



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><u>Rising 3's</u> To understand simple instructions. Such as 'sit down' or 'put your coat on'.</p> <p>To focus on an activity of my own choice. To understand simple questions about 'what'.</p> <p><u>Rising 5's</u> 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?'. To join in and sing a variety of nursery rhymes.</p>	<p><u>Rising 3's</u> 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. To understand simple questions about 'who'.</p> <p><u>Rising 5's</u> To begin listening to longer stories and start to remember what happens.</p> <p>To begin initiating conversations with others.</p>	<p><u>Rising 3's</u> To understand simple stories with the use of pictures. To understand simple questions about 'where'.</p> <p>To explore pretend play. Such as 'putting the baby to sleep'.</p> <p><u>Rising 5's</u> To understand 'why' questions. Such as 'Why do we need to where our coats when it is raining?', To use my words to organise play. Such as 'who wants to join my tea party...you sit there...I sit here.'</p>
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Communication & Language - Impact

<p><u>Rising 3's</u> I know how to follow simple instructions. I can make choices and know my own preferences. I can understand 'what' questions.</p> <p><u>Rising 5's</u> I know how to use a wide range of words. I know different rhymes. I know how to follow more complex instructions.</p>	<p><u>Rising 3's</u> I know how to listen for a short period of time. I can understand 'who' questions. I know what different emotions look like.</p> <p><u>Rising 5's</u> I know how to listen for a longer period of time. I know how to talk to different people. I know how to express my ideas and opinions.</p>	<p><u>Rising 3's</u> I know what is happening in the picture. I know how to take part in role-play. I can understand 'where' questions.</p> <p><u>Rising 5's</u> I can understand more complex instructions and questions. I know how to be a leader.</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

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 practise 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 begin making friendships through gestures and talk. To explore ways of being kind through stories and role-play. To explore different emotions including happiness and sadness through stories. To explore my family tree.</p> <p><u>Rising 5's</u> To begin showing more confidence with new children in the setting. To explore reasons why it is good to be kind through stories and circle times. To explore different emotions that I, and others, may be feelings, including happiness, sadness, fear and anger through stories. To explore my family tree and recognise that everyone's families look different.</p>	<p><u>Rising 3's</u> To explore activities I enjoy doing at nursery. To explore different things about myself that makes me unique to other children. To begin to explore my family tree. To explore what different homes look like. To begin making new friends at Nursery with support from my key worker. To begin feeling confident with my key worker and other adults at nursery.</p> <p><u>Rising 5's</u> To begin to recognise things I am good at and sharing these with others'. To explore and compare what makes us all different and what makes me special. To recognise what my home looks like and explore what others' homes look like too. To explore new friendships with new children to the setting. To explore ways to stand up for yourself.</p>	<p><u>Rising 3's</u> To begin taking on challenges set by my key worker e.g. can you try our new snack today? To explore ways of being kind through stories and group time. To explore different types of jobs.</p> <p><u>Rising 5's</u> To begin challenging myself with support from my key worker e.g. "Can you tell me why you think this?" To begin to persevere towards new goals set by my key worker. To recognise my goals and always try my hardest to achieve these. To explore ways of being kind to others through words. To explore different types of jobs and what ones I would like to do. To recognise different ways we celebrate achievements in Nursery e.g. achievement assemblies, head teachers awards.</p>	<p><u>Rising 3's</u> To explore body part names through songs e.g. Heads, Shoulders, Knees and Toes. To explore different ways of moving. To explore healthy foods e.g. at snack time. To explore ways to relax. To begin washing my hands with support of visuals and practising this at key parts of the day, with reminders from key workers. To recognise who my key worker is and who the other teachers are in Nursery.</p> <p><u>Rising 5's</u> To explore body part names through songs e.g. Heads, Shoulders, Knees and Toes. To explore different ways of moving. To explore healthy foods and recognise what they look like e.g. at snack time. To explore ways to relax and discuss reasons why relaxing and sleeping is good for me. To wash my hands independently and explore why we do this. To take part in 1-1 and group time with my key adult and other teachers in Nursery and recognise how to stay safe.</p>	<p><u>Rising 3's</u> To explore my family tree. To recognise who I enjoy playing with at Nursery. To recognise what adults I can go to for support if someone is being unkind. To explore what makes me happy.</p> <p><u>Rising 5's</u> To explore my family tree and discuss with others who are in my family. To show confidence with new children in the setting. To explore reasons why I like my friends. To explore ways to stick up for myself if someone is unkind. To explore different ways to manage my emotions e.g. calm corner, asking adults for help. To explore different ways we can help others.</p>	<p><u>Rising 3's</u> To explore body part names through songs e.g. Heads, Shoulders, Knees and Toes. To explore different ways of moving. To explore healthy foods and recognise what they look like e.g. at snack time. To explore the basics of the human lifeline e.g. babies to children, children to adults through stories.</p> <p><u>Rising 5's</u> To explore body part names through songs e.g. Heads, Shoulders, Knees and Toes. To explore different ways of moving. To explore healthy foods and recognise what they look like e.g. at snack time. To explore the basics of the human lifeline e.g. babies to children, children to adults through stories. To discuss what school I am going to and discuss how I feel about this with others through role play and circle time. To reflect back on my time at Nursery with others e.g. Nursery Graduation and at circle time.</p>
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Personal, Social and Emotional Development - Impact

