Oxford Road Community School

Nursery Curriculum Outline

Our Vision for our EYFS:

In our Early Years Foundation Stage, we are committed to providing a rich, nurturing environment where children are:

- **Engaged** in meaningful learning experiences that spark curiosity and deepen understanding
- Supported by **positive, trusting relationships** with adults and peers, forming the foundation for emotional security
- **Happy, secure, and confident**, with a strong sense of well-being and belonging
- Encouraged to be **independent learners**, making genuine choices and taking ownership of their learning journey
- Empowered to **take risks**, embrace new challenges, and develop resilience through exploration
- **Social and collaborative**, learning to co-operate, communicate, and build positive relationships with others

We believe that through high-quality interactions, responsive teaching, and a developmentally appropriate environment, children flourish—both as individuals and members of a wider community. Our vision is to ensure every child feels valued, capable, and ready for the next stage of their learning.

In Early Years we follow a **planning in the moment** approach offering a highly individualised, developmentally appropriate curriculum for our young learners. We recognise that young children experience learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest – the 'teachable moment' – that the skillful adult makes a difference. By using this cycle on a moment-by-moment basis, the adult will be always alert to individual children (observation), always thinking about what it tells us about the child's thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children's well-being and learning (planning for the next moment). This leads to bespoke curriculum which is wholly supportive of the development of language and relationships through play. Play is the mode in which children meaningfully develop characteristics of effective learning.

This document informs a variety of adult led times which children in Reception class participate in. We recognise that in order for children to achieve school success and make a smooth transition into Key Stage 1 there is an 'essential body of knowledge' children should know and a range of 'lived experiences' which are vital for later learning; in addition to the achievement of the Early Learning Goals at the end of their Reception year. This is in addition to the highly personalised teaching children receive during their child led times of the day.

What planning the moment looks like in our EYFS:

Planning in the moment is a child centered approach that relies on skilled practitioners recognising:
The Child's Spark – this is defined as the starting point when a child first shows an interest in something. They should be fascinated and truly captivated by what they are doing or the new object they have discovered.
The Teachable Moment – the teacher notices this interest and approaches the child. This gives the teacher the opportunity to extend the child's interest by asking open ended questions and thinking of ways this interest can be applied to other areas of teaching.
The Documentation – at future date, you can document the observation and include details of the spark, the teachable moment and the steps you took next. This helps monitor each child's interests so you can tailor the environment.

Autumn Term:

Autumn Term rationale: The Autumn term is when most children will attend Nursery for their first time. This is a period of transition for all children, for many it is the first time they have been away from their main caregivers; in addition to being in an English speaking environment. We are mindful of children's previous experiences and want to ensure that children develop positive feelings towards Nursery. The core purpose of adult led times in the autumn term is ***engagement*** *and* ***enjoyment****. As children move from their own agenda of what they would like to do, to an adult's agenda (adult led time) we endeavour to make this as enticing and developmentally appropriate so that children learn that adult led times are positive and rewarding. In doing so children's listening, attention, focus and concentration develop. Most importantly they develop pro social feelings which keep them connected to adults and children in the group.*

Autumn Reading Curriculum:	Autumn Read A lot Text:	Autumn term core rhymes:
○ Brown Bear Brown Bear What do you see? - Eric Carle ○ Dear Zoo – Rod Campbell ○ Owl Babies – Martin Waddell ○ Monkey and Me – Emily Gravett ○ Come on Daisy – James Simmons ○ Little Rabbit Foo Foo – Michael Wayne Rosen	○ Shh, we have a plan – Chris Haughton ○ Room on the Broom – Julia Donaldson ○ You Can't take an Elephant on a bus – Patricia Cleveland-Peck ○ The Gruffalo – Julia Donaldson	○ Head, Shoulders, Knees and toes ○ Wind the bobbin up ○ 5 Little ducks ○ Twinkle Twinkle Little Star ○ Incy Wincy spider ○ 1, 2, 3, 4, 5 Once I caught a fish alive ○ Sleeping bunnies ○ Row, row, row your boat

Interventions

Individual children have differentiated needs and areas that need further support to help them progress in their learning and development. These interventions are provided by skilled adults to develop and implement a well-rounded intervention. This helps to foster different areas of learning for a selected group of children. These interventions occur daily and are reviewed often to assess children and help them progress. These can include an attention bucket small group session, sensory circuit, small group lessons or a one to one session.

Carpet Times

Carpet Times during the autumn term again entice children through highly interesting resources and toys in a 'Bucket Time' style. Children also engage with carpet times through music and movement using parachutes, scarves and simple dances which create positive feelings. Practitioners read short, simple and enjoyable stories from the autumn 'read a lot' texts.

<table>
<tr><th colspan="2">Maths</th></tr>
<tr><td>Autumn 1</td><td>Autumn 2</td></tr>
<tr><td>Develop fast recognition of up to 3 objects, without having to count them individually (subatising).

Recite numbers past 5.

Show ‘finger numbers’ up to 5.

Talk about and identify patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy,’ ‘spotty,’ ‘blobs,’ etc.</td><td>Say one number for each item in order: 1, 2, 3, 4, 5

Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principal).

Extend and create ABAB patterns – stick, leaf, stick, leaf.

Notice and correct an error in a repeating pattern.</td></tr>
<tr><th colspan="2">Writing</th></tr>
<tr><td colspan="2">Building fine motor strength through pinching, grasping activities.
Can copy finger movements and other gestures.
Can explore using different tools for mark making (rolling playdough, painting, chalk, sensory play etc).
Can add marks to their drawing, which they give meaning to, for example ‘that is mummy.’
Can enjoy drawing freely.</td></tr>
<tr><th colspan="2">Reading</th></tr>
<tr><td>Enjoy and participate in whole class songs and rhymes.

