

Our Nursery Vision

At Robertswood, we have a bespoke curriculum planned to meet the needs of each individual child in our Nursery setting. It is a flexible, ambitious document, carefully sequenced to show everything we want the children to learn. We use the EYFS Statutory Framework, organised into seven areas of learning (three prime and four specific) rather than subjects, and Development Matters and Birth to 5 Matters guide our planning. When developing these plans, we always consider the cultural capital and the interests of our children, so that they can broaden their horizons through new experiences and be opened to a new world of wonder and learning.

The EYFS framework identifies the essential role of play. Our indoor and outdoor environments give children the space to invent their own play, and it is through both child-led play and play guided by an adult that children develop confidence, build relationships and extend their vocabulary. The Characteristics of Effective Teaching and Learning - playing and exploring, active learning, and creating and thinking critically - run through everything we do. In Nursery, Literacy is taught through our topics, phonics is taught in key-worker groups with some whole-class sessions, and the principles of White Rose Maths are embedded in our learning about early number, supported by targeted Nursery assessments.

This document sets out, half term by half term, the knowledge and skills our Nursery children build across the seven areas of learning during our two-year cycle. It is aligned to our Nursery Curriculum Overview, to Little Wandle Foundations for Phonics, White Rose Maths, Helicopter Stories and Poetry Basket, and it prepares children for the Reception curriculum. The skills described are those expected of three- and four-year-olds in Development Matters and Range 5 of Birth to 5 Matters. It sits alongside our seven Early Learning Aspirations - Imagine, Question, Manage, Draw, Create, Solve and Write - with Nursery children working towards each stage based on their own stage of development, and the Reception year taking them on through the remaining stages.



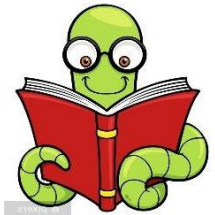
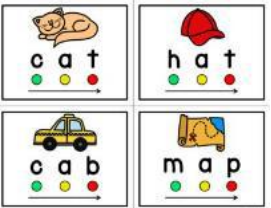
Nursery Knowledge and Skills Curriculum Progression

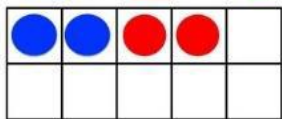
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-termly themes (Year 1)	All about me (My family and I)	Celebrate the World (Nativity and Christmas)	Safari	On the Farm	In the Garden	Pirates
Half-termly themes (Year 2)	All about me (My family and I)	Celebrate the World (Nativity and Christmas)	Traditional Tales	Space	At the Seaside	Under the Sea
Communication and language						
Listening, attention and understanding 	Settles into Nursery routines and listens to a short story in a small group. Enjoys Rhyme Time and joins in with the actions. Responds to their own name and understands a simple one-step instruction, e.g. 'get your coat'.	Listens to longer stories and joins in with repeated refrains (Stickman, Dear Santa). Understands 'who' and 'what' questions. Begins to pay attention to more than one thing at a time with adult support.	Enjoys listening to longer stories and remembers much of what happens (Goldilocks, Three Billy Goats Gruff). Understands a two-part instruction. Begins to understand 'why' questions.	Listens and responds during stories. Follows an instruction with two parts while busy at an activity. Understands 'how' and 'why' questions about the farm/space and life cycles.	Sustains attention in a small group for the length of a whole story. Asks questions to find out more when visitors come in (e.g. gardener, florist).	Listens attentively in a group and responds with relevant comments and actions. Understands and follows instructions with three parts. Attention is secure enough for whole-class carpet sessions in Reception.
Speaking 	Names family members, pets and facial features using new topic vocabulary. Speaks in sentences of three or four words. Talks about colours and feelings (The Colour Monster, That's When I'm Happy).	Uses a wider vocabulary: Christmas, nativity, costume, celebration, Guy Fawkes, Remembrance, Diwali, lights, pattern. Sings a large repertoire of songs (Nativity, Nursery Rhyme Week). Uses longer sentences of four to six words.	Uses safari and habitat vocabulary: lion, elephant, giraffe, hippo, zebra, wildlife or Traditional Tales vocab: house, tower, straw, beanstalk, castle. Uses talk in pretend play and begins to use 'because'. Retells part of a familiar story.	Talks in sentences using past and future tense with adult modelling. Uses farm/space vocabulary; develops storylines in pretend play.	Uses new vocabulary about growing and changing throughout the day. Talks about different jobs and the people who do them. Joins sentences using 'and' and 'because'.	Uses talk to organise their play and to explain their thinking. Can be understood by an unfamiliar adult. Uses pirate/under the sea vocabulary confidently in role play: ahoy, treasure, ship, flag/ animal, ocean, creatures, blue,
Personal, social and emotional development						
Self-regulation 	Separates from their carer and begins to settle into the daily routine. Talks about feelings using The Colour Monster - happy, sad, angry, calm. Selects and returns their own resources.	Begins to follow the Nursery rules and respond to boundaries. Waits for a short turn with adult support. Manages the excitement of Bonfire Night, Diwali and Christmas.	Talks about how a character feels and why (The Lion Inside). Is increasingly able to wait for a turn and to resist the impulse to grab.	Expresses feelings in words rather than actions with adult support (Marvin Gets Mad). Begins to solve small conflicts with a friend.	Focuses on an activity of their own choosing for a sustained period. Sets themselves a simple goal, e.g. planting a seed and caring for it.	Follows the rules and begins to understand why they matter. Shows increasing control over their feelings and can calm themselves with less adult support.

