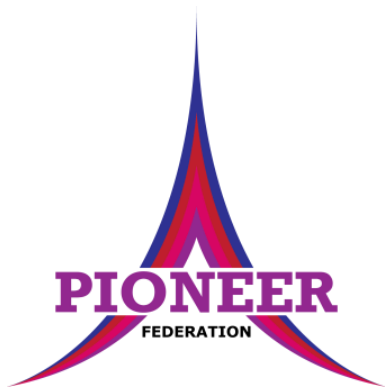




East Hoathly CE School and Nursery
EYFS Curriculum
Nursery





Our Vision

In our Church school, we learn through our values of Love, Strength, Wisdom and Truth. We aim for the highest standards and believe that by building a strong community, we can take care of everyone's wellbeing, achieving fullness of life.

“With God all things are possible” Matthew 19:26.



“Let all that you do be done in love.”
1 Corinthians 16:14



“Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.”
Joshua 1:9



“Let us learn together what is good”
Job 34:4



“And you will know the truth, and the truth will set you free.”
John 8:32



Achievement For All, Learning Together, Learning For Life



Our EYFS Provision for Learning and Development

At East Hoathly Nursery our curriculum and provision...

- Reflects the needs and interests of the cohort of children.
- Will encourage children to build positive relationships.
- Will provide an environment that challenges and encourages learning through exploration and positive adult interaction.

This will be implemented through opportunities to develop the characteristics of effective learning.

- Communication and language development opportunities will underpin all provision and modelled teaching.
- There will be a balance of child initiated learning experiences, guided learning and direct teaching across the children's time in Nursery.

Early Years Staff will be supporting and building children's learning styles by encouraging them to:

- Play and Explore - Children will investigate and experience things, and 'have a go'.
- Become Active learners - Children will work on concentrating and keep on trying if they encounter difficulties, and enjoy achievements.
- Be Creative and Critical Thinkers - Children will have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
All about Me	Celebrations	People Who Help us	New Life and Growing	Animals	Journeys
Suggested Texts: From head to toe My mum and dad make me laugh You Choose And Tango makes three Monkey Puzzle	Suggested Texts: The Snowman Dear Santa 5 Christmas Penguins The Christmas Story Bear Stays up for Christmas	Suggested Texts: Maisy goes to the hospital Charlie the firefighter Postman Bear	Suggested Texts: The Hungry Caterpillar We're going on an Egg Hunt Snail Trail Six little Chicks	Suggested Texts: Dear Zoo The rainbow fish Elmer The gruffalo Giraffes can't dance Alan's big scary teeth	Suggested Texts: I wish I were a pilot The colour monster goes to school We're going on a bear hunt Lost and Found
Communication & language - Intent & Implementation Communication & Language skills underpin all elements of our curriculum and provision.					
<p style="text-align: center;"><u>Rising 3's</u></p> <p>To understand simple instructions. Such as 'sit down' or 'put your coat on'.</p> <p>To focus on an activity of my own choice.</p> <p>To understand simple questions about 'what'.</p> <p style="text-align: center;"><u>Rising 5's</u></p> <p>To understand two-part instructions such as 'stand up and go find your coat'.</p> <p>To use longer sentences when speaking. Such as 'Can we read a story?'.</p> <p>To join in and sing a variety of nursery rhymes.</p>		<p style="text-align: center;"><u>Rising 3's</u></p> <p>To begin listening when others are talking, for a short period of time. Such as at story time.</p> <p>To begin using words and actions to express how they are feeling.</p> <p>To understand simple questions about 'who'.</p> <p style="text-align: center;"><u>Rising 5's</u></p> <p>To begin listening to longer stories and start to remember what happens.</p> <p>To begin initiating conversations with others.</p>		<p style="text-align: center;"><u>Rising 3's</u></p> <p>To understand simple stories with the use of pictures.</p> <p>To understand simple questions about 'where'.</p> <p>To explore pretend play. Such as 'putting the baby to sleep'.</p> <p style="text-align: center;"><u>Rising 5's</u></p> <p>To understand 'why' questions. Such as 'Why do we need to where our coats when it is raining?',</p> <p>To use my words to organise play. Such as 'who wants to join my tea party...you sit there...I sit here.'</p>	
Communication & Language - Impact					
<p style="text-align: center;"><u>Rising 3's</u></p> <p>I know how to follow simple instructions.</p> <p>I can make choices and know my own preferences.</p> <p>I can understand 'what' questions.</p> <p style="text-align: center;"><u>Rising 5's</u></p> <p>I know how to use a wide range of words.</p> <p>I know different rhymes.</p> <p>I know how to follow more complex instructions.</p>		<p style="text-align: center;"><u>Rising 3's</u></p> <p>I know how to listen for a short period of time.</p> <p>I can understand 'who' questions.</p> <p>I know what different emotions look like.</p> <p style="text-align: center;"><u>Rising 5's</u></p> <p>I know how to listen for a longer period of time.</p> <p>I know how to talk to different people.</p> <p>I know how to express my ideas and opinions.</p>		<p style="text-align: center;"><u>Rising 3's</u></p> <p>I know what is happening in the picture.</p> <p>I know how to take part in role-play.</p> <p>I can understand 'where' questions.</p> <p style="text-align: center;"><u>Rising 5's</u></p> <p>I can understand more complex instructions and questions.</p> <p>I know how to be a leader.</p>	