Can repeat words and phrases from familiar stories.

Can notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</td><td>Knows that print has meaning.

Develops phonological awareness through carpet and child-initiated sessions. Children develop awareness of syllables in words, rhyming and initial sounds in words.

Can develop play around favourite stories using props.</td></tr>
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Spring Term:

Spring Term rationale: The core purpose of adult led times in the Spring term is to build upon children's developing listening and attention skills, to widen their vocabulary and exposure of texts, to explore the rhythm and enjoyment of language through music and movement. We are mindful that children's listening and attention skills develop uniquely, those who will benefit from smaller, more enticing groups do so.

Spring Reading Curriculum:	Spring Read a lot Text:	Spring term core rhymes:
○ The Gingerbread Man – Mairi Mackinnon ○ We're Going on a Bear Hunt – Michael Rosen Jack & The Beanstalk ○ Little Red Riding Hood ○ Shh, we have a plan – Chris Haughton ○ Super Worm – Julia Donaldson	○ Goldilocks and the three Bears - Robert Southey ○ The Smartest Giant in Town – Julia Donaldson & Axel Scheffer ○ Lost and Found – Oliver Jeffers ○ Peace at Last – Jill Murphy ○ The Three Little Pigs – Joseph Jacobs ○ Ramadan Moon – Na'ima B Robert	○ *5 Little Monkeys Swinging in a tree* ○ 5 Little ducks ○ *5 fat sausages* ○ *The Wheels on the bus* ○ *Tommy Thumb* ○ *Jelly on a plate* ○ *5 speckled frogs* ○ *5 currant buns* ○ *5 little men in a flying saucer*

Interventions

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Carpet Times

Carpet Times during the spring term develop children's communication and language, literacy and mathematical skills. Number Rhymes which support children's understanding and number and numerical pattern are explored frequently. Children enjoy playing listening and attention games which develop their ear for later phonics. Through music, songs and scarves in a music and movement style children exploring moving to music and using their own voices to sing songs. Children are taught to use claves to explore an untuned musical instrument, developing feelings of rhythm and pulse which support their literacy and language.

Maths	
Spring 1	Spring 2
Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Begin to describe a sequence of events, real or fictional, using words such as 'first,' 'then,' 'next.'	Experiment with their own symbols and marks as well as numerals. (Tally, drawing dots to represent number etc.)
Writing	
Can trace and write some or all of their name. Can write some sounds accurately.	
Reading	
Spring 1 *Embed content from Autumn 1 and 2.*	Spring 2 *Begin whole class Read, Write, Inc lessons. Content from Autumn 1-Spring 1 to be embedded.*
Knows about page sequencing. Can engage in extended conversations about stories, learning new vocabulary.	Read single-letter Set 1 sounds (first 16) Expected number of sounds: 16 sounds (first 16 Set 1 single-letter sounds

Summer Term:

Summer Term rationale: The summer term offers an opportunity to extend children's focus and attention during adult led times and to give them more complex instruction in preparation for Reception class. Developing children's communication and language skills remains at the core of everything that we do and longer, more complex 'read a lot' texts support this. Those children who require further support continue to access smaller groups planned around their individual needs.

Summer Reading Curriculum:

- The Very Hungry Caterpillar – Eric Carle
- Handa's Surprise – Eileen Browne
- Little Red Riding Hood – Susanna Davidson
- The Tiger who came to tea – Judith Kerr
- Worrysaurus – Rachel Bright
- Not a Box – Antoinette Portis

Summer Read A lot Text:

- Farmer Duck – Martin Waddell
- Superworm – Julia Donaldson
- Whatever Next – Jill Murphy
- Giraffe's Can't Dance – Giles Andreae
- Alfie's feet – Shirley Hughes
- Mixed – Arree Chung

Summer term core rhymes:

- *5 Little Monkeys Swinging in a tree*
- 5 Little ducks
- *5 fat sausages*
- *The Wheels on the bus*
- *Tommy Thumb*
- *Jelly on a plate*
- *5 currant buns*
- *Jelly on a plate*
- *Good day, good day to you (Dipidu)*

Interventions:

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Summer Term Carpet Times:

Carpet Times during the summer term further deepen children's communication and language, literacy and mathematical skills. Phonological awareness and early phonological skills are taught to children through early phonics games. Oral blending and ludic language games develop children's ear for phonics and literacy and when children are ready they are taught to hear and say the initial graphemes and the sounds that they make. Children continue to enjoy Number rhymes which give concrete representation of number, allowing them to develop their counting forward and backward skills and representing these numbers on their fingers and/or number fans. Opportunities for partner work through music enable children to become more collaborative.

Maths	
Summer 1	Summer 2
Compare quantities using language: ‘more than,’ ‘fewer than.’ Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides,’ ‘corners,’ ‘straight,’ ‘flat,’ ‘round.’	Discuss routes and locations, using words like ‘in front of,’ and ‘behind.’ Make comparisons between objects relating to size, length, weight and capacity.

Reading	
Summer 1 *Continue whole class Read, Write Inc lessons, Content from Autumn 1-Spring 1 to be embedded.*	Summer 2
Read single-letter Set 1 sounds (first 16) Expected number of sounds: 16 sounds (first 16 Set 1 single-letter sounds	Read all Set 1 single letter sounds Blend sounds into words orally Expected number of sounds: 25 sounds (all Set 1 single-letter sounds)

Writing
Can use some of their print and letter knowledge in their early writing, for example, writing a pretend shopping list that starts at the top of the page, writing ‘m’ for mummy.