



EYFS Nursery Curriculum

At Maidensbridge, our Nursery Room provides a warm, nurturing and stimulating environment where children feel safe, valued and excited to learn. Our Early Years Team delivers a carefully planned curriculum through high-quality interactions, purposeful play and responsive teaching that follows each child's interests, developmental needs and emerging curiosity. We believe that secure relationships and positive experiences lay the foundations for lifelong learning.

Our curriculum has been developed using **Development Matters** alongside the professional knowledge and expertise of our staff. We recognise that children enter our setting with a wide range of experiences, interests and developmental starting points. Therefore, our curriculum is flexible and responsive, ensuring that every child receives the support and challenge they need to thrive.

For our youngest learners, learning focuses on the prime areas of the EYFS: **Communication and Language, Personal, Social and Emotional Development, and Physical Development**, which provide the foundations for all future learning. Through carefully planned experiences, children develop confidence, independence, communication skills and a sense of belonging. They are encouraged to explore, investigate, make choices and begin to understand the world around them through meaningful play experiences.

The curriculum is enriched through seasonal learning opportunities, cultural celebrations and experiences that reflect children's lives, interests and the wider community. Children learn through exploration, sensory experiences, stories, songs, outdoor play and hands-on activities that support their growing understanding of the world.

Our provision is further enhanced through regular outdoor learning and Forest School experiences. These sessions encourage children to explore the natural environment, develop physical skills, build confidence, take appropriate risks and develop a sense of wonder about the world around them. Outdoor learning supports all areas of development and promotes independence, resilience and wellbeing.

Vision

Our vision is to provide a safe and caring environment where every child feels valued, develops resilience, builds lasting friendships and is inspired to achieve their best through a love of learning.

Intent

The intent for our children is to enter the Early Years stage of their education ready to embrace new challenges with confidence, resilience and a positive mindset.

We engage our pupils in a stimulating environment led by the children yet carefully organised and managed by adults.

We provide a curriculum that is responsive to individual starting points and needs.

We encourage our children to take the lead in their own learning with confidence to explore new ideas, think about problems, take risks and seek challenge.

We develop high levels of engagement, curiosity, collaboration and co-operation.

We build confidence. Ensuring children respect the opinions and values of themselves and others.

EYFS Nursery Long Term Plan

General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	This is Me!	All about Colours!	Our World and Beyond	Step into Spring	People who help us	Summer Fun
<i>These themes maybe adapted to allow for children's interest.</i>	New Beginnings- Starting Nursery Homes and Families Nursery rhymes Birthday's Autumn Halloween	Nursery Rhymes Bonfire Night Diwali Nativity Christmas	Winter-weather Valentine's Day Lunar New Year Space	Shrove Tuesday Spring- Weather/New Life Animals Farms Easter celebrations	Helping others Fire fighter Police Doctors/nurses	Where in the world have you been? At the seaside Caring for our world Growing and looking after plants
Core Texts	<i>Where's Spot?</i> by Eric Hill <i>That's Not My Puppy</i> by Fiona Watt <i>I Like Me!</i> by Nancy Carlson Owl Babies by Martin Waddell We're going on a leaf hunt by Steve Matzger Happy Birthday Maisy by Lucy Cousins Peace at Last by Jill Murphy The Family Book by Todd Parr Meg and Mog by Helen Nicoll	<i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr <i>Dear Santa</i> by Rod Campbell <i>Elmer</i> by David McKee <i>The Colour Monster</i> by Anna Llenas <i>Peekaboo Morning</i> by Rachel Isadora <i>Spot's Christmas</i> by Eric Hill	<i>We're Going on a Bear Hunt</i> by Michael Rosen <i>Maisy's Wonderful Weather Book</i> by Lucy Cousins <i>One Snowy Night</i> by Nick Butterworth <i>Whatever Next!</i> by Jill Murphy <i>Guess How Much I Love You?</i> -Sam McBratney	<i>Oh Dear!</i> by Rod Campbell <i>Noisy Farm</i> by Rod Campbell <i>Rosie's Walk</i> by Pat Hutchins <i>The Very Hungry Caterpillar</i> by Eric Carle <i>Dear Zoo</i> by Rod Campbell <i>Ten Little Fingers and Ten Little Toes</i> by Mem Fox	<i>Maisy Goes to the Hospital</i> by Lucy Cousins <i>Peppa Pig: Fire Engine</i> <i>Bizzy Bear: Ambulance Rescue</i> by Benji Davies <i>Police Officers on Patrol</i> (First Time Readers) <i>Real Superheroes</i> by Julia Seal	<i>Hooray for Fish!</i> by Lucy Cousins <i>Sharing a Shell</i> by Julia Donaldson <i>Commotion in the Ocean</i> by Giles Andreae <i>Hello Summer</i> by Shelley Rotner <i>The Very Busy Spider</i> by Eric Carle
Special Days & Enrichment Opportunities	- Autumn - Birthdays - Harvest - Halloween	- Bonfire Night - Remembrance Day - Christmas Workshop	- Lunar new year celebration - Chinese New Year - Holi colour festival - NSPPC number day	- Pancake Day - World Book Day - Easter - Living Eggs - Mother's Day celebrations.	People who help us visitors	- Sports Day - Seaside day

