



'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have

high aspirations to: 'Dream big, love God and live well.'

Nursery - Progression Document and Curriculum Overview

Area of Learning	Autumn 1 - It's good to be me	Autumn 2 - Celebrations	Spring 1 Winter and Superheroes	Spring 2 - The world around us	Summer 1 - Traditional Tales	Summer 2 - Minibeasts
Church School Value	Koinonia	Generosity	Hope	Friendship	Respect	Thankfulness
British Value	Democracy	Individual Liberty	The Rule of Law	Tolerance of those of different faiths and beliefs	Mutual Respect	All British Values
Characteristics of Effective Learning	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Overarching principles	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.					
Other Possible Themes	New rules and routines of school. Encourages them to make friends and feel confident in their class. Being helpful, kind, and thoughtful at home and at school. Being unique and special.	Explores the differences in the world at night compared to the day. Importance of a good night's sleep Nocturnal animals Autumn Fireworks Celebrations World Hello Day	Superpowers Helping new friends Reminders of rules Christmas memories	Growing plants Exploring plants World Book Day - books from around the world	Good and bad - Character Love of books. Books for pleasure Innovate story's and rhymes. Traditional Tales	Celebration Success Transition to Year 1 Gross motor focus - Sports Day
CAL Intent	At Bishop King, with our high EAL group, language development is a main priority. 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 actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use					

	and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling 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.					
Communication and Language Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions wuch as WELLCOMM. Specific vocabulary is taught through the progressive programme, Word Aware. We also use Elklan and ECAT strategies and principles to support our daily interactions.	<i>Listening, Attention and Understanding</i> Children will be supported and encouraged to listen for increasing periods of time. Children will begin to listen to simple stories and begin to demonstrate some understanding with help of pictures. <i>Speaking</i> Children will develop their understanding of conversation with adults,	<i>Listening, Attention and Understanding</i> Children will begin to pay attention to more than one thing at a time. Children will begin to understand a simple question or instruction. <i>Speaking</i> Children will have opportunities to develop conversations with both adults and peers. Children will have regular opportunities to listen to modelled language from all adults.	<i>Listening, Attention and Understanding</i> Children will sing and engage in a large repertoire of songs. <i>Speaking</i> Children will have regular opportunities to hear modelled language correctly pronounced and using the correct tense.	<i>Listening, Attention and Understanding</i> Children will have opportunities to engage in regular book talk sessions. <i>Speaking</i> Children will develop turn taking in speech. Children will begin to communicate more effectively.	<i>Listening, Attention and Understanding</i> To begin to ask and understand “why” questions” Children will be encouraged and supported to develop their own storytelling skills. <i>Speaking</i> Children will begin to use longer sentences to communicate thoughts, ideas and feelings.	<i>Listening, Attention and Understanding</i> Children will have opportunities to further develop their listening skills through foundations in phonics. Children will have opportunities to listen to a range of texts every day. <i>Speaking</i> Children will begin to express themselves and share their point of view with peers. Children will begin to use talk to organise themselves and in their play.
	<i>Listening, Attention and Understanding:</i> Listen attentively to stories, responding appropriately. Understand simple questions and act on longer sentences. Maintain attention in whole class and small group context. Folllow 1 step instructions. <i>Speaking:</i> Use simple sentences, of 4 to 6 words, to communicate to others as well as help to organise themselves and own play. Have a large repertoire of songs and Nursery Rhymes. Begin to use past and present tense accurately and answer ‘why?’ questions. <i>BK end of Nursery expectations:</i> Talk about and retell in simple terms the Nursery core texts.					
PSED Intent	At Bishop King, 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 the important attachments that shape their social world. Strong, nurturing 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 and 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 interaction 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.					
