



# Whitecross Nursery School

## Early Years & Curriculum Policy

Reviewed by	Verity Noblet
Date of last review	September 2023
Date of next review	July 2025
Ratified by the governing body	September 2023

This policy will be reviewed sooner if there is a change to legislation or guidance which may affect it.

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### 1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through Nursery and life.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind.
- A close working partnership between staff and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

### 2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021

### 3. Structure of Whitecross Nursery

Whitecross is a 52 place nursery which offers flexible sessions both 15 and 30 hour places as well as wrap around care from 7.30 till 5.45pm. More information regarding charging and funding can be found in our charging and remissions policy.

Our Nursery Provision

- We are a maintained nursery school
- We have 1 full time teacher
- Part time Lead Teacher
- Part time SENCO Teacher
- We have 2 full time level 3 TAs (one of which is a SEND TA)
- We have 2 part time level 3 TAs and one TA training for a level 3
- We offer 15 and 30 hour sessions
- We offer breakfast club and after school club
- We offer a choice of a hot lunch or bringing a packed lunch

Families are offered session flexible bookings.

### 4. Curriculum

In our Nursery are curriculum has been shaped in light of the EYFS statutory framework that applies from September 2021 and from the 2021 Development Matters. Through our curricular goals we have made our curriculum personal and relevant to our community in Whitecross. The EYFS framework includes the 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development
- The prime areas are strengthened and applied through 4 specific areas:
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

#### **4.1 Planning**

At Whitecross we encourage flexibility and creativity in teaching and learning. We are developing long-term plans for the year which cover all seven areas of learning and development. It is important to remember, however that each area of the curriculum is important and none are unique. They cannot be delivered in isolation.

We do not follow termly topics or themes our planning is developed on the books we share with the children and the experiences that reflect the needs of the children, allowing for spontaneous learning to take place.

Good planning is the key to making children's learning effective, exciting, varied and progressive. It enables practitioners to build up knowledge about how individual children learn and make progress. It also provides opportunities for practitioners to think and talk about how to sustain a successful learning environment. Children joining our Nursery have already learnt a great deal. Many have been to a range of settings that exist in our community.

We ensure our curriculum:

- Builds upon what the children already know.
- Ensures no one is excluded or disadvantaged.
- Offers a structure for learning that has a range of starting points and content that matches the needs of each child.

We provide opportunities to teach and learn in both the outdoor and indoor environment. The children can free flow in all sessions between the indoor and outdoor learning environments. Staff plan activities and experiences for children that enable children to develop and learn effectively. At the beginning of the year and at starting points for new children we focus strongly on the 3 prime areas. Staff also consider the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

#### **Planning in Nursery**

There should be:

- Daily together time, which are adult directed activities consisting of Book of the week, Squiggle, Dough Disco and covering other areas of the learning and development
- Phonics and maths sessions appropriate to individuals or groups of children.
- Skills activities which are adult directed
- Planned continuous provision for both indoors and outdoors learning which is enhanced each week with child or adult initiated activities

## **4.2 Teaching**

At Whitecross we adopt a range of teaching styles appropriate to needs, areas of learning and development and tasks; individual, collaborative, group and focused group teaching. We aim to provide a balance between self-initiated, experiential learning and focused adult sessions. Many areas of learning and development can be achieved through the quality of the continuous provision we provide. There are however, some knowledge, skills and concepts that can only be achieved through direct, focus teaching. We believe we get the balance right at Whitecross.

### **Enabling Environments**

Our Nursery is bright, stimulating and fit for purpose. We involve children as much as possible, through displays celebrating their work and achievements, and encouraging learning through interactive displays. Displays created should be purposeful and celebrate children's learning and should be of high quality. It is vital to achievement and success that children have the time opportunity to practise developing skills and use them in their play. Practitioners should ensure they provide a broad, language rich environment both outdoors and indoors that nurtures and encourages these skills and the application of knowledge. Adult led and continuous provision activities should embed skills within a language rich provision. Literacy opportunities should be evident in all areas of continuous provision.

To achieve successful continuous provision, the classroom environment should enable independent learning, by allowing children access to a range of resources to support their learning. Children should be encouraged to take ownership of these resources, becoming responsible for sorting and tidying each area.

These resources should be:

- High quality.
- Easily accessible and labelled in a child friendly way e.g. photos.
- Facilitate and encourage independent learning.
- As much as is possible, multi-purpose.

### **Literacy and Phonics**

The development and use of communication and language are at the heart of young children's learning. Early literacy skills such as communicating, speaking and listening, being read to and beginning to read and write are fundamental life skills that underpin all that we do.

Our vision places great importance on following the children's interests and strengths and allowing them to direct their learning. It is vital that reading and writing is seen as a part of Nursery life and not something that takes place in discrete sessions. The children are shown by example that reading and writing is an everyday activity and are given the impetus to make marks for a variety of purposes and audiences.

### **Communication and language**

Through high quality, provision, we provide a language rich curriculum in Early Years. Speaking and listening skills are high priority and enhanced by a multi-sensory approach. Through well planned continuous provision, adult led activities and phonics work, children are encouraged to

talk, to increase their vocabulary and their confidence expressing themselves. Encouraging children to talk and use language as much as possible will lay firm foundations for the journey into reading and writing.

