



St Anne's Nursery Curriculum Plan

'Mission Statement'

At St. Anne's, we aim to be a caring, Christian school, within the community, where everyone is respected and valued.
To be a school where all individuals are encouraged to build on their strengths and aspire to be the best they can.

School Christian Values

At St Anne's our Christian Values underpin all that we do. They are reflected in the daily life of the school and our relationships with others.

	Respect	Thankfulness	Hope	Love	Forgiveness	Faithfulness
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes (These themes may be adapted at various points to allow for children's interests to flow through the provision)	All about me My family My senses My body Things I like/don't like How I have changed Things I can do	Traditional Tales Goldilocks & the Three Bears A New Chair for Baby Bear Little Red Riding Hood Billy Goats Gruff The Three Little Pigs The Gingerbread Man	People who help us Doctors Vets Hospital Firefighters Teachers Lollypop person	Amazing Animals Zoo animals Jungle animals Pets Habitats Farm animals Dinosaurs	Living Things The Hungry Caterpillar Lifecycles Minibeasts Sunflowers Plants Living Eggs Jack and the Beanstalk	Under the Sea Marine animals Sea creatures The Beach Seaside Shells Sharks

Assessment Opportunities

Ongoing formative assessments are made throughout each session on the children. Assessment is about noticing what the children can do and what they know and extending their learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Stay and play with parents Baseline assessment on entry – starting points for each child Ongoing assessment EYFS team meeting End of half term assessments Wow moment slips returned from parents End of half term assessments Wow moment slips returned from parents Welcome assessment (any concerns)	Parents Evening Ongoing assessment EYFS team meeting End of half term assessments Wow moment slips returned from parents Welcome assessment (any concerns)	Stay and play with parents Ongoing assessment EYFS team meeting End of half term assessment Wow moment slips returned from parents Welcome assessment (any concerns)	Ongoing assessment End of half term assessment EYFS team meeting Wow moment slips returned from parents Welcome assessment (any concerns)	Stay and play with parents Ongoing assessment End of half term assessment EYFS team meeting Wow moment slips from parents Welcome assessment (any concerns)	Ongoing assessment End of half term assessment EYFS team meeting Wow moment slips from parents Graduation Ceremony Welcome assessment (any concerns)

Cultural Diversity



**Autumn
1**

**Autumn
2**

**Spring
1**

**Spring
2**

**Summer
1**

**Summer
2**

Open the Book –
bible story - weekly

Open the Book –
bible story - weekly

Open the Book –
bible story - weekly

Open the Book –
bible story – weekly

Open the Book –
bible story -
weekly

Open the Book –
bible story -
weekly

Diwali – Festival of
Light (November)

Chinese New Year
(January)

St Patricks Day
(March)

Ramadan – Eid
(May)

Christmas

Easter

British Values

**Mutual Respect,
tolerance of
different faiths and
beliefs**

Rule of Law

Individual Liberty

Democracy

**Recap all British
Values**

Curriculum Enrichment



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Children's Birthday celebrations	Children's Birthday celebrations				
	Nursery Star of the Week	Nursery Star of the Week				
	Lunch time Superstar	Lunch time Superstar				
	Yoga session	Yoga session				
		Woodland Walk	Firefighters visit	Balance Bike session	Caterpillar life cycle	Nursery educational trip
		Indian Food Tasting (Diwali)	Chinese Food Tasting (New Year)	Mother's Day	Duck eggs in school	School Sports Day
		Remembrance Day	Father's Day	World Book Day	Red Nose Day (charity fundraiser)	Graduation Ceremony
		Bonfire Night	Valentine's Day	Shrove Tuesday	Forest School	
		Christmas Tree Decorating		Ash Wednesday (church service)		
		Christmas Nativities		Easter Egg Hunt		
				Irish Dancing (St Patricks Day)		

Children in Need
(charity fundraiser)

Quality Texts



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me	Traditional Tales	People who help us	Amazing Animals	Living Things	Under the Sea
	My first day at Nursery Peace at Last (listening environmental sounds) Monkey needs to Listen So much (Espresso) We are all different (Twinkl E-book) The Lost Sheep (RE)	Nursery Rhymes Goldilocks and the Three Bears A New Chair for Baby Bear The Billy Goats Gruff Dival's Diwali (Twinkl E-book) The Gingerbread Man The Colour Monster	A visit to the vets Jack Frost The Great Race (Chinese New Year) Tiger has a tantrum Charlie the Firefighter (Twinkl E-book) The Zoo Vet (Twinkl E-book) The Good Samaritan (RE)	Owl Babies Dear Zoo Old Macdonald had a farm The Runaway Pancake Going on a Bear Hunt Where's my Teddy Aliens Love Underpants The Gruffalo	The very Hungry Caterpillar Sam's Sunflower Monkey needs to listen Jack and the Beanstalk Rumble in the Jungle Little Red Hen What the Ladybird Heard	The Rainbow Fish The Train Ride The Fish who could wish Shark in the Park The shark who ate everything Sharing a Shell

		Elephant learns to Share The First Christmas (RE)		Spot's First Easter Daniel and the Lions (RE)	The Very Busy Spider Noah's Ark (RE)	
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Links to National Curriculum Subjects