Personal, Social and Emotional Development Children develop their personal, social and emotional skills throughout the year through social understanding of language (SULP) sessions, circle times, social stories, diversity stories, Tapestry time and floor books and modelled play.	<i>Self-Regulation</i> Children will begin to understand and express their emotions and talk about why. <i>Managing Self</i> Children are able to express their preferences and decisions. <i>Building Relationships</i> Children will begin to develop friendships with their peers.	<i>Self-Regulation</i> <i>Children will be supported to find solutions to address conflicts in play.</i> <i>Managing Self</i> <i>Children will select and use activities and resources with support.</i> <i>Building Relationships</i> <i>Children will be supported to notice differences and ask questions.</i>	<i>Self-Regulation</i> Children will be familiar with rules and begin to understand why they are important. <i>Managing Self</i> <i>Children will select resources they need to achieve a goal set or chosen for them.</i> <i>Building Relationships</i> Children will begin to engage in play with others.	<i>Self-Regulation</i> Children will talk about the roles and expectations. <i>Managing Self</i> Children will be more confident meeting unfamiliar people with the contexts of the setting. <i>Building Relationships</i> Children will begin to initiate play with others.	<i>Self-Regulation</i> <i>Children will be able to talk about their feelings using words like ‘Worried’, ‘sad’, and ‘angry’.</i> <i>Managing Self</i> Children will begin to celebrate and share achievements. <i>Building Relationships</i> Children will engage in play with children extending and elaborating ideas.	<i>Self-Regulation</i> Children will begin to think about how others may be feeling. <i>Managing Self</i> Children will begin to celebrate and share achievements. <i>Building Relationships</i> Children will engage in play with children extending and elaborating ideas.
	<i>Self-Regulation:</i> Aware of own feelings and know that some actions can hurt others feelings/ Accept the needs of others and can take turns and share resources with support with others. Usually can tolerate delay when needs are not immediately met and understand that wish may now always be met. Has the ability to adapt behaviour to different events, social situations and changes on the bed. <i>Managing Self:</i> Enjoys the responsibility of carrying out small tasks, selecting the appropriate activity and resources. Confident to talk to others when playing and more outgoing towards unfamiliar peope and in new situations. <i>Building Relationships:</i> Initiate play offering cues for peers to join in, extend and elaborate on play and keep playing going by responding to what others are doing. Demonstrate friendly behaviour, initiating conversation and forming relationships with peers and adults. Be involved in pretend play with different roles. Negotiate solutions to conflict in their play. <i>BK end of Nursery expectations:</i> Independently use the toilet. Independently put on coats and put things in their bags.					

PD Intent	Physical activity 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. 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 foundation for developing healthy bodies and social and emotional well-being. In our setting, outdoor space is vital due to a lack of this at home for most children. Fine motor control and precision helps with hand-eye co-ordination, 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 tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.		
Physical Development Children improve their gross and fine motor skills daily by engaging in different fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco and Squiggle while you wiggle.	Gross Motor Children be able to transition into different positions (sitting, all fours, lying on tummy) Children will walk and run smoothly negotiating space. Children will begin to develop balance and control through obstacle courses and ride ons. Children will begin to imitate bilateral movements of limbs (arms up together, marching) Fine Motor Children will use both hands at the same time to make the same movements. Children will be able to pick up small objects and collecting them into the other palm. Children will be able to pick out 1 object from the other palm. Children will be able to fill an inset puzzle Children will have opportunities to to zip, pour, scoop, push and pull. Health and Self Care Children will be supported when toileted. Children will be supported in washing hands.	Gross Motor <i>Children will be able to show confidence in balancing on one foot.</i> <i>Children will begin to pedal a tricycle.</i> <i>Children will use steps and climbing apparatus with alternate feet.</i> <i>Children will have opportunities to use large muscle movements in their shoulders to wave, paint, and mark make.</i> Fine Motor Children will begin to use one handed tools, like scissors to snip paper. Children will begin to demonstrate a comfortable pencil grip. Children will be encouraged to demonstrate a dominant hand. Health and Self Care Children will be encouraged to handle their own care needs with a degree of independence. Children will be encouraged to talk about healthy choices.	Gross Motor <i>Children will be supported to skip, hop and hold a pose.</i> Children will develop ball skills and kick a ball. Children will jump over low objects and land with both feet together. Children will be able to use a range of indoor and outdoor resources to create games and obstacles by themselves. Childre will have opportunities to develop strength, agility, co-ordination and balance. Fine Motor Children will be able to demonstrate a dominant hand. Children will be supported to use a knife and fork. Children will show a degree of control when cutting (use hoop scissors) Children will be able to comfortably use a range of tools including pencils, paintbrushes, tweezers and construction. Children will be taught the correct formation for the letters in their name. Health and Self Care Children will be supported to gain independence when dressing and undressing. Children will have an awareness of oral hygiene.
