Christ Church CofE Primary School & Nursery

Nursery

Early Years Curriculum

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three characteristics of effective teaching and learning are:

• playing and exploring - children investigate and experience things, and ‘have a go’
• active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
• creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

The framework sets out the three prime areas of learning that underpin everything in the early years:
• communication and language
• physical development
• personal, social and emotional development

The four specific areas help children to strengthen and apply the prime areas:
• literacy
• mathematics
• understanding the world
• expressive arts and design

All of these areas of learning are connected together. The characteristics of effective teaching and learning weave through them all. That’s because children in the early years are becoming more powerful learners and thinkers. These characteristics develop as they learn to do new things, acquire new skills, develop socially and emotionally, and become better communicators. Development Matters and Birth to 5 Matters set out the pathways of children’s development in broad ages and stages. However, the actual learning of young children is not so neat and orderly.

The main purpose of these pathways is therefore to help you assess each child’s level of development. Accurate assessment helps practitioners to make informed decisions about what a child needs to learn and be able to do next.

The Characteristics of Effective Learning

Playing and Exploring - children investigate and experience things, and 'have a go'

- Realise that their actions have an effect on the world, so they want to keep repeating them
- Reach for and accept objects. Make choices and explore different resources and materials
- Plan and think ahead about how they will explore or play with objects
- Guide their own thinking and actions by talking to themselves while playing
- Make independent choices. Do things independently that they have been previously taught
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning
- Respond to new experiences that you bring to their attention

Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

- Participate in routines.
- Begin to predict sequences because they know routines
- Show goal-directed behaviour
- Use a range of strategies to reach a goal they have set themselves.
- Begin to correct their mistakes themselves
- Keep on trying when things are difficult

Creating and Thinking Critically - children have & develop their own ideas, make links between ideas, & develop strategies for doing things

- Take part in simple pretend play
- Sort materials
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems
- Use pretend play to think beyond the 'here and now' and to understand another perspective.
- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions

Communication and Language

❑ Listening, Attention & Understanding

Typical development in Autumn (3-4 Emerging)
Listens with interest to the noises adults make when they read stories
Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door
Recognises that signs and symbols are a method for communicating.
Identifies action words by following simple instructions, e.g. Show me jumping
Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet
Begins to respond to familiar signs and symbols.

Typical development in Spring (3-4 Developing)
Shows interest in play with sounds, songs and rhymes
Attends to play when highly motivated.
Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?)
Developing understanding of simple concepts (e.g. fast/slow, good/bad)
Listens to simple stories and joins in with key words or phrases.
Understands use of objects (e.g. Which one do we cut with?)
Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus

Typical development in Summer (3-4 Secure)
Listens to others in one-to-one or small groups, when conversation interests them
Listens to simple, familiar stories with increasing attention and recall
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
Focusing attention – can still listen or do, but can change their own focus of attention
Is able to follow directions (if not intently focused)
Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture
Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box

Communication and Language

❑ Speaking

Typical development in Autumn (3-4 Emerging)
Begins to use simple language to share feelings, experiences and thoughts
Learns new words and is able to use them in communicating
Uses language to jump from topic to topic
Uses longer sentences (e.g. Mummy gonna work)
Joins in when learning new songs and rhymes.

Typical development in Spring (3-4 Developing)
Uses language to share feelings, experiences and thoughts
Uses a variety of simple questions (e.g. what, where, who)
Starts a conversation with an adult or friend and continues it with many turns.
Able to use simple language in recalling past experiences

Typical development in Summer (3-4 Secure)
Beginning to use more complex sentences to link thoughts (e.g. using and, because)
Can retell a simple past event in correct order (e.g. went down slide, hurt finger)
Uses talk to explain what is happening
Beginning to use a range of tenses (e.g. play, playing, will play, played)
Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture
Questions why things happen
Builds up vocabulary that reflects the breadth of their experiences
Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle
Begins to talk more extensively about things that are of particular importance to them

Personal, Social and Emotional Development

❑ Managing Self

Typical development in Autumn (3-4 Emerging)
Responds to their name and demonstrates a sense of identity.
Demonstrates preferences and interests and is becoming aware of their unique abilities.
Is more open to engaging in new experiences, sometimes with support.
Takes part in at least three hours of exercise each day, including moderate to vigorous-intensity physical activity, spread throughout the day.
Feeds self competently
Can hold a cup with two hands and drink well without spilling
Develops some independence in self-care and shows an awareness of routines such as handwashing and teeth cleaning but still often needs adult support.
Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet

Typical development in Spring (3-4 Developing)
Experiments with their own views of who they are through their play, through trying out different behaviours, and the way they talk about themselves.
Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots
Begins to recognise danger and seeks the support and comfort of significant adults
Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions and visuals
Is more able to independently access food and drink within the provision when they are hungry or thirsty.
Continues to broaden the breadth of their experiences, sometimes with support.
Can brush teeth with adult support, selecting the items they need independently.