Nursery Knowledge and Skills Curriculum Progression

						Talks about their own and other people's feelings.
Managing self 	Washes and dries their hands with support, knowing to use water, soap and a paper towel or dryer. Finds their own peg and name card. Begins to use the toilet independently.	Puts on and takes off their own coat with help and begins to manage a zip. Brushes teeth as part of the routine and makes healthy choices at snack time.	Uses the toilet independently and washes hands afterwards without a reminder. Puts on their own wellies and outdoor kit.	Manages their own needs - toileting, hand washing and snack - with growing independence. Talks about being healthy: food, sleep, exercise and teeth.	Dresses and undresses with increasing independence and begins to manage buttons. Takes responsibility for tidying up and looking after the Nursery environment.	Is confident to try a new activity and knows to ask an adult when they need help. Manages their own belongings ready for transition. Aspiration secure: washes hands properly and independently.
Building relationships 	Forms a secure attachment to their key worker. Plays alongside other children and begins to form friendships. Talks about their own family and who lives in their home (Owl Babies).	Plays in a group of children, extending and elaborating play ideas. Takes part in the Nativity as part of a group.	Plays with one or more other children and shares ideas. Begins to take turns without an adult prompt.	Shows care and concern for others and for living things. Begins to see things from another person's point of view.	Talks with and works alongside unfamiliar adults who are visiting.	Plays co-operatively in a larger group, negotiating roles in pirate/under the sea role play. Seeks and accepts help from adults and from friends. Begins to resolve disagreements with words.
Physical Development						
Gross motor skills 	Moves confidently in a range of ways - walking, running and stopping safely. Uses the outdoor area safely, negotiating space and obstacles. Daily Wake and Shake dances.	Climbs on apparatus and uses trikes and bikes with growing confidence. Continues to develop core strength, balance and stability.	Moves like safari animals or characters in a traditional story - stretching, crawling, stamping and jumping. Balances and stands on one leg for a short time.	Rides a scooter or trike with increasing skill, steering and pedalling. Develops ball skills - rolling, throwing and kicking a large ball.	Skips, hops and gallops. Uses large-muscle movements in gardening and sand play - digging, carrying and watering.	Combines movements with confidence - running, jumping, climbing and balancing. Catches a large ball. Physically ready for PE lessons in Reception.

