

## Curriculum Overview: Acorn Class (Nursery)

### The Overarching Principles:

**Unique Child:** Every child is unique and constantly learning. They can be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong and positive relationships. This supports the children in becoming strong and independent individuals.

**Enabling Environments:** Children learn and develop well in enabling environments that safe and secure and with support from adults who respond to their individual interests and needs and help them build learning over time.

**Learning and Development:** Children learn and develop at different rates.

### Characteristics of Effective Teaching and Learning

#### Playing and exploring

“Children investigate and experience things, and ‘have a go’.”

#### Active Learning

“Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.”

#### Creating and thinking critically

“Children have and develop their own ideas, make links between ideas, and develop strategies for choosing things”

	Autumn	Spring	Summer
<b>Talk for writing Suggested texts</b>	The Nursery Rhyme	Three Little Pigs	Going on a Bear Hunt
<b>Special Events, Festivals and Celebrations</b>	Harvest festival Bonfire Night Diwali Remembrance Day Anti - Bullying Children in Need Christmas	Chinese New Year Kindness Day Valentine’s Day	Pancake Day Easter Lent St Patricks Day
			Queen’s Jubilee Maths/ Science Week  Sports Day Transitions to School

## Prime Area's

Our teaching of the Prime Areas reflects that they are fundamental to children's successful learning in the specific areas.

They are;

- ❖ **Personal, Social and Emotional Development, Communication and Language, Physical Development**

<b>Our 2- 3years children will be learning to;</b>			
<b>Personal, social and Emotional Development</b>  <b>(Self-Regulation, Managing self, Building Relationships)</b>	Find ways to calm themselves, through being calmed and comforted by their key person	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Develop their sense of responsibility and membership of a community.
	Establish their sense of self.		Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
	Express preferences and decisions. They also try new things and start establishing their autonomy.	Become more outgoing with unfamiliar people, in the safe context of their setting.	Develop appropriate ways of being assertive.
	Engage with others through gestures, gaze and talk.	Show more confidence in new social situations.	Talk with others to solve conflicts.
	Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.	Increasingly follow rules, understanding why they are important.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
	Find ways of managing transitions, for example from their parent to their key person.	Do not always need an adult to remind them of a rule.	Be increasingly able to talk about and manage their emotions
	Thrive as they develop self-assurance.	Play with one or more other children, extending and elaborating play ideas.	Begin to understand how others might be feeling.
	Look for clues about how to respond to something interesting.	Develop friendships with other children	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
		Safely explore emotions beyond their normal range through play and stories.	

	<p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</p>	<p>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person</p> <p>Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p>	<p>Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</p>
	<p><b>Our 3 &amp; 4 Year children will be learning to;</b></p>		
	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p>	<p>Develop their sense of responsibility and membership of a community</p> <p>Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Develop appropriate ways of being assertive. Talk with others to solve conflicts</p>

**Shalford Values**

**In Acorn Class we teach our Values every week they are;  
Kindness, Friendship, Responsibility, Resilience, Honesty**

<p><b>Communication and Language</b></p> <p><b>Listening, attention Can start a conversation with an adult or a friend and continue it for many turns.</b></p> <p><b>May use longer sentences of four to six words.</b></p> <p><b>Understanding and Speaking.</b></p>	<p><b>Our 2-3 years children will be learning to;</b></p>		
	<p>Enjoy singing, music and toys that make sounds.</p>	<p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p>	<p>Use a wider range of vocabulary.</p>
	<p>Recognise and are calmed by a familiar and friendly voice.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p>	<p>Start to say how they are feeling, using words as well as actions.</p>
	<p>Listen and respond to a simple instruction.</p>	<p>Listen to simple stories and understand what is happening, with the help of the pictures</p>	<p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p>
	<p>Copy your gestures and words.</p>	<p>Can find it difficult to pay attention to more than one thing at a time.</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>
	<p>Use intonation, pitch and changing volume when 'talking'.</p>	<p>Sing a large repertoire of songs.</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>
	<p>Understand single words in context – 'cup', 'milk', 'daddy'.</p>	<p>Start to develop conversation, often jumping from topic to topic.</p>	<p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p>
	<p>Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p>	<p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p>	<p>May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>
	<p>Understand simple instructions like "give to mummy" or "stop".</p>	<p>Are usually still learning to pronounce: - l/r/w/y, f/th, s/sh/ch/dz/j, multi-syllabic words such as 'banana' and 'computer'</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>
	<p>Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.</p>	<p>Understand simple questions about 'who', 'what' and 'where' (but</p>	<p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the</p>
<p>Listen to other people's talk with interest, but can easily be distracted</p>			