Typical development in Summer (3-4 Secure)
Can tell adults when hungry, full up or tired or when they want to rest or play.
Observes and can describe in words or actions the effects of physical activity on their bodies.
Can name and identify different parts of the body
Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely
Can wash and can dry hands effectively and understands why this is important
Willing to try a range of different textures and tastes and expresses a preference
Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important
Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom
Is developing an understanding of and interest in differences of gender, ethnicity and ability.
Seeks out new experiences, is motivated to have a go and begins to persevere; sometimes with support.
Can brush teeth with reduced support from an adult, is becoming aware of the need to regularly brush teeth.

Personal, Social and Emotional Development

❑ Self Regulation

Typical development in Autumn (3-4 Emerging)
Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset
Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated
Expresses and is beginning to talk about their feelings using words like 'happy' and 'sad'.
Shows a sense of autonomy by following own interests and asserting their preferences.
Shows an awareness of their own likes and dislikes.
Is becoming more aware of familiar boundaries and routines.

Typical development in Spring (3-4 Developing)
Is gradually learning that actions have consequences.
Shows an understanding and acceptance of boundaries and routines.
Is developing the ability to express their feelings verbally and/or through the use of visuals.
Responds to the feelings of others, showing concern and offering comfort.
May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions
Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows
Is able to more readily regulate their feelings, resulting in fewer emotional collapses.

Typical development in Summer (3-4 Secure)
Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help
Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety and self-doubt.
Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants.
Is more able to recognise and talk about the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings.
Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.

Personal, Social and Emotional Development

❑ Building Relationships

Typical development in Autumn (3-4 Emerging)
Builds relationships with special people but may show anxiety in the presence of strangers.
Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult.
Is becoming more able to share an environment with familiar people.
Is beginning to show an interest in familiar people.

Typical development in Spring (3-4 Developing)
Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.
Is becoming more able to play alongside and share resources with children who have similar interests.
Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interests.
Is beginning to build a special friendship and closer bonds with familiar adults.

Typical development in Summer (3-4 Secure)
With support from a familiar adult, is beginning to respond to and accept negotiation and compromise when resolving conflict with peers.
Seeks out companionship with adults and other children, sharing experiences and play ideas.
Uses their experiences of adult behaviours to guide their social relationships and interactions
Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it.
Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play

Physical Development

❑ Gross Motor

Typical development in Autumn (3-4 Emerging)
Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands
Sits comfortably on a chair with both feet on the ground
Moves in response to music, or rhythms played on instruments such as drums or shakers
Begins to walk, run and climb on different levels and surfaces
Climbs up and down stairs by placing both feet on each step while holding a handrail for support

Typical development in Spring (3-4 Developing)
Runs safely on whole foot
Jumps up into the air with both feet leaving the floor and can jump forward a small distance
Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride .
Begins to understand and choose different ways of moving when modelled to them
Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it .

Typical development in Summer (3-4 Secure)
Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise
Walks down steps or slopes whilst carrying a small object, maintaining balance and stability
Begins to run with some spatial awareness.
Can come to a stop quickly when running to avoid obstacles.
Can balance on one foot or in a squat momentarily, shifting body weight to improve stability
Can grasp and release with two hands to throw and catch a large ball.

Physical Development

❑ Fine Motor

Typical development in Autumn (3-4 Emerging)
May be beginning to show preference for dominant hand and/or leg/foot
Turns pages in a book, sometimes several at once
Shows an interest in tools and objects and explores what they can do.

Typical development in Spring (3-4 Developing)
Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools
Holds mark-making tools with whole hand.

Typical development in Summer (3-4 Secure)
Holds mark-making tools with thumb and all fingers
Creates lines and circles pivoting from the shoulder and elbow
Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons

Literacy

❑ Word Reading

Typical development in Autumn (3-4 Emerging)
Has some favourite stories, rhymes, songs, poems or jingles.
Repeats words or phrases from familiar stories.
Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a
With adult support, begins to recognise their written name.
Begins to recognise familiar characters based on their interests.

