style="list-style-type: none"> • express their own feelings; • show awareness of the feelings of others; • ask for help from an adult when a problem/conflict occurs; 	

<ul style="list-style-type: none"> • feel part of their Key Group and build relationships; • seek out other children to share experiences; • begin to form special friendships; • know what they want to play with and where to find it; • take part in a wide range of activities. 	<ul style="list-style-type: none"> • encourage children to talk about how they feel; • follow conflict resolution; • be consistent and have high expectations; • provide regular opportunities for speaking and listening; • introduce areas and the resources available; • use daily routine visuals including now, next and then; • value children’s opinions; • involve children in decisions and making choices; • use plan, do, review; • provide resources based on children’s interests; • model using resources and simple tools; • teach new skills and techniques.
<p>Building Block 3: Children will –</p> <ul style="list-style-type: none"> • express and manage their own feelings using a range of words to describe how they feel; • consider the feelings of others and respect their wishes; • resolve conflicts using a range of solutions; • play collaboratively and imaginatively with others; • share and take turns, sometimes with help; • set their own goals and work independently following through their own helps. • be confident to have a go and try new things; • have an awareness of their place within the school community. 	
<p>Impact: Children can:</p> <ul style="list-style-type: none"> • say how they are feeling and have an emotional vocabulary that they can use to explain when they are happy, sad, excited, angry and worried; • demonstrate ways to self-regulate their emotions; • think about and be respectful of the feelings and opinions of others; • form a range of positive relationships; • resolve problems and conflicts; • be resilient and persevere to solve problems; • be independent and confident learners. 	

Communication and Language

Listening, Attention and Understanding, and Speaking

Intention

Implementation

Building Block 1:

Children will -

- communicate in their own way;
- identify action words;
- learn new words rapidly and use them to communicate;
- begin to listen with interest;
- understand and respond to simple questions (who, what, where) and instructions;
- understand simple concepts;
- understand a simple picture story;
- ask for help if they need it;
- share their own ideas;
- shift attention in response to their name;
- speak in simple sentences (3 words or more);
- hold a conversation jumping from topic to topic;
- comment on what they are playing with;
- engage others in their play.

Adults will -

- create communication friendly spaces throughout the nursery environment – inside and outside;
- communicate with children at their level;
- have positive body language that encourages communication;
- actively listen to children talking and respond positively;
- play naming games;
- model speech and extend vocabulary;
- model language that promotes thinking and challenges children e.g. ‘I wonder . . .’
- provide narratives of children’s play;
- share books and stories with children in a range of ways and using props;
- provide a language and literacy rich environment;
- expand on children’s phrases;

Building Block 2:

Children will –

- talk freely about home and community;
- can describe events that have happened during the day or previously.
- begin to follow an instruction with two parts supported by visuals;
- sing songs and rhymes;
- extend their vocabulary;
- uses longer sentences of four to 6 words;
- talk about familiar books;
- think out loud as they play and connect ideas;

<ul style="list-style-type: none"> • listen to the opinions of others during their play. 	<ul style="list-style-type: none"> • ask open ended questions; • encourage children to talk about what is happening and give their own ideas; • give children interesting resources to investigate and encourage them to ask questions; • identify core books, songs and rhymes. • use Hanen approach; •
<p>Building Block 3: Children will –</p> <ul style="list-style-type: none"> • talk about what they are doing and things that they remember; • share ideas, events and needs and know that their group will listen to them; • listen to longer stories and remember what happens; • pay attention to more than one thing at a time; • use a wide vocabulary; • express their point of view; • understand questions (how and why); • follow instructions with two parts; • initiate conversations and take turns listening and responding appropriately; • use longer and more complex sentences of 6 words or more; • sing a large repertoire of songs; • verbally organise their thoughts and ideas as they play; • communicate ideas to sustain play with others. 	
<p>Impact: Children can:</p> <ul style="list-style-type: none"> • take part in conversation with adults and other children, responding to questions, commenting on what has been said and ask questions to develop conversation. • confidently share their thoughts, ideas and opinions; • use a rich range of vocabulary; • speak in longer sentences and join sentences together; • use future and past tense; • follow more complex instructions and answer a range of questions; • can understand and use concepts such as colour, time, size, number; • attend to longer stories and answer questions related to the story; • plan games with others and organise their thinking. 	

