## Barham Long Term Year Group Curriculum Overview 2023-2024 Nursery





At Barham Primary School, we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

	A UNIQUE CHILD	POSITIV		NABLING RONMENTS JLT SUPPORT	LEAR & DEVEL	NING OPMEN	лт		
		The New Early Y	ears Framework	2021	S				
AS		Communica	tion and Language		Creating				
RE	Listening, A	Listening, Attention & Understanding Speaking					Pla		
EA	Listening, Attention & Understanding Speaking Playing and Speaking and								
PRIME AREAS	Self-Reg	ulation Ma	anaging Self	and	tiv				
R	Physical development     I     and Explored       Gross Motor Skills     Fine Motor Skills       Gross Motor Skills     Fine Motor Skills       TERACY     MATHS     UNDERSTANDING THE     EXPRESSIVE ARTS AND     OF       MATHS     UNDERSTANDING THE     EXPRESSIVE ARTS AND     DESIGN     DESIGN     DESIGN								
	G	ross Motor Skills	Fine Motor Skills		, <u>n</u>	ea			
LITERACY ✓ Comprehension ✓ Word Reading ✓ Writing ✓ Mumerical Patterns		UNDERSTANDING THE WORLD ✓ Past &Present ✓ People, Culture & Communities ✓ The Natural World	WORLD         DESIGN           ✓ Past &Present         ✓ Creating with           ✓ People, Culture & Communities         ✓ Materials		Active Learning	Exploring			
		SPECIFI	C AREAS		Critically	Arti	te Wind-		

## The Four Principles of the EYFS

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. **Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

## **Characteristics of Effective Learning**

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Year group: Nursery	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Learning to learn skills and half termly launch morning activity			Risk Taking Activity: How high can I climb?	<b>Resilience activity:</b> Look after the Nursery garden and show patience	<b>Resourceful Activity:</b> Build a shelter/home for an animal in Forest School	Reflective activity: How much have I grown? What can I do now that I couldn't do before? (past and present looking back at photos from beginning of the year till now)

Themes	All about me	Celebrations	All creatures, great and small	Our wonderful world	On the move	Our community
Sub themes & Enrichment opportunities	Starting school Being me in my world My family Being kind and making frie Rosh Hashana Anti-Bullying Week Guy Fawkes/Bonfire Night Nursery Rhyme Week Diwali Christmas Hannukah Weather / seasons Chinese New Year Valentine's Day Internet Safety Day Story Telling Week	nds	Food tasting Cooking Chicks Butterflies Life cycles of butterflies Minibeasts Plants & Flowers Weather / seasons Mother's Day Planting Seeds in the Garden Easter Celebrations Passover Nature Scavenger Hunt Start of Ramadan Lunar New Year Pongal Holi		The great outdoors Forest school Eid D-Day Weather / seasons The great outdoors Eid D-Day World Environment Day Father's Day Healthy Eating Week Library visit	1
Key & Lock	Key: sharing baby photos Lock: self portraits 'this is me'	Key: share what children know about celebrations Lock: decorate classroom for Navrati and Diwali and Christmas	Key: Eggs appear in Nursery Lock: Butterflies/ Ducklings	Key: Planting seeds Lock: How have our plants grown?	Key: Walk around forest school Lock: Creating an animal home	Key: People who help us visit Lock: Summer concert and parents visiting
Trips, visits and experiences	Settling in and exploring Nursery environment	Decorate classroom and celebration party (Navratri and Diwali) Continuing celebrations for Christmas.	Ducklings Visit the chicks in Reception Butterflies Farm	Fruit tasting week Making fruit salad Planting Seeds in the Garden Nature hunt Easter egg hunt Reading picnic with parents	Map work Design home for animal Forest school	Firefighter/Police/Postm an/Dentist/pop lady/doctor visit Spring walk in One Tree Hill Park
Core Texts & global goals	Spot Loves Nursery (GG 4) Mine (GG 16) Owl Babies (GG 3) Rosa Plays Ball (GG 5)	Rama and the Demon King Peppa's Diwali My World, Your World (GG 10)	Hungry Caterpillar (GG 3) In The Jungle (GG 4)	Elmer (GG 10) Rainbow Fish (GG 6 and 14)	Look what I found in the Woods (GG 13) We're going on a Bear Hunt	Small's Big Dream (GG 4) Children's choice

