EYFS-Nursery

In the EYFS we follow the children’s interest therefore we do not follow set topics. We firmly believe that a child learns best through active, hands-on and meaningful experiences. Although we follow the child’s lead and recognise each child’s different starting points, we do explore seasonal changes and celebrations through the stories we read and real life experiences. We will also encourage key aspects of child development through play to ensure each child is ready for the next stage in their journey.

**As soon as your child starts with us our priority is to focus on the Prime Areas. We strongly believe that once the Prime Areas are in place, children are ready to learn the Specific Areas. The Prime Areas are key to being ‘school ready’ and therefore being equipped for a successful start to Reception Year.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area of Learning**  | **Autumn/First Term** | **Spring/Second Term** | **Summer/Third Term** | **Possible stories** |
| **Personal, Social and Emotional Development****Prime Area** | * To build positive relationships with key workers and other adults
* To build new relationships with peers
* To settle into new routines and rules of the room
* To encourage children to access areas in the room independently
* Relationships between key worker and parents are developed
 | * Where possible, to support children to accept the needs of others and share resources
* To know where things go in the room e.g. children to find resources they need and put away
* Begin to share experiences from home through focus child sheets which have been completed by parents
 | * Begin transition into Reception and talk about the changes
* To encourage children to begin to solve their own problems through dialogue
* Children to develop key self- help skills e.g. put on coat, toilet, wash hands, put things away in own bags
* Visit from school teachers
 | * Feelings books
* A Place to Stay
* The Picky Eater
* What’s worrying you?
* Hands are not for Hitting
* Teeth are not for biting
* I am absolutely too small for school
* Starting school
* Happy to be Me
 |
| **Communication and Language** **C:\Users\stkh001.SLINF\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\56F86A97.tmpPrime Area****C:\Users\stkh001.SLINF\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\4D3DBA59.tmpC:\Users\stkh001.SLINF\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\820B29A.tmp** | * Story sessions
* Poetry Basket
* Make SALT referrals and assess using Wellcomm
* Nursery Rhymes
* Short and sharp carpet sessions to encourage listening and attention
* **Phase 1 Phonics- aspect 1,2,3**
* To encourage children to speak in sentences- modelling correct sentences
* To follow simple sentences
 | * Children to talk together during play- adults to roe model
* Wellcomm and SALT activities
* Joining in with rhymes and songs that they have now learnt well
* Carpet sessions continue and will focus on speaking skills e.g. Growing Talk activities
* **Phase 1 Phonics- aspect 4,5,6**
 | * Children to begin to ask more questions and giving answers to questions
* Children to talk in full sentences
* Vocabulary developing at a rapid pace
* **Phase 1 Phonics-aspect 7**
 | **All books/poems we read will promote every aspect of this area of learning.** |
| **Physical Development****Prime Area****C:\Users\stkh001.SLINF\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\69C9D18B.tmp** | * To support children with personal care e.g. using the toilet independently, accessing drink station
* To develop gross motor skills and core strength through physical activity and Zip Active activities
* To show how to use knife and fork correctly
 | * Gross motor skills highly promoted and fine motor skills encouraged
* Self-help dough station- finger strengthening
* Provision ensures fine motor activities
* Hall sessions-Cosmic Yoga, Go Noodle, physical games and equipment
* Children encouraged to put on own coats and wellies
 | * Children encouraged to fasten zip on coat
* To go to the hall for P.E and get changed into a P.E kit
* Big push on fine motor skills
* To ensure children are toilet trained and can wipe own bottom
 | * The Busy Body book
* The Pigeon needs a Bath
* Big Smelly Bear
* Brush your teeth please
* Good Enough to Eat
* Little Pea
* P is for Potty Training
* Wash your Hands!
 |
| **Maths****Specific Area** | Maths is seen to be everywhere inside and outside our Nursery provision. We teach **Maths through play and the stories we read**  focusing on the following:* Counting 1:1 to 5
* Rote counting to 10
* Conservation of number 1-5
* Subsidising 1-5
* Shape, Space and Measures
 | Maths is seen to be everywhere inside and outside our Nursery provision. We teach **Maths through play** focusing on the following:* Counting 1:1 to 5
* Rote counting to 10
* Conservation of number 1-5
* Subsidising 1-5