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
All about Me	Celebrations	People who help	New life and Growing	Animals	Journeys

Physical Development - Intent & Implementation

<p><u>Risings 3's</u> To explore the nursery by moving in different ways. Such as walking. To explore different movements linked to music such as stamping and clapping. To use a range of construction materials to build. To think about different spaces and where I can be (sit, lie, move)</p> <p><u>Rising 5's</u> To play games involving different ways of moving such as skip, hop, freeze. To begin to control mark making tools and use a comfortable grip. To use large movements with scarves, flags, streamers. To practice putting on and taking off coats.</p>	<p><u>Rising 3's</u> To use large outdoor moving resources such as trikes, bikes and cars. To use balls in different ways. To explore fine motor activities such as threading. To use a range of small objects to create and put into different objects or containers.</p> <p><u>Rising 5's</u> To use different tools and begin to show a dominant hand. To explore shape and direction in the marks I make. To use snipping tools such as spring scissors.</p>	<p><u>Rising 3's</u> To explore different spaces such as the trim trail and begin to show more control in my body. To explore and use chunky mark making tools. To show control when pouring or digging.</p> <p><u>Rising 5's</u> To take part in activities linked to looking after myself, e.g. teeth cleaning. To play and make up my own games in the garden with big objects. To begin to think about direction, movement and control when using mark making tools.</p>
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Physical Development - Impact

<p><u>Risings 3s</u> I know how to make a mark (e.g dot or lines) I know how to move from one place to another. I know some dance moves (claps and stomps). I know how to connect or balance pieces of construction. I know when there is enough space for me to sit down.</p> <p><u>Rising 5's</u> I know how to move in a range of ways. I know how to balance on one leg. I know how to make different shapes using a ribbon e.g. circles, zig zags. I can put on my coat.</p>	<p><u>Rising 3's</u> I know how to thread large objects. I know how to throw or roll different balls. I know how to pick up and move different items.</p> <p><u>Rising 5's</u> I know how to draw a line and circle with control. I know which hand I like to hold tools in. I know how to safely move planks, gutters and crates. I know scissors are for cutting paper or craft things.</p>	<p><u>Rising 3's</u> I know how to hold on and move across a bridge I know how to make marks and hold chunky mark making materials.</p> <p><u>Rising 5's</u> I know how to move in different ways safely. I know how to play games with my friends. I know how to brush my teeth I know what is good for my body. I know how to form some letters and show some control in direction and movement when using mark making tools.</p>
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Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
All about Me	Celebrations	People who help	New life and Growing	Animals	Journeys

