

The definition of curriculum is; what is taught and how it's to be taught. The knowledge and skills WE want the children to LEARN! But who are WE to decide the set 'stuff' / information children learn and how they learn it? Children do not want us to plan their play, they need us to create the environment that ignites their play. Children don't learn on a linear line, a timescale, a neatly formulated structure, or following a set plan. Every child is different, unique with differing interests, desires, learning styles and prior experiences. We believe 'the CHILD is the curriculum!' What they learn and how they learn is UNIQUE to them consequently this is a working document that is ever growing and changing with the children.

Ducklings Nursery Curriculum Mapping **2022/23 working progress**

EYFS Approach

In the moment planning
(following the interests of the children and any seasonal events)

Starting Nursery and settling into school

Challenges specific to GBPA:

Nursery take child at any time throughout the year. Due to this we are always ready to settle in new families.

Children can start from 2 yr 9 months and can stay until Reception age. This means some children can only attend for a short time before reception, or be with us for over a year.

Children can also attend sessions of choice, with only a 2 session limit. So again, a child could attend 2 sessions a week, or 10 sessions.

This variety means we are flexible and meet each individual child where they are, meeting the needs and growth

Adaptations:

Due to these added challenges we run in an open-ended way, always ready for new children. We treat each child as an individual so can target and challenge each at the level they are.

Offer individualised staggered starting, so build up to suit the child.

Offer pre-starting visits and calls.

Settling in Framework

Starting Points Children need to learn - these are obviously age adapted but the aim is we would work on these during the first half term of attendance.

Personal Social & Emotional Development To separate from main carer with confidence To be motivated to take part in experiences indoors and outside To manage own personal needs To know that equipment needs to be shared To be able to select and return resources		Physical Development To be willing to explore the environment through gross and fine motor activity To be willing to take a risk	Communication & Language To want to communicate To be able to express feelings and needs To know some vocabulary of the setting (including names of adults and children)
Literacy To show interest/ enjoyment in books, stories, rhymes and songs	Mathematics To show an interest in sorting, counting when playing and tidying up To be able to sort and match when tidying away	Understanding the World To know their way round the environment To know the daily routine To be curious and use senses to explore	Expressive Arts and Design To be motivated to try new creative experiences To be able to represent ideas using a range of media

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Values 2 yr cycle	Yr1	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
	Yr2	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
R.E (daily lunch prayer and reflection on thankfulness)	God Why is the word God important to Christians?		Incarnation Why do Christians perform Nativity plays at Christmas	Being Special Where do we belong? <i>Christianity, Islam, Hindu, non-religious</i>	Salvation Why do Christians put a cross in an Easter garden	Which places are specially valued and why? <i>Christianity, Islam, Judaism</i>	Which stories are specially valued and why? <i>Christianity, Judaism, Islam, Hindu, non-religious</i>
PSED	Being Me in my World Orientation/settling in Handwashing/drinking water		Celebrating Difference Internet safety	Dreams and Goals Oral Health	Healthy Me Exercise	Relationships Sun safety	Changing Me Transitions Healthy Diet
	<p style="text-align: center;">Half termly new starters: Visit with family Powerpoint for family key information Parent phone calls/meetings Stay and play (during 1st week of half term) Start second week of the half term (settle in existing children first) Settling in discussion (end of 1st half term)</p>						
Parental Involvement Half termly New starters							
Parental Involvement Ongoing and seasonal	Two way evidence me involvement Termly parent check in chat Harvest- open house play session		Two way evidence me involvement Termly parent check in chat Nativity/Christmas – open house play session	Two way evidence me involvement Termly parent check in chat Creative-open house play session	Two way evidence me involvement Termly parent check in chat Easter- open house play session	Two way evidence me involvement Termly parent check in chat Physical activity- open house play session	Two way evidence me involvement Termly parent check in chat End of year family Picnic

Parent newsletter focus	Learning through play	A love of books/reading	Gross and Fine motor	Mathematics in EYFS	Transitions and starting school	Summer fun
General themes NB. These may be adapted to allow for children's interests.	Starting Nursery/PSED focus/relationships/feelings My family/people who help us/growing up/our school family/area	Seasons- autumn Harvest-little red hen Bonfire night- firework safety Diwali Christmas/nativity/letters/family	Seasons- winter Maps/countries/travel Chinese new year (lunar) Local area/visit shop/church?	Seasons- Spring Easter/farm animals/Babies/generations Minibeasts/hotel Reduce, reuse, recycle Pancake day	The great outdoors Plant and flowers Life cycles- frogs/butterfly/plants Weather/Seasons Planting beans/seeds Local area visit?	Seasons- summer/sun safety Holidays/postcard Seaside/beach/rockpools Marine life Fossils
Enrichment Trips and experiences	Local visits- explore school grounds. People in our community- parent visit? (nurse, fire...) Pet visit	Make Diva lamps Christmas party Church visit? Cooking	Chinese/lunar New Year Ice play/exploring Playing in the snow (weather depending) Making own playdough	Spring walk Make bread (little red hen) Making Pancakes (shrove Tuesday)	Tadpoles/frog Caterpillar/Butterflies Parents visit?	Forest school Theatre Transitions to Reception
High quality text we aim to foster a lifelong love of reading	Child classics e.g Gruffalo, Going on a bear hunt Selection of nursery rhymes Wet Walk (bug club) photo and name recognition on labels/ belongings. Non-fiction books linked to topics.	Common traditional tales e.g 3 little pigs, red riding hood, Cinderella Diwali and Nativity stories. Non-fiction texts about celebrations.	Traditional tales- more uncommon – snow white, Rumpelstiltskin, Non-fiction books about the Weather & Seasons/Festivals	Little Red Hen Jack and the bean stalk Simple pancake instructions Non-fiction books about Plants & Growing Name recognition on labels/belongings.	Hungry Caterpillar Dear zoo Non-fiction books about Animals and Mini-beasts	Non-fiction books about different cultures, countries & families around the world/Weather
Poetry Basket	Cup tea Breezy Weather					