## **Phonics in Nursery**

We follow Monster Phonics which is a DFE approved scheme covering Phase 1  
The children have discrete phonics sessions every other week

- Phonics is enhanced in the continuous provision
- The children are split into small groups where the teaching takes on an adaptive teaching approach building on the children's experience and confidence. These groups are flexible enough for children to move within, dependant on acquisition and application of skills and knowledge from assessments made.

Please see the Phonics long term plan for further information (see appendix 1)

## **Numbers**

By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and five and ten frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes

At Whitecross we support children in developing their understanding of problem solving, reasoning and numeracy in a broad range of contexts in which they can explore, enjoy, learn, practice and talk about their developing understanding. Practitioners must offer opportunities for these skills to be developed to give children confidence and competence in their use. Being flexible and responsive to children's needs is vital to ensure a broad, balanced curriculum. We have created our own long term for mathematics (appendix B). These may be used to plan both continuous and adult led activities when the time or theme is appropriate.

## **Positive Relationships**

The role of the adult is critical to success. Adults are role models and should display calm behaviour and positive attitudes to learning. They should model correct use of language (spoken and written) and good communication skills. Effective adult involvement gives children the confidence, encouragement, support and empowers them to use their skills in a range of situations and for a range of purposes. It is important to remember that children learn at different speeds and 'one size fits all' may not be appropriate for some. Practitioners should be sensitive to this and plan challenging yet achievable activities.

Teaching and learning should be paced to stretch children yet be flexible enough to allow for time to consolidate learning. Continuous provision provides opportunities for all children to make connections between new information and what they already know. Skills, knowledge and understanding can be applied and reinforced through planned purposeful play. Through the continuous provision we provide, we promote child-initiated learning, encouraging children to be independent and responsible learners. The importance of planned purposeful play is key to a successful Early Years setting. There should be a balance of child initiated and adult led learning.

The role of the adult is crucial to successful continuous provision. Planned adult interactions should stimulate, engage and model learning. The adult should challenge and extend children questions, thinking and learning. These interactions, however, should be sensitive and reactive to children's needs. It is as important to join in play, as it is withdraw and observe children.

## 5. Assessment

At Whitecross, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers. **All adults** are involved in the assessment process. Our curriculum shows our end intentions where we aspire all children to be at the end of their time in nursery. During significant points in the year we assess the children and this highlights the areas in which a child is progressing well and the areas in which additional support is needed.

### Assessment at Whitecross

Assessment for learning should be part of effective planning of teaching and learning and should be recognised as central to nursery practice.

In place at Whitecross:

- Voice of the parent and voice of the child home visits planned for 2023
- POM's (Process-Orientated Monitoring System) to assess well-being and readiness to learn
- Baseline judgement
- Developmental checks at 6 month intervals
- Assessments on planning give a quick overview as to whether learning intentions have been achieved or not
- Every child has an online 'Learning Journey' (Class Dojo) containing photographic evidence of learning and achievement, observations and examples of children working towards our curriculum goals. Parents have instant access to their child's 'Learning Journey' via the Class Dojo app.
- Summative Report
- Transition information shared with new school

## 6. Working with Parents

We work in partnership with parents/carers to provide all children the best outcomes. Children learn better when we work in partnership with families offering advice support reassurance information help. Here at Whitecross we are proud of the strong relationships we strive to build with parents and caters from their first contact with the school whether it is by email, phone call or visit

### Parental relationships and Engagement

- All families are made to feel welcome whenever they arrive.
- Office staff share information, advice and all the documents needed as well as arranging visits into school.
- Family members collecting at the end of the day are welcomed into nursery.
- There is always time for an informal or formal chat if necessary.
- Attend meetings for parents/carers about their child and provide feed feedback
- Comment to Ofsted on their thoughts and experiences of Whitecross
- Offer meetings about the curriculum so families can support learning at home
- Share and co-construct their child's learning opportunities in class dojo by sharing learning and experiences that happen at home for children to talk about in school
- Share any concerns about any pupil development, learning needs, health care, behaviour needs are all discussed in person with families where necessary
- Understand how we support pupils with SEND
- Offer information regarding food and drink in school
- Read our policies and procedures and know where they can be found
- Understand how the EYFS is delivered at Whitecross and where they can find out more about how we teach our children and their daily experiences
- Know our daily routines and how families can support learning at home

## **7. Transition**

Good quality transition helps all children to settle well into nursery and reassures any anxiety or worries children, parents and carers may have.

### **From Home to Nursery**

- Nursery staff either visit or make contact with any settings the children might already attend (if necessary)
- Nursery staff complete a home visit prior to the child starting nursery (from summer 2023)
- Office staff share information, advice and all the documents needed as well as arranging visits into school.
- We hold regular open mornings and afternoons, inviting new parents and children
- During early July a further session is planned for families in smaller groups to give both parents/carers, the children and the nursery staff to get to know one another.
- All about my School books created for children to access during the final few weeks of the summer term.
- On their first day Parents and Carers can stay as long as needed to settle children into our setting if they wish.
- For the first week parents can bring their child into nursery to support them to hang up their coat and bag and settle to an activity before leaving.
- A staggered entry can be planned if this is needed to support the child's transition. This is planned on an individual basis.
- After that children can often enter nursery confidently independently but those that cannot can always be supported by family.