Personal, Social and Emotional Development - Intent & Implementation

<p><u>Rising 3's</u> To explore new activities and begin expressing my own preferences. To explore different ways of managing transitions such as coming into nursery in the morning. To begin making friendships through gestures and talk.</p> <p><u>Rising 5's</u> To independently select and use different activities and resources, with help when needed, such as getting your own pencil and paper to do a drawing. To begin understanding what different emotions and feelings look like. To begin showing more confidence with new children to the setting.</p>	<p><u>Rising 3's</u> To begin to understand nursery routines and expectations, such as where to hang coats up and where to sit down for story time. To explore different emotions through play and stories. To begin confidently playing with other children, with support from an adult.</p> <p><u>Rising 5's</u> To explore different rules and begin to understand why we must follow them, including nursery routines and expectations, such as lining up at the door, walking down the ramp, listening at carpet time. To begin exploring what emotions in others looks like, through stories and role play. To begin confidently and independently play with one or more other children.</p>	<p><u>Rising 3's</u> Begin to talk about your own feelings using words such as 'happy', 'sad' and 'angry'. To enjoy exploring different places such as the school field, the forest, and the local area. To begin to show independence such as wanting to put on own coat.</p> <p><u>Rising 5's</u> To talk about own feelings and understand why, such as 'I'm happy because...' To show confidence transitioning from nursery to school, such as at lunch time in the lunch hall and on the playground. To help solve problems and conflicts such as how we can all have a turn at being spider man.</p>
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Personal, Social and Emotional Development - Impact

<p><u>Rising 3's</u> I know how to play with different resources. I know different calming strategies, to help me settle in different situations. I know how to interact and play with my peers and adults.</p> <p><u>Rising 5's</u> I know how to self-select a range of different resources, according to what my goal is. I know what different emotions and feelings look like. I know how to be confident in different and new social situations.</p>	<p><u>Rising 3's</u> I know the different areas of the nursery. I know where I keep my bag and coat at Nursery. I know there are different emotions. I know how to have confidence when playing with other children.</p> <p><u>Rising 5's</u> I know how to follow rules and instructions. I know why we must follow rules and instructions. I know what different emotions look like in myself and others, and can name them. I know how to confidently play with other children, without support from an adult.</p>	<p><u>Rising 3's</u> I know how to talk about my feelings. I know what different local areas look like in my community. I know how to be independent.</p> <p><u>Rising 5's</u> I know how to talk about how I am feeling and why I am feeling this way. I know how to be confident when in the school setting. I know what to do when faced with a challenge.</p>
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Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
All about Me	Celebrations	People who help	New life and Growing	Animals	Journeys

Literacy Development - Intent & Implementation

Weekly provision will include regular sessions of 'Squiggle whilst you wiggle' and 'dough disco'

<p><u>Rising 3's</u> Listening to stories for short periods with an adult. Looking at books and noticing books in our environment. Joining in with songs and rhymes and listening to music. Providing tools to explore mark making.</p> <p><u>Rising 5's</u> Phase 1 Phonics activities weekly – Little Wandle foundations for phonics. Enjoying books with others in groups and talking about what has happened. Singing songs and rhymes. Noticing letters in and around the environment. Hearing and noticing sounds around us.</p>	<p><u>Rising 3's</u> Talk about what is happening in the pictures of the book they are sharing or listening to. Use a range of materials to make marks in different ways. Read and share stories with repeated phrases in. Exploring stories in play – e.g. wearing masks, using props or small world.</p> <p><u>Rising 5's</u> Phase 1 Phonics activities weekly – Little Wandle foundations for phonics. Explore the letters in their names, can they build and read their name. Hearing some sounds in words or words that are similar to name rhymes. Noticing when starting sounds are the same e.g. Mum, Mud Talking about books and what is happening in them, making links and connections.</p>	<p><u>Rising 3's</u> Use logos and familiar prints, names or words in play. Engage with play linked to the events in the stories or songs. Make marks and give meaning to them e.g. that's mummy, or letters in name. Retell and act out familiar stories in a range of ways.</p> <p><u>Rising 5's</u> Phase 1 Phonics activities weekly – Little Wandle foundations for phonics. Explore the letters in their names, recognise their names and write it. Play games and sing songs that support verbal segmenting and blending. Talks about rhymes and things they notice in stories, poems or songs. Embedding literacy areas of need ready for Reception.</p>
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Literacy - Impact