	<p>by other things.</p> <p>Use the speech sounds p, b, m, w. Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.</p>	<p>generally not 'why')</p>	<p>driver."</p>
	<p><b>Our 3-4 year Olds will be learning to;</b></p>		
	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh- multi-syllabic words uch as 'pterodactyl', 'planetarium' or hippopotamus'.</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver"</p>

<b>Physical Development</b>  <b>(Fine Motor Skills and Gross Motor Skills)</b>	<b>Our 2-3 Year children will be learning;</b>		
	<p>Enjoy moving when outdoors and inside.</p> <p>Try a wider range of foods with different tastes and textures.</p> <p>Clap and stamp to music.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Walk, run, jump and climb – and start to use the stairs independently</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>Explore different materials and tools.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p> <p>Use toilet independently.</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Develop manipulation and control.</p> <p>Build independently with a range of appropriate resources.</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p>

	<b>Our 3 &amp; 4 Children will be learning to;</b>		
	Use large-muscle movements to wave flags and streamers, paint and make marks.  Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.  Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Show a preference for a dominant hand.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.  Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly Make healthy choices about food, drink, activity and toothbrushing	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use one-handed tools and equipment, for example, making snips in paper with scissors.  Use a comfortable grip with good control when holding pens and pencils.

**Specific Area of Learning**

These build on the development gained through the Prime areas. The specific areas reflect individual children’s life experiences including their cultural and social background

Suggested Books	Train Ride	Each Peach Pear Plum	The Lion Inside	Hairy Maclary	Bear Fly’s High	The selfish Crocodile
-----------------	------------	----------------------	-----------------	---------------	-----------------	-----------------------

	<b>Our 2-3 Children will be leaning to;</b>		
	Enjoy songs and rhymes, tuning in and paying attention.  Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.  Say some of the words in songs and rhymes.  Copy finger movements and other gestures.	Enjoy sharing books with an adult.  Pay attention and respond to the pictures or the words.  Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.  Repeat words and phrases from familiar stories.  Ask questions about the book.	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.  Point out print in the environment and talk about what it means. Enjoy drawing freely.  Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” Make marks on their picture to stand for their name.
	<b>Literacy</b>  <b>Writing, Word Reading and Comprehension</b>		

	Sing songs and say rhymes independently, for example, singing whilst playing	Make comments and shares their own ideas. Develop play around favourite stories using props.	
	<b>Our 3-4 year children will be learning to;</b>		
<b>Mathematics</b>  <b>Number and Numerical Pattern</b>	Understand the five key concepts about print:  • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing	Engage in extended conversations about stories, learning new vocabulary.  Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.  Write some or all of their name  Write some letters accurately.
	<b>Our 2-3 year children will be learning to;</b>		
	Combine objects like stacking blocks and cups. Put objects inside others and take them out again.  Take part in finger rhymes with numbers.  React to changes of amount in a group of up to three items  Complete inset puzzles.	Compare amounts, saying 'lots', 'more' or 'same'.  Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.  Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.	and squeeze themselves into different types of spaces. Build with a range of resources.  Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.  Notice patterns and arrange things in patterns.



	<b>Our 3-4 year olds will be learning to;</b>		
	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p> <p>Experiment with their own symbols and marks as well as numerals.</p>	<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
<b>Understanding the World</b>	<b>Our 2-3 year children will be learning to;</b>		
	<p>Repeat actions that have an effect.</p> <p>Explore materials with different properties</p>	<p>Explore natural materials, indoors and outside.</p> <p>Make connections between the features of their family and other families.</p>	<p>Notice differences between people.</p> <p>Explore and respond to different natural phenomena in their setting and on trips</p>

<b>The Natural World, People, Culture and Communities, Past and Present</b>	<b>Our 3-4 years olds will be learning to;</b>		
	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Show interest in different occupations.</p> <p>Explore how things work</p> <p>Plant seeds and care for growing plants</p> <p>Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
<b>Expressive Arts and Design</b>  <b>Creating with Materials and Being Imaginative</b>	<b>Our 2-3 year children will be learning to;</b>		
	<p>Show attention to sounds and music.</p> <p>Respond emotionally and physically to music when it changes.</p> <p>Move and dance to music.</p> <p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Join in with songs and rhymes, making some sounds.</p>	<p>Explore a range of soundmakers and instruments and play them in different ways.</p> <p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p>	<p>Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials.</p> <p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p> <p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone</p>

	<p>Make rhythmical and repetitive sounds</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p>	<p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p>	
	<p><b>Our 3-4 year Children will be learning to;</b></p>		
	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>