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. Listed below are how the skills are taught across EYFS and feed into national curriculum subjects.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me	Traditional Tales	People who help us	Amazing Animals	Living Things	Under the Sea
Science (PLAN assessment)	Human life cycle Senses Taking care of ourselves Making healthy choices	Exploring natural materials Listening to sounds Making sounds Build models Mixing ingredients	Feel forces Explore how things work	Look at adult and baby animals and how they change over time	Grow plants Explore natural objects from the surrounding area Care for animals/lifecycles	Sea creatures - Patterns on sea creatures, shells and other marine life
History				Begin to make sense of their own life story and family history (UW)		
Geography	Use senses in hands on exploration of natural materials	Know there are different countries in the world and talk about the	Understand position	Begin to understand the need to respect and care for the natural environment		

		differences they have experienced or seen in photos (UW)	Describe a familiar route Discuss routes, locations – in front, behind etc. (M)	and living things (UW)		
Links to National Curriculum Subjects (continued)						
ICT	Explore how things work (UW)	Interactive board activities	IPAD apps	Remember rules without being reminded (PSED)		
Music	Use large muscle movement to wave flags and streamers, paint and make marks (PD) Listen with increased attention to sounds (EAD)	Play instruments with increasing control (EAD)	Remember and sing entire songs (EAD)	Sing a large repertoire of songs (C&L) Sing a pitch of a tone sung by another Sing the melodic shape (up and down) of familiar songs (EAD)	Create their own songs or improvise a song around one they know (EAD)	Respond to what they have heard expressing their feelings and thoughts

Art Physical Development EAD	Paint portraits Draw portraits	Build models	Use scissors – fine motor skills – valentine hearts Autumn colours – colour mixing	Mother’s Day messages in cards Use different materials – playdough easter egg decorating	Symmetrical butterflies – colour mixing	Pom Pom/streamers dancing
RE (SASA)	Develop a sense of responsibility and membership of a community (PSED)	Continue to develop positive attitudes about differences between people (UW)	SASA	SASA	SASA	SASA
Links to National Curriculum Subjects (continued)						
Maths Vocabulary	Use a wider range of vocabulary (C&L)			Understand ‘why’ questions (C&L)		
Counting		Recite numbers past 5 (M)	Say 1 number name for each object (M)		Know the last number reached when counting a small set is the total (cardinal principle) (M)	
Identifying, Representing and Estimating Number	Show finger numbers up to 5 (M)			Develop fast recognition of up to 3 objects without counting them individually (M)		Link numerals to amounts up to 5 (M)

Reading and Writing Numbers						Experiments with their own symbols and marks as well as number
Compare and Order Numbers	Compare quantity – more than, fewer than (M)					
Describe, Measure, Compare and Solve				Make comparisons between objects relating to size, length, weight and capacity (M)		
Links to National Curriculum Subjects (continued)						
Maths (cont.) Recognise 2D 3D Shapes and their Properties		Talk about and explore 2D 3D shapes using language – sides, corners, straight, flat round (M)				Select shapes appropriately for flat surfaces, triangular roof etc. (M)
Position, Direction and Movement			Understand positions – under, above, behind etc. (M)			

			Describe a familiar route (M)			
Patterns					Talk about and identify patterns around them (M)	
					Extend and create ABAB patterns (M)	
Record, Present and Interpret Data						Experiments with their own symbols and marks as well as numerals (M)

**Links to National Curriculum Subjects
(continued)**

English Spoken Language Listening Skills	Pay attention to more than one thing at a time (C&L)	Enjoy listening to longer stories and can remember much of what happens (C&L)				Begin a conversation with a friend or adult and continue it for many turns (C&L)
Following Instructions			Understands a question or instruction that has two parts such as get your coat on	Remember rules without needing an adult to remind them (PSED)		

			and wait at the door (C&L)			
Asking and Answering Questions				Understands 'why' questions – Why do you think the caterpillar got so big? (C&L)		
Drama, Performance and Confidence		Show more confidence in social situations (PSED)			Be able to express a point of view and debate when they disagree with an adult or friend (C&L)	Create their own songs or improvise a song around one they know (EAD)
Links to National Curriculum Subjects (continued)						
English (cont.) Vocabulary Building and Standard English	Use a wider range of vocabulary (C&L)	Develop communication and pronunciation (C&L)			Use longer sentences of 4-6 words (C&L)	Engage in extended conversations about stories – learning new vocabulary (L) Talk about what they see using a wider vocabulary (UW)

<p>Speaking for a Range of Purposes</p>	<p>Take part in simple pretend play, using an object to represent something else (EAD)</p>	<p>Play with one or more other children, extending and elaborating play ideas (PSED) Talk with others to solve conflicts (PSED) Talk about the differences between materials and changes they notice (UW) Know that there are different countries in the World and talk about differences (UW)</p>	<p>Develop appropriate ways of being assertive (PSED) Talk about feelings using words happy, sad angry etc. (PSED) Explore and talk about different forces they can feel – elastic, twigs snapping, magnet (UW)</p>	<p>Begin to develop complex stories using small world equipment (EAD)</p>	<p>Be able to express a point of view and debate when they disagree with a friend or adult (C&L)</p>	<p>Begin a conversation with a friend and continue for many turns (C&L) Engage in extended conversations about stories learning new vocabulary (L) Talk about what they see using a wide vocabulary (UW)</p>
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**Links to National Curriculum Subjects
(continued)**