Gross motor: Develop movements such as climbing onto frames, ride a balance bike and walk across a beam. Make up own body movements. Negotiate space with support. Fine Motor: Use scissors confidently and safely. Use equipment appropriately and comfortably eg. Pencils, paintbrushes and tweezers. Can form some of the letters in name. Can turn pages of a book one at a time. . BK end of Nursery expectations: Know how to carry scissors correctly around the classroom.			
Literacy Intent	Reading is a key driver for our curriculum. It is crucial for children to develop a life-long 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 non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the 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). We use Read, Write Inc to teach phonics, reading and writing.		
Literacy Children will participate in phrase 1 phonics activities. We will use oral segmenting as one of our interaction strategies to support their oral blending skills. We will develop story telling skills through Talk for Writing and repetitive story telling.	Comprehension Children will be taught explicitly how to handle books. Children will have lots of opportunities to share books with adults, peers and independently. Children will be exposed to a wide range of print, making them aware that print carries meaning, Word Reading Children will take part in phonological awareness activities Children will begin to create a bank of rhymes and songs they remember and recite independently. Writing Children will be encouraged to talk about the marks they make. Children will opportunities to explore mark making through a range of media. Children will begin to show a preference of a dominant writing hand.	Comprehension <i>Children will learn about authors, reading left to right and the difference between writing and illustrations.</i> Children will engage in book talk sessions. Word Reading Children will take part in phonological awareness activities that involves rhyming elements. Children will begin to show an awareness of syllables. Writing Children will engage in a wide range of pre writings skills to promote the development of large muscle and small muscle co-ordination. Children will be supported and encouraged to write letters they are familiar with.	Comprehension <i>Children will be encouraged to express their likes and dislikes about the text.</i> Children will learn and become familiar with a selection of high-quality texts. Word Reading Children will take part in phonological awareness activities that involves all aspects of foundations in phonics. Children will begin to identify rhymes and suggest words that rhyme. Children will begin to identify alliteration and identify words with the same initial sound. Children will explore and recognise that initial sounds in words. Writing Children will be encouraged and supported to write some or all of their name.

Core texts: The very Hungry Caterpillar Owl Babies Little Red Riding Hood Three Little Pigs Peace at Last The Gingerbread Man Noah's Ark Whatever Next						
	<i>Comprehension:</i> Listen to a variety of books and discuss new vocabulary learnt. Tell own simple stories. Can engage in a conversation about a story and suggest how it ends. Join in with many songs, rhymes and poems. <i>Word Reading:</i> Sing song copying tunes, rhythms, sounds and tempo. Recognise own name Beginning to recognise sounds. Has some understanding of alteration <i>Writing:</i> Pretend to write in a range of context, giving meaning to the marks made. Use a consistent pencil grip. Write some sounds in name. <i>BK end of Nursery expectations:</i> Is beginning to oral blend. Know the 5 simple actions for talk for writing.					
Mathematics Intent	Within our setting we believe developing a strong grounding in number is essential so that all children develop necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives including small pebbles 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 and provision give opportunity to consolidate mathematical concepts. 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.					