		Nativity				
Communication and Language	Enjoy listening to simple stories Develop vocabulary – descriptive language Start to say how they are feeling using words as well as actions	Listening to simple stories and understand what is happening with the help of pictures Start to develop conversation Develop vocabulary – words for time e.g. now, later	Enjoy listening to longer stories Develop vocabulary – function of an object e.g. knows a sponge is for washing Develop pretend play 'putting baby to sleep' or 'driving a car to the shops'	Enjoy listening to longer stories and remember much of what happens Understand simple questions about 'who', 'what' and 'where' Use a wider range of vocabulary	Sing a large repertoire of songs Understand 'why' questions Use sentences of four to five words Use talk to organise play e.g. "Let's go on a bus, you sit there" Use past tense	Know many rhymes, be able to talk about familiar books and be able to tell a long story Start a conversation with an adult or friend and continue it for many turns Use 'because' or 'and' in sentences Use future tense Answer simple 'why'
						questions
Personal, Social and Emotional Development (JIGSAW SCHEME) Self-Regulation Controlling own feelings and behaviours Applying personalised strategies to return to a state of calm Being able to curb impulsive behaviours Being able to curb impulsive behaviours Being able to concentrate on a task Delaying gratification Persisting in the face of difficulty.	<ul> <li>Being Me In My World <ol> <li>understand how it </li> <li>feelsto belong and that we are similar and different.</li> <li>understand how feeling happy and sad can be expressed.</li> <li>can work together and consider other people's feelings.</li> <li>can use gentle hands and understand that it is good to be kind to people.</li> <li>I am starting to understand children's rights and this means we should all be allowed to learn and play.</li> </ol></li></ul>	Celebrating Difference I know how it feels to beproud of something I am good at. I can tell you one way I am special and unique. I know that all families are different. I know there are lots ofdifferent houses andhomes. I can tell you how I could make new friends. I can use my words to stand up for myself.	<ul> <li>Dreams and Goals <ol> <li>understand what a <li>challenge means.</li> </li></ol> </li> <li>I can keep trying until I <li>can do something.</li> <li>I can set a goal and work towards it.</li> <li>I know some kind words to encourage people with.</li> <li>I can start to think aboutthe jobs I might like to dowhen I'm older.</li> <li>I can feel proud when I achieve a goal.</li> </li></ul>	Healthy MeI know the names for some parts of my body and am starting to understand that I need tobe active to be healthy.I can tell you some of thethings I need to do to behealthy.I know what the word 'healthy' means and that some foods are healthier than others.I know how to help myself go to sleep and that sleep is good for me.I can wash my hands and know it is importantto do this	<ul> <li>Relationships <ul> <li>I can tell you about my family.</li> </ul> </li> <li>I understand how to make friends if I feel lonely.</li> <li>I can tell you some of thethings I like about my friends.</li> <li>I know what to say and do if somebody is mean to me.</li> <li>I can use Calm Me time to manage my feelings.</li> <li>I can work together and enjoy being with my friends.</li> </ul>	<ul> <li>Changing Me <ul> <li>I can name parts of my body and show respect for myself.</li> </ul> </li> <li>I can tell you some things I can do and some food I can eat to be healthy.</li> <li>I understand that we all start as babies and grow into children and the adults.</li> <li>I know that I grow and change.</li> <li>I can talk about how I feel moving to School from Nursery.</li> <li>I can remember some fun things about Nursery this year.</li> </ul>

