

Early Years (Nursery)

Overview

Area of Learning	Autumn	Spring	Summer
PSED	<p>Jigsaw units - Being Me in my World, Celebrating Difference</p> <p>Separates from main carer with support and encouragement from a familiar adult.</p> <p>Shows understanding and cooperates with some boundaries and routines.</p> <p>Interested in others' play and starting to join in.</p>	<p>Jigsaw units - Dreams and Goals, Healthy Me</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p>	<p>Jigsaw units - Relationships and Changing Me</p> <p>Have an awareness of the boundaries set, and of behavioural expectations in the setting.</p> <p>Understand what is right, what is wrong, and why.</p> <p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>

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Phys	<p>Beginning to use three fingers (tripod grip) to hold writing tools.</p> <p>Imitates drawing simple shapes such as circles and lines.</p> <p>Beginning to recognise danger and seeks support of significant adults for help.</p> <p>Beginning to be independent in self-care, but still often needs adult support.</p>	<p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>Understands that equipment and tools have to be used safely.</p>	<p>Gross motor skills – large apparatus and athletics</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p>

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EAD	<p>Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>Beginning to make-believe by pretending.</p> <p>Joins in singing favourite songs.</p>	<p>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Realises tools can be used for a purpose. Explores and learns how sounds can be changed.</p> <p>Explores colour and how colours can be changed.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p>	<p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores what happens when they mix colours.</p>
Maths	<p>Recites some number names in sequence.</p> <p>Knows that a group of things changes in quantity when something is added or taken away.</p> <p>Notices simple shapes and patterns in pictures.</p> <p>Begins to use the language of size.</p> <p>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon' and anticipates specific time-based events such as mealtimes or home time.</p>	<p>Recites numbers in order to 10.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Shows an interest in number problems.</p> <p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> <p>Shows awareness of similarities of shapes in the environment.</p> <p>Uses positional language.</p>	<p>Recognises numerals 1 to 5.</p> <p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p>

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Literacy	<p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game.</p> <p>Distinguishes between the different marks they make.</p> <p>Sound play - Listening to sounds in the environment and initial sounds.</p>	<p>Beginning to be aware of the way stories are structured.</p> <p>Shows interest in illustrations and print in books and print in the environment.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Ascribes meanings to marks that they see in different places.</p> <p>Sound play – clapping syllables and compound words.</p>	<p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together</p> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p> <p>Writes own name</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Sound play – rhyming words</p>
CL	<p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>Learns new words very rapidly and is able to use them in communicating.</p> <p>Single channelled attention. Can shift to a different task if attention fully obtained-using child's name helps focus.</p> <p>Understands more complex sentences, e.g. 'Put your toys away then we'll read a book.</p>	<p>Is able to follow directions</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>Responds to instructions involving a two-part sequence.</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p>

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UW	<p>Festivals from around the World including Christmas, Diwali and Hanukah</p> <p>The environment around us - Exploring the EYFS area; using all the senses. Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>Seeks to acquire basic skills in turning on and operating some ICT equipment</p>	<p>Festivals from around the World including Easter</p> <p>Look at respecting similarities and differences between each other. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Talks about why things happen and how things work.</p> <p>Shows care and concern for living things and the environment.</p>	<p>Festivals from around the World</p> <p>The world around us – Using our senses to explore the world.</p> <p>Enjoys joining in with family customs and routines.</p> <p>Looks closely at similarities, differences, patterns and change. Interacts with age-appropriate computer software</p>

Promoting British Values at Oughton Primary and Nursery School:

Opportunities for the promotion of British Values through the Curriculum is highlighted according to the following key:

Democracy

The Rule of Law

Individual Liberty

Mutual Respect

Tolerance of those of different faiths and beliefs

The Rule of Law is demonstrated through the school's promotion, sharing and adherence to its Behaviour Policy. Behaviour for Learning is promoted throughout the school. Classes focus on key areas, according to their BFL baseline.