Mathematics Children will be introduced to numerical concepts through a process of play, adult led activities and planned provision. Children will explore concrete apparatus to develop their understanding. Children will follow the White Rose Maths scheme as well as be introduced to elements of the Mastering Maths programme and Numicon firm foundations.	Children will be taught number rhymes. Children will have opportunities to sort and compare. Children will compare size and length. Children will have opportunities to explore patterns.	Children will be introduction to subitising. Children will learn and explore representations up to 5. Children will be taught more and less. Children will have opportunities to compare amounts. Children will that a final number in a set is the quantity. Children will learn about circles, triangles and squares and related language. Children will have opportunities to discuss day and night.	Children have opportunities to sing number songs and rhymes. Children will be introduced to zero. Children will have opportunities to subitise up to 3. Children will learn more, less and same. Children will have opportunities to explore number composition. Children will learn about heavy and light and full and empty.	Children will be taught careful counting. Children will learn and explore representations up to 6. Children will have opportunities to subitise up to 6. Children will learn language same and different. Children will be introduced to 'How many altogether' Children will be introduced length. Children will have opportunities to explore new language; now, before, later and soon through ordering. Children will explore 2d and 3d shape and patterns.	Children will be taught how to count objects from a larger group. Children will explore matching quantities. Children will have opportunities to explore 'how many altogether' Children will be taught the language fair, same and equal in relation to sharing between two groups. Children will be taught simple positional language. Children will have op[opportunities to replicate simple models.	Children will have opportunities to sing new number rhymes and songs. Children will have opportunities to recite number names forwards and backwards. Children will have opportunities to subitise up top 10. Children will learn how to count objects up to 10. Children will explore representations up to 10. Children will have opportunities to explore map making and directions
	<i>Number:</i> Count everyday objects. Have a deep understanding of quantities to 5, including composition. Know that the last number is the total. To rote count to 10. Represent numbers using marks, fingers and digits. Identify numerals in the environment and say when two quantities are the same. <i>Numerical Patterns:</i> Notice and copy repeated patterns. Can talk about daily routine using words like 'today' and 'after' Talk about and explore 2 D shapes. <i>BK end of Nursery expectations:</i> Subitising to at least 3. Have some understanding of number composition.					
KUW Intent	As a church school we endeavour to provide children with opportunities to explore their own spirituality through our core values and celebrate our multicultural community. Understanding the world involves guiding children to make sense of their physical world and the diverse community that surrounds Bishop King School. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them –this includes meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will 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.					
Knowledge and understanding of the world.	<i>History: Past and Present</i> Children will have the opportunity to talk about the lives of people around them,	<i>History: Past and Present</i> Children will talk about the different lives of people in their community. Children will begin to talk about	<i>History: Past and Present</i> Children will explore pictures and books showing how life was different in the past	<i>History: Past and Present</i> Children will talk about significant events, <i>Geography: People, Culture</i>	<i>History: Past and Present</i> Children will explore similarities and differences over time. <i>Geography: People, Culture and</i>	<i>History: Past and Present</i> <i>Geography: People, Culture and Communities</i> Children will talk about the

<i>Children will participate in TastEd activities where they use their senses to explore fruit, vegetables, herbs and spices.</i> <i>The respond to planned questions about the 'book of the week' which supports their scientific thinking. Activities are planned that focus on the world beyond our school and comparisons are made with other countries.</i> <i>We observe and respond to the changing seasons. Recording this on a timeline.</i> <i>Planned Scientific adult led activities and provocations linked to stories using the Play BC website.</i>	Geography: People, Culture and Communities <i>Children will have the opportunity to talk about their immediate environment.</i> Science: The Natural World <i>Children explore the world around them.</i> RE: People, Culture and Communities Technology: Understanding the World <i>Children will have opportunities to explore operate technological toys.</i>	significant events. Geography: People, Culture and Communities <i>Children will describe their immediate environment</i> Science: The Natural World <i>Children will make observations about the immediate environment around them.</i> Book: Tree Adult led activities and provocations: Tree top walk activity and bark rubbing provocations RE: People, Culture and Communities Know some similarities and differences between different religious and cultural communities. Technology: Understanding the World <i>Children will part in simple fieldwork activities, such as helping to take photographs or recording simple data.