### **From Whitecross to School**

- Children who will be attending a Derby City School their information is transferred via the councils transition portal. All other schools information is shared by the head teacher once we know the destination of each child.
- Teachers from all feeder schools are invited to visit the children in the nursery setting, if this is not possible nursery staff make contact via phone call to ensure a smooth transition.
- The SENCOs are invited into school to meet any children with SEND or additional needs and the nursery SENCO shares IEP's, support plans and any information required to ensure a smooth transition.
- Children attend visits to their new school (each school offers their own transition process)



## **8. Monitoring arrangements**

This policy will be reviewed and approved by the Lead Teacher every year. At the review, the policy will be shared with the governing board.



## **9. Appendices**

1. Curriculum Overview
2. Communication and language
3. PSED
4. Physical
5. Literacy
6. Maths

7. Understanding the world
8. Expressive art and design
9. Phonics

 <b>Whitecross Nursery School Curriculum Overview</b> 			
<b>Intent</b>	<p>Our curriculum is based on broad open ended themes that provide a focus/context for learning but they are changed/adapted to suit the needs, abilities and interests of our children. Weekly planning is developed around the books and stories that we share with the children and the experiences that reflect the needs of our school. We provide a rich and stimulating ever evolving environment and ensure we develop and adapt our planning to meet the needs of our new cohort year on year. This ensures clear progression of skills and knowledge taught to give every child the best start as they move on to their reception year.</p>		
<b>Implementation</b>	<p>New learning is introduced and children are interested and excited.</p> <p>Some watch and observe, some try, some are motivated to keep trying, some need support, encouragement, some need the steps broken down further or the learning delivered in a different way, but all have a desire to learn through play.</p> <p>Our environment is enabling, safe, well managed offering rich and varied learning through play opportunities.</p>	<p>Learning can be creatively planned and woven into many different areas of the environment to ensure all children use different spaces to build on and practice the skills that they need to consolidate their learning and remember it.</p> <p>Staff are skilled in ensuring all children make good progress from their starting points.</p> <p>We teach children to build their resilience to continue to keep trying and practising many new skills.</p>	<p>There is a real sense of pride when a skill is mastered or new knowledge learned. Children are keen and encouraged to share it with adults, peers and wider circles. They motivate other children and learn independently from each other.</p> <p>Children move forward independently seeking new challenges and challenging themselves within our stimulating enabling environment because they have become learners, they know how to learn and they want to learn more.</p>
<b>Impact</b>	<ul style="list-style-type: none"> <li>• All of our children feel listened to and valued, empowered and confident in their own abilities and take pride in their resilience. They are excellent communicators, able to develop positive relationships, have respect for others and the wider world, and are creative and curious learners with a have ago attitude.</li> <li>• All our children will have experienced a diverse, inclusive and creative curriculum. Our child-led learning environment allows children to follow their specific interests and promotes extensive access to outdoor learning opportunities. We instil a love of the natural world and a language enriched environment, including a love of books and stories, and maximise every opportunity for children to experience external visits and visitors.</li> <li>• All our children will leave with happy memories ready to embrace and enjoy the rest of their learning journey, having made better than expected progress across all areas of the Early Years Curriculum.</li> <li>• Our staff and governor team are enthusiastic active learners, with a wide range of experience, who are trained to the highest standards and recognised locally and nationally for their teaching and learning expertise. They are flexible, dedicated, forward thinking professionals who work in partnership with each other and with other professionals, families, schools, and the wider community to promote and enable the best possible outcomes for our children.</li> <li>• Our nursery works collaboratively to promote the importance of high quality Early Years education and to make a positive contribution to the Early Years' experience of all children at Whitecross and beyond.</li> </ul>		



 <b>Whitecross Nursery School Communication &amp; Language Curriculum</b> 					
<b>Intent</b>	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language –rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them with extensive opportunities to use and embed new words in arrange of contexts, will give children the opportunity to thrive. Through conversations, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.				
<b>Key Vocabulary</b>	Communication, language, talking, gesture, Makaton, sign of the week, use your words, use your signs, show me, practice, listen, instruction, songs, rhymes, words, story, play, take turns, share <i>(Please also see our language rich Whitecross words.)</i>				
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Whitecross Nursery School PSED Curriculum



