



Curriculum Plan – Pre-Nursery

Academic Year 2024-2025

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>		
<u>A New Beginning</u>	<u>The Great Outdoors</u>	<u>Once Upon a Story</u>
<ul style="list-style-type: none"> • Playing and Exploring – Children investigate and experience things, and ‘have a go.’ • Active Learning - Children concentrate and keep on trying if they encounter difficulties and enjoy achievements. • Creating and Thinking Critically - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things. 		
<p>Focus Rhymes/Texts:</p> <p><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><i>Twinkl Twinkl, Family Fingers, Good Morning song, 5 Little Ducks, Rain Rain Go Away, Incy Wincy Spider</i></p>	<p>Focus Rhymes/Texts:</p> <p><i>We are going on a Bear Hunt</i> by Michael Rosen and Helen Oxenbury. <i>Tree</i> by Britta Teckentrup <i>The Very Hungry Caterpillar</i> by Eric Carle <i>Hooray for Fish</i> by Lucy Cousins <i>Dear Zoo</i> by Rod Campbell</p> <p><i>Pat a Cake Pat a Cake, I’m a Little Teapot, Humpty Dumpty, Hickory Dickory Dock, 5 Little Monkeys, The Wheels on the Bus</i></p> <p>Talk for Writing: <i>Tales from Other Cultures</i></p>	<p>Focus Rhymes/Texts:</p> <p><i>The Three Little Pigs</i> by Joseph Jacobs <i>Goldilocks and the 3 Bears</i> by Robert Southey <i>The Magic Porridge Pot</i> by Alan MacDonald <i>Handa’s Surprise</i> by Eileen Browne <i>Whatever Next</i> 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>Talk for Writing: <i>Storybook Fables</i></p>

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