	I am learning what being responsible means.			before I eat and after I go to the toilet. I know what to do if I getlost and how to say NO to strangers.		
Physical Development Gross Motor Skills         & Fine Motor Skills         Operating the second state of the second state	Running, jumping and climbing Draw lines and circles using gross motor skills Enjoy starting to kick, throw and catch balls Build with a range of appropriate resources Holding writing equipment Taking shoes off and putting them on	Running, jumping and climbing. Draw lines and circles using gross motor skills. Holding writing equipment Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Develop manipulation and control Explore different materials and tools e.g. clay, brushes, shells Climb up apparatus	Running around obstacles Correct use of pencils and scissors Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills Use large and small motor skills to do things independently e.g. manage buttons and zips Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely.	Copy some letters Cutting with scissors for a purpose Skip, hop, stand on one leg and hold a pose for games like musical statues Make healthy choices about food, drink, activity and tooth brushing Become increasingly independent in meeting own care needs e.g. using the toilet, washing and drying hands thoroughly Hold pencil effectively with comfortable grip	Observe effect of activity on bodies. Collaborate with others to manage large items such as large blocks and planks Forming some recognisable letters. Use and remember sequences and patterns of movements related to rhythm and music Use one handed equipment e.g. scissors to make snips in paper Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors /	Developing the ability to put on and take off their own coat with some adult support Use a comfortable grip when holding pens and pencils Show preference for a dominant hand Forming more recognisable letters Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable
		using alternate feet Clap and stamp to music			Start to cut along a curved line, like a circle	Build things with smaller linking blocks, such as Duplo or Lego
Reading & Literacy See Barham Poetry Progression overview for further information on	Enjoy songs and rhymes Enjoy sharing books with an adult	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo	Say some of the words in songs and rhymes	Repeat words and phrases from familiar stories	Sing songs and say rhymes independently	Extend conversations about stories, learning new vocabulary

			Demost words are d		Develop on	l
how rhyming words & nursery rhymes are	Enternal description freedor	Dev ettention and	Repeat words and	Ask questions, make comments and	Develop an	Write some or all of their
taught.	Enjoy drawing freely	Pay attention and	phrases from		understanding of the	
		respond to	familiar stories	share ideas about a book	five key concepts of	name
90 - C		pictures or words in			print	
		books	Give meaning to marks	Make marks on drawings		Write some letters
			on drawings	to stand for their name		accurately
		Seek out favourite books				
Maths	Counting	Comparison	Comparison	Spatial_Awareness	Comparison	Counting
	I can say number names	I can use informal	l can compare	I can understand	I can make	I can to recite numbers
	to 3 in order	language to describe	quantities using	position through words	comparisons between	past 5
	I can recite numbers past	sizes and lengths such	language: 'more than',	alone – for example,	objects relating to	I can say one number for
	3	as, 'bigger, smaller,	'fewer than'.	"The bag is under the	weight and capacity.	each item in order:
22		taller, shorter.'		table," – with no		1,2,3,4,5
	Cardinality	I know how to compare	Counting	pointing.	Cardinality	
	I can say one number	objects relating to size	I can solve real world	I can describe a familiar	I know how to link	Cardinality
	for each item in order:	and length.	mathematical problems	route.	numerals to amounts:	I can subitise up to 3
	1,2,3,4,5.		with numbers up to 5.	I can discuss routes	for example, showing	
	Channa	Counting	I know how to	and locations, using	the right number of	Shape
	Shape	I can count out a group	experiment with my own	words like 'in front of'	objects to match the	I can use informal
	I can explore 2D and 3D	of up to 5 objects.	symbols and marks.	and 'behind'.	numeral, up to 5.	language like 'pointy',
	shapes in my play and I	I can count using one to				'spotty', 'blobs' etc.
	am beginning to use	one correspondence.	Shape	Shape	Measure	
	informal language to	I know how to sing a	I can talk about 2D and	I can combine shapes	I can describe a	Pattern
	describe them such as 'straight', 'flat' and	range of number songs	3D shapes during my	to make new ones - an	sequence of events,	I can talk about and
	'round'.	Condination	play and can use	arch, a bigger triangle	using words such as	identify patterns around
		Cardinality	informal and	etc.	'first', 'then'	me. For example: stripes
		I can show 'finger	mathematical language	I know how to select	I know and understand	on clothes, designs on
		numbers' up to 5.	such as :	shapes appropriately	words such as 'heavy,	rugs and wallpaper.
		I can match numerals	'sides', 'corners';	for building: flat	light, full, empty, half	I know how to create
		and amounts up to 5	'straight', 'flat', 'round'.	surfaces for building, a	full, half empty, nearly'	ABAB patterns- stick,
		I can subitise up to 3	I know the names of 2D	triangular prism for a	to describe weight and	leaf, stick, leaf.
		I know that the last	and 3D shapes (circle,	roof etc.	capacity.	I know how to notice
		number reached when	triangle, square,			and correct an error in a
		counting a small set of	rectangle, sphere, cube,			repeating pattern.
		objects tells me how	cuboid, pyramid)			
		many there are in total.	I have an awareness of			
			some 2D shapes and			
			their names			
Understanding the World	Deat and Dracent Illeters	Dest and Drosent Illet-	Deat and Drosent Ulater	Deat and Drosent Ulater	Deat and Drosent Ulater	Deat and Dearant Ulater
onderstanding the World	Past and Present - History	Past and Present - History	Past and Present - History	Past and Present - History	Past and Present - History	Past and Present - History
	Able to say who they	Comment on	Share similarities	Comment on experiences	Able to say who they	Can talk about some
OBC IODAD 200 AD	are and who they live with. (PSHE/ All About	experiences intheir own life (Christmas, Diwali	between characters,	intheir own life (Easter)	are and who they live with (PSHE)	members of their family (PSHE)
	with (PSHE/ All About	me (Christinas, Diwall	figures or objects		with (FSHE)	

