



Hindpool Nursery School Curriculum Cycle 1 (3 and 4 year olds)

Whole School Theme	If You Go Down In The Woods Today		Super Storytellers		Our Wonderful World	
National themes festivals	Harvest	Diwali Remembrance Sunday Children in Need Halloween Bonfire night Christmas	Chinese New Year Pancake Day Winter Day/night	New Life-chicks Red Nose Day Mothers' Day Easter	St George's Day Safer Internet Day Ramadan Eid	Father's Day
Best Books	Owl Babies The Gruffalo Little Red Hen Brown Bear, Brown Bear Goldilocks & the Three Bears Polar Bear, Polar Bear Farmer Duck Room on the Broom A Dark, Dark Tale Peace at Last Whatever next Here come the aliens The First Christmas The Colour Monster		<u>Traditional Tales:</u> The Three Little Pigs The Gingerbread Man The Three Billy Goats Gruff Jack and the Beanstalk The Enormous Watermelon The Runaway Chapatti Mr Wolf's Pancakes Chicken Licken One Snowy Night Each Peach, Pear, Plum Polar Bear - revisit The Colour Monster		Oliver's Vegetables The Little Red Hen The Enormous Turnip Mr Gumpy's Outing The Mouse, the Ripe Strawberry and the Hungry Bear Jasper's Beanstalk The Hungry Caterpillar Monkey Puzzle Life Cycles (NF) The Colour Monster	
Vocabulary (to be identified on short-term plans) STAR approach to the direct teaching of Vocab. S elect the really useful key/new vocab T each the selected vocab in a structured manner A ctivate the meaning of the words in context R evise the taught words to ensure they are retained						

Hindpool Nursery School Curriculum - Cycle 1 - 3 and four year olds

Key/ New Vocabulary	Knead, Astounding, wonderfully, stroll, creaked, wearily, terrifying, grind.	Size – small, medium, big Hooves Valley Cottage Gigantic Furious Scary Neighbours Recipe	Enormous Metamorphosis Trampled Squabbled Generous Chrysalis
Personal, Social and emotional development	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Experience a range of familiar/unfamiliar experiences supported by adults. • Access resources independently. • Build relationships with others. • Receive positive praise for behaviour and achievements. • Look after and share resources. • Situations that provide the opportunity to experience different moods, feelings and emotions. • Independent in self-help skills • Use of colour monster – self regulation <p>Focus Teaching:</p> <ul style="list-style-type: none"> • Small world settings from stories where children can replay helping others and being a good friend. • Learning Nursery Routines. • Learning Nursery Expectations – caring clouds • Weekly star of the week 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Engage in friendly play with friends • Sharing and taking turns with resources • Develop self confidence • Participate in sharing own experiences • to feel talk about own feelings and how others may • Independent in self-help skills <p>Focus Teaching:</p> <ul style="list-style-type: none"> • Games to encourage turn taking • Community Links • Small world play acting out and learning key phrases from stories 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Engage in playing alongside and with peers in different contexts • Participate in sharing ideas, resources and ideas • Understand the rules of friendship • Discuss strategies to resolve conflict • Develop resilience • Independent in self-help skills <p>Focus Teaching:</p> <ul style="list-style-type: none"> • Stories linked to feelings • Community Links • Acting out and learning key phrases from stories

Communication and Language	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Listen and respond in a variety of situations. • Daily speaking and listening time • To talk to and listen to visitors. • Opportunities to think about objects using who? what? where? when? questions. • Puppets or masks for children to use to retell stories and rhymes. <p>Focus Teaching:</p> <ul style="list-style-type: none"> • Phase one phonics fun • Books that enhance specific speaking and listening skills. • Talk for Writing • Helicopter stories • Topic mind maps • Use and display STAR vocabulary on topic boards • Curiosity cube – discussing and explain • Weekly chance to share books at home • Enhanced role-play opportunities indoors and outdoors linked to topic and home experiences. • Use of local map and family tree to know where they are and whom they belong to in the world. • Share photos from home • Puppet theatre • Communication friendly space – cosy corner, story shed 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • To join in with story telling • To use story language – use small world areas and props • To place objects in different positions • To answer questions about a character <p>Focus Teaching:</p> <ul style="list-style-type: none"> • STAR approach to teaching new vocab • Talk for Writing • Phonics Fun • Helicopter stories • Tiny teachers 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Engage in story telling • Follow two part instructions • Develop key new vocabulary • Engage in two way conversations <p>Focus Teaching:</p> <ul style="list-style-type: none"> • STAR approach to teaching new vocab • Talk for Writing • Phonics Fun
----------------------------	---	--	---