Shape, Space and Measures | Maths is seen to be everywhere inside and outside our Nursery provision. We teach **Maths through play** focusing on the following:* Counting 1:1 to 5
* Rote counting to 10
* Conservation of number 1-5
* Subsidising 1-5

Shape, Space and MeasuresSmall carpet time sessions will start to take place.  | * Number rhymes
* Round is a Mooncake
* Monsters love colours
* A Pair of Socks
* How Many Snails?
* Ten Little book range
* Sorting
* Bear Counts
 |
| **Literacy****Specific Area****C:\Users\stkh001.SLINF\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\4D3DBA59.tmp** | * Story sessions
* Poetry Basket
* Nursery Rhymes
* **Phase 1 Phonics- aspect 1,2,3 sessions and taught discretely**
* Nursery Rhyme packs sent out – home learning links
* Poetry Basket poem sent home- home learning links
* Recognise own name
* Mark-Making promoted indoors and outdoors
 | * Story sessions
* Poetry Basket
* Nursery Rhymes
* **Phase 1 Phonics- aspect 4.5,6 sessions and taught discretely**

Children will be exposed to a ‘Letter Sound a Week.’ * Nursery Rhyme packs sent out – home learning links
* Poetry Basket poem sent home- home learning links
* Recognise own name and begin to copy some letters
* Mark-making promoted inside and outside
 | * Story sessions
* Poetry Basket
* Nursery Rhymes
* **Phase 1 Phonics-aspect 7 sessions and taught discretely**
* Lots of blending and segmenting will take place throughout the day and at group times using FRED FROG
* For those who are ready children will be encouraged to write letter sounds when meaningful to them e.g. lists, labels, captions etc
* To write name using name card
 | All books read will promote this area. |
| **Understanding of the World**Naturally, children are inquisitive and want to learn about their world. Here are some examples of interests that we explored last year:* People who help us- vets, fire services
* Under the Sea
* Mini-Beasts
* Seeds and Growth
* Kites and wind
* Dentist and teeth

**Specific Area** | * IPads
* CD player
* Harvest
* Diwali
* Christmas
* Bonfire Night
* Armistice Day
* Emergency Services visits
* Seasonal Change -Autumn
* Walks into the local environment e.g Feed the Ducks, Dominoes, Tescos, Market
* Home corner Role Play
* Children to share experiences through Focus Child Sheet
 | * Chinese New Year
* Holi Festival
* Seasonal Change- spring
* Easter
* Bluebots
* Mother’s Day
* Visitors e.g. Emergency services, Tractors etc
 | * Father’s Day
* Islam/Ramadan
* Seasonal Change- summer
 | * Jack and the Beanstalk
* Little Red Riding Hood
* Once there were Giants
* One Year with Kipper
* Tadpole’s promise
* The Gruffalo
* The Three Little Pigs
* Welcome to Our World
 |
| **Expressive Art and Design****Specific Area** | * Learning new songs
* Christmas cards
* To join in with imaginative role-play- home corner
* To explore the Art area and investigate all materials
* Explore musical instruments
 | * Easter crafts
* To access all Art materials independently and ask if they need something that is not accessible
* To realise it is Ok to just have a go and encourage creativity
* To make quiet and loud sounds using instruments
 | * To be confident to access music, creative arts and role play
* To show preferences and have ideas
* To begin to find a rhythm and beat when using instruments
* To pretend to be superheroes, emergency services etc
 | * The dot
* Chalk
* Beautiful oops!
* Not a Box
* Flotsam
* Eric Carle books
* Giraffes can’t Dance
* Footloose
 |

Please note that although the themes are ‘boxed’ under each term, some will continue throughout the year and some may be covered earlier or later on in the year, depending on the cohorts needs. Cross-curricular links are encouraged through the above themes and child’s interests.