Typical development in Spring (3-4 Developing)
Continues to develop a love of books (listening to adult's read and independent interest)
Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps
Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes
Looks at books with growing independence.
Gains familiarity with core books.

Typical development in Summer (3-4 Secure)
Listens to and joins in with stories and poems, when reading one-to-one and in small groups
After repeated exposure to a core book, begins to joins in with repeated refrains and anticipate key events and phrases in simple rhymes and stories.
Begins to talk about events and principal characters in familiar, simple stories
Shows interest in illustrations in print and digital books and words in the environment
Recognises familiar words and signs such as own name, advertising logos and screen icons
Looks at and enjoys print and digital books independently

Literacy

- **Comprehension**

Typical development in Autumn (3-4 Emerging)
Identifies action words by following simple instructions, e.g. Show me jumping
Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet
Begins to understand that visuals, signs and images carry meaning

Typical development in Spring (3-4 Developing)
Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?)
Developing understanding of simple concepts (e.g. fast/slow, good/bad)
Understands use of objects (e.g. Which one do we cut with?)

Typical development in Summer (3-4 Secure)
Understands use of wider range of objects and tools
Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture
Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box
Beginning to understand why and how questions
Demonstrates an awareness that images and illustrations are linked to meaning

Literacy

- ## Writing

Typical development in Autumn (3-4 Emerging)
Explores different ways of making marks, e.g. with their hands, with a range of tools and resources
Creates a range of marks
Distinguishes between the different marks they make

Typical development in Spring (3-4 Developing)
Continues to develop an interest in creating a range of marks
Begins to make marks for a purpose
Distinguishes between the different marks they make.
Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.
Sometimes gives meaning to their drawings and paintings
Begins to make letter-type shapes to represent the initial sound of their name and other familiar words

Typical development in Summer (3-4 Secure)
Makes up stories, play scenarios, and drawings in response to experiences, such as outings
Continues to give meaning to their drawings and paintings
Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves
Includes mark making and early writing in their play
Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right
Attempts to form the letters in their name, using combinations of lines, circles and curves or letter-type shapes.

Mathematics

- ## Number

Typical development in Autumn (3-4 Emerging)
In everyday situations, takes or gives two or three objects from a group
Beginning to notice numerals (number symbols)

Typical development in Spring (3-4 Developing)
Beginning to count on their fingers.
Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)

Typical development in Summer (3-4 Secure)
Subitises one, two and three objects (without counting)
Links numerals with amounts up to 5 and maybe beyond
Explores using a range of their own marks and signs to which they ascribe mathematical meanings
Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers

Mathematics

● Numerical Patterns

Typical development in Autumn (3-4 Emerging)
Begins to recognise changes in numbers of things in everyday context, using words like ‘more’
Begins to say numbers in order, some of which are in the right order (ordinality)
Joins in and anticipates repeated sound and action patterns

Typical development in Spring (3-4 Developing)
Is interested in what happens next using the pattern of everyday routines
Beginning to compare and recognise changes in numbers of things, using words like more, lots or ‘same’

Typical development in Summer (3-4 Secure)
Compares two small groups of up to five objects, using simple language such as ‘more’, ‘less’, ‘same’
May enjoy counting verbally as far as they can go
Points or touches each item, saying one number for each item, using the stable order of 1,2,3,4,5.
Uses some number names and number language within play, and may show fascination with large numbers
Begin to recognise numerals 0 to 10
Beginning to use understanding of number to solve practical problems in play and meaningful activities
Explores and adds to simple linear patterns of two simple repeating items, e.g. stick, leaf (AB)

Mathematics

● Shape, Space and Measure

Statutory Educational Programme

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.

(3-4 Emerging/Developing)

Responds to some spatial and positional language
Explores how things look from different viewpoints including things that are near or far away
Chooses puzzle pieces and tries to fit them in
Recognises that two objects have the same shape
Makes simple construction
Is interested in what happens next using the pattern of everyday routines
Explores differences in size, length, weight and capacity
Beginning to anticipate times of the day such as mealtimes or home time

(3-4 Secure)

Responds to and uses language of position and direction
Predicts, moves and rotates objects to fit the space or create the shape they would like
Chooses items based on their shape which are appropriate for the child's purpose
Responds to both informal language and common shape names
Shows awareness of shape similarities and differences between objects
Attempts to create arches and enclosures when building, using trial and improvement to select blocks

Understanding the World

- **Past and Present**

Typical development in Autumn (3-4 Emerging)
Has a sense of own immediate family and relations and pets
Shows an interest in different occupations

