

Nursery Curriculum Overview for Leigh Beck Infant and Nursery Academy

Leigh Beck Infant and Nursery Curriculum Vision

At Leigh Beck, we recognise that a child's experiences up to the age of five have a huge impact on their future life. We are passionate about children being happy, confident, well-rounded individuals with a love for learning and believe that the Early Years Foundation Stage is crucial in securing solid foundations that children continue to build upon throughout their school life. We treat children as individuals, celebrating their differences and building on their strengths, supporting their needs and enabling them to reach their full potential.

Curriculum Goals

C&L	<ul style="list-style-type: none"> Explore songs and music Explore and discuss their emotions Listen to simple stories and show understanding of what is happening with the help of pictures Listen to and following one step instructions Listen for short periods on the carpet to direct teaching and at story time Join in with repetitive and familiar stories Wait our turn to talk Use talk to meet our needs Share key information about ourselves and our family members Talk about our favourite things - show and tell Circle times to share our 'wow moments' 	<ul style="list-style-type: none"> Listen to and follow two step instructions To begin to use longer sentences Develop back-&-forth conversations Join in with rhyming in familiar stories Develop back-and-forth interactions; showing more interest in others' talk, listening to what they say Acquire new, subject-specific vocabulary 	<ul style="list-style-type: none"> Listen to and following instructions such as get your coat, bag and sit the carpet To use a wider range of vocabulary To be able to express a point of view and discuss their thoughts and opinions Understand 'why' questions Start a conversation with an adult or peers and continue for many turns Sing a large range of songs Use talk to organise themselves during their play Comment on and ask questions about favourite things, discussing with others in a group Explore and discuss the environment around us 			
Core Nursery Rhymes & Songs	Wind the Bobbin Up Twinkle Twinkle Little Star Humpty Dumpty Incy Wincy Spider I had a Tiny Turtle If you are happy and you know it Row, Row, Row Your Boat The Wheels on the Bus Hickory Dickory Dock I'm a Little Teapot Head, Shoulders, Knees and Toes Old MacDonald had a Farm Baa Baa Black Sheep Down in the Jungle					
This is not exhaustive but guidelines of rhymes to cover						
PSED	<ul style="list-style-type: none"> Leave parent/carer at the classroom door and be comforted by their key person Develop friendships with other children Learn to use the toilet with help Get to know teachers and support staff and feel safe with them Understand who trusted adults are in my life Follow simple instructions Learn about the Golden Rules and how to follow them Play alongside and with new friends Play with a variety of children and resources Stay safe at Bonfire Night 	<ul style="list-style-type: none"> Share how I'm feeling with familiar people Begin to use the toilet independently Play with confidence with their peers and adults Begin changing for PE with support Become more outgoing with unfamiliar people in the setting Show more confidence in new social situations Collect and eat my lunch at school Develop strategies for solving conflict with others Develop friendships with children from other nursery classes in the playground 	<ul style="list-style-type: none"> Follow more complex instructions from familiar adults To be fully independent with their self-care, using the toilet and washing their hands Share their likes and dislikes with their peers and adults Understand that others may be feeling differently to us and begin to respect that Understand and describe what we can do to look after our bodies and minds Share what they are looking forward to when they move to Reception Move up morning to meet their new teacher and explore their new classroom environment 			
Enrichment Activities	<ul style="list-style-type: none"> Transition and settling activities School photographer Autumn walk 	<ul style="list-style-type: none"> Walking to the post box to post Letters to Santa Christmas party Visit to Santa Christmas dinner Christmas jumper Day 	<ul style="list-style-type: none"> Chinese dragon dancing Pancake tossing 	<ul style="list-style-type: none"> Character dress up day Easter egg hunt 	<ul style="list-style-type: none"> Forest School session Summer Disco Whole school celebration picnic 	<ul style="list-style-type: none"> Move up morning (rising 4s) and taster sessions (rising 3s) Transition visits to Reception throughout term
Celebrations/ Awareness Days	Harvest festival Yom Kippur	Black History Month Diwali Bonfire Night Remembrance Children in Need	New Year Safer Internet Day Valentine's Day Chinese New Year Shrove Tuesday	World Book Day Mothers' Day Easter	Ramadan Eid-al-Fitr St. George's Day	Pride month World Music Day

