

## Moreton Curriculum Overview for Nursery and Reception

### Leadership

- **EYFS Leader and Reception Teacher** – Mrs Greenway
- **Nursery Lead** – Mrs Butler
- **Early years TAs** – Mrs Arblaster, Mrs Dykes, Mrs Hughes, Mrs Jones

**EYFS Curriculum Intent:** Here at Moreton, we are passionate that all children experience high quality and meaningful early years experiences and education, enabling them to develop a curiosity about the world around them, build positive relationships and become lifelong learners in a safe and stimulating environment. We ensure that every child makes progress in all areas of learning from their own unique starting point, becoming independent, inquisitive and happy learners who feel safe and included.

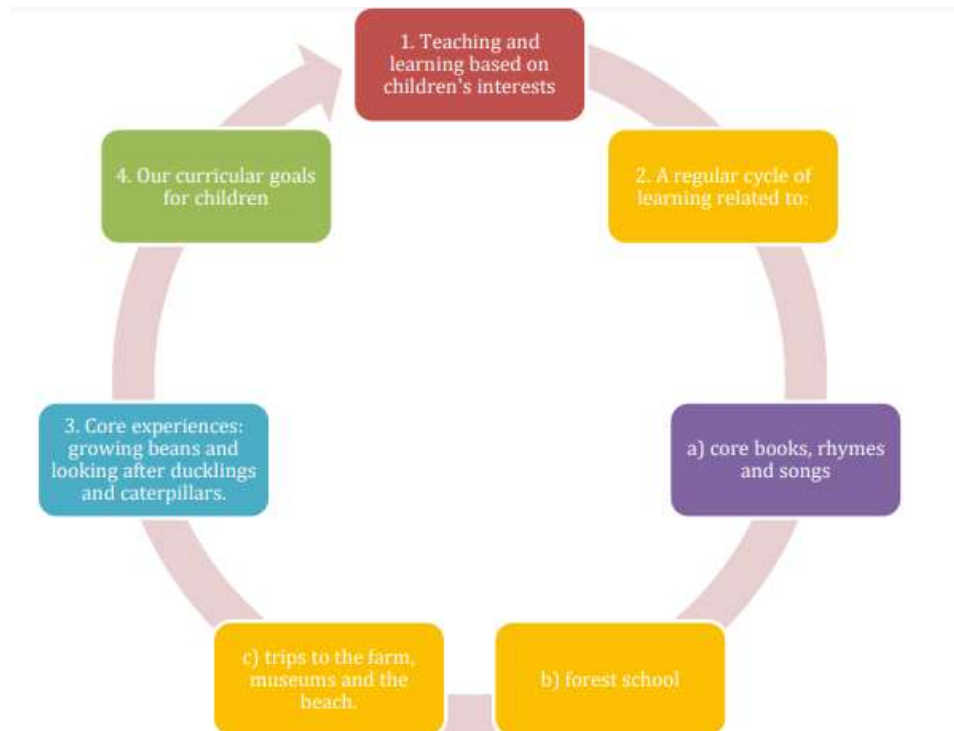
Our early year's team recognise the value of ensuring our youngest pupils getting the best possible start in their educational journey. Therefore, we place high value upon ensuring our early year's staff receive CPD to ensure that professional knowledge and needs are supported. Creating a nurturing environment with a shared thirst for knowledge.

### What is important to our setting?

- That children are happy, included and safe.
- Children enjoy books and have a love for storytelling, reading and writing.
- Children have plenty of time to play and learn new skills through their experiences. Children have access to a stimulating environment based on their interests and areas of development.
- Children are engaged in tasks and demonstrate a love of learning.
- Children have equal opportunities to experience the wider world in which they live and are given the chances to go on trips and speak with people with a range of different occupations and responsibilities within the community.
- Children understand the importance of diversity and engage in a range of multicultural experiences and celebrations. Children understand that we are all different individuals with different ideas and opinions and yet we should all be treated equally.
- Children have opportunities to be independent individuals who can practise life skills such as cooking, dancing, painting, as well as having independence to make choices.