Physical Development

Gross and Fine Motor Skills

Intention

Implementation

Building Block 1:

Children will -

- develop an awareness of movement and their physical self in relation to space;
- move around their environment with awareness and control;
- begin to move in a range of ways;
- use a range of large muscle movements;
- move rhythmically to music;
- make shapes with their bodies;
- engage in sensory play;
- explore a range of malleable materials;
- make marks in a range of ways;
- choose the right resources to carry out their own plan;
- explore a range of tools and equipment purposefully.

Building Block 2:

Children will –

- dress themselves with support;
- climb, run and jump with confidence on a range of levels, heights and surfaces;
- develop their balancing, riding and ball skills;
- collaborate with others to move large items;
- manipulate a range of malleable materials;
- demonstrate control when making marks;
- use a range of resources and tools safely.

Building Block 3:

Children will –

- be increasingly independent as they get dressed and undressed;
- set their own challenges and be aware of their own safety;

Adults will -

- support children to transfer physical skills from one context to another;
- encourage children to paint, chalk or make marks with water on large vertical surfaces;
- provide activities that encourage children to cross their mid-line;
- plan activities to move to music e.g. sticky kids;
- offer opportunities for children to develop large motor movements inside and outside e.g. obstacle courses;
- continuous provision resources e.g. playdough, shaving foam, gelli baffle, cornflour and water for fine motor skills;
- ensure mark making resources are accessible in all areas both inside and outside;
- plan cooking and baking activities to encourage stirring, mixing, chopping etc;
- provide a range of one-handed tools to explore e.g. tongs, scissors, hammers, screwdrivers;
- play a range of ball games with individuals and groups;

<ul style="list-style-type: none">• balance on a range of equipment skilfully;• throw and catch a ball and develop basic football skills;• ride a bike/trike/scooter;• play purposefully with malleable materials;• begins to form recognisable letters;• use a range of resources and tools with control.	<ul style="list-style-type: none">• model using one handed tools and teach specific skills.
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Impact:
Children can:

- move confidently in a range of ways and negotiate space;
- co-ordinate their bodies and show control when jumping, climbing, running, dancing, throwing, catching and kicking a ball;
- hold a pencil with control to make purposeful and recognisable marks.

Literacy

Comprehension, Word Reading and Writing

Intention

Implementation

Building Block 1:

Children will -

- engage with stories and books in a positive way;
- learn to handle books e.g. turning pages, holding it the right way;
- recognise that print carries meaning;
- develop their phonological awareness including rhythm and rhyme;
- explore mark making with a range of tools and begin to give meaning;

Adults will -

- introduce and share core books frequently using a range of resources and props;
- plan story, song and sound sessions;
- use story square approach to encourage telling stories;
- provide a well-resourced book area with quality books;
- read books with children regularly;
- ensure books are in all areas both indoors and outdoors;
- provide a range of books including poetry and non-fiction;
- use software and resources to share a story;
- provide a print rich environment with both printed and handwritten text;
- well-resourced writing area including a dictionary;
- ensure children’s names are displayed and regular opportunities to find names;
- model writing and mark making in a range of situations;
- follow sequential synthetic phonics programme

Building Block 2:

Children will –

- recall some favourite stories and join in with repetitive refrains;
- recognise letters that are important to them;
- recognise their name;
- Make letter like shapes e.g. circles and lines.
- write some recognisable letters;
- know that writing is used for a range of purposes;
- hear initial sounds in words;
- recognise words with the same initial sound.