<p><b>Intent</b></p>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interactions with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>		
<p><b>Key Vocabulary</b></p>	<p>Good Morning, Good afternoon, please, thank you, good bye, feeling, emotion, difference, similar, choice, rules, boundaries, safe, helping, caring, kind, happy, sad, angry, mad, excited, worried, calm, friendship, confident, resilient, understanding, independence, deep breathing, curious</p>		
<p><b>Implementation</b></p> <p>PSED is developed throughout the year through:-</p> <ul style="list-style-type: none"> <li>• High quality interactions</li> <li>• Positive language</li> <li>• Snack time</li> <li>• Group time</li> </ul> <p>In all aspects of the nursery environment and continuous provision both indoors and out.</p>	<p>To find ways to calm themselves, through being calmed and comforted by adults they are familiar with Establish their sense of self</p> <p>Children express preferences and decisions. They also try new things and start establishing their autonomy. Children engage with others through gesture and talk Children develop strategies for managing transitions in nursery Thrive as they develop self-assurance</p> <p>Play with increasing confidence on their own and with other children</p> <p>Feel strong enough to express a range of emotions Developing independence Building skills in ‘effortful control’</p> <p>Developing confidence in being able to talk about and manage their emotions Begin to notice and ask questions about differences Develop friendships with other children Safely explore emotions beyond their normal range through play and stories To begin to talk about their feelings in more elaborated ways</p>	<p>Children are developing ways to self-regulate themselves</p> <p>Begin to become confident in recognising who there are as a person</p> <p>Children confidently express own preferences and make good decisions</p> <p>Begin to play with one or more other children, extending and elaborating play ideas</p> <p>To begin to find solutions to conflicts and rivalries Children to develop their sense of responsibility and membership of a community</p> <p>Become more outgoing with unfamiliar people in the safe context of the nursery</p> <p>Begin to show more confidence in new social situations Increasingly follow rules understanding why they are important</p> <p>Begin to remember rules without needing an adult to remind them</p> <p>Developing appropriate ways of being assertive Talk with others to solve conflicts</p> <p>Talk about their feelings using words like ‘happy’, ‘sad’ ‘angry’ or ‘worried’</p> <p>Understand gradually how others might be feeling Select and use activities and resources, with help when needed. This helps them achieve a goal they have chosen, or one which is suggested to them</p>	<p>I can self-regulate myself I am confident at recognising who I am I can express my own preferences and make good decisions</p> <p>I can play with one or more children, extending and elaborating play ideas</p> <p>I can find solutions to conflict and rivalries I have a sense of responsibility and membership of a community</p> <p>I am outgoing with unfamiliar people in a the safe context of nursery I am confident in new social situation I can follow rules and understand why they are important</p> <p>I can remember rules I can be assertive</p> <p>I can talk with others to resolve conflicts I can confidently talk about my feelings I am developing my understanding of how others might feel</p> <p>I can select and use activities and resources to help me achieve the goal I have chosen or one that is suggested to them</p>

Whitecross Nursery School Physical Development Curriculum



<p><b>Intent</b></p>	<p>Physical Development is vital in children’s all round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling, play movement with objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundations for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency control and confidence.</p>		
<p><b>Key Vocabulary</b></p>	<p>Texture, body, movement, kick, roll, climb, crawling, walking, running, jumping, balancing, throwing, catching, skipping, hopping, pushing, pulling, rope swing, hammock, scooter, trike, bike, build, obstacle course, blocks, crates, planks, digging pit, large and small spades, mud kitchen, music, movement, clap, stamp, dance, sing, pattern, rhythm, sequence, tools, scissors, tape, glue, bend, fold, shape, model</p>		
<p><b>Implementation</b></p> <p>Physical development is developed throughout the year through:-</p> <ul style="list-style-type: none"> <li>• Dough disco</li> <li>• Squiggle</li> <li>• Snack time</li> <li>• Cooking opportunities</li> <li>• Dance</li> <li>• Music</li> <li>• Yoga</li> <li>• Scissor skills</li> <li>• Using tools both indoors and out</li> </ul> <p>Daily opportunities in continuous provision:-</p> <ul style="list-style-type: none"> <li>• Creative workshop</li> <li>• Mark making area</li> <li>• Malleable materials area</li> <li>• Outdoor learning</li> </ul>	<p>Begin to develop food likes and dislikes Be encouraged to try a wider range of different foods and textures</p> <p>Continue to gain control of their whole body through continual practice of large movements, such as kicking, rolling, crawling and walking</p> <p>Enjoy clapping and stamping to music</p> <p>Be happy to fit themselves into spaces, like tunnels, dens, and large boxes, and moved around in them.</p> <p>Start to kick, throw, and catching balls</p> <p>Build independently with a range of appropriate resources both indoors and out</p> <p>Enjoy walking, running, jumping and climbing independently</p> <p>Spin, roll and independently use ropes and swings</p> <p>Children confidently sit on a push-along wheeled toy, begin to ride a scooter or ride a tricycle</p> <p>Develop manipulation and control of materials such as paper, card</p> <p>Explore different materials and tools</p> <p>Children to use large and small motor skills to do things independently</p> <p>children show an increasing desire to be independent, feeding themselves, putting on their coat and shoes</p> <p>Learn to use the toilet with help, then independently</p>	<p>Enjoy a wide variety of different foods and textures</p> <p>Children will continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</p> <p>Be confident going up steps and begin to climb apparatus using alternative feet</p> <p>Develop skills for skipping, hopping, standing on one leg and holding poses for a game</p> <p>Children to use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Begin to start taking part in some group activities which they make up for themselves or in teams</p> <p>Children to develop skills in being able to use and remember sequences and patterns of movement which are related to music and rhythm</p> <p>Begin to match their developing physical skills to tasks and activities in nursery</p> <p>Children begin to choose the right resources to carry out their own plan</p> <p>Develop working with others to manage large items such as moving long planks safely, carrying hollow blocks.</p> <p>Continue to build skills in using one-handed tools and equipment</p> <p>Develop a comfortable grip with good control when holding mark making materials</p> <p>Begin to show a preference for a dominant hand</p> <p>Build on their independence, putting on coats and doing up the zip and meeting their own needs (using the toilet)</p>	<p>Make healthy choices about food and drink</p> <p>I can confidently balance, ride a scooter, trike or bike and use a variety of ball skills</p> <p>I can go up steps and climb apparatus using alternative feet</p> <p>I can hop, skip and stand on one leg and hold a pose for a game or in movement activities</p> <p>I can use confidently use my large-muscle movements to wave ribbons, paint and mark make</p> <p>My confidence is growing to take part in some group activities which I make up for myself or in teams</p> <p>I can use and remember sequences and patterns of movement which are related to music and rhythm</p> <p>I can match my developing physical skills to tasks and activities in nursery</p> <p>I can choose the right resources to carry out my own plan</p> <p>I can work with my friends to manage large items such as moving long planks safely, carrying hollow blocks</p> <p>I can use one handed tools and equipment safely</p> <p>I have a comfortable grip and good control when holding mark making materials</p> <p>I show a preference for a dominant hand</p> <p>I can independently put on my coat and zip it up</p> <p>I can meet my own needs independently</p>