Typical development in Spring (3-4 Developing)
Start to talk about people who are special to them.
Start to talk about some past and present experiences.
Begins to make sense of their own life-story and family history

Typical development in Summer (3-4 Secure)
Remembers and talks about significant events in their own experience
Shows interest in different occupations and ways of life indoors and outdoors
Recognises and describes special times or events for family or friends

Understanding the World

- **People, Culture and Communities**

Typical development in Autumn (3-4 Emerging)
In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird

Typical development in Spring (3-4 Developing)
Beginning to have their own friends
Learns that they have similarities and differences that connect them to, and distinguish them from others

Typical development in Summer (3-4 Secure)
Shows interest in the lives of people who are familiar to them
Enjoys joining in with family customs and routines
Knows some of the things that make them unique.
Can recognise and talk about familiar environments Eg visiting the local supermarket.

Understanding the World

- ## The Natural World

Typical development in Autumn (3-4 Emerging)
Notices detailed features of objects in their environment
Begins to talk about some of the things they have observed such as plants, animals, natural and found objects

Typical development in Spring (3-4 Developing)
Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake
In more detail, continues to talk about some of the things they have observed, such as plants, animals, natural and found objects.
Continues to expand vocabulary linked to the natural world, animals, plants and objects.

Typical development in Summer (3-4 Secure)
Makes simple comments and asks questions to develop their understanding of their familiar world.
Begins to talk about why things happen and how things work
Begins to develop an understanding of growth, decay and changes over time
Begins to show care and concern for living things and the environment

Expressive Arts and Design

● Creating with Materials

Typical development in Autumn (3-4 Emerging)
Joins in singing songs
Creates sounds by rubbing, shaking, tapping, striking or blowing
Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow
Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects

Typical development in Spring (3-4 Developing)
Enjoys and responds to playing with colour in a variety of ways, for example combining colours
Uses 3D and 2D structures to explore materials and/or to express ideas
Begins to explore and use simple tools

Typical development in Summer (3-4 Secure)
Explores how sounds and movements can be changed
Begins to move in a range of ways, e.g. mirroring, creating own movement patterns
Enjoys joining in with moving, dancing and ring games
Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home
Taps out more complex repeated rhythms
Develops an understanding of how to create and use sounds intentionally
Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
With adult support, uses simple tools for a purpose

Expressive Arts and Design

- **Being Imaginative and Expressive**

Typical development in Autumn (3-4 Emerging)
Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations

Typical development in Spring (3-4 Developing)
Begins to make believe by pretending using sounds, movements, words, objects
Beginning to describe sounds and music imaginatively, e.g. scary music
Creates rhythmic sounds and movements

Typical development in Summer (3-4 Secure)
Uses movement and sounds to express experiences, expertise, ideas and feelings
Experiments and creates movement in response to music, stories and ideas
Sings to self and makes up simple songs
Creates sounds, movements, drawings to accompany stories
Begins to notice what other children and adults do, mirroring what is observed and plays alongside other children who are engaged in the same theme.

Nursery PSHE

The teaching of Relationships Education and Health Education became a statutory component to the primary curriculum in September 2020. However, we believe that teaching each strand of the wider PSHE curriculum (Health and Wellbeing, Relationships and Living in the Wider World) enables all children to develop the necessary skills to become positive citizens in modern Britain. Our PSHE curriculum and overview is bespoke and draws upon objectives taken from Jigsaw PSHE, PSHE Association, Health Education Partnership and government guidance. Further details and objectives for teachers' planning is available on the PSHE page of the intranet.

Jigsaw PSHE is a comprehensive and completely original Scheme of Work for the whole Primary School from Nursery through to Year 6. It brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. The statutory guidance for Relationships and Health Education for primary schools is also covered within this scheme.
SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout. All of these pieces of learning are brought together to form a cohesive picture, helping children to know and value who they are and understand how they relate to other people in the world.

British Values
Jigsaw contributes, as a good PSHE programme should, to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy.
The 5 strands of the British Values agenda have been mapped across every Puzzle and every Piece (lesson).
The 6 Jigsaw Puzzles (half-termly units) are designed so the whole school can study the same learning themes at the same time, each year group at its own level. The Puzzles are sequential and developmental throughout each academic year. The puzzles are:

- Being Me
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Links to key documents

Development Matters - Non-statutory curriculum guidance for the early years foundation stage

2021 Early years foundation stage assessment and reporting arrangements

Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage