




## Denaby Main Nursery Annual Overview 2022 2023

The 'starting points' below have been planned for the academic year; however, there is scope for adaptations and enhancements to meet the interests of the children therefore the information below may change slightly as the year progresses. This plan complements continuous provision planning.

<p><b>Values underpinning the Denaby Main EYFS curriculum.</b></p>	<p>At Denaby Main we recognise and value the importance of the EYFS learning journey, A successful EYFS is the foundation for the child's academic and social achievement. All Subject Leads have supported the development of this plan so that they understand the foundations of their subject and can advise and support both on the journey through EYFS and the move into Reception and beyond. <b>Our aim is to ensure that our nursery children are supported to make the best start in school, placing a strong focus upon communication and language as well as their social and emotional development.</b></p> <p><b><u>British Values and how they are taught in EYFS.</u></b></p> <p><b>Democracy:</b> Making decisions together. Children are taught that their views count, to value each other's views and values and talks about their feelings. When appropriate children demonstrate democracy in action, for example children sharing views and voting on their favourite book of the week.</p> <p><b>Rule of Law:</b> Understanding rules matter. Children are taught to understand their own and others' behaviour and its consequences and learn to distinguish right from wrong. Rules and codes of behaviour, for example, to agree the rules about tidying up and rules apply to everyone. The children are taught the whole school behaviour policy in an age-appropriate way.</p> <p><b>Individual Liberty Freedom for al.</b> Children develop a positive sense of themselves, develop their self-knowledge, self-esteem and increase their confidence and their own abilities. For example, talking about their experiences and learning. Explore language of feelings and responsibility, reflect on their differences, and understand we are free to have different opinions.</p> <p><b>Mutual respect and tolerance:</b> Children are taught to treat others as you want to be treated. We have an ethos of inclusivity and tolerance where views, faiths cultures and races are valued. Children are engaged with the wider community through their families. Children explore similarities and differences about themselves and others and among families, faiths, communities' cultures and traditions. They share and discuss practises, celebrations, and experiences. Children are taught the importance of tolerant behaviours such as sharing and respecting other opinions. We promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.</p> <p><b><u>School Values.</u></b></p> <p>Throughout the EYFS years children are introduced to our school values. These are embedded throughout our curriculum planning and provision.</p> <div style="text-align: center;">  </div> <p><b>Scholarship:</b> We will be informed by the best academic and organisational thinking and research, using this where we can and expanding it where possible.</p>
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**Curiosity:**

We will ask searching questions; not take things on face value, seek out the best of what is known and engage in appreciative enquiry.

**Tenacity**



Not giving up.

**Tenacity:**

We will deliver on our promise and see things through to completion. We will embody pace, urgency and determination in our focus on improving outcomes for children and our own performance.

**Empathy**



Thinking about others.

**Empathy:**

Empathy means the ability to share another person's feelings or experiences by imagining how it would feel to be in their situation. We aim to develop children's empathy by encouraging them to talk about and express their emotions in a positive manner. Throughout the curriculum we aim to shine a light on other people's feelings and situations.

**Aspiration**



Having ambition.

**Aspiration:**

Aspiration is the hope or ambition to achieve something. We believe that the development of aspirations encourages children to take pride in themselves and be the very best they can be. It is essential that our children are made aware of the range of possibilities that are available to them during their time with us, and beyond. We therefore seek to understand, recognise and promote the skills, qualities and capabilities of each child.

**Termly breakdown**

Nursery children are taught within our EYFS base and outdoor areas. They have home base welcome and home time sessions which focus upon social skill development and communication. The children join the wider EYFS for continuous provision where 1-1 and small group teaching is targeted through adult led sessions and a play alongside approach.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Learning themes.</b>	<b>All about me</b>	<b>Seasons and celebrations</b>	<b>Winter Wonderland</b>	<b>Step into Spring</b>	<b>Dinosaur Detectives Walking in the Jungle</b>	<b>Under the Sea Ships Ahoy!</b>
<p><b>PSHE/RSE- following themes at an age and stage appropriate way,</b></p> <p>These units support children's progression into the main schools RSE scheme.</p> <p><b>Planned for in continuous provision.</b></p> <p><b>Key areas-</b> Reading area- PSHE stories. Home corner. Small world play</p>	<p>Make relationships with staff and children in the class Understand the boundaries within the classroom and become familiar with our behaviour policy. Learn routines and follow these. Big emphasis on tidy up time use the song to encourage this.</p>	<p>Children will learn all about a range of feelings and emotions during circle times. Children will also learn about sharing, being put into small groups to teach and model this.</p> <p>Children In Need Celebrations Discussions around Christmas experiences</p>	<p>Getting ready for changes. Talking about new children starting.</p> <p>Dog Trust visit Developing empathy</p>	<p>Children will be responsible for their own plant to look after. Children to talk about their achievements with their flower/plant Children to develop the skill of problem solving independently, when going on mini-beast hunt.</p>	<p>Link to school visit Children to learn about safety when going out of school Children to adapt their behaviour in response to this. Children to recount their experiences to each other, listening and responding appropriately.</p>	<p>Getting ready for changes. Talking about new children starting and the move into Reception.</p>
<p><b>English</b></p> <p><b>Reading</b> We develop a love of books and reading from the very start of Nursery by reading quality texts to the children every day. This helps us close the vocabulary gap and to enable our children to be build cultural capital. In Nursery we talk about familiar stories and characters,</p>	<p>General sound discrimination. Rhythm and rhyme. Alliteration. Voice Sounds. Oral Blending and Segmenting</p> <p>Dough disco sessions</p>		<p>General sound discrimination. Rhythm and rhyme. Alliteration. Voice Sounds. Oral Blending and Segmenting</p> <p>Dough disco sessions</p>		<p><b>Introduction to RWI</b></p> <p>In the last term of Nursery, children are taught to say the sounds of letters with the help of mnemonics, to blend the sounds into words and read simple 'blending books.</p> <p>Dough disco sessions</p>	

<p><b>Writing</b> Children in Nursery are given plenty of opportunities to develop fine motor control which is the foundation of developing a correct handwriting grip. They develop an understanding the purpose of writing as a way of communicating by seeing different styles of writing in the environment.</p> <p><b>Planned for in continuous provision.</b></p> <p><b>Key areas-</b> Reading area Music area Writing area Outdoor area Small world play</p>			
<p><b>Reading for Pleasure Texts</b></p>	<p>Nursery rhymes Story songs Stories about home and starting school</p>	<p>Nursery rhymes Story songs Stories about growing up</p>	<p>Nursery rhymes Story songs Stories about growing up and preparing for changes</p>
<p><b>Maths</b></p> <p>Children in Nursery are immersed in numbers. They see them regularly in the environment, They have daily opportunities to count and to explore maths in a purposeful context.</p>	<ul style="list-style-type: none"> <li>• Children to recite numbers in order using a range of number songs.</li> <li>• To show an interest in numbers in the environment.</li> <li>• To show an interest in shapes in the environment and use these during play.</li> <li>• Children to recite numbers to 10.</li> <li>• Children to begin to count objects.</li> <li>• Children to use the language of every day shapes- big/small/tall.</li> <li>• Children to begin to learn names of shapes during focussed activities</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to recognise numbers 1-5 and practice these regularly.</li> <li>• Children to construct a bridge using a variety of different shapes, investigating which shapes work and which did not work.</li> <li>• To recognise numbers 1-5 confidently and begin to match objects to quantity.</li> <li>• Children to begin to notice similarities and differences in shapes of a flower and insects</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to recognise numbers 6-10.</li> <li>• To be secure in numbers 1-5.</li> <li>• To recognise a circle, square, triangle, rectangle, star, heart, diamond confidently.</li> <li>• To recognise numbers 1-10 confidently and match quantity of objects.</li> <li>• Children to create a piece of artwork using a variety of different shapes for a purpose- picture of the seaside.</li> </ul>
<p><b>Science</b></p>	<p>My body- what do I and others look like? Autumn, winter- In our garden What are things made of?</p>	<p>Winter/ spring- in our garden Caring for the environment Planting and growing.</p>	<p>Summer- in our garden Minibeasts in our garden Water play- floating and sinking</p>

<p>Understanding the World – the Natural World.  <b>*Involved in Science weeks to develop working scientifically.</b></p> <p><b>Planned for in continuous provision.</b></p> <p><b>Key areas-</b>  Investigation area  Outdoor provision</p>			
<p><b>Geography</b></p> <p>Understanding the World- People, Culture and Communities</p> <p><b>Planned for in continuous provision.</b></p> <p><b>Key areas-</b>  Reading area- non-fiction books.  Outdoor provision- garden areas  Small world play  Role Play  Developing geographical language</p>	<p>My classroom  My school  Seasonal changes</p>	<p>Seasonal changes  Hot and cold environments and habitats  Recycling</p>	<p>School and local environment- talk about simple maps.</p> <p>Habitats in our school gardens  Seasonal changes</p>
<p><b>History</b></p> <p>Understanding the World- Past and Present.</p> <p><b>Planned for in continuous provision.</b></p> <p><b>Key areas-</b>  Reading area- non-fiction books.  Role play and small world play</p>	<p>Me and my family – when I was a baby</p>	<p>Traditions  Remembrance Day  Bonfire Night</p>	<p>Dinosaur stories and play</p> <p>Reviewing the year</p>