Nursery Knowledge and Skills Curriculum Progression

Fine motor skills 	Uses one-handed tools - chunky crayons, dough tools and tweezers. Develops hand strength through malleable and construction play. (Story Dough) Makes marks on a large scale with chalk, paint and water.	Uses scissors to snip and uses glue spreaders and brushes for Diwali and Christmas crafts. Uses a spoon and fork independently at lunch time.	Begins to use a tripod grip on chunky pencils and brushes. Threads, posts and builds with small construction.	Uses scissors to cut along a line with support. Uses a knife and fork and pours from a small jug.	Uses gardening/sand tools - trowels, watering cans and seed trays/buckets, spades, sieves etc. Continues to develop a comfortable and effective pencil grip.	Holds pens and pencils with a comfortable grip and good control. Uses a range of small tools independently and with increasing accuracy.
Literacy						
Comprehension 	Enjoys sharing a book with an adult; holds a book the right way up and turns the pages. Joins in with a repeated refrain (Owl Babies) and talks about the pictures.	Recognises and joins in with familiar rhymes and songs (Nursery Rhyme Week). Talks about what is happening in a story and asks for favourite books.	Retells part of a familiar traditional tale and understands that print carries meaning.	Anticipates what happens next in a familiar story (Rosie's Walk). Talks about characters and joins in with story language.	Engages with non-fiction books about plants and jobs and uses new vocabulary in their play.	Retells a familiar story in their own words using props and puppets. Knows that print in English is read from left to right and from top to bottom.
Word reading 	Little Wandle Foundations for Phonics: Rhyme Time. Tunes into environmental sounds and listens to and joins in with rhymes.	Little Wandle Foundations: tuning into sounds - s, a, t, p, i, n, m. Hears and says the initial sound in a word.	Little Wandle Foundations: tuning into sounds - d, g, o, c, k, e. Begins to blend and segment simple words orally (c-a-t). Recognises their own name on their peg.	Little Wandle Foundations: tuning into sounds - u, r, h, b, f, l. Spots and suggests rhymes; counts or claps the syllables in a word.	Little Wandle Foundations: tuning into sounds - j, v, w, y, z, qu, ch. Continues oral blending; hears the initial sound and begins to hear the final sound.	Little Wandle Foundations: tuning into sounds - ck, x, sh, th, ng, nk. Orally blends and segments confidently, ready to begin Little Wandle Phase 2 in Reception.
Writing 	Makes marks with a range of tools, indoors and outdoors. Enjoys large-scale mark making with chalk, paint and water.	Begins to give meaning to the marks they make, e.g. 'That is my mummy.' Draws with increasing control.	Recognises their own first name and begins to copy or trace it. Adds marks to their drawings to represent writing.	Draws with more detail and includes some recognisable features. Makes marks in role play - lists, tickets and labels.	Writes some of the letters in their own name, usually the first letter. Uses a comfortable grip when writing and drawing.	Writes their name with support and forms some recognisable letters. Aspiration Stages 1 and 2: recognises their own first name and gives their marks meaning.

Mathematics						
Number 	White Rose principles: Comparison 1, Counting 1 and 2, Subitising 1. Joins in with number songs and counts a few objects. Recognises 1, 2 and 3 without counting; uses more, fewer and the same.	White Rose principles: Subitising 2, Counting 3. Counts to 5 objects using one-to-one correspondence. Recites numbers past 5 and recognises up to 3 in different arrangements.	White Rose principles: Counting 4, Subitising 3, Comparison 2. Says one number for each item, in order. Compares two sets of objects and says which has more.	White Rose principles: Subitising 4. Links numerals to quantities and shows finger numbers up to 5. Knows that the last number counted tells you how many there are.	White Rose principles: Counting 5, Counting 6, Comparison 3. Counts beyond 5 and counts actions and sounds as well as objects. Compares quantities using more than, fewer than and the same.	White Rose principles: Number composition, Numbers to 5, What comes after and before, On the Move. Explores how numbers to 5 are made of smaller numbers. Ready for It's Me 1, 2, 3 in Reception.
Numerical patterns Doubles $2 + 2 = 4$ 	Pattern 1 - explores colour and object patterns; matches and sorts by one attribute.	Pattern 2 - copies and continues a simple AB pattern (Diwali rangoli, Christmas lights).	Pattern 3 - creates their own AB patterns using animal print and safari or traditional tale resources.	Patterns 4 and 5 - extends a pattern and spots an error in a pattern.	Pattern 6 - explores ABB and ABC patterns and makes patterns with natural materials.	Recites numbers in order past 5 and notices the pattern of the counting system. Talks about 'one more' and compares quantities.
Shape, space and measure 	Shape, space and measure 1 - explores size and position: big, little, in, on and under. Builds with blocks and construction.	Shape, space and measure 2 - explores 2D and 3D shapes through printing, wrapping and building. Uses positional language.	Shape, space and measure 3 and 4 - talks about shapes using informal language: sides, corners, straight, flat and round. Completes simple jigsaws and inset puzzles.	Shape, space and measure 5 - compares length, height, weight and capacity: long, short, heavy, light, full and empty (farm role play and water play).	Measures and compares plant growth - taller and shorter. Uses the language of size when planting and potting.	Combines shapes to make new ones. Follows and gives simple directions in treasure-map play. Talks about routines and the order of the day.
Understanding the World						
Past and present 	Life stories and family history - talks about themselves as a baby and now. Talks about their family and who lives in their home.	Repeating actions - talks about celebrations they remember and ones they look forward to. Remembers and retells the Nativity story.	Talks about the life cycle of an animal - what happens first, next and last (butterflies in Nursery).	Sequences the events of a familiar story.	Talks about different jobs/locations and the people who do them, now and in the past.	Talks about a place from long ago and compares then and now.