	Me)	etc)	(different types of	Culture and Community -		
	ivie)		animal)	-		
		Share similarities	ammai)	RE/Geography	Can talk about any pets	Sequence family
	Can talk about any pets	betweencharacters,		Know there are special	they may have (PSHE)	members by size and
	they may have. (All	figures or objects	Comment on characters	places of worship	Can talk about some	name (baby. child,
	About Me)	(Traditional Tales/	in fictional stories	(Easter)	members of their family	adult) (PSHE)
		Christmas)	(TraditionalTales)		(PSHE)	
	Can talk about some			Know there are		Comment on
	members of their	Culture and Community -	Culture and Community -	differences between	Comment on	experiences intheir own
	family. (All About Me)	RE/Geography	RE/Geography	what we believe (PSHE)	experiences in their	life (moving to
		Comment on	Respect and care for		own life (PSHE)	Reception)
	Culture and Community -	celebrations intheir	the environment (	Develop positive		
E	RE/Geography	own life (Christmas/	Animals – habitats)	attitudes about	Comment on characters	Culture and Community -
	Comment on	PSHE)	,	differences between	in fictional stories	RE/Geography
	celebrations intheir own			people (PSHE)	(Animals)	Respect and care for the
	life. (All About Me)	Know there are special	The Natural World -	,	. ,	environment (
	, , , , , , , , , , , , , , , , , , ,	places of worship	Science and Geography	The Natural World -	Culture and Community -	Animals –habitats)
	The Natural World -	(PSHE)	Understand the	Science and Geography	RE/Geography	
	Science and Geography	, ,	differencebetween	Hands on exploration	Respect and care for	Explore the world
	Respect and care for	Know there are	plants and animals	using senses	the environment (	around themand how
	the environment.	differences in what we	(Animals)	using senses	Animals –habitats)	things work (Animals –
	(PSHE)	believe (PSHE)	(Annnais)	Changing appage		habitats)
	(FSHE)		Kanasa tha life and a sfa	Changing seasons	Even le vertite e sure viel	habitatsj
	Talk about what they	Develop positive	Know the life cycle of a	(Spring)	Explore the world around themand how	Chausen interest in
	Talk about what they see in their own	attitudes about	butterfly (The Very			Show an interest in
		differences between	Hungry Caterpillar)	Identify suitable	things work (Animals –	different occupations
	environment (school/	people (PSHE)		clothing fordifferent	habitats)	(Animals – vets)
	home). (PSHE)	people (FSHL)	Plant seeds and care	weather (Spring)		
		The Netweel Would	for growing plants with			Develop positive
	Talk about and describe	The Natural World -	support(Spring)	Understand the	The Natural World -	attitudes about
	different types of	Science and Geography		differencebetween	Science and Geography	differences between
	houses, including	Changing seasons		plants and animals	Respect and care for the	people (PSHE)
	where they live. (All	(Christmas/Winter)		(Spring)	environment (Recycling)	
	About Me)				Talk about what they	Know there are some
		Identify suitable			can see in theirown	other countries/ cities
	Hands on exploration	clothing fordifferent			environment	
	using senses.	weather (Christmas/			(Recycling)	The Natural World -RE
		Winter)				and Geography
					Talk about and describe	Talk about what they
		Hands on exploration			different types of	see in their own
		using senses			houses, including where	environment
					they live (PSHE)	
						Talk about and describe
					Hands on exploration	different types of
					using senses	houses, including where
						they live
					Explore collections of	,