<p><u>Rising 3's</u> I know what it means to help others. I know how to be kind to others. I know how to be confident around other children. I know how to show a range of emotions including happiness and sadness. I know who my family are. <u>Rising 5's</u> I know how to help others and can show this when asked. I know how to use gentle hands and understand that it is good to be kind. I know how to work with others and consider other people's feelings. I know how 'happy' and 'sad' can be expressed. I know how it feels to belong and understand that we are similar and different.</p>	<p><u>Rising 3's</u> I know something I am good at. I know one way I am special. I know who my family are and have explored what other families look like. I know what my home looks like and what other homes look like. I know how to make new friends with support from an adult. I know who to tell if someone is being unkind. <u>Rising 5's</u> I know how it feels to be proud of something I am good at. I know how to tell you one way I am special and unique. I know that all families are different. I know there are lots of different homes. I know how to make new friends. I know how to use my words to stand up for myself.</p>	<p><u>Rising 3's</u> I know how to take part in a 'challenge'. I know that it is good to always try my best. I know how to be kind to others. I know what 'jobs' are. <u>Rising 5's</u> I know what 'a challenge' means. I know how to keep trying until I can do something. I know how to set a goal and work towards it. I know some kind words which can encourage people. I know how to think about the jobs I might like to do when I'm older. I know how to feel proud when I achieve a goal.</p>	<p><u>Rising 3's</u> I know some names for parts of my body and know how to travel in different ways e.g. running, crawling, climbing. I know a range of different foods. I know that when I am tired, I need sleep to feel awake again. I know how to wash my hands. I know who my safe adults are and how to stay safe if they are not close by me. <u>Rising 5's</u> I know the names for some parts of my body and am starting to understand that I need to be active to be healthy. I know how to tell you some of the things I need to do to be healthy. I know what the word 'healthy' means and that some foods are healthier than others. I know how to help myself go to sleep and that sleep is good for me. I know how to wash my hands and understand that it is important to do this before I eat and after I go to the toilet. I know who my safe adults are and how to stay safe if they are not close by me.</p>	<p><u>Rising 3's</u> I know who my family are. I know how to make friends with support from adults. I know who I like to play with at nursery. I know what adults to talk to if someone is unkind to me. I know something that makes me happy when I am feeling sad. <u>Rising 5's</u> I know how to tell you about my family. I know how to make friends if I feel lonely. I know how to tell you some of the things I like about my friends. I know what to say and do if somebody is mean to me. I know how to manage my feelings. I know how to work with others and enjoy being with friends.</p>	<p><u>Rising 3's</u> I know some names for parts of my body. I know a variety of foods and different ways to move. I know who 'babies', 'children' and 'adults' are. I know that when I grow up I will be an adult. I know that I will go to School when I am old enough. I know some fun things I have done at Nursery. <u>Rising 5's</u> I know some names for parts of my body and can show respect for myself. I know some things I can do and some foods I can eat to be healthy. I know that we all start as babies and grow into children and then adults. I know that I grow and change I know how to talk about how I feel moving to School from Nursery I know how to share some fun things about Nursery this year.</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></p> <p>To notice colours in our environment. To explore items and say if they are big or small. To explore different puzzles. To explore shapes and choose what shapes to use for different purposes e.g flat items for stacking.</p> <p><u>Rising 5's</u></p> <p>To explore different shades of colour through colour mixing. To explore items using words such as bigger, smaller, heavier, lighter. To explore different puzzles. To explore 2D and 3D shapes and how they are connected.</p>	<p><u>Rising 3's</u></p> <p>To explore counting objects up to 3 and above, using a range of items. To sing and play games with numbers and quantities up to 5. To explore different patterns in the environment.</p> <p><u>Rising 5's</u></p> <p>To play games and explore up to 3 items. To explore numbers to 5, using counting, 1-1 correspondence. To notice patterns in our environment.</p>	<p><u>Rising 3's</u></p> <p>Singing number rhymes and songs with finger movements. To sing and play games with numbers and quantities up to 5. To explore counting objects up to 5, using a range of items. To explore shapes and choose what shapes to use for different purposes e.g flat items for stacking.