

St Luke's CE Primary School



Nursery Curriculum 2023/24

Aims of the school

- To provide a secure, happy and stimulating environment in which children will be well motivated to learn.
- To value each child in their own right irrespective of ability, gender or background and to provide them with opportunities of access to curriculum, and give each the confidence and motivation to meet challenges at work and leisure.
- To develop and foster their self-esteem to take their place in society.
- To enable children to make informed decisions concerning the quality of their life and well-being in a world of increasing opportunities and dangers.
- To equip children with the skills to learn; encouraging increasing independence, self-reliance and confidence.
- To provide a broad and balanced skill based curriculum which meets the needs of all children, providing opportunities to think logically, critically and creatively, and where they are enabled to work independently and co-operatively to fulfil their potential.
- To demonstrate and foster a positive attitude towards work and to recognise and respect of their own and each other's achievements.
- To value and respect each person's contribution to our school and to work together to achieve excellence.
- To teach and foster self-discipline and respect for people, property and animals in order to achieve and maintain high standards of behaviour and good relationships.
- To prepare children to live in a multi-cultural society and to enable them to understand, respect and value the beliefs and values of their own and other cultures. To nurture their spiritual development, providing opportunities to acquire and discuss personal values and beliefs.
- To work with parents/carers forming a partnership based on trust and mutual understanding in the best interests of the children; to form and foster links with the local and wider community.
- To make the best use of all available resources to achieve the best possible outcomes.

We hope that parents will work towards the school's aims by:

- Ensuring their child attends school regularly and punctually.
- Avoiding term-time holidays wherever possible.

- Having due regard for the school's code of behaviour ensuring a supportive attitude.
- Supporting school policies.
- Contacting the school at the earliest opportunity to share information which may affect their child's learning or wellbeing.
- Participating in discussions concerning their child's progress and achievements.
- Understanding and being realistic about their child's abilities, offering encouragement and praise.
- Allowing and encouraging their child to become more self-reliant as he/she progresses through school.
- Attending parents' information and consultation meetings.
- Encouraging and supporting children with out of school learning, especially reading and projects.

MENTAL HEALTH AND WELLBEING

Alongside our Global Citizenship and Wellbeing curriculum, we will be ensuring that pupils receive daily opportunities to participate in Mental Health and Wellbeing activities.

Across the school, the key foci will be:

- Developing resilience
- Growth Mindset
- Mindfulness
- Recognising emotions
- Strategies for self-care and how to stay healthy
- Enrichment opportunities

CATCH-UP CURRICULUM

This year, a catch-up curriculum will be implemented in all year groups alongside our school's usual programmes of study due to the learning time missed over the period of school closure caused by the Covid-19 global pandemic.

The catch-up curriculum is designed to ensure that key objectives from the previous year group's curriculum are taught to secure firm foundations to build upon and to close the gaps for individuals.

Across the school, the key foci will be:

- Communication and language
- Reading
- Phonics (EYFS, KS1 and Y3 groups)
- Writing
- Key Maths skills
- In Science, 'Working Scientifically' skills and some identified content
- Identified key skills across the foundation subjects (not content)

EYFS CURRICULUM

Both the Nursery and Reception classes follow the same curriculum framework; however topics will vary between the year groups. Lessons will be more focused in Reception with longer periods of whole class teaching as children are more able to focus their attention. Children are taught using a combination of teacher focus lessons, group activities, 1:1 teaching and continuous provision.

Continuous provision is the term used to describe how the learning environment is organised enabling children to practise skills which they have learned, explore and investigate ideas further and consolidate their understanding. In Reception, children will also develop their physical skills through dance and gymnastics. Phonics is taught following the Bug Club Phonics scheme. Children in all classes are taught phonics using a regular and structured approach.

<p>Understanding the World</p>	<p>Name body parts</p> <p>Explore senses</p> <p>Family and culture</p> <p>Harvest Festival</p>	<p>Explore different environments</p> <p>Materials and changes</p> <p>Make gingerbread men</p> <p>Make a new house for little pigs</p> <p>Diwali</p> <p>Hanukkah</p> <p>Christmas</p>	<p>Sea life visit</p> <p>Look at world map</p> <p>Explore sea creatures</p> <p>Under the sea science experiments</p> <p>Chinese New Year</p> <p>Easter</p>	<p>Museum visit</p> <p>Dinosaur names and diet</p> <p>Dinosaur science experiments</p> <p>Holi</p> <p>Eid</p>	<p>Healthy food</p> <p>Food from around the world</p> <p>Cooking</p> <p>Food and drink experiments</p> <p>King Charles' Coronation</p>	<p>Life cycle of animals</p> <p>Farm animals</p> <p>Jungle animals</p> <p>Hot/cold habitats</p> <p>Eid</p>
<p>RE/Circle time</p>	<p>Which people are special and why?</p>	<p>What stories are special and why?</p>	<p>Which places are special and why?</p>	<p>What is special about our world?</p>	<p>Which times are special and why?</p>	<p>Where do we belong?</p>

<p>Physical Development</p>	<ul style="list-style-type: none"> - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
<p>Communication & Language</p>	<ul style="list-style-type: none"> - Use a wider range of vocabulary. - Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. - Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Use longer sentences of four to six words. - Develop pronunciation, use play to help develop language, express their views/debate if disagree.
<p>Expressive Art & Design</p>	<ul style="list-style-type: none"> - Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. - Explore different materials freely, to develop their ideas about how to use them and what to make. - Join different materials and explore different textures. - Learn nursery rhymes & songs, begin to explore how music makes us feel, begin to select different sounds in pieces of music and learn simple elements of music through clapping, dancing and playing instruments.
<p>PSED</p>	<ul style="list-style-type: none"> - Develop their sense of responsibility and membership of a community. - Play with one or more other children, extending and elaborating play ideas. - Follow and remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive and talk with others to solve conflicts. - Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Understand how others are feeling. - Become more independent (toileting/washing hands and making healthy choices about food/drink).

Nursery Key Vocabulary

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ourselves Who am I?	Traditional Tales What makes a good or bad character?	Under the Sea Why can't I live under the sea?	Dinosaurs What makes each dinosaur different?	Food and Drink Where does food come from?	Animals How are baby animals born?
Me Mum Dad Family Sister Brother Manchester Boy Girl House Live Special Age	Characters Good Bad Story Book Setting Forest Castle	Ocean Fish Animals Sea Water Sand Big Small	Fossil Extinct Herbivore Carnivore Omnivore Teeth Claws Scales	Healthy Hot Cold Melt Set Bake Cook Mix Roll Stir Clean	Pet Zoo Wild Vet Farm Life cycle Eggs Hatch Grow Mammals Change

EXTRA-CURRICULAR ACTIVITIES

There is a rich programme of extension activities provided by school, including visitors, events, celebrations and trips. Every child will go on regular enrichment trips.

Children can also participate in a variety of after school clubs throughout the year e.g. sports – multi skills, art club, football club, reading club, project club etc (a timetable will be available at the school office. Not all clubs are suitable for EYFS children but there will be clubs running specifically for nursery children throughout the year.

HOMEWORK

We ask you to read with your child as much as possible at home. In Nursery and Reception, it is important that children listen to stories that you read to them or stories that you tell them from memory. This helps children to develop their imagination and an interest in books and stories. As they progress, they will need you to help them with letter recognition and phonics homework which your class teacher will give you further details about. Five minutes each day reading a story and sharing a book will help your child a great deal. This will also help to develop their vocabulary, understanding and fluency with their speech.

If you go on any trips over the weekend or during school holidays please take pictures and share them via parent share or dojo.