					materials and identify similar and different properties (Recycling/ Vehicles) Explore the world around them and explore how things work (Recycling/ Materials) Explore and talk about forces (push and pull) (Recycling/ Vehicles)	Changing seasons (Summer) Identify suitable clothing fordifferent weather (Summer)
Expressive Arts and	Explore	Explore	Explore	Explore	Explore	Explore
Design	Colour – recognise	Colour – recognise	Draws potato people	Draws potato people	Print with blocks,	Print with blocks,
	colours / choose	colours / choose colours	(no neck or body)	(no neck or body)	sponges and fruit	sponges and fruit
	colours for a purpose	for a purpose				
			Draw simple things	Draw simple things	Draw things that they	Draw things that they
	Can use thick paint brushes	Can use thick paint brushes	from memory i.e. cat	from memory i.e. cat	observe	observe
	brushes	brushes	Add other materials to	Add other materials to	Work independently to	Work independently to
	Use glue sticks	Use glue sticks	develop models	develop models	develop basic skills	develop basic skills
	independently and glue	independently and glue				
	spatulas with support	spatulas with support	Beginning to weave	Beginning to weave	Begin experiment with	Begin experiment with
			using large outdoor	using large outdoor	mixing colours	mixing colours
	Manipulate playdough	Manipulate playdough	shapes and large	shapes and large		
	in different ways (rolls,	in different ways (rolls,	ribbons	ribbons	Build walls to create	Build walls to create
	cuts, squashes, pinches, twists (Creative table/	cuts, squashes, pinches, twists) (Creative table/			enclosed spaces,	enclosed spaces,
	painting/ play dough)	painting/ play dough/	Add additional textures (Creative table/	Add additional textures (Creative table/	beginning to add towers etc (creative table/	beginning to add towers etc (creative table/
	painting, play dought,	Christmas cards and	painting/ play dough)	painting/ play dough)	writing area/ painting	writing area/ painting
	Imaginative Play	decorations)	punning, ping dougin,	punning, ping dougin,	area)	area)
	Develop storylines		Imaginative Play	Imaginative Play		
		Imaginative Play	Use own experiences to	Use own experiences to	Imaginative play	Imaginative play
	Play with familiar	Develop storylines	develop storylines	develop storylines	Create their own piece	Create their own piece
	resources	Play with familiar			of art and gives meaning	of art and gives meaning
	Participate in small	resources	Create and use small	Create and use small	Begin to work with a	Begin to work with a
	world play related to		world set ups (small world/ sand pit/ toys/	world set ups (small world/ sand pit/ toys/	friend, copying ideas	friend, copying ideas
	rhymes and stories	Participate in small	resources)	resources)	and developing skills	and developing skills
	(Small world/ sand pit/	world play related to			together (small world/	together (small world/
	toys / resources)	rhymes and stories	Music	Music	sand pit/ toys/	sand pit/ toys/
		(Small world/ sand pit/	Talk about how music	Talk about how music	resources)	resources)
	Music	toys / resources)	makes them feel	makes them feel		

Respond to music – verbally and using movement Sing in a group and tries to keep in time (Carpet time/ routine songs)	Music Respond to music – verbally and using movement Sing in a group and tries to keep in time (Carpet time/ routine songs/ Christmas songs/ Nativity)	Sing a selection of nursery rhymes/ songs from memory (carpet time/ routine songs)	Sing a selection of nursery rhymes/ songs from memory (carpet time/ routine songs)	Music Copy basic actions and begins to learn short dance routines Watch dances and performances Able to name a wide variety of instruments (drums, tambourine, maraca, triangle)	Music Copy basic actions and begins to learn short dance routines Watch dances and performances Able to name a wide variety of instruments (drums, tambourine, maraca, triangle)
				Play a given instrument to a simple beat (carpet time/ routine songs)	Play a given instrument to a simple beat (carpet time/ routine songs)