<p>English (cont.) Participating in Discussion</p>					<p>Be able to express a point of view and debate when they disagree with an adult or friend (C&L)</p>	<p>Engage in extended conversations about stories learning new vocabulary (L)</p>
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English Writing Transcription Spelling		Use some of their print and letter knowledge in their early writing e.g. shopping list (L)				
Transcription Handwriting	Use large muscle movement to wave flags and streamers, paint and make marks (PD)	Show a preference for a dominant hand (PD)		Use a comfortable grip with good control when holding pens (PD) Write some letters accurately (L)	Use one handed tools and equipment e.g. scissors (PD)	
Writing Composition		Use some of their print and letter knowledge in their early writing e.g. shopping list (L)	Write some letters of their name (L)	Know many rhymes (C&L) Write some letters accurately (L) Begin to develop complex stories using small world equipment (EAD)		Engage in extended conversations about stories learning new vocabulary (L)
Links to National Curriculum Subjects (continued)						
English (cont.)	Use a wide range of vocabulary (C&L)				Be able to express a point of view and debate when they disagree with an	Begin a conversation with a friend and continue for many turns (C&L)

Awareness of Audience, Purpose and Structure					adult or friend (C&L)	Use talk to organise themselves (C&L)
Vocabulary Grammar Punctuation		Develop communication but may have problems with irregular tenses (C&L)		Understand 'why' questions (C&L)	Use longer sentences 4-6 words (C&L)	
Use of Phrases and Clauses					Use longer sentences 4-6 words (C&L)	
Poetry and Performance	Take part in simple pretend play, using an object to represent something else (EAD)		Remember and sing entire songs (EAD)	Sing a large repertoire of songs (C&L) Begin to develop complex stories using small world (EAD) Sing a pitch of a tone sung by another (EAD)	Create own songs or improvise a song around one they know (EAD)	
Links to National Curriculum Subjects (continued)						
English (cont.)						Develop their phonological awareness so that they can:

<p>English Reading Phonics and Decoding</p>						<p>Spot and suggest rhymes Count or clap syllables in words Recognise words with the same initial sound (L)</p>
<p>Fluency</p>					<p>Understand the 5 key concepts about print – Has meaning Used for different purposes Read from left to right Name parts of the book Page sequencing (L)</p>	<p>Develop their phonological awareness so that they can: Spot and suggest rhymes Count or clap syllables in words Recognise words with the same initial sound (L)</p>
<p>Reading</p>		<p>Enjoy listening to longer stories and can remember much of what happens (C&L)</p>		<p>Understands 'why' questions (C&L)</p>	<p>Be able to express a point of view and debate when they disagree with an adult or friend (C&L)</p>	<p>Engage in extended conversations about stories learning new vocabulary (L)</p>

**Links to National Curriculum Subjects
(continued)**

English (cont.) Comparing Contrasting and Commenting				Understands 'why' questions (C&L)		
Words in Context and Authorial Choice	Use a wider range of vocabulary (C&L)					Engage in extended conversations about stories learning new vocabulary (L)
Inference and Prediction				Understand 'why' questions (C&L)		

Characteristics of Effective Learning



Playing and Exploring -

Finding out and exploring

What areas / activities are they drawn to? Do they prefer to work in a group / alone? Do they initiate activities themselves or join in an existing one with a group? Do they think aloud describing what they do?

Using what they know in their play

In play do they draw on experiences from home / outside school? Do they act out situations in the role play area? Are they confident in finding tools, materials and resources they need for a particular project or idea?

Being willing to have a go

Levels of persistence – do they give up at first hurdle or keep trying? Are they eager to try new ideas or do they stay with what they are familiar with? Are they able to talk about / review what they've done if things haven't worked? Do they work best with continual support or prefer to get on with activities themselves?

Active Learning -

Being involved and concentrating

Do the children keep focused on a self-initiated activity for a long period of time? Are they concentrating and involved in the activity without being distracted? Do they show care with what they're doing? Do they demonstrate concentration through silence or thinking aloud?

Keeping on trying

Do children show persistence – not giving up even if it means starting again? Do they ask for help / support if they need it?
Do they discuss solutions for challenges with peers / adults or work things through themselves?

Creating and thinking critically -

Having their own ideas

Do they try something different rather than follow what someone else has done? Do they address a problem with a strategy?
Retaining independence – not asking for support even if it takes longer to achieve the outcome

Using what they already know to learn new things

Do they understand patterns and predictability of events? Talks about / explains how their process links to a previous experience. Do they draw upon knowledge or experiences not immediately related to their activity?

Choosing ways to do things and finding new ways

Are they confident in using a 'trial; and error' approach and talking about why some things do / don't work

Choosing different ways of approaching activities and adapting if it doesn't work