Pound Park NURSERY SCHOOL

CURRICULUM

Curriculum Overview

Teaching and learning at Pound Park is based on children's interests, developing their independence to make decisions and problem solve in a play-based environment. As practitioners, we continuously work to extend children's critical thinking and problem solving, by supporting them to respond to new experiences and challenges. We want them to become confident and active learners that question and investigate, making kinks between their own ideas and the ideas of others.

The Curriculum provides enabling environments which include opportunities for play and exploration with, Sand, Water, Gravel, Mud, Paint, Block play, Home-Corner, Mark Making and Writing opportunities. Mathematics is embedded into all that we do, as is Language, Communication, Speaking and Listening.

Our Core books, and Core Rhymes and songs, which we feel children should experience are embedded into the curriculum and children are encouraged to become familiar and confident with the stories and songs, supporting their social and emotional development, communication, language, speaking and vocabulary.

Inclusive of what has already been mentioned above, **Our Curricular Goals** below, are what we feel every child at Pound Park nursery should be able to experience, achieve and master, at an individual and appropriate stage for their own development. We feel these goals communicate our ethos and values and support all children to become autonomous learners, through holistic play, learning and development.

Curricular Goals

Settle in, thrive and become a confident learner

2 YEAR OLDS

- To be calmed, or to be able to calm themselves.
- To use familiar words/expressions in their play
- Begin to manage transitions and try new experiences with support
- To participate in one to one and small group discussions with support
- To make connections between the features of their own family and other families

Rising 3

- To feel strong enough to express and show a range of emotions
- To begin to respond to appropriate boundaries (sitting at group time/coats going outside/sitting and eating)
- Begin to make sense of their own life story and family and share experiences
- To be able to select and use resources and take turns or wait for what they want with growing independence or with support
- Develop friendships with other children and become more outgoing with unfamiliar people in the nursery setting

Turning 4

- To find solutions to conflicts and manage their emotions with growing independence
- Increasingly follow rules, understanding why they are important
- To form bonds with one or more other children, extending and elaborating play ideas
- Continue developing positive attitudes about the differences between people
- Continue developing play around favourite stories and props with friends or alone
- Are they beginning to

Rising 4

- Express their feelings and consider the feelings of others and use familiar strategies to resolve conflict (using a sand timer/using words/comforting peer)
- To develop the confidence to talk about how they are a unique and valued individual
- To know there are different countries / people in the world and talk about the differences and similarities
- Reflect on their learning and make comments on things they are able to do and the things they find a little more challenging
- Recognise that people have different beliefs and celebrate special times in different ways

Being able to travel under, over and through

2 YEAR OLDS

- Demonstrate their increasing confidence in experimenting with different ways of moving
- Gradually gain control of their whole body, through continual practice of large movements, such as waving, kicking, rolling, crawling and walking
- Fit themselves into spaces, like tunnels, dens and large boxes and move around in them
- Spin, roll, run, jump and begin to negotiate space and obstacles
- Demonstrate increasing understanding for safety and managing risks with support

Rising 3

- Continue to develop their confidence with moving, including climbing apparatus
- Use large muscle movements to wave flags and streamers, paint and make marks
- Use tools and large objects as part of their play with increasing control (rackets/hand drill/spade)
- Demonstrate increasing control of their body, including skipping, hopping and balancing
- Start taking part in group activities, which they make up for themselves or join as part of a group

Turning 4

- Move across apparatus with growing confidence and control their body to move on and off with support where needed
- Begin to match their physical skills to tasks and activities. Deciding whether to crawl, walk or run across the planks for example
- Begin to use spatial words such as 'in', 'on', 'under', 'over' and 'through'?
- Collaborate with others to manage and move large items, such as large hollow blocks or planks
- Follow a sequence and pattern of movements and play games which involve counting

Rising 4

- Develop the overall body strength, co-ordination, balance and agility to climb higher and use a range of apparatus including a rope swing
- Demonstrate an increased understanding of the need for safety and managing risks
- Help to create obstacle courses and begin to create repeating patterns to challenge themselves and others
- Progress towards a more fluent style of moving, with developing control and grace
- Combine different movements with ease and fluency as they move through, over and under a range of apparatus

To become a confident artist

2 YEAR OLDS

- Develop manipulation and control as they begin to use a range of small tools Including scissors, pens, chalks and paint brushes
- To begin to make marks intentionally, including exploring paint using their fingers
- Explore and investigate a range of different media using all their senses, including clay, cornflour and malleable materials
- Use their imagination as they consider what they can do with different materials
- Express ideas and feelings through making marks, and sometimes give meaning to the marks they make