Building Block 3:

Children will –

- engage in extended conversations about stories;
- read simple words;
- write some or all of their name;
- use some of their print and letter knowledge in early writing;
- write some familiar words;
- count or clap syllables in a word;
- link some sounds to letters;

- segment and blend simple words.

Impact:

Children can:

- talk about books that they enjoy;
- recall and describe what happens in some of the stories that they are familiar with;
- understand story structure and language including identifying characters, settings, problems and the solutions in a story;
- use a range of tools that support their interests e.g. pens, pencils, scissors, mallets, screwdrivers etc (see physical development);
- make marks for a range of purposes in play;
- talk about their marks and what they represent;
- recognise some letters by sound and read some familiar words;
- write recognisable letters;
- see themselves as readers and writers;
- attune to the sounds around them;
- hear, identify and use different sounds that distinguish one word from another.

Mathematical Development

Number and Numerical Pattern

Intention

Implementation

Building Block 1:

Children will –

- become familiar with number names through songs and rhyme;
- begin to say number names in the correct sequence to five;
- take part in finger rhymes with numbers;
- begin to see the significance of number in their lives e.g. age, door number etc;
- begin to subitise with groups of objects up to three;
- show finger numbers up to 5;
- use mathematical language in their play e.g. big, small;
- notice shapes and pattern in the environment;
- play with and explore shapes in puzzles and construction.

Building Block 2:

Children will –

- know how to solve every day problems in their play;
- recognise some numbers;
- show an interest in counting;
- recite numbers past 5;
- say one number name for each time in order to 5;
- begin to attribute the corresponding digit to a small group of objects;
- know that the last number said is the total;
- notice more or less;
- experiment with mathematical symbols and marks;
- use mathematical language when talking about length, height, size and mass;
- begin to compare size and weight in a non-standard way;
- begin to name some simple 2D shapes.
- combine shapes to make new ones.

Adults will -

- introduce core number rhymes and songs;
- provide a well-resourced maths area;
- model writing numbers in real life situations e.g. number of children in the group;
- model mathematical language throughout the day including adult-led group times e.g. snack times;
- provide a range of natural materials to count, sort, investigate, measure, create patterns, and build;
- plan opportunities for children to make their own mathematical marks and symbols.
- offer opportunities to solve real life mathematical problem solving including cooking and wood working;
- provide real-life objects e.g. scales, raffle tickets, diaries.
- provide a number rich environment;
- make reference to significant numbers e.g. birthday celebrations;

Building Block 3:

Children will –

- count objects in their play;
- solve real world mathematical problems with numbers up to 5;
- link numerals and amounts up to 5;
- compare quantities using language 'more than', 'fewer than'
- begin to form recognisable numerals;
- talk about and identify patterns around them;
- extend, create and correct mistakes in repeating patterns;
- talk about and explore 2D and 3D shapes using informal and mathematical language;
- understand how different shapes fit together.

- model counting and measuring in a variety of situations;
- provide resources for measuring both indoors and outdoors.

Impact:

Children can:

- apply their mathematical knowledge and vocabulary when solving real life problems including those related to size, length, weight and capacity.
- demonstrate a strong understanding of numbers up to five to count, represent, subitise and order amounts.

Understanding the World

Past and Present, People, Culture and Communities, and The Natural World

Intention

Implementation

Building Block 1:

Children will -

- develop a realisation of themselves and their family;
- begin to notice differences between people;
- explore natural materials using all of their senses;
- explore collections of materials with similar and/or different properties.

Building Block 2:

Children will –

- reflect and talk about their experiences within their own culture and express why they enjoy this and why it is special to them;
- explore how things work;
- care for growing for plants;
- show an interest in different occupations.

Building Block 3:

Children will –

- reflect on their own experiences and recognise the differences between their own culture/religion and that of another family;
- continue to develop positive attitudes about the differences between people;
- know that there are different countries and talk about the differences they have experienced or seen in photographs;
- talk about the differences materials and the changes they notice;
- understand the key features of life-cycles;
- begin to understand the need to respect and care for the natural environment and all living things;
- explore and talk about different forces they can feel.