Whitecross Nursery School Literacy Curriculum



<p><b>Intent</b></p>	<p>It is crucial for children to develop a lifelong love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and nonfiction) they read with the, and enjoy rhymes poems and songs together. Skilled word reading, taught later, involves both speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	
<p><b>Key Vocabulary</b></p>	<p>Author, illustrator, front cover, blurb, characters, recall, predict, rhymes, stories, fiction, no-fiction, information books, mark making, drawing, marks, letters, numbers, shapes alphabet, pictures, role-play, questions, imagination, monster phonics, phonics, sound, blending, print, words,</p>	
<p><b>Implementation</b></p> <p>Literacy is developed throughout the year through:-</p> <ul style="list-style-type: none"> <li>• Daily story time for all children</li> <li>• Focused book of the week</li> <li>• Dough disco</li> <li>• Squiggle whilst you wiggle</li> <li>• Mark making opportunities throughout nursery both indoors and out</li> <li>• A variety of mark making materials and mark making tools</li> <li>• Story books and non-fiction books in cosy places as well as in different areas of the nursery</li> <li>• Singing in together time</li> <li>• Phonics focused teaching</li> <li>• Quality print in the learning environment</li> </ul>	<p>Children enjoy songs and rhymes, tuning in and paying attention Confidence to join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs independently, for example whilst playing</p> <p>Children enjoy sharing books with adults Children pay attention and respond to the pictures or the words in books Children have a love of books and seek them out to share with others or alone Build the confidence to repeat words and phrases from familiar stories Have the confidence to ask questions about books. Make comments and share their own ideas Develop play around favourite stories using props</p> <p>Children become interested in some print, like the first letter of their name, door number of familiar logos Enjoys drawing freely Children develop confidence in adding some marks to their drawings which they give meaning to Children begin to make marks on their pictures to represent their name</p>	<p>Children develop their phonological awareness so that they can Spot and suggest rhymes Count and clap syllables in word Recognise words with the initial sound, such as mother and money Children begin to develop the skills in reading individual letters by saying the sounds for them. Children begin to develop the skills in blending sounds into words, so that they can read short words made up of known letter-sound correspondence.</p> <p>Children develop the understanding of the five key concepts about print Print has meaning Print can have different purposes We read English text from left and right from top and bottom Names of the different parts of a book Page sequencing Children engage in extended conversations and stories, learning new vocabulary</p> <p>Children use some of their print knowledge in their early writing. For example writing a pretend shopping list that starts at the top of the page: writing 'm' for mummy. Children are beginning to write some or all of their name Children are starting to write letters accurately</p>

# Whitecross Nursery School Maths Curriculum





<p><b>Intent</b></p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationship between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>		
<p><b>Key Vocabulary</b></p>	<p>Number, number names, more than, less than, one more, one less, more, same, equals, lots, forwards, backwards, subitise, 5's frame, 10's frame, point, touch, move, Balance, level, same, heavy, light, more, most, less, least, most, few, fewer, long, longer, longest, short, shorter, shortest, tall, taller, tallest, exactly (short for measuring all lengths, tall is for height, long is length) high, low, full, empty, half empty/half full, Forwards, backwards, left, right, next to, beside, on top, underneath, in front of, behind, first, then, after, before, morning, afternoon, evening, night time, earlier, later, too late, too soon, in a minute, Shape names (2D square, circle, triangle, rectangle, oval, semi-circle, rhombus (not a diamond), corners, sides, straight, curved, 3D cone, sphere, cylinder, cube, cuboid – sides, corners, edges, faces, flat, curved, round. pattern, repeating, colour, shape, size, stripes, spots, copy, continue</p>		
<p><b>Implementation</b></p> <p>Maths knowledge and understanding is developed throughout the year through:-</p> <ul style="list-style-type: none"> <li>- Counting stories, songs and rhymes</li> <li>- Numbers/shapes/patterns in the environment</li> </ul> <p>Daily opportunities in continuous provision:-</p> <ul style="list-style-type: none"> <li>• Maths area</li> <li>• Sand area</li> <li>• Water area</li> <li>• Outdoor learning</li> <li>• Light table</li> <li>• Registers</li> <li>• Timetable</li> </ul>	<p>I am beginning to take part in finger rhymes with numbers.</p> <p>I am beginning to react to changes of amount in a group of up to three items.</p> <p>I am beginning to compare amounts, saying 'lots', 'more' and 'same'.</p> <p>I am beginning to develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>I am beginning to count in everyday contexts, sometimes skipping numbers – '1-2-3-5'</p> <p>I am beginning to complete inset puzzles.</p> <p>I am beginning to compare sizes, weights etc, using gestures and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>I am beginning to notice patterns and arrange things in patterns.</p> <p>I am beginning to subitise (up to three)</p> <p>I am beginning to say one number for each item in order: 1,2,3,4,5</p> <p>I am beginning to know that the last number reached when counting in a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>I am beginning to experiment with my own symbols and marks as well as numerals.</p>	<p>I am beginning to recite numbers past 5.</p> <p>I am beginning to show 'finger numbers' up to 5.</p> <p>I am beginning to link numerals to amounts: for example, showing the right number of objects to match the numeral up to 5.</p> <p>I am developing my knowledge in solving real world mathematical problems with numbers up to 5.</p> <p>I am able to compare quantities using language: 'more than', 'fewer than'</p> <p>I am developing my knowledge and vocabulary about 2D and 3D shapes. For example circles, rectangles, squares, triangles. Cone, cylinder, sphere, cube and cuboid. I am beginning to talk about shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'</p> <p>I am developing my knowledge and understanding of position through words alone (no pointing)</p> <p>I am able to describe a familiar route.</p> <p>I am developing my language and can talk about and identify patterns around me e.g. stripes on clothes. Designs on rugs and wallpaper. I am able to use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>I am beginning to experiment with my own symbols and marks as well as numerals.</p>	<p>I can count objects, actions and sounds</p> <p>I can count to 10</p> <p>I can compare quantities using language: 'more than', 'fewer than' and 'one more', 'one less'</p> <p>I can subitise up to six (spots on a dice, objects on a 5 frame)</p> <p>I can links some numerals with its cardinal number value.</p> <p>I can explore the composition of numbers to 5.</p> <p>I can discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>I have knowledge and vocabulary about 2D and 3D shapes. For example circles, rectangles, squares, triangles. Cone, cylinder, sphere, cube and cuboid. I am beginning to talk about shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'</p> <p>I can make comparisons between objects relating to size, length, weight and capacity.</p> <p>I can copy and continue a repeating pattern</p> <p>I can compare length, weight and capacity</p> <p>I am beginning to experiment with my own symbols and marks as well as numerals.</p>



Whitecross Nursery School Understanding the World Curriculum



<p><b>Intent</b></p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of the children’s personal experiences increases their knowledge and sense of the world around them—from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition listening to a broad selection of stories, nonfiction, rhymes and poems foster their understanding of our culturally, socially, Technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>	
<p><b>Key Vocabulary</b></p>	<p>Explore, natural materials ,indoor, outdoor, family, families, people, community, festival, celebration, materials, plant, seed, growing, care, environment, change, difference, living things, the world, planets, sun, moon, countries, places, forces, magnet, light, senses, natural, manmade, seasons, sea, ocean, earth</p>	
<p><b>Implementation</b></p> <p>Understanding of the world is developed throughout the year through:-</p> <ul style="list-style-type: none"> <li>• Free flow between the indoors and the outdoor environment</li> <li>• Trips to the farm, library etc.</li> <li>• Walks in the local park during the different seasons</li> <li>• Planting opportunities in skills focused learning</li> <li>• Sand, water, malleable material areas for investigation</li> </ul>	<p>Children repeat actions that have an effect</p> <p>Explore materials with different properties</p> <p>Explore natural materials, indoors and outside</p> <p>Explore a d respond to different natural phenomena in nursery and on trips</p> <p>Begin to make connections between the features of their family and other families</p> <p>Notice difference between people</p>	<p>Children will use all their senses in hands on exploration of natural materials</p> <p>Children will explore collections of materials with similar and/or different properties</p> <p>Talk about what they see, using wide vocabulary</p> <p>Children will begin to talk about members of their immediate family and community</p> <p>Show an interest in 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</p> <p>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 material 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>Whitecross Nursery School Expressive Arts &amp; Design Curriculum</b> 			
<b>Intent</b>	<p>The development of children’s expressive arts and design is based on the following three areas; imagination and creativity, self-expression and communicating through arts. Children will be given regular opportunities to explore and play with a range of media and materials. The focus of their learning will be on the experience itself rather than the outcome.</p> <ul style="list-style-type: none"> <li>• multisensory experiences</li> <li>• Decide what you want the children to learn, the activities you want to do with them and how your setting can support their learning</li> </ul>		
<b>Key Vocabulary</b>	colour names, pencil, pen, paint, paper, brush, mark, water, scissors, glue, cut, stick, collage, line, build	wet, dry, pattern, hard, soft, model, plasticine, thick, thin, pattern, model	repeating pattern, rubbings, clay, paper mâché
<b>Implementation</b>	<p>Expressive arts and Design is developed throughout the year through: -</p> <ul style="list-style-type: none"> <li>• Stories</li> <li>• PSED times</li> <li>• Singing</li> <li>• Squiggle</li> <li>• Art</li> <li>• Music</li> <li>• Dance</li> <li>• Performance</li> <li>• Yoga</li> <li>• Deconstructed role play</li> <li>• Role-play</li> <li>• rhyme of the week</li> <li>• puppet theatre</li> <li>• shop</li> <li>• mud kitchen</li> <li>• den building</li> <li>• messy play</li> <li>• dough disco</li> <li>• Small world – mini Me’s</li> </ul> <p><b>Drawing and Painting:</b> Using hands and feet to mark make/paint. Introduce tools for mark making both inside and outside, on different sized scales. Provide children with chalks, crayons, felt tip pens, paint brushed with paint and water. Start to make intentional marks.</p> <p><b>Printing:</b> Printing with hands and feet and fingers and toes. Explore marks made by printing objects in paint e.g. Lego bricks, small world cars.</p> <p><b>Modelling/Building:</b> Explore making simple models using construction toys e.g. large Lego bricks and small Lego bricks.</p> <p><b>Sculpting:</b> Playdough (set up dough disco station), tearing, cutting with scissors, folding and gluing.</p> <p><b>Collage:</b> Various materials for collage making e.g. textured papers, scrap paper, fabric.</p> <p><b>Role-play:</b> Explore simple pretend play e.g. using real life equipment and resources in the home corner</p> <p><b>Music</b> Start to move and dance to music Join in with simple songs and rhymes Explore a range of traditional instruments Enjoy singing different songs</p>	<p><b>Drawing and Painting:</b> Use different implements e.g. sponges, rollers to mark make/paint. Use thick and thin sized brushes to mark make/paint. Name the primary colours. Start to make intentional marks and give meaning to them. Making patterns</p> <p><b>Printing:</b> Explore marks made by printing natural objects in paint e.g. vegetables, leaves, pinecones.</p> <p><b>Modelling/Building:</b> Explore making complex models using different shaped blocks</p> <p><b>Sculpting:</b> plasticine, large stamping, small stamping, cutting with scissors</p> <p><b>Collage:</b> Use different types of glue e.g. PVA, flue sticks, flour and water mix.</p> <p><b>Role-play:</b> Explore using puppets, face masks, costumes and toys to make pretend play</p> <p><b>Music</b> Explore a range of non-traditional instruments Join in and take part in different action songs Remember and sing entire songs</p>	<p><b>Drawing and Painting:</b> Explore drawing and painting on different surfaces and types of paper. Collaboration on group artwork. Name the primary and secondary colours. Explore how to mix to create new colours. Making repeating patterns including colour patterns. explore how to mix to create new colours</p> <p><b>Printing:</b> Explore marks made by taking rubbings of natural objects e.g. leaves and flowers</p> <p><b>Modelling/Building:</b> Explore ‘junk modelling’ using different recycled materials e.g. boxes, tubes and lids.</p> <p><b>Sculpting:</b> clay, paper mâché, cutting with design scissors</p> <p><b>Collage:</b> Collaboration on group creations</p> <p><b>Role-play:</b> Explore using blocks, construction kits, animal sets, doll and dolls houses to make complex stories and worlds.</p> <p><b>Music</b> Join in with different songs and rhymes Explore a range of instruments and play them in different ways Start to play instruments with control Start to create their own songs Start to talk about music, expressing their feelings and emotions</p>

