

Our Curriculum Goals -Medium Term-Footsteps Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I am amazing!	Celebrations	The World	Our community	Growing	The Great Outdoors
Possible ideas/lines of enquiry (these are ideas and are not limited to, or exhaustive – plans are flexible and, in the moment, to support children's interests and emerging needs)	Settling in Who am I? My home/my fascinations /my family	Birthdays/events/ Christmas/ Bonfire night/ Divali	Weather – our local weather and weather elsewhere/Space Easter/new growth - bird spotting Chinese New Year Paintings	People who help us/ Superheroes Push and ride fund raising activity for our Early Year's community	Plants/ gardening – herbs, sunflowers Keeping healthy (including oral health/food)	Summer Mini beasts Ourselves (Growing and moving on to school)

Community/ home links experiences	Information from home Autumn walk - collecting favourite Autumn items Cultural capital experiences	Cultural links for staff and children Remembrance Day Food from other cultures Food bank collection Magical Christmas, virtual Santa Nativity	Chicks/ducklings Food from other cultures Supermarket visit artists around the world – still life drawing cultural books	Parent volunteers for 'job week'- allotment in outdoor area/ Fire brigade/ police visit Superhero day music day –parents play an instrument come in and sing with the children	Parent volunteers gardening Dentist visit Beanstalk growing Sunflower growing competition Making healthy food/teeth brushing	Wormery/butterflies (life cycles or habitats) Summer picnic and mini sports day with parents. Kindness walks in the local community – walk around the school and give cakes to each class, ask parents for donations
Focus Story:	Dear Zoo Goldilocks and the Three Bears You Choose	Christmas books (child preference) Non-fiction texts related to interests/broad theme	Whatever Next Handa's Surprise Non-fiction texts related to interests/broad theme	The Gingerbread Man The Three Little Pigs Rainbow Fish Non-fiction texts related to interests/broad theme	The Tiger Who Came to Tea Jack and the beanstalk Non-fiction texts related to interests/broad theme	We're Going on a Bear Hunt The Very Hungry Caterpillar Non-fiction texts related to interests/broad theme

Our Curriculum Aims -Long term

Our curriculum is based around our **nine images of the child** which provides the foundation of our pedagogical approach:

1. **INTENT-Effective communicators** – we recognise that children communicate in diverse ways, and we will support children to express their feelings, wishes and needs. -Aim-To become a ‘happy chatter’ in everyday play and guided sessions, showing the ability to follow instructions, concentrate, think through and extend ideas-IMPLEMENT-Talking to the children, reading stories, singing songs, chat boxes, communication boards, visual aids.
2. **INTENT-To develop creatively and to be critical thinkers** – supporting children to be active learners, inquisitive, curious to learn new skills and acquire new knowledge. - IMPLEMENT-Opportunities for play, adults to pause and wait, adults to not intervene immediately, ask open ended questions, encourage thinking in new and diverse ways, help children to develop further investigation ideas(hypotheses)
3. **INTENT-To be respectful and form positive relationships** – have awareness of their place in the school and wider community treating others with kindness, thoughtfully, fairly and without discrimination. IMPLEMENT-Model respectful behaviour, teach politeness, avoid overreacting, expect disagreements-talk it over, praise respectful, good behaviour, have limits, rules, and boundaries.
4. **INTENT-To be resilient and recognise that they are unique** –to develop children’s confidence so they can freely explore, and not be afraid to make and learn from mistakes. IMPLEMENT-maintain routines, teach self-care, give children encouragement and support, nurture a positive self-view, maintain a positive outlook.
5. **INTENT-To take risks** – enjoy new experiences and adventures, embrace challenge, and independently make their own choices. IMPLEMENT-identify the risk with the children, give them opportunities to explore, include all children, adult to be close by but allow a sense of independence, have conversations with children, do not just give instructions.
6. **INTENT-To work as an individual and part of a team to actively solve problems** – developing their confidence and taking pride in what they do with a real sense of accomplishment. IMPLEMENT-Give opportunities for repetition, let children test it out, say the problem aloud for children that are stuck and ask them to help one another, give positive feedback and helpful critiques.

7. **INTENT-Reading**-readily access books for pleasure-Turning pages individually, describing characters, scenes and outcomes in illustrations, recall, explain and predict. **IMPLEMENT**-Think about the intention of the books that are available, read and reread-repetition, nursery rhymes, children's interests, cosy corner, not busy area, books in all areas, dual language books, dialogic reading, allow child to lead from good illustrations.

8. **INTENT-Maths**-To be able to use mathematical language and knowledge in everyday play and develop a deep understanding of numbers to 10. **IMPLEMENT**-understand what numbers mean, start with 1 to 3 then move on, what is each digit worth-place value, number songs, board games, shapes in the environment, size, and weight.

9. **INTENT-Prewriting skills**- build up hand and whole-body strength through play, enjoy mark marking readily and confidently with a good grip. **IMPLEMENT**-Development movement play, whole body strength, large scale drawing on the floor, mark making using different media and tools, drawing circles and lines, develop pencil control, develop fine motor skills, develop hand/eye coordination, manipulate materials, develop upper body strength,

With our images in mind, we aim for the children to leave our Nursery on track for their developmental age in preparation for school and life. Development Matters-We will use curriculum guidance for the early years foundation stage to check children are secure in their learning. Observation checkpoints will help us to notice if a child is at risk of falling behind and we can then make decisions about what sort of support is needed.