</p> <p><u>Rising 5's</u></p> <p>Singing number rhymes and songs with finger movements. To play games and explore up to 3 items. To explore numbers to 5, using counting, 1-1 correspondence. Play games where objects are combined together. Play games and explore numerals to 5. To explore 2D and 3D shapes and how they are connected.</p>	<p><u>Rising 3's</u></p> <p>To sing and play games with numbers and quantities up to 5. To explore items and say if they are big or small; heavy or light; and full or empty.</p> <p><u>Rising 5's</u></p> <p>To count numbers past 5. Play games where objects are combined together. To sing and play games, noticing what numbers look like. To explore items using words such as bigger, smaller, heavier, lighter, full and empty.</p>	<p><u>Rising 3's</u></p> <p>To explore shapes and choose what shapes to use for different purposes e.g flat items for stacking. To explore items and say if they are big or small; heavy or light; and full or empty.</p> <p><u>Rising 5's</u></p> <p>Think about sequences, first I eat lunch, then I wash my hands. Discover directions and positions through games and toys. To explore items using words such as bigger, smaller, heavier, lighter, full and empty. To explore 2D and 3D shapes and how they are connected.</p>	<p><u>Rising 3's</u></p> <p>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></p> <p>Explore mark making linked to numbers through games upto and beyond 5. 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 range of colours, including blue, red and yellow. I know that there are different sized objects. I know what puzzles are and how to explore them. I know a couple of different shapes including circle and square.</p> <p><u>Rising 5's</u> I know how to collect a range of different coloured objects of different shades and decide if an object is that colour or not. I know how to make comparisons between objects relating to size, using language such as bigger, little, small. I know how to complete inset puzzles. I know some 2D shapes and start to use mathematical language such as sides, comers, straight, flat.</p>	<p><u>Rising 3's</u> I know how to count up to 3 objects. I know how to recite numbers to 5. I know how to copy AB and ABC patterns.</p> <p><u>Rising 5's</u> I know how to subitise up to 3 objects, without having to count them individually. I know how to say one number for each item in order: 1,2,3,4,5. I know what AB and ABC patterns are and how to extend them.</p>	<p><u>Rising 3's</u> I know how to show 'finger numbers' up to 5. I know how to count up to 5 objects. I know how to recite numbers to 5. I know about a variety of different shapes.</p> <p><u>Rising 5's</u> I know how to show 'finger numbers' up to 5. I know what 3 items look like without having to count them. I know how to say one number for each item in order: 1,2,3,4,5. I know that the last number reached when counting a small set of objects tells you how many there are in total. I know how to match numerals with amounts. I know how to make marks to represent numerals. I know about 2D and 3D shapes and start to use informal mathematical language e.g. 'sides', 'comers', 'straight', 'flat'. I know how to solve real life maths problems up to 5.</p>	<p><u>Rising 3's</u> I know how to count up to 5 objects. I know language linked to size e.g. big, small, little. I know language linked to mass e.g. heavy, light. I know language linked to capacity e.g. full.</p> <p><u>Rising 5's</u> I know how to recite numbers past 5. I know that the last number reached when counting a small set of objects tells you how many there are in total. I know how to match numerals with amounts, up to 5. I know how to make comparisons between objects relating to size, mass and capacity, using language such as bigger, little, small, heavy, light, full, empty.</p>	<p><u>Rising 3's</u> I know and recall past events and plans they have for the future. I know about a variety of different shapes. I know language linked to quantities e.g. more, less.</p> <p><u>Rising 5's</u> I know how to describe a sequence of events, real or fictional, using words such as 'first', 'then...' I know different positions through words alone I know how to compare quantities using language: 'more than', 'fewer than'. I know about 2D and 3D shapes and start to use informal mathematical language e.g. 'sides', 'comers', 'straight', 'flat'.</p>	<p><u>Rising 3's</u> I know how to recite numbers to 10. I know how to show 'finger numbers' up to 5. I know how to count up to 5 objects.</p> <p><u>Rising 5's</u> I know there are different ways of making numbers to 10. I know how to recite numbers past 5.</p>
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Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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All about Me	Celebrations	People who help	New life and Growing	Animals	Journeys
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Literacy Development - Intent & Implementation