Rising 3

- Create closed shapes with continuous lines and begin to use these shapes to represent objects
- Express ideas and feelings through making marks and begin to give meaning to marks they make (Pens/Paint/Chalk/Loose parts)
- Join different materials and explore different textures, including exploring loose parts
- Talk about their mark making and compare sizes and amount using mathematical language
- Develop their own ideas and decide which materials to use to express them

Turning 4

- Begin to name, talk about and explore colours and colour mixing creatively
- Show different emotions in their drawings and paintings like happiness, sadness, fear etc.
- Design, create and make using loose parts for transient art and talk about their artwork
- Draw with increasing complexity and detail, such as representing a face with a circle and including details
- Select and use shapes appropriately and combine shapes to make new ones in their work

Rising 4

- Consciously combine and add different materials together to create something new e.g. woodwork, transient art and collage
- Show a preference for different types of materials as they design and make and justify their choices
- Plan and then follow through to create a final product and talk about their art in detail, discussing colours, shapes texture and materials used and what it represents to them
- Return and build on their previous learning, refining ideas and developing their ability to represent them
- Create collaboratively, sharing idea, resources and skills, solving problems as they arise

To become proficient in 3D design through woodwork

2 YEAR OLDS

- Explore materials with different properties and begin to sort and compare
- Build with a range of resources, beginning to compare sizes, including blocks and boxes
- Begin to manipulate objects or materials and find
- Develop manipulation and control and explore different materials and tools
- Use and develop pincer grip to use tools and resources, including pegs and boards, tap, tap, wooden hammers and scissors

Rising 3

- Use their hands for different purposes, including picking up/twisting/pushing etc.
- Develop hand-eye coordination when using one handed tools and equipment, including when using scissors to snip, wooden hammers and pins and inset puzzles
- Talk about and explore 2D and 3D shapes, noticing what is the same and different
- Combine shapes to make new ones- an arch, a bigger triangle or square etc
- Compare amount, saying when they have lots, more or same, identifying patterns in their work

Turning 4

- Make choices between different tools and techniques, using a range of strategies to reach a goal they have set themselves safely
- Use drawings to plan and design what they want to make, linking their ideas to the resources that they have, showing perseverance to achieve their plan
- Respond to what they have heard, making adaptations and expressing their thoughts and feelings, demonstrating concentration on achieving that's important to them
- Count, sort and order the objects they have, beginning to use pattern and symmetry in their work
- Review their progress as they try to achieve a goal, solving problems with support where needed

Rising 4

- Consciously combine and add different materials together to create something new (e.g. woodwork, collage)
- Design and build at the woodwork table, making independent choices and using the tools safely with increasing control
- Beginning to adapt and correct mistakes, keeping on trying when things are difficult, managing their own risks and the safety of others
- Return to and build on their previous learning, refining their skills and developing their ability join materials safely
- Create collaboratively, sharing ideas, resources and skills, retuning to and building on previous learning

Experience and care for the natural world

2 YEAR OLDS

- Explore natural materials with different properties both indoors and outdoors developing sensory experiences
- How do they demonstrate an awareness of others' feelings or needs?
- Explore and respond to different natural phenomena, including weather, mini-beasts and growing plants/flowers
- To listen and respond to what they see and hear, following instructions to keep safe
- Begin to notice patterns, sounds, shapes within the natural environment

Rising 3

- Explore different materials and natural objects using all their senses in hands on exploration and mini–Forest School
- Make simple observations and talk about what they see, hear, and feel
- Explore collections of similar and / or different properties and materials using increasing vocabulary to describe
- Begin to understand seeds and plants and what they need to successfully grow
- Begin to make comparisons, identifying bigger, longer, shorter, smaller etc and begin to use words like on top of' 'up', 'down' and 'through'

Turning 4

- Plant seeds and begin to show an understanding of growth, change and decay
- Understand the key features of the life cycle of a plant and an animal and discuss using key introduced vocabulary
- Begin to understand the need to respect and care for the natural environment and for all living things, through Forest School, recycling, and sustainability
- Describe using new vocabulary, the natural world including their senses and their experiences of the different forces they can feel
- Talk about the differences between materials and the changes they see including shadows, light and dark, fire, cooking and melting