## Curriculum Overview

We offer a high quality broad and balanced curriculum which has four main elements:



**1) Teaching and Learning** is based on the children's interests. Provision set out for the week is based both on topic themes, child's interests, and children's area of development (Next steps) that they need to practise more in depth. Our early year's team use planning in the moment to create many 'I wonder' moments where children are able to explore, think critically and develop their own ideas and explanations. Creating confident active learners with a passion for learning. We have a high mobility rate and children arrive at different points in the year. For mid-year arrivals, the curriculum is modified to meet their needs (e.g. focusing on simpler rhymes and books in the early weeks).



## **2) A Regular Cycle of Learning**

- Nursery and Reception have daily adult led literacy sessions following Pathways to Poetry and Pathways to Write programmes. Using well-chosen and inspiring texts as a starting point to inspire pupils' own love of writing. Early years children develop vocabulary, spoken language and early reading and writing skills; giving pupils the opportunity to play with language orally.
- Nursery and Reception have daily adult led maths sessions following Kate Burton's scheme, building children's numeracy skills through comparison, counting, cardinality and composition using a range of multisensory activities.
- Reception have daily phonics sessions following Little Wandle Revised Letters and Sounds; phase 1 in nursery and phases 2, 3 and 4 in reception.
- Reception children have group reading sessions three times a week developing decoding, prosody, comprehension and reading fluency.
- Both Nursery and Reception have daily access in provision to all Seven Areas of Learning, giving children opportunities to investigate, play and explore.
- Nursery and Reception go to Forest School once a week and do daily outside play to encourage exploration of the world around us.
- Modelled Vocabulary – segmenting practice and literacy rich environment.
- French Lessons for Reception to help them recognise and immerse themselves into different cultures and ways of life.
- Fine motor (funky fingers) practise.
- Writing their names on arrival.
- Daily check in with days of the week, weather and songs.
- Experience important days for other cultures and countries such as French Bastille Day, Bonfire Night, Diwali, Queens Jubilee etc



## **2A) Core Books, Rhymes and Songs**

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- Sharing high-quality stories and poems.
- Learning a range of nursery rhymes and action rhymes
- Activities that develop focused listening and attention, including oral blending.
- Attention to high-quality language.
- Access to class and school library areas.
- Books and resources from Shropshire Library Service, changed termly to include topics, current events and child's interests.

Children have access to high quality picture books and poetry including:

- Peace at Last
- The Three Little Pigs
- Let's all creep through crocodile creek
- The pirates are coming
- Giganotosaurus
- The Seesaw



## **2B) Forest School**

Children participate in weekly forest school sessions to further enhance their learning through exploring and gaining new learning experiences engaging with the outdoor environment and local wildlife whatever the weather. Activities include:

- Gardening and planting.
- Mapping.
- Making animal feeders and homes.
- Seasonal changes – Natural Hunts.
- Weather patterns.
- Building dens.
- Thinking about staying safe.
- Outside interactive stories.



### **2C) Additional experiences**

We ensure frequent and a wide range of trips and visits to increase children's knowledge, sense of the world around them and their place in it.

- Zoo
- Farms and fruit picking
- National Trust (walks and wildlife)
- Church visits.
- Theatre trips.
- Visitors into the setting with different occupations, such as: Librarians, Doctors, Dentists, Authors, Artists and Farmers.
- People with different cultures in on a celebratory day such as Hindu/Buddhist for Diwali.
- Children also participate in whole school special events such as, Anti-bullying Week, Mental Health Week, Children in Need, Queens Jubilee...
- Additional trips or visitors linked to topics, such as The Animal Man, Jake the story teller, Shropshire Falconry and Alison's Bees.



### **3) Experiences, Celebrations and Seasonal Experiences.**

Children have opportunities to celebrate many different national and international events and festivals.

**Celebrations** – St Patricks Day, St David's Day, Diwali, Bonfire Night, Christmas, Bastille Day, Mother's Day, Father's Day, St Georges Day, Chinese New Year, New Years, Easter, Holi Day, Pancake Day.

**Experiences** – Sensory activities, reading, writing, cooking, planting, junk modelling and creating, science experiments, Forest School, P.E, R.E, and maths.