<p><u>Rising 3's</u> I know what a book looks like and how to hold it up. I know where to find books in our classroom. I know some simple songs.</p> <p><u>Rising 5's</u> I know how to retell a story in my own words I can talk about key things I notice in a book. I know how to hold books and turn the pages.</p>	<p><u>Rising 3's</u> I know what is happening in the picture. I know how to use small world in my play linked to stories. I know familiar phrases in my favourite books.</p> <p><u>Rising 5's</u> I know how to hold a pencil. I know what my name looks like. I know how to build my name. I know what a rhyme or similar sound, sounds like.</p>	<p><u>Rising 3's</u> I know familiar logos e.g. McDonalds, tescos, nursery I know how to move tools to make marks. I know and can talk about familiar characters or books.</p> <p><u>Rising 5's</u> I know what my name looks like and I can write it. I can verbally segment or blend words. I know key events that happen in our focus stories.</p>
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Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
All about Me	Celebrations	People who help	New life and Growing	Animals	Journeys

Mathematical Development - Intent & Implementation

Activities or resources that support the development of counting, number knowledge and shape exploration will always be evident within the nursery environment provision

<p><u>Rising 3's</u> To sing and explore numbers through songs. To explore counting objects up to 3, using a range of items. To notice colours in our environment.</p> <p><u>Rising 5's</u> To explore numbers to 5, using counting, 1-1 correspondence. To notice patterns in our environment or in stories.</p>	<p><u>Rising 3's</u> To explore items and say if they are big or small. To explore counting objects up to 3 and above, using a range of items.</p> <p><u>Rising 5's</u> To explore items using words such as bigger, smaller, heavier, lighter. To compare amounts using more than/less than vocabulary.</p>	<p><u>Rising 3's</u> To sing and play games with numbers and quantities up to 5. To choose shapes for different purposes when making e.g flat items for stacking.</p> <p><u>Rising 5's</u> To sing and play games, noticing what numbers look like. To combine items and shapes to make something new.</p>	<p><u>Rising 3's</u> Explore numbers and quantities and their shapes and sizes. Singing number rhymes and songs with finger movements.</p> <p><u>Rising 5's</u> Play games where objects are combined together. Play games and explore numerals to 5.</p>	<p><u>Rising 3's</u> To play games that involve counting with actions. To play with numbers and songs with numbers that go forwards and backwards.</p> <p><u>Rising 5's</u> Explore mark making linked to numbers through games upto and beyond 5. To explore 2D and 3D shapes and how they are connected. Think about sequences, first I eat lunch, then I wash my hands. Discover directions and positions through games and toys. Copy, finish and explore repeating patterns.</p> <p>T5/6 Embed number knowledge and any areas of need.</p>
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Mathematical Development - Impact