<p style="text-align: center;">Physical</p>	<ul style="list-style-type: none"> • Begin to develop co-ordination • Begin to use the stairs independently • Clap and stamp to music • Gain control of their bodies with large movement such as waving, kicking, rolling and walking • Begin to start kicking, throwing and catching balls • Build independently with a range of different resources • To use large and small motor skills to do things independently such as buttons, zips and pouring drinks • Develop manipulation and control of different resources • Move bodies confidently & safely within a new environment • To use push along and wheeled toys such as scooters and bikes • Exploration of sand and water • Mark making and using small tools safely e.g. scissors and paint brushes • Start eating independently and learning how to use a fork • Learn actions for songs and nursery rhymes • Colouring activities 	<ul style="list-style-type: none"> • To use large and small motor skills to do things independently such as buttons, zips and pouring drinks • Begin to mark make letters of the alphabet • Use a comfortable grip with good control when holding pens and pencils • Show a preference for a dominant hand • Remember sequences and patterns of movements to music and rhythm • Use cutlery safely and securely • Find our favourite ways to move within environment (indoors and outdoors) being mindful of others • Use large outdoor equipment to balance, jump and climb with increasing confidence • Play more structured outdoor games using selected equipment • Form recognisable letters of the alphabet • Weekly dance sessions in the theatre • Weekly PE lessons in the sports hall • Creating DT projects • Colouring activities • Exploration of sand and water 	<ul style="list-style-type: none"> • To use large and small motor skills to do things independently such as buttons, zips and pouring drinks • Form recognisable letters of our name • Begin to find different ways to travel over, under and through; negotiating space safely and confidently • Make up own outdoor games using own choices of equipment • Creating DT projects • Confidently use cutlery safely and securely • Colouring activities • Exploration of sand and water
<p style="text-align: center;">Literacy</p>	<ul style="list-style-type: none"> • Name recognition • To explore environmental sounds • Enjoy songs and rhymes • Enjoy sharing books with an adult • Develop their play around their favorite stories, using different props • Enjoy drawing freely and making marks • Give meaning to the marks they make • Make marks for letters of their name • Repeat words and phrases from familiar stories • Reading for pleasure - sharing stories of the teacher's • Special book box during circle time 	<ul style="list-style-type: none"> • Name recognition • To explore environmental sounds • Enjoy sharing books with independently and with their friends • Story sequencing • Notice some print such as the first letter of their name • Develop their phonological awareness <ul style="list-style-type: none"> ➢ To spot and suggest rhymes ➢ Count and clap syllables in words ➢ To recognise words with the same initial sound • To extend their vocabulary with regard to stories, learning new vocabulary • Write some letters of their name • Write some letters accurately • Read stories as a class/groups & support attention and recall • Read stories and poems with rhymes and repeated refrains and encourage children to join in • Reading for pleasure - sharing stories from the teacher's special book box during circle time 	<ul style="list-style-type: none"> • Name recognition • To explore environmental sounds • Enjoy sharing books with independently and with their friends • Understand that print has meaning • Develop an understanding that we read print from left to right • When sharing books with class and small groups, to be able to answer simple questions • Read stories as a class/groups & support attention and recall • Read stories and poems with rhymes and repeated refrains and encourage children to join in • Reading for pleasure - sharing stories of the teacher's special book box during circle time

<p style="text-align: center;">Mathematics</p>	<ul style="list-style-type: none"> Stacking blocks Number recognition Develop counting behaviour such as making sounds, pointing or saying numbers in sequence 1,2,3,4,5 Compare amounts such as more or less Explore and notice patterns Build with a range of resources Complete puzzles Show finger numbers up to 5 . 	<ul style="list-style-type: none"> Positional language Number recognition Recite numbers past 5 Say a number for each item in order 1,2,3,4,5 To know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) Number ordering Exploring 2D shapes Number rhymes using fingers to show amounts Match and sort Subitising numbers up to 3 Making pairs Compare sizes such as big and little Create alternate patterns 	<ul style="list-style-type: none"> Exploring 2D and 3D shapes Subitising numbers up to 5 Counting beyond 10 Number recognition Number ordering Show finger numbers past 5 Make comparisons between objects relating to size, length, weight and capacity Combine shapes to make new ones Extend alternate patterns Notice and correct an error in repeating patterns Begin to describe a sequence of events
<p style="text-align: center;">Counting Songs and Rhymes</p>	<p style="text-align: center;">Five Little Monkeys Jumping on the Bed Five Little Ducks Went Swimming One Day One Finger, One Thumb Keep Moving Two Little Dickie Birds Five Little Men in a Flying Saucer One, Two Buckle My Shoe Five Little Speckled Frogs Five Currant Buns 1,2,3,4,5 Once I Caught a Fish Alive</p> <p style="text-align: right;">This is not exhaustive but guidelines of rhymes to cover</p>		
<p style="text-align: center;">Understanding the World</p>	<ul style="list-style-type: none"> Make connections between the features of their family and others Repeat actions that have an effect Explore natural materials indoors and outside Notice differences between people Notice, observe & describe seasonal changes 	<ul style="list-style-type: none"> To use all their senses, in hands-on exploration of natural materials Explore collections of materials with similar and/or different properties Talk about what we see using a wide range of vocabulary Explore how things work Understand different religious and cultural celebrations Talk & share past & present events in own lives & family members Begin to understand the need to respect and care for the natural environment and all living things Explore similarities and differences between our lives and the lives of others 	<ul style="list-style-type: none"> Plant seeds and care for growing plants Understand the key features of a lifecycle of a plant and an animal Talk about the differences between materials and changes that we notice Notice and observe the changes in the seasons Understand different religious and cultural celebrations Celebrate differences between people and learn how everyone should be treated fairly
<p style="text-align: center;">Expressive Arts & Design</p>	<ul style="list-style-type: none"> Show attention to sounds and music Move and dance to music Anticipate actions and phrases in rhymes Join in with songs and rhymes Explore their voices and enjoy making sounds Explore a range of musical instruments Explore paint using brushes, hands and other tools Express ideas and feelings through the marks we make Enjoy taking part in action songs, such as, Twinkle, Twinkle Little Star Start to develop pretend play, pretending one object represents another Explore different materials using all their senses to investigate them Make simple models which express their ideas 	<ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else Begin to develop complex stories using small world, such as animals, dolls and dolls houses Explore different materials freely Develop their own ideas and then decide which materials to use to express them Explore colour and colour mixing Use scissors, glue, different materials to create own pictures Dance to our favourite music 	<ul style="list-style-type: none"> Join different materials and explore different textures To use shapes to represent objects Draw with increasing complexity and detail, such as using a circle for a face Use drawing to represent ideas Show different emotions within their drawings, like happy, sad etc. Remember and sing entire songs Play instruments with increasing control