		• Christmas party day • Save the children Christmas jumper day. • Diwali celebration				
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Communication and Language <i>C&L underpins all aspects of the EYFS. It is embedded in daily routines.</i>	Children will: • Turn towards familiar sounds and voices. • Listen to and enjoy simple stories, songs and rhymes. • Understand simple, familiar words and instructions. • Use single words and simple phrases to communicate needs. • Begin to name familiar people and objects.	Children will: • Follow simple one-step instructions. • Listen with increasing attention during small group times. • Use a wider range of vocabulary linked to experiences. • Begin to combine two or more words. • Join in with familiar songs and rhymes.	Children will: • Understand and respond to simple questions. • Use short phrases to express ideas and needs. • Talk about familiar people, objects and events. • Begin to engage in simple back-and-forth conversations. • Enjoy listening to longer stories.

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General Themes	Autumn		Spring		Summer	
Personal, Social and Emotional Development	Children will: - Build secure bonds with their key person. - Begin to separate from parents and carers with support. - Find ways to calm themselves with adult help. - Explore and try new activities. - Play alongside other children. - Begin to understand simple boundaries and routines. - Make choices about resources and activities.		Children will: - Show increasing confidence when asking adults for help. - Follow familiar routines with less support. - Begin to wait for short periods when taking turns. - Start to develop friendships with other children. - Select and use resources independently.		Children will: - Develop confidence in familiar situations. - Show increasing independence in self-care. - Begin to play cooperatively with others. - Express their feelings using words and actions. - Persevere when faced with small challenges.	
	SCARF- Me and My Relationships Show preferences for favourite toys, people and activities. Begin to express likes and dislikes. Recognise simple feelings such as happy, sad and cross. Begin to recognise feelings in others. Enjoy being with familiar adults and children.	SCARF- Valuing Difference Begin to talk about themselves and their family. Talk about people who are special to them. Develop a positive sense of self. Notice similarities and differences between people. Show interest in others.	SCARF -Keeping Safe Know who helps to keep them safe. Name familiar adults they can go to for help. Talk about things that help them feel safe. Recognise simple dangers indoors and outdoors. Begin to follow basic safety rules.	SCARF -Rights and Respect Learn simple hygiene routines such as handwashing. Understand that healthy food helps their bodies grow. Help to tidy away toys and resources. Begin to care for their learning environment. Understand simple ways they can help others.	SCARF -Being My Best Name some healthy foods. Understand that food and drink help them grow. Recognise when they are tired, hungry or thirsty. Keep trying when things are difficult with support. Show confidence when learning new skills.	SCARF -Growing and Changing Name some body parts and facial features. Notice and talk about seasonal changes. Use simple vocabulary such as hot, cold, wet and windy. Observe how living things grow and change. Talk about babies and how they grow.