<p><u>Rising 3's</u> I know a simple number song. I know what 3 things look like. I know what colours are.</p> <p><u>Rising 5's</u> I know how to count 1-1 objects. I know what a pattern looks like. I know what amounts to 5 look like.</p>	<p><u>Rising 3's</u> I know when to use the words big and small. I know what 3 items look like. I know how to count 1,2,3 with 1-1 correspondence.</p> <p><u>Rising 5's</u> I know how to compare objects using size language and more or less vocab. I know how to count objects.</p>	<p><u>Rising 3's</u> I know when I need a flat surface to build. I know what shapes look like. I know how to combine shapes.</p> <p><u>Rising 5's</u> I know which shapes go together to make other or bigger shapes e.g. squares to make a rectangle. I know what numbers 1-3 look like.</p>	<p><u>Rising 3's</u> I know some numbers are curvy and some are straight. I know a number rhyme and can use my fingers.</p> <p><u>Rising 5's</u> I know what happens when objects are combined together. I know what numbers 1-5 look like and can order numbers 1,2,3</p>	<p><u>Rising 3's</u> I know one action is one count. I know that numbers can go up and down.</p> <p><u>Rising 5's</u> I know how many marks to draw for each number. I know that there are 2D shapes in 3D shapes. I know what happens first and next in a sequence. I know what words to use to talk about an objects position, e.g. under/on top I know a pattern can be ABAB. I know how to order numbers 1-5</p>
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Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
All about Me	Celebrations	People who help	New life and Growing	Animals	Journeys

Expressive Art & Design - Intent & Implementation

<p><u>Rising 3's</u></p> <p>To explore paint using different tools, including parts of the body such as fingers, hands and feet.</p> <p>To begin exploring different patterns such as spotty and stripey.</p> <p>To engage in different action songs through actions or words such as twinkle twinkle little star.</p> <p><u>Rising 5's</u></p> <p>To explore paint using different tools, including chunky brushes and rollers.</p> <p>To begin recognising and naming different patterns, including spotty, stripey and plain.</p> <p>To begin exploring repeating patterns through play.</p>	<p><u>Rising 3's</u></p> <p>To begin expressing my own ideas through the marks I mark such as drawing a squiggly line for a tadpole.</p> <p>To explore and manipulate different materials, using hands.</p> <p><u>Rising 5's</u></p> <p>To begin drawing using more detail such as drawing a circle for a face, with two dots for the eyes inside.</p> <p>To explore and manipulate different materials, using different tools such as rolling pins, wooden knives, cutters.</p> <p>To express different emotions and feelings through mark-making.</p>	<p><u>Rising 3's</u></p> <p>To explore making simple models such as trains, houses and a tower.</p> <p>To explore a range of instruments such as, xylophone, whistle, bells, wooden beaters,</p> <p><u>Rising 5's</u></p> <p>To explore creating own 'small worlds' using different materials such as wooden blocks and duplo.</p> <p>To create our own role-play and stories using a small world.</p> <p>To play instruments with control to express their ideas, such as playing 'softly' and 'loudly' when instructed to.</p>
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Expressive Art & Design - Impact

