

The Areas of Learning in the Early Years are:

- **Personal Social and Emotional Development**
- **Communication and Language**
- **Physical Development**
- **Literacy**
- **Numeracy**
- **Understanding the World**
- **Expressive Arts and Design**

During each topic children will be immersed in a different theme.

Below is an outline of the curriculum covered in Pre-Nursery.

<u>Characteristics of Effective Learning</u>		
<ul style="list-style-type: none"> <li>• Playing and Exploring – Children investigate and experience things, and ‘have a go.’</li> <li>• Active Learning - Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.</li> <li>• Creating and Thinking Critically - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</li> </ul>		
A New Beginning	The Great Outdoors	Once Upon a Story
<p>Pre-Nursery children will embark on an exciting theme of "New Beginnings." This theme will encourage the children to explore concepts of growth, change, and friendship as they transition into their new environment. Activities will include storytelling sessions featuring books about starting school and making new friends, interactive circle time discussions to share their feelings about this</p>	<p>Pre-Nursery children will delve into the captivating theme of "The Great Outdoors." This theme will provide opportunities for exploration and discovery as children engage with nature and their environment. Activities will include outdoor scavenger hunts to observe different plants and insects, hands-on gardening projects where they can plant seeds and learn about growth, and sensory play with</p>	<p>Pre-Nursery children will be on a magical journey with the theme "Once Upon a Story." This theme will immerse them in the enchanting world of storytelling, fostering creativity and imagination. Activities will include interactive story sessions where children will listen to classic fairy tales and folk stories, followed by discussions that encourage them to express their thoughts and feelings</p>



<p>new chapter, and creative arts projects where children can express their emotions through drawing and crafting. Additionally, they will engage in guided play that fosters collaboration and teamwork, helping them build social skills and confidence. Through these experiences, children will not only adapt to their new surroundings but also develop a sense of belonging and community within their classroom.</p>	<p>natural materials like leaves, soil, and water. Storytime will feature nature-themed books that spark curiosity and imagination, while art projects will encourage them to create nature-inspired crafts. Through these experiences, children will develop a deeper appreciation for the outdoors, enhance their observational skills, and further a sense of wonder about the world around them. This theme will not only promote physical activity but also encourage teamwork and cooperation as they explore together.</p>	<p>about the characters and plots. They will engage in dramatic play, reenacting their favourite stories with costumes and props, which will enhance their language skills and confidence. Art projects will focus on illustrating scenes from the stories, allowing children to visualise narratives in their own unique ways. Through these experiences, children will develop a love for reading, strengthen their comprehension skills, and cultivate a sense of wonder and creativity that will last a lifetime.</p>
<p style="text-align: center;"><b>Focus Rhymes/Texts:</b></p> <p style="text-align: center;"><i>Brown Bear Brown Bear</i> by Bill Martin. Jr  <i>Owl Babies</i> by Martin Waddell  <i>Leaf Thief</i> by Alice Hemming  <i>One Winter's Day</i> by M. Christina Butler  <i>The Very Busy Spider</i> by Eric Carle  <i>Stickman</i> by Julia Donaldson</p> <p>Twinkl Twinkl, Family Fingers, Good Morning song, 5 Little Ducks, Rain Rain Go Away, Incy Wincy Spider</p>	<p style="text-align: center;"><b>Focus Rhymes/Texts:</b></p> <p>We are going on a Bear Hunt by Michael Rosen and Helen Oxenbury.  Tree by Britta Teckentrup  The Very Hungry Caterpillar by Eric Carle  Hooray for Fish by Lucy Cousins  Dear Zoo by Rod Campbell</p> <p>Pat a Cake Pat a Cake, I'm a Little Teapot, Humpty Dumpty, Hickory Dickory Dock, 5 Little Monkeys, The Wheels on the Bus</p> <p><b>Talk for Writing:</b> Tales from Other Cultures</p>	<p style="text-align: center;"><b>Focus Rhymes/Texts:</b></p> <p>The Three Little Pigs by Joseph Jacobs  Goldilocks and the 3 Bears by Robert Southey  The Magic Porridge Pot by Alan MacDonald  Handa's Surprise by Eileen Browne  Whatever Next by Jill Murphy</p> <p><i>Mary Mary Quite Contrary, Miss Polly Had a Dolly, Hey Diddle Diddle, Jack and Jill, Old McDonald had a Farm</i></p> <p><b>Talk for Writing:</b> <i>Storybook Fables</i></p>



Key Skills	Key Skills:	Key Skills:
<ul style="list-style-type: none"> <li>▪ Builds relationships with special people</li> <li>▪ Begins to wave and taps arms, bounces or stamps to simple rhythms in songs and rhymes</li> <li>▪ Enjoys the sensory experience of making mark</li> <li>▪ Explores stacks objects using flat surfaces</li> <li>▪ Recognises key people in their own lives</li> <li>▪ Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants and animal life</li> <li>▪ Begins to experiment with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration</li> <li>▪ Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Is fascinated by other children, watching them and interacting with them through offering toys, food etc, and by reaching for objects that others have</li> <li>▪ Shows growing self-confidence through playing freely and with involvement</li> <li>▪ Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy</li> <li>▪ Responds to simple questions when in a familiar context with a special person</li> <li>▪ Manipulates objects using hands singly and together, such as squeezing water out of a sponge</li> <li>▪ Communicates regarding urination and bowel movement</li> <li>▪ Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences</li> <li>▪ Joins in with repeated actions in songs and stories</li> <li>▪ Mirrors and improvises actions they have observed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enjoys playing alone and alongside others and is also interested in being together and playing with other children</li> <li>▪ Is aware of and interested in their own and others’ physical characteristics, pointing to and naming features such as noses, hair and eyes</li> <li>▪ Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words</li> <li>▪ Understands simple sentences</li> <li>▪ Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations</li> <li>▪ Shows interest, dances and sings to music rhymes and songs, imitating movements of others</li> <li>▪ Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning</li> <li>▪ Is interested in and anticipates books and rhymes and may have favourites</li> <li>▪ Becoming familiar with patterns in daily routines</li> <li>▪ Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments</li> </ul>