Rising 4

- Talk about growth and life cycles with confidence using extended vocabulary (chicks/frogs/butterflies and other animals they may have experienced)
- Show care of natural objects, plants and animals and talk about why we show care
- Observe, comment, and draw pictures of the natural world, with increasing details
- Name and describe some familiar plants and animals and talk about what they need to thrive and grow
- To be able to discuss routes and locations and begin to give directions, showing an increased awareness of safety

To become a confident music maker

2 YEAR OLDS

- Join in with songs and rhymes including with numbers, copying sounds, rhythm and tempo
- Follow instructions, wait, take turns, and participate in one and one and small group responding to music with dance and movement
- Engage in counting like behaviours, like stamping and clapping a given number of times in tempo to the song or music
- Explore a range of rhythmical and repetitive sounds such as clapping, stamping, and using their voices

Rising 3

- Enjoy taking part in action songs and are beginning to know the melodies and actions off by heart?
- Listen with increased attention to sounds they have heard and respond expressing their thoughts and feelings
- Explore a range of sound makers and instruments and play them in different ways
- Sing some recognisable and core songs and clap in time with increasing rhythm
- Take part in action songs and respond to a certain number of movements, e.g. 3 claps and two stomps

Turning 4

- Remember and sing an entire song off by heart with the melody including core songs
- Sing familiar songs to a melody, beginning to use and change pitch (high/low)
- Play an instrument with increasing control, expressing feelings and ideas
- Create their own songs, or improvise a song around one they already know
- Follow a simple beat using body percussion and take turns to make up their own beats for others to follow

Rising 4

- Listen and take turns to identify and name a range of instruments when played in isolation or together
- Listen attentively and express emotions in how a piece of music makes them feel, providing details
- Engage in pitch matching games, humming, and singing short phrases
- Join in and beat out a simple beat / rhythm using a range of instruments
- Begin to understand one more than/ one less than between consecutive numbers when playing music or creating tempos and beats

To develop well-being and a positive sense of self

2 YEAR OLDS

- Establish their sense of self through identifying parts of their bodies and gain control with practice including using the toilet with help
- Express growing independence and make informed choice of what they like and do not like
- Use small and large motor skills to do things independently with growing control responding to their feelings and moving in a variety of ways
- Be aware their breathing, inhaling, and exhaling and developing breathing technique and some simple yoga poses
- Begin to make sense of their own life-story and family history, sharing experiences

Rising 3

- Join in with group activities and show care and concern for themselves and others, noticing and asking questions about differences and similarities between people
- Show confidence in more social situations and develop their sense of responsibility and membership of the nursery community
- Engage and follow instructions to regulate, breathing in and out while doing a breathing activity and remain steady while doing a balancing pose with support
- To control their body and, gain growing independence of using the toilet, dressing and feeding themselves
- Develop their confidence to talk about their feelings in more elaborative ways (I'm happy / sad because…)

Turning 4

- Engage in activities to achieve a chosen goal with support and independently
- Match their developing physical skills to tasks and activities and recall yoga poses without support
- Understand gradually how others might be feeling and begin to consider situations from different points of view
- Manage their feelings and emotions with breathing techniques, yoga, or mindfulness
- Develop positive attitudes about themselves and positive attitudes about similarities and differences between different families and communities

Rising 4

- Show resilience and perseverance in the face of challenge and reflect on their thoughts and feeling
- Revise and refine the fundamental movements, including some yoga skills they may have acquired and build on their current skills and knowledge
- Use breathing techniques, and self-regulation to moderate their own feelings emotionally
- Improve self-control, attention, and social skills, expressing their feelings and the feelings of others
- Recognise that people have different beliefs and celebrate special times in different ways

Using my imagination to be a storyteller

2 YEAR OLDS

- Pay attention and listen to simple stories, showing an understanding of what is happening
- Understand simple questions about books and stories including, 'who', 'what' and 'where' and respond with their own thoughts and ideas
- Sit and enjoy looking at books and listening to a story, commenting on what they see and hear, paying attention to the pictures and text
- Have favourite books and seek them out, to share with a friend or adult
- Engage in small group discussions, asking questions about a book and repeating words and phrases

Rising 3

- Understand that print has meaning and begin to pay attention to the text and the illustrations, as they retell a story
- Use familiar words or expressions in their play, as they retell a familiar story
- Join in with repeated refrains and simple repetitive songs and stories, using new vocabulary
- Follow a story which has story props and a simple structure, retelling parts of a simple familiar story in their own words
- Tell a simple story about something that they have experienced, using photographs