Nursery Knowledge and Skills Curriculum Progression

People, culture and communities 	Talks about their family and the people who are special to them. Notices similarities and differences between themselves and others (Pink is for Boys). Black History Month.	Learns that people celebrate in different ways. Bonfire Night, Diwali, Christmas, Nursery Rhyme Week.	Explores a contrasting place – e.g. the safari - and animals that live in other countries. Storytelling Week, Chinese New Year, Valentine's Day, Pancake Day.	Talks about the farm and where our food comes from. Communication and Language Week, Mother's Day, Ramadan, Science Week, Easter, Eid al-Fitr.	Meets people who help us - a visiting gardener and florist - and talks about their jobs. Father's Day, Gypsy, Roma and Traveller Month.	Continues to develop positive attitudes about the differences between people. Eid al-Adha.
The Natural World 	Explores the outdoor area and notices the changes of autumn. Uses their senses to explore natural materials.	Notices change in the weather and the season - winter, frost and dark evenings. Talks about how we dress for cold weather.	Learns about animals and the habitats they live in. Observes the butterfly life cycle.	Explores natural materials - mud, sand, water and sticks. Learns about farm animals, their young and what they need to stay healthy.	Plants seeds and bulbs and cares for growing plants. Talks about what a plant needs to grow. Notices the changes of summer.	Explores floating and sinking (Sink). Talks about contrasting environments - the sea and the seaside.
Technology 	Explores technology in home-corner role play - telephones, remote controls and keyboards.	Watches and talks about photographs and video of the Nativity. Uses a torch and explores light for Diwali and Bonfire Night.	Uses the interactive screen with adult support to explore.	Uses a camera or tablet to take photographs.	Records plant growth with photographs.	Explores simple programmable toys and cause-and-effect resources.
Ongoing conversations about internet safety including keeping safe online, not sharing personal details, asking an adult and screen time etc.						
Expressive arts and design						
Creating with Materials 	Explores paint, dough and collage. Names colours and explores colour mixing (Roald Dahl - Colours). Creates a self-portrait.	Explores joining techniques - glue, tape and split pins - for Diwali and Christmas crafts. Explores pattern and light.	Draws using shapes and continuous lines. Explores print and texture through printing and rubbing.	Explores mixing paint to make a new colour. Uses junk modelling to make a farm building or vehicle.	Draws with increasing detail and can say what their drawing is. Uses natural materials to print, weave and make.	Makes a pirate ship using a range of joining techniques. Chooses their own resources and talks about the process they have used.

Nursery Knowledge and Skills Curriculum Progression

Being imaginative and expressive 	Takes part in pretend play in the home corner. Poetry Basket: Chop Chop, Pointy Hat, Wise Old Owl.	Sings in a group in the Nativity and performs to an audience. Poetry Basket: Falling Apples, Breezy Weather, Cup of Tea.	Develops storylines in small-world play; plays instruments to make sounds. Poetry Basket: Popcorn, Pancakes, I Can Build a Snowman.	Takes on a role in farm or space play and stays in it for a short time Poetry Basket: Furry Furry Squirrel, A Little Seed, Mrs Bluebird.	Creates their own songs and changes the words of familiar ones. Poetry Basket: Dance, Sliced Bread, Five Little Peas.	Invents and acts out a pirate/sea story with friends. Sings a large repertoire of songs and moves in time to music. Poetry Basket: The Fox, Thunderstorm, Under a Stone.
Assessment	Nursery baseline assessment on entry. Key-worker observations begin. Phonics assessment Parent Consultations	Aspiration checkpoint Autumn assessment against 17 areas.	Phonics assessment Parent Consultations	Aspiration checkpoint. Spring assessment against 17 areas.	Phonics assessment	End-of-year summary and transition to Nursery year 2 or to Reception. Most children secure against 17 areas Written report.