Physical Development	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Play outdoors using climbing equipment in both the playground and grass areas. • Manipulate malleable materials to achieve a planned effect e.g. making playdough from scratch and understanding the process • Use a range of different fastenings. <p>Focus Teaching:</p> <ul style="list-style-type: none"> • PD Gross Motor planning • Doodle Sticks • Forest School sessions • Smart Start • Dough disco • Squiggle whilst you wiggle • Loose parts – manipulation of beads and natural materials to encourage pincer movement • Big and small mark making opportunities • Firework movemats • Dances for Christmas party 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Play outdoors being confident to move in a variety of ways • Access Squiggle while you wiggle – gross motor fun • Access daily dough disco activities – fine motor • Access funky fingers / finger gym activities in provision Focus Teaching: • PD Gross Motor planning • Handwriting – gross motor formation with ribbons, large paper, water and paint brushes • Forest School sessions • Moving to Write • Smart Start 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Play outdoors, moving in a variety of ways, and using climbing and balancing equipment • Access fine motor development activities • Use a range of tools in different activities • See correct letter formation being modelled Focus Teaching: • PD Gross Motor planning & PE Handwriting (as part of Phonics fun) • Forest School sessions • Smart Start
----------------------	--	---	--

<p>Literacy</p>	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Experience a range of print, posters, books, IT, teacher writing • Engage in rhyming and rhythmic activities. • Listen to and join in with stories, rhymes, songs and poems, • A range of mark making opportunities in all areas of provision. • Use of different levels to write at e.g. upright on easel, white boards, on tummy lying on floor • A range of provocations as a stimulus for writing, books, flashcards, superhero box equipped with note pads, large and small monster pens, crayons, biro <p>Focus Teaching:</p> <ul style="list-style-type: none"> • Talk for Writing • Story sacks and props for retelling stories. • A range of writing experiences where children are writing for a purpose, labels and pictures to support topic discussion. • Name writing opportunities. • Visit to local library • Write letters to Santa 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Shared stories • Writing opportunities in all areas of provision • Writing for a purpose-labels, names, recipes, notes, plans, messages, safety notices, information texts, posters • Talk about and explore new vocabulary through stories and non-fiction books/texts <p>Focus Teaching:</p> <ul style="list-style-type: none"> • Engage in exciting hooks to introduce a book • To act out / retell stories using props • To use a wide variety of mark making tools • Talk for writing 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Engage in Shared Reading with a range of texts including non-fiction • Writing for a purpose-labels, names, recipes, notes, plans, messages, safety notices, information texts, posters • Talk about and explore new vocabulary through stories and nonfiction books/texts · Role play <p>Focus Teaching:</p> <ul style="list-style-type: none"> • Experience a variety of stories to enable children to be immersed in story language, contexts, events, characters, profiles/feelings etc. • Exciting provocations to represent writing/ mark making • Talk for Writing
-----------------	--	--	---

Hindpool Nursery School Curriculum - Cycle 1 - 3 and four year olds

Focus Teaching in Number and Number pattern through WRM nursery overview:

Starters: Number songs						Starters: Number songs						Starters: subitising and revision					
Wk1 - Colours: red, blue, yellow	Wk2 - Colours: Green, Purple, Mix of colours	Wk3 - Match: Buttons and colours, towers, shoes	Wk4 - Match: Number, Shapes, pattern handprints, big/small	Wk5- Sort: colour' Size, Shape-square, circle, triangle, rectangle, heart	Wk6 - Sort: What do you notice?, Guess the rule	Wk1 - Number 3: Subitising' Subitising	Wk2 - Number 3: 3 Little Pigs 1:1 counting Numerals/ triangles	Wk3 - Number 4: 1:1 counting Numerals Squares/ rectangles	Wk4 - Number 4: Composition of 4 Composition of 4 Composition of 4	Wk5- Number 5: 1:1 counting Numerals Pentagons	Wk6 - Number 5: Composition of 5 Composition of 5 Composition of 5	Wk1 - Sequencing 9	Wk2 - Positional language	Wk3 - More than/fewer than	Wk4 - Shape: 2D - revisit pattern from Autumn	Wk5- Shape: 3D - revisit pattern from Autumn	Wk6 - Consolidation: more than/fewer One more and one less
Wk7 - Number 1: Subitising , Counting ,numeral	Wk8 - Number 2: Subitise - dice pattern Random pattern Different size	Wk9 - Number 2: counting numeral numeral	Wk10 - Pattern: Extend AB colour, Extend AB outdoor, Movement	Wk11 - Pattern: Fix my pattern, Extend ABC colour, Extend ABC pattern outdoor	Wk12 - Consolidation: Winter activity week	Wk7 - Consolidate: 1-5	Wk8 - Number 6: Introduce 10 frame	Wk9 - Height and length: Tall/short Long/short Tall/long and short	Wk10 - Mass: Relate to books, 3 little pigs, Goldilocks	Wk11 - Capacity	Wk12 - Consolidation	Wk7 - Number composition: 1-5 revision	Wk8 - What comes after?	Wk9 - What comes before?	Wk10 - Numbers to 5	Wk11 - Consolidation: Activity weeks SUMMER	Wk12 - Consolidation: Activity weeks

Maths

<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> Explore number names through rote counting, songs, rhymes and stories. Number symbols in the environment. <p>Environmental and continual provision teaching in Number:</p> <ul style="list-style-type: none"> Counting and comparing groups of objects Find totals Find one more, one less Number problems <p>Environmental and continual provision learning in Number:</p> <ul style="list-style-type: none"> Explore shape in the environment and shape of everyday objects Explore different objects by size and weight Maths Café - opportunity to revisit and share learning Baking, language of capacity and quantity 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> Reciting numbers to 10 - forwards and backwards Join in with number songs Count a range of objects - 1 to 1 correspondence Access maths books in provision - number rhymes, counting, shape To show numbers using fingers To begin to record numbers To make pictures using shapes To recognise numbers and shapes in the indoor and outdoor environment <p>Environmental and continual provision learning in N:</p> <ul style="list-style-type: none"> Daily reciting numbers forwards and backwards Counting actions / sounds Subsiding activities <p>Environmental and continual provision teaching in N:</p> <ul style="list-style-type: none"> Make pictures with 2D shapes Make models with 3D shapes 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> Working with numbers up to 10 (not definitive) <p>Ordering numerals</p> <ul style="list-style-type: none"> Counting on and back Match numeral to quantity Access books with numbers and counting Calculating -more & less <p>Environmental and continual provision learning in N:</p> <ul style="list-style-type: none"> Counting and comparing groups of objects Find totals Find one more, one less Number problems <p>Environmental and continual provision learning in N:</p> <ul style="list-style-type: none"> Name and describe 2d shapes. Make patterns Compare and order lengths, heights, weights
---	--	---