Turning 4

- Remember the sequence of a simple story and retell in their own way using their imagination to extend the story
- Understand the function of text in books and retell a story for the adult to scribe and retell (Helicopter story)
- Be able to express a point of view and debate, when they disagree with an adult or friend
- Respond and adjust their speech according to modelled language when reading or retelling a familiar story (adding in voices for characters)
- Take part in pretend play using their imagination with roles they may have experienced

Rising 4

- Use questions to clarify and develop understanding, joining conversations to organise their thinking
- Use talk to articulate their ideas and stories using well-formed sentences
- Retell a familiar story and talk about what happens, beginning to make marks or draw pictures to represent their ideas
- Retell and talk about a wide variety of stories in small and large groups (talk/story map/acting out)
- Listen to and talk about selected non-fiction, to develop a deep familiarity with new knowledge and vocabulary

To become a mark-maker and writer

2 YEAR OLDS

- Use fine motor movements to complete small movements like pegboards or puzzles
- Use a range of small tools, including scissors, pens, chalks, crayons, paint brushes and cutlery with increasing manipulation and control
- Enjoy drawing and making marks freely, adding some marks to their drawing which they give meaning to (that says…)
- Make marks on their picture to stand for their name
- Notice some print, such as the first letter of their name, or a familiar logo

Rising 3

- Engage in different kinds of mark making (Pens/Paint/Chalk/Loose parts)
- Talk about their mark making, providing explanations of what their marks represent
- Begin to understand the concept of print and know that it carries meaning, beginning to use it in their play (shopping lists, signs etc)
- Begin to recognise the initial letters in their name and when a friend shares the same letters in their name
- Recognise some words with the same initial sounds and attempting to copy initial letter of their name

Turning 4

- Respond to the print they see in the environment and identifying some familiar letters
- Develop a comfortable pincer grip with good control when holding pens and pencils
- Experiment more frequently with writing for a purpose, including writing notes, letters, or shopping lists
- Begin to form initial letter of their name with growing accuracy and confidence
- Use some of heir print and letter knowledge in their early writing, understanding some letter sounds

Rising 4

- Recognising some familiar letters including those in their name and saying the sounds for them
- Develop mark making with more purpose including (labelling a present / letter / sign / or writing some simple words)
- Continuing to develop small motor skills using a range of tools competently, including using scissors with accuracy, managing zips and buttons with growing independence
- Beginning to form many lower- case and capital letters with greater accuracy and control
- Write some or all of the letters in their name with growing accuracy, beginning to read and identify some letters by saying the sounds for them as they write them

To become a critical thinker and problem solver

2 YEAR OLDS

- To begin to combine objects and compare, like stacking cups or blocks and building towers
- Explore different materials with different properties, evoking senses and curiosity
- Notice patterns and begin to arrange things in patterns, using modelled vocabulary
- Begin to compare amounts, using and understanding vocabulary like 'a lot' 'more' and 'same'
- Develop counting like behaviours, pointing or saying some numbers in sequence

Rising 3

- Compare and use language of size and weight in everyday context with increasing vocabulary
- Count in everyday contexts sometimes skipping numbers, but understanding that counting words represent an object and amount
- Begin to solve real problems involving amount, for example making sure that everyone as the same number of raisins or fruit
- Begin to correct mistakes for themselves, for example when completing an inset puzzle
- Use and combine shapes and construction pieces to build and design more complex constructions

Turning 4

- Make comparisons between objects relating to size, length, weight and capacity and discussing their ideas and reasoning
- Say one number for each item in order, 1,2,3,4,5 and know that the last number reached when counting objects, tells you how many there are in total (cardinal principle)
- Link numerals and amounts, beginning to show the right number of objects to match the numeral up to 5
- Talk about and identify the patterns around them, and make their own sequence of patterns such as (ABAB) button, bottle lid, button, bottle lid
- Use a range of strategies and techniques to achieve a desired goal, making links to complete a jigsaw puzzle for example

Rising 4

- Develop fast recognition of up to 3 or 5 objects, without having to count them all individually (subitising)
- Experiment with their own symbols and marks as well as numerals to represent and record their mathematical ideas
- Count objects, actions, and sounds with growing confidence to 10, beginning to link symbol with number value
- Begin to estimate and say how many there might be, before counting to check
- Continue, copy and create repeating patterns using loose parts, objects and shapes