## Whitecross Nursery School Phonics Curriculum



<p><b>Intent</b></p>	<p>The children will be taught Phonics in a mixture of differentiated and mixed ability group sessions to allow all children to access the learning and to ensure it is taught at the correct level. In Nursery all staff model the use of proper speech and pronunciation. We follow the Monster Phonics Scheme which matches the early year's framework and development matters bands. It is a multi-sensory and child centred scheme, teaching phonics through a range of age – appropriate, interactive and fun games/activities. We aim to teach children the necessary phonics foundations in order for them to succeed in reception. The Phonics Scheme is based on the seven aspects;</p> <ol style="list-style-type: none"> <li>1: Environmental sounds</li> <li>2: Instrumental sounds</li> <li>3: Awareness of body sounds and rhythms</li> <li>4: Rhythm and rhyme in speech</li> <li>5. Alliteration and initial sounds in words</li> <li>6. Voice sounds</li> <li>7. Oral blending and segmenting</li> </ol> <p>All of the above aspects are divided into three strands;</p> <ol style="list-style-type: none"> <li>1. Tuning into sounds (auditory discrimination),</li> <li>2. Listening and remembering sounds (auditory memory and sequencing)</li> <li>3. Talking about sounds (developing vocabulary and language comprehension).</li> </ol> <p>Aspects 1-6 are taught on a rotational basis to ensure all children are given equal opportunity to experience the phonics curriculum. At completion the children will be able to use and apply this phonics teaching to support the skill development of Aspect 7.</p>
<p><b>Implementation</b></p>	<p>Phonics is taught in differentiated groups, in together time, but it is also ongoing throughout sessions during continuous provision. We are constantly singing, making up rhymes, reading rhyming stories, repeating different rhymes, building an awareness of rhythms and refrains, playing words games, using creative language in role play, music and dance, identifying sounds in names and words in the environment, being outdoors and building an awareness of sounds in nature, storytelling and sharing books.</p> <p>Children are introduced to a wide variety of games and activities alongside and as part of their play and interactions at Nursery.</p> <p>The government approved phonics scheme Monster Phonics, provides us with a wealth of lesson and activity plans, further resources and ideas to ensure our teaching successfully meets the needs of all children and develops a strong phonic awareness in preparation for starting phase two in their reception classes. <i>Please see pages two and three for a curriculum breakdown from Monster Phonics.</i></p>
<p><b>Impact</b></p>	<p>All children build a strong phonetic awareness.</p> <p>All children develop good listening skills both in the environment and when focusing on specific activities.</p> <p>All children make good or better progress from their individual starting point.</p> <p>All children develop strong skills in the first six aspects of the phonics curriculum. These skills form the basis of success in aspect seven, <b>oral</b> blending and segmenting.</p> <p>The majority of children who are developmentally able will leave Whitecross able to orally segment and blend cvc words.</p>