**Seasonal Changes** – Discussed in 'Mat Chat' daily. Investigations and activities during forest school sessions to enable children to explore and develop their own ideas and make links. Provision within the room set up to include seasonal changes to explore on the 'Season Investigation Reel'. Continuous Provision themed throughout the year such as for Spring- Daffodil Painting/ autumn – Pumpkin Carving, winter – Artic Tuff Tray and summer – Under the Sea Tuff tray etc.



#### **4. Our Curriculum Goals**

Most learning is play-based and takes place indoors and outside. There is a balance between adult-initiated experiences (guided learning) and child-initiated experiences. Along with following Development Matters (2020), we designed our curriculum with the particular strengths and needs of the children of Addmore Federation in mind.

1. **To be confident** to try new activities and show independence, resilience and perseverance **(Nursery and Reception)**
2. **To share** by working cooperatively with peers and taking turns with others. **(Nursery and Reception)**
3. **To tell a story** - enjoy a range of books, make predictions based on the story **(Nursery and Reception)** and to be able to read aloud simple sentences using phonetic skills and to create their own story **(Reception)**
4. Children are **potty trained** ready for the transition to Reception **(Nursery)**
5. **To enjoy writing** (mark making) and to recognise and attempt to write their names (Nursery) and to feel confident to attempt to write a sentence (Reception)
6. **To follow a recipe** to bake (cake, bread or biscuit) and enjoy baking **(Nursery and Reception)**



## **5. Assessment**

Most assessment is formative, so that it quickly helps us to make a difference to children's learning. However, we also need to have an overview of children's progress, so that we can take further actions where needed, and so we can monitor equalities. One of the most powerful forms of assessment takes place in the here-and-now as part of our 'Planning in the moment'. **On-going formative assessment** through child interaction and observations to inform next steps and child interests. This is when we notice something important about a child's learning and respond to it to help them build their learning. That response can take different forms including:

- stand back and be encouraging;
- get involved to extend the learning, by joining in with the play, engaging in a conversation, or showing the child a specific skill to help them accomplish what they want to do;
- reflect afterwards and bring in new resources or plan something special in response to what we noticed.

Alongside formative assessment we also use summative assess to track pupil progress in both Nursery and Reception through:

1) **Settling in observation**

2) **Nursery 2 year check** review a child's development and progress in the 3 prime areas of learning and development in the EYFS framework.

3) **Government Baseline Assessment** to be done in Reception within the first 6 weeks of school.

4) **Marking and Feedback** following school marking policy.

5) **Phonics Tracking** through Little Wandle assessment every half term in Reception.

6) **Weekly Reading** in Reception following Little Wandle decoding, prosody and comprehension themes. Weekly reading for enjoyment in both Nursery and Reception ongoing.

7) **Summative Assessment EYFS Profile** - at the end of the academic year to gain an overview of the child's progress and development in Reception. Shared with parents through end of year reports published in June.



<p><b>1. To be confident</b> to try new activities and show independence, resilience and perseverance.</p>	
<p><b>First milestone:</b> children make a strong relationship with their key person. Increasingly, they separate confidently from their parent at the start of the session and become involved in their play. They use their key person as a 'secure base' throughout the session, 'touching base' as/when needed.</p>	<p>Where children need individualised and additional help, this will be offered promptly. Help includes: individual meetings with parents to map a way forward; Early Help support for parenting; Triple P parenting. As children grow in confidence, their involvement in nursery activities deepens. They explore a wider range of activities. They play for longer periods of time. They play alongside friends. They play collaboratively. They develop their 'pretend play'.</p>
<p><b>Second milestone:</b> children take part in pretend play, communicating and negotiating with their friends.</p>	<p>As children's engagement and perseverance grows, they either challenge themselves with more difficult activities, or they respond positively to adults challenging them.</p>
<p><b>Third milestone:</b> children persevere with difficulties. They make comments about their learning and play and show pleasure/pride in what they have done.</p>	<p>As children play and learn more collaboratively, over longer time periods, and taking part in more challenging activities, they talk about and reflect on their learning. Children are able to show resilience with self-set challenges.</p>
<p><b>Final milestone:</b> children reflect on their learning, they comment on their 'thinking' and the ways they go about their learning. They reflect on what helps them to persevere through difficulties and what helps them when they find things hard. Children show they are developing their metacognition.</p>	