Adults will -

- build relationships with families;
- share photographs of the children in group times depicting home life and celebrations;
- make displays of our families and homes;
- focus on the significance of the other people in their families and why they are special;
- provide a diverse range of books including non-fiction;
- use and display key words from children's home language;
- provide artefacts and resources from other cultures/religions for children to explore;
- encourage children to share artefacts and resources from home;
- pay particular attention to celebrations and events of personal or religious significance from our school community;
- ask key questions to support children's thinking;
- model vocabulary;
- celebrate birthdays and key milestones;
- share stories and watch video clips representing a variety of cultures, celebrations, religions, life cycles, habitats etc.
- promote and help to care for plants with support from Bristol Rainforest;

- provide opportunities to grow, harvest, cook and taste a range of produce;
- support children to work alongside the Children's Kitchen;
- support children to explore the nursery environment helping children to notice key features e.g. bug hunts, bug hotels, observational drawings;
- Provide natural resources for children to explore, sort and arrange;
- Plan forest school type activities.

Impact:

Children can:

- demonstrate a strong sense of their own family and people who are important to them;
- talk about their own family and traditions;
- share their knowledge of cultures and traditions that are different to their own;
- understand that not all families are the same as their own;
- talk about past and present;
- take notice of everything around them including places and all the things within them such as trees in the natural and built environment;
- talk about key features of things that they have observed and make comparisons.

Expressive Arts and Design

Creating with Materials and Being Imaginative

Intention

Implementation

Building Block 1:

Children will -

- explore different materials using all of their senses;
- manipulate and play with different materials and textures;
- engage in a variety of different imaginative experiences using open ended resources;
- join in with singing, rhymes and action songs;
- listen to a range of sounds with increasing attention;
- explore a range of colour and colour mixing.

Adults will -

- provide a wide range of interesting and beautiful found materials;
- provide a range of tools and equipment including real tools;
- provide a range of multi-sensory experiences;
- give opportunities to see images of art works and artists;
- introduce children to work of artists from across times and culture.
- give children time to respond to the things they see, hear and experience at their own individual level;
- experience rather than have a defined outcome;
- provide a range of flexible and open ended resources for children's imaginative play;
- support children to explore scale e.g. long strips of paper, different surfaces (including vertical and horizontal), child-sized boxes etc.
- invite artists, musicians and craftspeople into the setting;
- teach techniques e.g. sewing, weaving, hammering etc.

Building Block 2:

Children will –

- explore different materials freely;
- begin to create with a purpose in mind;
- explore how to join different materials together;
- add story lines to their imaginative play;
- learn a variety of songs;
- move to music rhythmically;
- make up and create own songs;
- play instruments with increasing control to express their feelings and ideas;
- express their ideas and feelings through making marks and sometimes give meaning;
- understand what happens when we mix colours.

Building Block 3:

Children will –

- actively engage for sustained periods of time on their creations;
- represent details through their drawings and creations;
- use a range of tools and techniques on a variety of materials to achieve a planned effect;

<ul style="list-style-type: none"> • work collaboratively with other children to extend imaginatively play, sharing and negotiating ideas; • play, share and perform a wide variety of music and songs individually and as part of a group; • tap/clap different rhythms and pulses to music; • select, use and mix colours with purpose. 	<ul style="list-style-type: none"> • talk to children about the differences between colours; • help children to explore and refine their colour mixing; • expose children to a wide variety of music and songs from different cultures and historical periods; • sing a variety of songs over time; • offer children different instruments from a range of cultures; • encourage children to experiment with different ways of playing instruments.
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Impact:

Children can:

- see themselves as creative individuals and artists;
- express their individuality through a variety of medium;
- find joy in music, song, dance and instruments.
- independently use a range of tools and techniques to explore and combine a variety of materials and resources.