# Whitecross Nursery School Phonics Curriculum Breakdown



## Together time sessions

Aspect 1 Environmental Sounds	Aspect 2 Instrumental Sounds	Aspect 3 Body Percussion	Aspect 4 Rhythm and Rhyme	Aspect 5 Alliteration	Aspect 6 Voice Sounds	Aspect 7 Oral Blending and Segmenting
<p>A1 A2 - Black Cats Sound Walk</p> <p>A1 A4 - Guess the animals at the farm</p> <p>A1 A5 – Drumming with U-Hoo</p> <p>A1 A6 – Mysterious Sounds</p> <p>A1 A7 – Homes</p> <p>A1 A9 – All Aboard Transport</p>	<p>A2 A1 – Miss Oh no's Weather Forecast</p> <p>A2 A3 – Angry Red A's Footsteps</p> <p>A2 A4 – Loud and Quiet with Brown Owl</p> <p>A2 A5 – Follow the leader with Green Froggy</p> <p>A2 A7 – Goldilocks and the Three Bears</p> <p>A2 A9 – Monster music shakers</p>	<p>A3 A1 – Miss Oh No's Musical Movements</p> <p>A3 A2 – Angry Red A Meets the Grand Old Duke of York</p> <p>A3 A3 – Black Cat Says...</p> <p>A3 A4 – Down in the Jungle with Cool Blue</p> <p>A3 A7 – Yellow I is full of happiness</p> <p>A3 A9 – The Three Billy Goats Gruff</p> <p>A3 A10 – Here we go around the mulberry bush</p>	<p>A4 A1 – U-Hoo's Rhythm Echo</p> <p>A4 A3 – Zooming through space with U-Hoo</p> <p>A4 A6 – Hickory Dickory Dock</p> <p>A4 A9 – Monster Rhyming Soup</p>	<p>A5 A1 – Green Froggies Hand Jive</p> <p>A5 A6 – Monster Munchies</p> <p>A5 A7 – Marvellous Magical Mixtures</p> <p>A5 A9 – Monster Musical Corners</p>	<p>A6 A2 – Shhh! Pass it on</p> <p>A6 A3 – U-Hoo's Space Visit</p> <p>A6 A4 – The wheels on the Bus</p> <p>A6 A5 – Green Froggy Visits Old Macdonald</p> <p>A6 A8 – Trumpets!</p>	

## Focused group learning sessions

Aspect 1 Environmental Sounds	Aspect 2 Instrumental Sounds	Aspect 3 Body Percussion	Aspect 4 Rhythm and Rhyme	Aspect 5 Alliteration	Aspect 6 Voice Sounds	Aspect 7 Oral Blending and Segmenting
<p>A1 A1 – Land Sound Game</p> <p>A1 A3 – Shopping with Miss Oh No</p> <p>A1 A8 – Night and Day Sounds</p> <p>A1 A10 – Tricky Witch's Mysterious Places</p>	<p>A2 A2 – Black Cats Favourite Tunes</p> <p>A2 A6 – Cool Blue visits the Zoo</p> <p>A2 A8 – Cool Blue keeps the beat</p> <p>A2 A10 – The Monster goes to the funfair</p>	<p>A3 A5 – Five green Speckled Froggies</p> <p>A3 A6 – Cool Blue has all the moves</p> <p>A3 – A8 – Copy Black Cat</p>	<p>A4 A2 – Clapping with the Monsters</p> <p>A4 A4 – Tricky Witch's Rhyming Potions</p> <p>A4 A5 – Angry Red A's Rhyming Train Ride</p> <p>A4 A7 – Clap and Count with Angry Red A</p> <p>A4 A8 – Black Cat's Ridiculous Rhymes</p> <p>A4 A10 – The Black Cat's Rhyming Bingo</p>	<p>A5 A2 – Tickling Tongue Twisters</p> <p>A5 A3 – Cool Blue's Animal Alliteration</p> <p>A5 A4 – Black Cats Name Game</p> <p>A5 A5 - Green Froggies Classroom Tidy</p> <p>A5 A8 – Sounds Around with Brown Owl</p> <p>A5 A10 – Angry Red A Explore Tongue Twisters</p>	<p>A6 A1 – A visit to Ghosts Castle</p> <p>A6 A6 – Miss Oh No's Voice Bingo</p> <p>A6 A7 – The Enormous Turnip</p> <p>A6 A9 – The Little Red Hen</p> <p>A6 A10 – We're going on a Monster Hunt</p>	<p>A7 A1 1 - Tricky Witch's Broomstick Blending</p> <p>A7 A2 - Tricky Witch's Broomsticks Segmenting</p> <p>A7 A3 – Body Blending</p> <p>A7 A4 – Tricky Witch's Magic Box Blending</p> <p>A7 A5 – Tricky Witch's Magic Box segmenting</p> <p>A7 A6 – Robot Rob and the Monster Party</p> <p>A7 A7 – Angry Red A – Farmyard Animals Blending</p> <p>A7 A8 – Monster Number Plates</p> <p>A7 A9 – I spy with Yellow I</p> <p>A7 A10 – Green Froggy Leap Frogs the River</p>