<p><u>Rising 3's</u></p> <p>I know how to paint using different body parts.</p> <p>I know what different patterns look like.</p> <p>I know the words and actions of different nursery rhymes.</p> <p><u>Rising 5's</u></p> <p>I know how to paint using different tools.</p> <p>I know what different patterns look like and what they are called.</p> <p>I know what a repeating pattern looks like.</p>	<p><u>Rising 3's</u></p> <p>I know how to express my ideas through mark making.</p> <p>I know how to manipulate different materials, using my hands.</p> <p><u>Rising 5's</u></p> <p>I know how to add controlled details to my drawings.</p> <p>I know how to manipulate different materials using a variety of different tools.</p> <p>I know how to add emotions to my drawings, such as a smiley face to show happiness.</p>	<p><u>Rising 3's</u></p> <p>I know how to make simple models.</p> <p>I know how to play a variety of instruments.</p> <p><u>Rising 5's</u></p> <p>I know how to create different small worlds.</p> <p>I know how to use different materials to build.</p> <p>I know how to create my own stories, using props.</p> <p>I know how to play a variety of instruments with control.</p> <p>I know how to follow instructions.</p>
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Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
All about Me	Celebrations	People who help	New life and Growing	Animals	Journeys
Understanding the World - Intent & Implementation					
<p><u>Rising 3's</u> To recognise different people in my family such as mum, dad, brother, sister. To explore natural materials, such as leaves, grass, bark, water, sand. To begin exploring seasons and weather through stories and play.</p> <p><u>Rising 5's</u> To talk about different members of my family, begin exploring what my own life-story is and what my family tree looks like. To recognise and name different natural materials, understanding why we must care for living things such as plants, trees and animals. To begin exploring the 4 different seasons through discussions, stories and play.</p>	<p><u>Rising 3's</u> To explore what other families look like through stories and play. To explore different technology, such as the smart board, cameras, tablets.</p> <p><u>Rising 5's</u> To begin understanding the differences and similarities between one's own family and others' family. To explore how different things work such as magnets and different technology.</p>	<p><u>Rising 3's</u> To explore different occupations through stories and play. To recognise differences between people such as skin colour, eye colour, hair colour.</p> <p><u>Rising 5's</u> To explore and begin to recognise different occupations through role play, stories and small worlds. To develop positive attitudes about differences and similarities between people.</p>	<p><u>Rising 3's</u> To explore the different stages of the life cycle of a plant through songs, stories and play. To plant, grow and care for your own seeds, with support.</p> <p><u>Rising 5's</u> To begin to understand and remember the different stages of a life cycle. To take responsibility for planting, growing and caring for your own seeds.</p>	<p><u>Rising 3's</u> To explore and play using 5 different senses, such as sensory activities. To explore natural phenomena such as plants growing, trees changing colour, the weather.</p> <p><u>Rising 5's</u> To understand what our 5 senses are and explore using them. To explore different forces such as magnets, gravity, pushing and pulling.</p>	<p><u>Rising 3's</u> To explore materials with different properties such as modelling clay, sand and water. To read stories that explore different cultures and countries.</p> <p><u>Rising 5's</u> To explore different materials and notice changes between them, such as what sand feels like dry and what it feels like wet. To begin exploring what different countries look like and differences through stories, role play, and small worlds.</p>
Understanding the World - Impact					
<p><u>Rising 3's</u> I know who is in my family. I know what different natural materials feel and look like I know there are different parts of the year. I know different types of weather.</p> <p><u>Rising 5's</u> I know who is in my family. I know what my life-story is. I know how to care for nature and can recognise different parts of nature. I know there are different seasons in the year.</p>	<p><u>Rising 3's</u> I know that some families look different to mine.</p> <p><u>Rising 5's</u> I know that some families look similar to mine and some look different, and can discuss what this might look like.</p>	<p><u>Rising 3's</u> I know what different occupations look like. I know that everyone looks different to each other.</p> <p><u>Rising 5's</u> I know what different occupations are and can use talk to discuss them. I know how to be non-judgmental with people's differences.</p>	<p><u>Rising 3's</u> I know that there are different stages of a life cycle. I know how to plant a seed and care for it.</p> <p><u>Rising 5's</u> I know the different stages of a life cycle. I know the different steps to plant a seed. I know what plants need to grow.</p>	<p><u>Rising 3's</u> I know that we have different ways of exploring new things. I know what different natural phenomena look like.</p> <p><u>Rising 5's</u> I know what the 5 senses are and how to explore using them. I know there are different forces.</p>	<p><u>Rising 3's</u> I know what a variety of materials look and feel like. I know there are different places in the world.</p> <p><u>Rising 5's</u> I know how to explore a variety of different materials. I know that you can change what a material feels and looks like. I know there are different places in the world and some differences.</p>

I know how to talk about the weather on different days.					
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RE – Church School Nursery - Intent & Implementation

Children will see pictures, videos and visit places of worship – e.g. Church
 Children will hear about, roleplay and experience stories or events linked to key celebrations, stories and festivals such as Christmas or Easter.
 Children will explore different foods linked to festivals and events.
 Children will talk, ask questions and experience how they and others show values.

RE - Impact

I know that we harvest food. I know that things grow.	I know the bible story linked to Christmas. I know that Jesus is a special baby.	I know that there are special places, like a church.	I know Easter is a celebration. I know what people do at Easter time.	I know what animals need to grow. I know that animals are special.	I know Christian values and how to use them at Nursery (love, truth, wisdom, strength).
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