<b>2. To share</b> by working cooperatively with peers and taking turns with others.	
<b>First milestone:</b> Children to engage with others in play. Becoming increasing confident to play when key adults are nearby.	Children begin to access a range of resources in the setting with growing independence and confidence. Over time, they develop play together activities and draw others into their play.
<b>Second milestone:</b> children to show 'effort-ful' control where they are able to wait for a turn without grabbing/snatching.	Adult to notice and talk about children's feelings and model useful phrases like 'Can I have a turn please?' Children are increasingly able to talk about their feelings/emotions and begin to manage these. Children recognise, talk about and expand on the emotions of others. Realising that their actions affects others.
<b>Third milestone:</b> Children play with one or more children, extending and elaborating play ideas. Finding solutions to conflicts and rivalries by talking to each other.	Over time children are increasingly able to work together to make decisions about play, resources and equipment. Thinking about others when making their decisions. Adults may still need to model positive behaviour and narrate what was kind/considerate behaviour.
<b>Forth milestone:</b> Children able to identify and moderate their own feelings and behaviours in play situations taking into accounts others.	Children able to use some strategies, with support initially, to stay calm when frustrated. They are able to take turns, wait patiently for short periods of time and tidy up after themselves. Children given opportunities to reflect on their own learning and personal achievements.
<b>Final milestone:</b> Children to have constructive and respectful relationships where they are able to praise and support each other in play and learning activities.	



**3. To tell a story** - enjoy a range of books, make predictions based on the story, be able to read aloud simple sentences using phonetic skills and to create their own story.

**First milestone:** children take part in pretend play, making up or developing a story.

Children may begin by pretend-playing on their own with toys like farm animals, wild animals, dinosaurs or Duplo people. They may put on a costume to become a superhero or another character. Over time, their play becomes more complex. They are able to play with other children, developing the play together (e.g. deciding who will play what role in the home corner, or telling a story with the Duplo people where different Duplo people have different characters).

**Second milestone:** children take part in interactive reading. They respond to the features of the story. Children engage in number rhymes with props and join in with the actions.

As children become more used to interactive reading, they ask questions and make links between what happens in the story and their own experiences. Children join in with rhymes and songs e.g. repeating words or following actions. Children play with props to retell/make up their own stories, including use of the 'Helicopter Story' approach.

**Third milestone:** children take part in telling a story using story sacks/puppets with adult help or can create their own story of their day using a visual timetable. They begin to become familiar of the way stories are structured

As children become more used to story structure, they can increasingly take over and use the symbols and the props. They can make up their own story or 'tell the story of their day in nursery' with little prompting from the adult.

**Final milestone:** children use familiar stories to help develop the character, setting, problem and solution for their story. They tell their story to one or more people.

4. Children are <b>potty trained</b> ready for the transition to Reception ( <b>Nursery</b> )	
<b>First milestone:</b> Children are starting to show awareness of hygiene and are showing interest in the potty.	Children are starting to sit on a potty in the toilet area and are starting to ask questions about the potty.
<b>Second milestone:</b> Children are coming into school wanting to use the potty although they may still be in pull ups.	Children are starting to become aware of toilet needs and are asking to use the potty now and again. Children are happy to sit on the potty.
<b>Third milestone:</b> Children are using the potty regularly and asking to use the potty. Children are coming into Nursery with pants or pull ups on. Their pull up is dry or their pants throughout the session. Children may still be having the odd accident.	Children know where the school toilets are and are able to get the potties out and ask a member of staff to use the potty when needed. Children understand when they need the toilet and do not need to be reminded.
<b>Final milestone:</b> Children are coming into nursery in their big boys and girls pants using and asking for the toilet when needed and children's pants are dry throughout the session.	