	Show kindness towards familiar peers.		Talk about ways to keep their bodies safe. Recognise safe and unsafe items in the home and nursery.	Begin to care for friends and family. Show respect for living things and nature. Talk about simple ways to help look after the world around them.	Try new experiences and activities. Celebrate their own achievements and those of others. Try new experiences with encouragement.	Understand that all living things need care. Observe simple animal life cycles. Recognise simple similarities and differences between people.
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Physical Development Children have daily access to the outdoor area and have a weekly forest schools' session.	Children will: • Move confidently around their environment. • Climb, crawl, squat and balance during play. • Feed themselves using fingers and simple utensils. • Explore resources using hands and fingers. • Participate in handwashing routines.	Children will: • Begin to pedal, push and pull wheeled toys. • Carry and transport objects safely. • Use one-handed tools such as paintbrushes. • Make marks using a variety of materials. • Help with dressing and undressing.	Children will: • Run, stop and change direction with increasing control. • Jump with two feet together. • Show increasing control in mark making. • Use tools and equipment with growing confidence. • Become increasingly independent in self-care routines.

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Literacy			
	Reading Children will: - Enjoy looking at books with an adult. - Choose favourite books and return to them regularly. - Listen to simple stories, rhymes and songs. - Join in with repeated words and phrases from familiar stories. - Point to pictures and name familiar objects. - Show interest in books by turning pages and looking closely at illustrations. - Begin to recognise that books carry meaning. Writing Children will: - Make marks using a range of tools and materials. - Explore making marks with fingers, brushes, crayons and chalk. - Give meaning to the marks they make, for example, "That's Mummy" or "That's my dog." - Develop hand and finger strength through sensory and creative activities. - Begin to distinguish between drawing and writing.	Reading Children will: - Enjoy sharing books independently or with others. - Have favourite stories, songs and rhymes. - Recall and talk about familiar events from stories. - Join in with repeated refrains and actions. - Notice environmental print and familiar symbols. - Begin to recognise photographs and pictures of familiar people. - Show an interest in sounds in the environment. Writing Children will: - Make intentional marks during play. - Use different mark-making tools with increasing control. - Draw simple representations of people, animals and objects. - Talk about the marks and pictures they create. - Begin to imitate writing through lines, circles and scribbles. - Explore making marks for different purposes during role play.	Reading Children will: - Engage in conversations about stories and pictures. - Retell simple parts of familiar stories through play and role-play. - Anticipate what happens next in favourite books. - Join in with rhymes, songs and repetitive texts. - Begin to notice rhythm, rhyme and alliteration in songs and stories. - Recognise their own photograph and begin to recognise their name. - Enjoy listening to a wider range of stories and non-fiction books. Writing Children will: - Use a comfortable grip when making marks. - Draw with increasing detail and talk about their creations. - Begin to recognise and attempt marks that resemble their name. - Use mark making in meaningful contexts such as shopping lists, cards and role play. - Develop coordination and control needed for early writing. - Show pride in their drawings and mark-making.

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Mathematics Children at this age learn mathematical concepts through play, exploration, movement, songs, stories and everyday experiences rather than formal teaching.	Children will: - Explore size, shape and measure through play. - Notice small quantities. - Join in with number rhymes. - Sort objects by simple features.	Children will: - Recite some number words through songs. - Compare quantities using language such as "more". - Notice and explore patterns. - Match and sort objects.	Children will: - Count small groups of objects through play. - Understand simple positional language. - Recognise groups of up to three objects. - Explore shape and space in construction and puzzle play.
	Comparison More, Fewer, Same Children will: - Notice when there are more or fewer objects. - Compare small groups of objects through play. - Use language such as "more", "lots", "another" and "all gone". - Begin to recognise when groups look the same. Shape, Space and Measure Explore and Build with Shapes and Objects Children will: - Explore different shapes using all their senses. - Stack, build and arrange blocks and construction materials. - Fit objects together and take them apart. - Investigate how objects move and balance. Pattern Explore Repeats	Pattern: Join in with Repeats Children will: - Copy repeated actions and movements. - Continue familiar patterns with adult support. - Enjoy repeating songs, stories and routines. Shape, Space and Measure: Explore Position and Shape Children will: - Use language such as in, out, under and on. - Explore shapes in the environment. - Put objects inside, on top of and behind other objects. Subitising Show Me 1, 2, 3 Children will: - Show small groups of up to 3 objects. - Select one, two or three objects when asked. - Recognise small quantities in practical situations. Counting: Move and Label 1, 2, 3	Shape, Space and Measure: Match, Talk, Push and Pull Children will: - Match similar objects together. - Explore pushing, pulling and moving objects. - Use simple mathematical language to describe movement. Subitising: Talk About Dots Children will: - Notice dot patterns up to 3. - Talk about what they see. - Recognise familiar arrangements of small quantities. Pattern Lead Own Repeats Children will: - Create their own repeated actions and sounds. - Begin simple repeating patterns independently. - Show confidence in copying and extending patterns. Subitising Make Games and Actions

