



# **Curriculum Framework for Nursery**

# The National Curriculum and the Early Years Foundation Stage

In Nursery and Reception we follow the Early Years Foundation Stage Curriculum. A link to this can be found on our website.

In Years One to Six we follow the national curriculum for England and Wales. A link to the National Curriculum can be found on our website. This gives a detailed breakdown of programmes of study for each curriculum area as follows:

<b>English</b>	Programmes of Study for: <ul style="list-style-type: none"><li>• Year One</li><li>• Year Two,</li><li>• “Lower Key Stage Two” (by the end of Year Four)</li><li>• “Upper Key Stage Two” (by the end of Year Six)</li><li>• Programmes of Study for each Year Group for Vocabulary, Grammar and Punctuation</li></ul>
<b>Maths</b>	Programmes of Study for each group from Years One to Six
<b>Science</b>	Programmes of Study for each group from Years One to Six
<b>All other National Curriculum Subjects</b>	Attainment Targets and Subject Content for Key Stage One (Years One and Two) and Key Stage Two (Years Three to Six)

We also follow the Cambridgeshire Agreed Syllabus for Religious Education.

## How the Curriculum Is Organised

On the following pages you can see what is being taught in each curriculum area each half term.

Whatever we are teaching, there are certain key features that are consistent about how the curriculum is organised and delivered...

### 1. A “Context for Learning”

We teach most subjects through a “Context for Learning”. This is the over-arching topic we use to provide a meaningful context to the children’s work. Usually each half term will have a different “Context for Learning”. We use these contexts to teach all the national curriculum subjects, and look to make links between the subject areas.

Literacy and mathematics are taught each day and linked to the theme where possible. Some lessons may be taught discretely if they do not fit in with the context for learning.

We may when appropriate focus on a particular curriculum area for a few days. For example, rather than having one art lesson at a particular time every week, children may have a week focusing on art, enabling them to really get their teeth into a particular project.

Some curriculum areas may not be taught every half term (for example, History may be taught one half term then Geography the following half term).

### 2. An Exciting “Entry Point”

Each context for learning begins with a “wow” entry point for the children. The purpose of these is to stimulate children’s excitement, interest and motivation to learn. These events usually happen in

the first couple of weeks of teaching using that context. They may involve children going on a class trip or it may be an event organised in school.

### **3. Our Question Boards**

Each class begins each half term's context for learning by brainstorming what they already know about the area and generating questions that they would like to find out the answers to. Each classroom has a "questions board" with the children's questions displayed. These help inform the teacher's planning for each half term and are used to help the children to become active, independent learners.

We strongly believe that this skills-based approach to teaching and learning has a positive impact on your child's enjoyment and achievement at school.

## **A Personalised Curriculum for Your Child**

Precise learning objectives are differentiated according to each child's next steps in their learning. You can find out more detail about your child's next steps in learning by coming to the Parents' Evening Meetings in the Autumn and Spring terms, from your child's Annual Written Report in the Summer Term and by making an appointment with your child's class teacher if you feel you need more information or have any concerns.

Homework is another good way of keeping up with what your child is learning. Reading with your child, helping them learn spellings, number bonds, multiplication tables and other activities that are sent home give a good indication of the areas your child is working on.

# Our Curriculum for Nursery for the First Half of Autumn Term

## Context for Learning: New Beginnings – Exploring Nursery!

	Link to National Curriculum Area	Brief Description of what is being taught
<b>Communication &amp; Language</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>Children talk about their home and family and build up their vocabulary focused on people that are of importance to them.</li> <li>Children learn new words and use them confidently in speech.</li> <li>Children use talk in imaginative and pretend play.</li> <li>Children listen to their peers with attention.</li> <li>Children learn to instructions and learn to follow them e.g. being kind to one another ensuring that we look after our classroom and keep it tidy.</li> <li>Children join in with repeated refrains during story time and singing rhymes.</li> </ul>
<b>Physical Development</b>	<b>Physical Education</b>	<ul style="list-style-type: none"> <li>Children move in various different ways.</li> <li>They practice using pens/crayons and using gross movements draw straight lines and circles.</li> <li>Children practice at becoming independent at dressing themselves and using the toilet.</li> <li>They begin to learn about what foods are healthy and good for our bodies.</li> <li>Children practice at building and making constructions with various resources, such as bricks.</li> </ul>
<b>Personal, Social &amp; Emotional</b>	<b>PHSE and Citizenship</b>	<ul style="list-style-type: none"> <li>Children become confident within the setting and practice at talking in-front of small groups.</li> <li>Children learn how to share and take turns.</li> <li>They learn how to adapt behaviour during certain situations such as sitting still and taking turns to speak during key-worker time.</li> <li>Children enjoy being able to initiate play and select resources and choose what activities to participate in during free flow.</li> <li>Children feel proud and responsible at carrying out small tasks such as pouring the water out at snack time.</li> <li>Children learn to be kind to each other and how to make friends.</li> </ul>
<b>Literacy</b>	<b>Literacy</b>	<ul style="list-style-type: none"> <li>Children enjoy creating meaningful marks on paper, in sand and on the floor with chalks.</li> <li>Children begin to write some recognisable letters from their name.</li> <li>Children are interested in reading and joining in with stories. Some stories will be based around beginning at Nursery and Autumn.</li> <li>Children join in with rhyming activities.</li> <li>Children can describe settings, events and principle characters.</li> </ul>
<b>Maths</b>	<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Children use counting accurately during their play. For example counting conkers or cones in our investigation area.</li> <li>Children are interested in numerals and begin to match the numeral to quantity.</li> <li>They realise that anything can be counted e.g. jumps , number of marks on a page etc.</li> <li>Children notice the shapes around them and enjoy fitting autumn puzzle pieces together.</li> <li>They begin to talk about shapes and select them appropriately during tasks. For example, selecting shapes that could create a house.</li> <li>They compare amounts using language such as more and less.</li> </ul>
<b>Expressive Arts and Design</b>	<b>Design and Technology Music Art and Design Dance</b>	<ul style="list-style-type: none"> <li>They move to music to express an event or how they feel.</li> <li>Children enjoy creating different sounds with instruments.</li> <li>Children perform a Harvest song.</li> <li>Children learn popular nursery rhymes and sing songs based around the theme of Autumn.</li> <li>Children engage in role-play, such as pretending to be at the shops or going to the doctors.</li> <li>They make books about themselves.</li> <li>They express themselves and represent ideas using paint and pens.</li> <li>They create with purpose using junk modelling resources and various collage materials.</li> </ul>
<b>Understanding the World</b>	<b>Geography History Science</b>	<ul style="list-style-type: none"> <li>Children learn that changes happen when vegetables are cooked.</li> <li>Children talk about the things that they observe outside such as the plants and animals that they see.</li> <li>Children learn about Eid and Diwali.</li> </ul>

	<b>Religious Education Languages Computing</b>	<ul style="list-style-type: none"> <li>• Children learning about similarities and differences that we have.</li> <li>• Children celebrate their birthdays with their friends.</li> <li>• Children able to access an interactive white-board and computers.</li> <li>• Children able to try using a small robot called a bee-bot.</li> </ul>
	<b>Cooking and Nutrition</b>	<ul style="list-style-type: none"> <li>• Children taste different fruits during snack time and describe what they taste like.</li> <li>• Children create Indian snacks to celebrate Eid.</li> </ul>

<b>Educational Visits/Visitors</b>	Harvest Festival
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