5. To enjoy writing and to feel confident to attempt to write a sentence.	
<b>First milestone:</b> Children can use the muscles in their hands and arms to make big movements and bring together hand and eye movements to fix on and make contact with objects. Children will increasingly become confident in engaging in activities such as: throwing and catching balls, pushing the wagon, exploring a musical instrument, playdough and paint.	As children build up their large and fine motor skills they engage in activities for a longer period of time. They can grasp objects and can focus on what they are doing e.g. hold arms out and wait to catch a ball, thread beads on to a piece of string or build a stable tower of up to 10 blocks etc Where children need individualised and additional help, this will be offered promptly. Help includes: individualised support from key person; small group work; individual meetings with parents to map a way forward.
<b>Second milestone:</b> Children can make random marks with their fingers and some tools.	Children will engage in a variety of ways to make marks e.g. making marks in dough/clay/sand, holding a paint brush to make marks or using chalk on the ground in the garden etc. As children become more confident in making marks they begin to talk about their marks with others and give meaning to these e.g. "That's mummy" or "It's a dinosaur."

<p><b>Third milestone:</b> As children's mark making develops they make more small controlled movements and can draw lines and circles. They can distinguish between these marks e.g. 'line, circle, zig zag' etc. They begin to use anticlockwise movements and retrace vertical lines. Children are familiar with language of directionality such as 'up, down, round and round.'</p>	<p>Children can find their name card and are look at it when attempting to write their name. As children use their name cards repeatedly and becoming familiar with the Little Wandle letter formation sheet they become more confident in attempting to form letters. Children will begin to form recognisable letters.</p>
<p><b>Forth milestone:</b> Children hold their pen or pencil with a comfortable grip. They are beginning to write some letters accurately using Little Wandle letter formation sheets.</p>	<p>Children will engage in writing opportunities to practice letter sound correspondence with adult support and Little Wandle support materials. Children to add labels and annotations to their pictures. Adults will encourage an effective pencil grip.</p>
<p><b>Final milestone:</b> Children to be able to verbally rehearse a complete sentence and recognise any tricky words. Once children are confident with their sentence structure they use letter-sound correspondences to write a phonically plausible sentence with a capital letter and full stop.</p>	

<p><b>6. To follow a recipe</b> to bake a cake, piece of bread or a biscuit.</p>	
<p><b>First milestone:</b> With adult support, children mix different ingredients, including: sand and water, and flour and water to make simple playdough. They use the following tools: wooden spoons, sieves, scoops, rolling pins, cookie cutters and knives. They follow simple recipes in areas such as the mud kitchen.</p>	<p>As children take part in these activities, they become more precise in using scoops (filling the scoop carefully to the top); they count the scoops as they tip them out; they use a wide range of different-sized buckets, tins and other containers. Children become confident in using tools at the snack table to prepare their own snack e.g. chopping their own banana, pouring milk from the jug.</p>
<p><b>Second milestone:</b> in a small group, children follow the steps in making a cupcake with an adult.</p>	<p>The adult draws children's attention to the recipe card. Children and adults to discuss where the ingredients came from. With adult help, children use measures (teaspoon, tablespoon, cup etc) and tip in the ingredients. With adult help, they mix the ingredients. They help to cook these and reflect on the process. As children become more used to cooking, the adult reduces their support for the group. Children also mix other substances together carefully,</p>

	with adult guidance, e.g. mixing water and powder paint.
<b>Third milestone:</b> In small group cooking activities, children follow the steps in making a biscuit with an adult.	They independently fill measures carefully to the top (teaspoon, tablespoon, cup etc). They recognise the numerals in the recipe card. When they count out quantities (e.g. 3 teaspoons of salt) they say the numbers in the correct order (1-2-3) and they know that the last number they say (3) is the total number of spoonfuls they have added. As children become more independent, there is minimal adult support as they follow recipe cards and follow paint mixing cards.
<b>Final milestone:</b> children follow the steps of a recipe independently. They measure ingredients, mix them and create their own biscuit by placing the mixture onto a greaseproof tray ready to be baked. Children are able to talk about the importance of healthy eating and hand washing before cooking/eating.	