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

<p style="text-align: center;"><u>Rising 3's</u></p> <p>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 style="text-align: center;"><u>Rising 5's</u></p> <p>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 style="text-align: center;"><u>Rising 3's</u></p> <p>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 style="text-align: center;"><u>Rising 5's</u></p> <p>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 style="text-align: center;"><u>Rising 3's</u></p> <p>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 style="text-align: center;"><u>Rising 5's</u></p> <p>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 style="text-align: center;"><u>Rising 3's</u></p> <p>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 style="text-align: center;"><u>Rising 5's</u></p> <p>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 style="text-align: center;"><u>Rising 3's</u></p> <p>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 style="text-align: center;"><u>Rising 5's</u></p> <p>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 style="text-align: center;"><u>Rising 3's</u></p> <p>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 style="text-align: center;"><u>Rising 5's</u></p> <p>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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All about Me	Celebrations	People who help	New life and Growing	Animals	Journeys

Expressive Art & Design - Intent & Implementation

<p style="text-align: center;"><u>Rising 3's</u></p> <p>To explore paint using different tools, including parts of the body such as fingers, hands and feet. To begin exploring different patterns such as spotty and stripey. To engage in different action songs through actions or words such as twinkle twinkle little star.</p> <p style="text-align: center;"><u>Rising 5's</u></p> <p>To explore paint using different tools, including chunky brushes and rollers. To begin recognising and naming different patterns, including spotty, striped and plain. To begin exploring repeating patterns through play.</p>	<p style="text-align: center;"><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. To explore and manipulate different materials, using hands.</p> <p style="text-align: center;"><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. To explore and manipulate different materials, using different tools such as rolling pins, wooden knives, cutters. To express different emotions and feelings through mark-making.</p>	<p style="text-align: center;"><u>Rising 3's</u></p> <p>To explore making simple models such as trains, houses and a tower. To explore a range of instruments such as, xylophone, whistle, bells, wooden beaters,</p> <p style="text-align: center;"><u>Rising 5's</u></p> <p>To explore creating own 'small worlds' using different materials such as wooden blocks and duplo. To create our own role-play and stories using a small world. 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 style="text-align: center;"><u>Rising 3's</u></p> <p>I know how to paint using different body parts. I know what different patterns look like. I know the words and actions of different nursery rhymes.</p> <p style="text-align: center;"><u>Rising 5's</u></p> <p>I know how to paint using different tools. I know what different patterns look like and what they are called. I know what a repeating pattern looks like.</p>	<p style="text-align: center;"><u>Rising 3's</u></p> <p>I know how to express my ideas through mark making. I know how to manipulate different materials, using my hands.</p> <p style="text-align: center;"><u>Rising 5's</u></p> <p>I know how to add controlled details to my drawings. I know how to manipulate different materials using a variety of different tools. I know how to add emotions to my drawings, such as a smiley face to show happiness.</p>	<p style="text-align: center;"><u>Rising 3's</u></p> <p>I know how to make simple models. I know how to play a variety of instruments.</p> <p style="text-align: center;"><u>Rising 5's</u></p> <p>I know how to create different small worlds. I know how to use different materials to build. I know how to create my own stories, using props. I know how to play a variety of instruments with control. I know how to follow instructions.</p>
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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>
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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.</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.</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.</p>
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I know how to talk about the weather on different days.		I know how to be non-judgmental with people's differences.		I know there are different forces.	I know there are different places in the world and some differences.
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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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Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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All about Me	Celebrations	People who help	New life and Growing	Animals	Journeys
Understanding the World - Intent & Implementation					
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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. I know how to talk about the weather on different days.</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>