	Children will: • Notice repeated sounds, actions and movements. • Join in with repetitive songs and rhymes. • Explore simple repeating patterns using objects, colours and actions. Counting Hear and Say Number Names Children will: • Hear number names in songs, stories and play. • Begin to copy and join in with counting words. • Show interest in number rhymes and finger games Counting Begin to Order Number Names Children will: • Recite some number names from memory. • Join in with counting routines. • Begin to recognise that number words follow an order. Subitising: Children will: • Notice small quantities up to 3 without counting. • Recognise when there is one object and when there are more. • Begin to match quantities with number words.	Children will: • Count through movement and action songs. • Begin to touch or move objects while hearing number names. • Match counting words to actions. Shape, Space and Measure: Explore Position and Routes Children will: • Follow simple routes indoors and outdoors. • Use language such as through, around and over. • Explore pathways using wheeled toys and physical play. Pattern: Explore Patterns Children will: • Notice patterns in the environment. • Explore patterns using natural materials, colours and sounds. • Begin to create simple arrangements. Counting: Take and Give 1, 2, 3 Children will: • Pass objects when hearing number words. • Give one, two or three objects during play. • Begin to understand that numbers represent quantities. Comparison: Compare and Sort Collections Children will: • Sort objects by simple properties such as colour, size or type. • Compare groups using everyday language. • Notice similarities and differences between objects.	Children will: • Explore quantity through action games and rhymes. • Use fingers to represent small numbers. • Recognise groups up to 3 in everyday play. Counting: Show Me 5 Children will: • Join in counting to 5 through songs and stories. • Begin to show small groups of objects. • Develop an awareness that larger groups contain more objects. Shape, Space and Measure Start to Puzzle Children will: • Complete simple inset and shape puzzles. • Try different approaches when solving problems. • Match shapes to spaces. Pattern: Making Patterns Together Children will: • Create simple patterns with an adult. • Explore repeating arrangements using objects, colours and movements. • Talk about what comes next. Pattern: My Own Pattern Children will: • Create their own simple patterns. • Use a variety of materials to make repeating sequences. • Explain their pattern through gestures, actions or simple language. Counting: Stop at 1, 2, 3, 4, 5 Children will: • Join in counting sequences to 5. • Develop confidence using number language in play.
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			• Begin to recognise when counting starts and stops. Comparison: Match, Sort, Compare Children will: • Match identical objects. • Sort using one simple criterion. • Compare size, quantity and appearance. • Use mathematical language such as big, small, same and different.
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Understanding the World	Children will: • Notice features of their immediate environment. • Explore natural materials using their senses. • Talk about familiar family members. • Experience seasonal changes.	Children will: • Explore how things work. • Observe animals, plants and changes in nature. • Notice differences between people and families. • Experience a range of celebrations.	Children will: • Show interest in people who help us. • Care for plants and living things. • Explore water, sand and outdoor environments. • Talk about experiences and familiar events.

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Expressive Arts & Design	Children will: • Explore paint, collage and sensory materials. • Move to music and join in with actions. • Explore musical instruments. • Engage in simple pretend play.	Children will: • Use different materials to create simple representations. • Join in with familiar songs. • Begin to use imagination in role play. • Explore colour, texture and shape.	Children will: • Create with a range of media and materials. • Develop imaginative play with small world resources. • Express themselves through movement and dance. • Make independent creative choices.