</i>	Geography: People, Culture and Communities <i>Children will have opportunities to talk about changes that have occurred.</i> Science: The Natural World Book: Topsy and Tim go to the Doctors Adult led activities and provocations: repeated pill patterns provocations. Making medicines adult led RE: People, Culture and Communities Technology: Understanding the World <i>Children will explore technology at home and school.</i>	and Communities Science: The Natural World <i>Children explore what is the same and different in the local area.</i> Book: Little Bears Spring Adult led activities and provocations: Making ice lollies adult led. Painting with ice provocation RE: People, Culture and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Technology: Understanding the World	Communities <i>Children will explore similarities and differences of different places. (weather, seasons)</i> Science: The Natural World To explore changes and process that occur in natural world. Book: Who Sank the boat? Adult led activities and provocations: Raft building adult led. Senosry sinking and floating bottles. RE: People, Culture and Communities Technology: Understanding the World <i>Children will explore aga appropriate software to take images and record sounds.</i>	<i>differences and similarities of people in their community.</i> Science: The Natural World Children will sort and group materials and resources and talk about how they are similar or different. Book: Too many Bubbles Adult led activities and provocations: Bubble wand provocations. Table bubbles adult led. RE: People, Culture and Communities Technology: Understanding the World
	Past and Present: <i>Can sequence simple routine events. Can sequence family members by age.</i> People, Culture and Communities: <i>Interest in the lives of people who are special to them. Talk about special events in their lives. Know that there are other countries other than where they live. Notice differences between people.</i> The Natural World: <i>Explore the changing weather and seasons. Can observe changes such as ice melting and suggest why. To show care for the environment, Talk about growth and life cycles of plants and animals.</i> BK end of Nursery expectations: <i>Know the names for basic farm, pet and jungle animals. Know what plants need to grow.</i>					
EAD Intent	At Bishop King, the development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. We encourage children to listen attentively and move to music. Our continuous provision provides children with opportunities to develop their confidence to be able to create individual pieces of work; choosing their own resources, techniques and ideas.					
Expressive Arts and Design Children will begin to use elements of the Charanga music scheme. They will learn about some Artists and composers of the moment along with the rest of the school. We ensure that our interactions during child-initiated play foster independence and individual imagination.	Music: Being Imaginative <i>Children will have the opportunity to listen to environmental and percussions sounds. Children will have opportunities to express themselves through music and perform their own music.</i> Art & Design: Creating with Materials <i>Children will be able to give meaning to marks they make.</i>	Music/ Imaginative play: Being Imaginative <i>Children will experiment with different instruments and their sounds. Children will be able to play share and perform familiar nursery rhymes and songs for different cultures and times. Children will have opportunities for simple role play.</i> Art & Design: Creating with Materials <i>Children will begin to create shapes with continuous lines. Children will explore and experiment with colours.</i>	Music/Imaginative play: Being Imaginative <i>Children will be able to distinguish the different familiar sounds they hear. Children will be supported to use different objects and materials to represent something else.</i> Art & Design: Creating with Materials <i>Children will begin to draw with increasing complexity and detail from both their imagination and observation. Children will be able to talk about colour and the differences they notice.</i>	Music: Being Imaginative <i>Children will explore playing different instruments with increasing control.</i> Art & Design: Creating with Materials <i>Children will begin to use these shapes to represent objects and people. Children will explore and experiment with colours.</i>	Music/Imaginative play: Being Imaginative <i>Children will have opportunities to sing their own songs or change the words of songs they know. Children will be supported to develop more complex stories using small world resources.</i> Art & Design: Creating with Materials <i>Children will begin to use drawings to represent ideas like movement. Children will be able to talk about how colours have changed.</i>	Music/Imaginative play: Being Imaginative <i>Children will be able to respond to what they have heard making connections, expressing their thoughts and feelings. Children will be supported and encouraged to use constructions kits to create small world settings.</i> Art & Design: Creating with Materials <i>Children will begin to show emotions and expressions through drawings Children will have the opportunity explore an artist.</i>
	Creating with Materials: <i>Share creations, talking about and evaluating work. Use shapes to create representation. Construct with a range of materials using tools to join materials together. Show an interest in the texture of objects/materials. Explore how colours change.</i> Being Imaginative: <i>Extend and develop storylines, Engaging in role play. Independently sing, dance and create artwork showing a passion for one of these.</i>					