		<ul style="list-style-type: none"> • Talk about shapes in the environment 	
Understanding the World	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Share and talk about the things, which are special to them. • Family tree • Use of Ipads and Interactive white board as part of provision • Access to engaging home corners • Topic corner • Experiments linked to topic e.g. gummi bears <p>Focus Teaching:</p> <ul style="list-style-type: none"> • take part in circle time activities • Visitors in to talk about special times • To explore seasonal changes – apple tree in environment • Baking sessions • Visit to local church, park and library • Visit to Conishead Priory • Listening walks and exploring the local area to create own class map • Curiosity cube to explore different themes e.g. remembrance, Diwali, nativity, changes over time • Dane Ghyll – pumpkin patch, playbus • Brisbane Park – scarecrow festival, remembrance – cenotaph, Christmas nativity 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Share own experiences / special times • Engage in circle time activities • To talk about / ask questions about the things they can see • Access Forest school activities • To operate ICT equipment <p>Focus Teaching:</p> <ul style="list-style-type: none"> • Key experiences in celebrations, festivals, national events • To explore seasonal changes • Visitors into school e.g. farm animals • ICT equipment to program - Beebots 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Engage in talking with partners/peers • Respond to targeted questions about family and friends • Talk about what they see and find • Use ICT to support focus activities, and explore Technology equipment e.g. cogs, lights <p>Focus Teaching:</p> <ul style="list-style-type: none"> • Key experiences in celebrations, festivals, national events • Explore change and growth investigate similarities and differences • Using cause and effect equipment that encourages problem solving

Expressive Art & Design	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Singing, music and movement • Draw and paint, observational and imaginations • Explore colour and texture through mixing – use of visual aids • Create colour and texture through mixing – use of salt and paint as mixed media • Access to a range of construction materials - blocks, junk, loose parts, playdough • Introduction to clay to create decoration • Practise with tools: spring assisted scissors, spreaders, cutters, hole punch, clay tools • Access to creative and imaginative areas <p>Focus Teaching:</p> <ul style="list-style-type: none"> • Daily Nursery rhyme singing with instruments • Songs linked to topic • Listening to syllables • Access to Painting easel and mark making areas with a variety of materials – tin foil, cling film. • Use of small, medium and large brushes appropriate to ability • Access to imaginative role play and small world • Learning Christmas songs • Use of easel for large movements 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Singing songs related to topic / story / seasons • To listen to and respond to music – indoors and outdoors • Access to drawing and painting indoors and outdoors • Talk about textures – baking activities / food tasting / sensory tubs • To access a variety of construction materials • Access to engaging Role play areas <p>Focus Teaching:</p> <ul style="list-style-type: none"> • Painting challenges linked to topic / story • Construction challenges linked to topic / story • Use Props to retell a story – small world / role play area 	<p>Daily opportunities for key learning:</p> <ul style="list-style-type: none"> • Singing, music and movement • Draw and paint • Explore colour and texture through mixing • Create colour and texture through mixing • Access to a range of construction materials • Practise with tools: scissors, spreaders, cutters, hole punch, clay tools • Access to creative and imaginative areas <p>Focus Teaching:</p> <ul style="list-style-type: none"> • Representational drawings using timelines • Explore work of a famous artist • Design and construct with a purpose • Acting out a narrative or story with peers
-------------------------	--	--	--

Parent Partnership	Stay and play session Cosy Christmas Christmas concert Parent Sessions in C R Maths Cafe Where appropriate parents to share experiences for festivals	Stay and play session with a reading focus Mother's day Easter egg hunt year 1 / year 2 After school club with parents Easter concert Parent Sessions in C R Science Cafe	Parents to be invited to see 'performances' Cards for a 'special person' for Father's day as appropriate Forest school sessions for parents Parent Sessions in C R
Local Community	Local Church link- to talk about celebrations Christmas Eid celebrations	Local farm - bringing in animals Chick life cycle - eggs from Mrs C Local Church link- to talk about New Life & celebrations- Easter & Christmas	Cooking chapattis and recipes to be sent home Gardening Club
British Values	Tolerance of different faiths and beliefs Democracy Mutual Respect Individual Liberty Rule of Law Book vote daily	Tolerance of different faiths and beliefs Democracy Mutual Respect Individual Liberty Rule of Law	Tolerance of different faiths and beliefs Democracy Mutual Respect Individual Liberty Rule of Law

Children develop at different rates. We have an ambitious curriculum for all our children, and all children will work towards these End Points. Hindpool Nursery School End Points will be measured by observations of children in child initiated and adult directed activities and children's work in their Tapestry profile.