Developing historical language						
<p><b>DT</b></p> <p><b>Expressive Arts and Design</b></p> <p><b>Planned for in continuous provision.</b></p> <p><b>Key areas-</b> Block play Construction toys- Mobilo, Duplo etc Junk modelling workshop Creative area- developing fine motor skills. Healthy Snack</p>	<p>Exploring materials inside and outside- mud, grass, playdough, wood, Food tasting- healthy snack</p>			<p>Playing with a range of construction toys creating own models and talking about them. Junk modelling Large crate modelling Pupils are introduced to elements of the design, make and evaluate process which is built upon throughout EYFS- Y6.</p>		
<p><b>Computing</b></p> <p><b>Involved in online safety work.</b></p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p><b>Planned for in continuous provision.</b></p> <p><b>Key areas-</b> Investigation area. Computing area- Ipads, toys, cameras</p>	<p>Understanding how we use technology at home</p>	<p>Understanding how we use technology at school</p>	<p>Using technology to find things out</p>	<p>Digital mark making</p>	<p>Use technology to take photographs</p>	<p>Using software to create images</p>

<p><b>Art</b></p> <p>Expressive Arts and Design</p> <p><b>*Involved in Art weeks.</b></p> <p>The Nursery art curriculum prepares for by teaching children to use a range of materials creatively to design and make products. Children are introduced to the work of artists, craft makers and designers.</p> <p><b>Planned for in continuous provision.</b></p> <p><b>Key areas-</b>  Art studio  Creative area  Outdoor provision  Playdough area</p>	<p><b>Large self-portraits – learning how to use paint.</b></p> <p>Children are taught to use drawing and painting to develop and share their ideas, experiences, and imagination,</p>	<p>Firework art- printing and pattern making</p> <p>Poppy potato printing</p> <p>Children are taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Making snowmen and snowflakes- cutting skills, painting and collage</p> <p>Children are taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Easter</p> <p>Observational drawings of flowers.</p> <p>Children are taught to use drawing and painting to develop and share their ideas, experiences, and imagination,</p>	<p>Colour mixing to create summer flowers.</p> <p>Children are taught to use drawing and painting to develop and share their ideas, experiences, and imagination,</p>	
<p><b>Music</b></p> <p>Expressive Arts and Design</p> <p>The Nursery music curriculum prepares children for future learning by teaching them to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Music linked to celebrations.</p> <p>Seasonal songs  Christmas performance  Music exploration</p>	<p>Seasonal and topical songs  Music exploration</p>	<p>Seasonal and topical songs  Music exploration</p>	<p>Seasonal and topical songs  Music exploration</p>		

<p>Children explore tuned and untuned instruments and Music.</p> <p><b>Planned for in continuous provision.</b></p> <p><b>Key areas-</b> Music area Listening station Outdoor provision</p>					
<p><b>Musical appreciation</b></p> <p>Develop good listening by listening to a range of high-quality live and recorded.</p>	<p>Listen to music of the week in assembly (Summer term 2)</p>				
<p><b>RE</b></p> <p>Understanding the World.</p> <p><b>Involved in RE week which introduces children to world religions.</b></p> <p><b>Planned for in continuous provision.</b></p> <p><b>Key areas-</b> Reading area- non fiction focus.</p>	<p>Harvest Festival</p>	<p>Different traditions Halloween Christmas, Advent</p>	<p>Chinese New Year Valentine's Day</p>	<p>Shrove Tuesday Easter Mother's Day</p>	<p>World Religion week- Christianity focus</p>
<p><b>PE</b></p> <p>Physical Development.</p> <p><b>Planned for in continuous provision.</b></p> <p><b>Key areas-</b> Outdoor provision.</p>	<p>Develop movement in different ways-balancing, riding, walking, jumping.</p>		<p>Develop movement in different ways-skip, hop and balance on one leg.</p>	<p>Begin to take part in some adult led PE lessons</p>	