<p>Core rhymes/songs</p>	<p>Wind the bobbin up Old macdonald Incy wincey spider Wriggley worm Happy and you know it Humpty Dumty Twinkle Twinkle One little finger Hickory Dickory Dock</p> <p>We endeavour for children to enjoy and sing 50 different nursery rhymes and songs during their time in ducklings.</p>					
<p>Writing opportunities /PD</p>	<p>Gross and fine motor</p> <p>(Story) Scribing Exploring mark making and role play writing Name writing</p>	<p>Gross and fine motor</p> <p>Christmas cards (Story) Scribing Own story maps Name writing Lists, messages and role-play writing Christmas cards</p>	<p>Gross and fine motor Begin name writing on things made.</p>	<p>(Story) Scribing Own story maps Mother's Day and Easter cards</p>	<p>(Story) Scribing Own story maps</p>	<p>(Story) Scribing Own story maps Father's Day cards</p>
<p>(Story) Scribing</p>	<p>Adult scribing</p>	<p>Adult scribing</p>	<p>Adult scribing</p>	<p>Adult scribing Draw pic and name</p>	<p>Children adding name</p>	<p>Children adding name</p>
<p>Typical progression</p>	<p>Adult reading the story and acting the story out. Child observes</p>	<p>Adult supports child to retell their story-sequencing. Adult re-reads the story.</p>	<p>Adult reading the story and support child to act out.</p>	<p>Adult reading the story and child to act out with other children.</p>	<p>Child to re-tell story and choose others to act out.</p>	<p>Children writing name as author, re-telling and supporting acting out.</p>

Maths Progression

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Settling in/Routines/ New starters		1 Once -Circle		2 Twice, Pairs, Opposites/Prepositions, colour pattern		3-, comparing height and length, 3 colour pattern, Triangle		4 -Square		5 - Pentagon	
			Focus on counting principles									
Spring	1 Once, First,1p - Circle, Sphere		2, Twice, Opposites/Preposition s/Second, cone, pairs, 2p, doubles		3 Third, one and one and one, one and two more etc. Triangle cylinder		4 Square, triangle based Pyramid, doubles		5 Pentagon Square base Pyramid, 5p		6 Di games, Pentagon, Cube/ Cuboid, doubles	
			Focus on number Magnitude Uses the language of 'more' and 'fewer' Compares two groups of objects – composition, partitioning									
Summer	0	1	2	3	4	5	6	End of year assessment/gaps		Di Games, Subitising, Composition within 6		
	Ordering, place value											

Story Scribing at GBPA

What is it? Story scribing is when an adult writes down a child's story as the child dictates.

Why are we doing it?

- Children can see writing modelled and observe good writing practices
- Children develop story language and vocabulary
- Children create stories of a far higher standard than those they would/could write down themselves
- Children learn about story structure and punctuation
- Children take ownership and pride in work - growing in confidence as they become more used to the process
- Children enjoy it!
- It is their voice! How do we do it?

- When a child approaches an adult (be ready to support them if not otherwise occupied).
- The child chooses his/her preferred paper, pen – teacher could suggest lines etc. depending on child's needs/ability.
- The child begins to dictate the story to the adult. The adult writes clearly using correct punctuation, letter formation and spelling (the child is learning from you as you work). Ensure the child can see you writing, the adult should be modelling good writing practices such as: sitting up straight, tripod pencil grip, holding the piece paper still with their spare hand, using Fred Fingers for segmenting etc. The child should sit next to the adult. If the adult is left handed the child should sit to their right, not opposite or the modelling process will be lost.
- Ask the child how their story will start. The adult could suggest some starters for the child to choose from if they are unsure e.g. Once upon a time, In a land far, far away, In a dark forest...
- Encourage the child to speak slowly and clearly and pause to let you write it down. As you finish a sentence, read it back to the child so they can decide what should happen next.
- If the child is struggling with ideas, ask questions that move the writing on, such as: I wonder what he might do next... or I wonder where the Prince is going to...
Progression:

The child needs to take part in the writing process. The adult will know at what stage the child's phonic ability is - this will determine what the adult encourages the child to do.

At the very start of the year the adult will usually scribe everything the child says and this will progress to the child writing some initial sounds for some of the words in their story. For example the adult would say: what sound does cat begin with? Once it has been identified the child can write it (to begin with they may need to look at a sound chart to remind them how the letter is formed). The pen will move back and forth between adult and child. The child will move onto segmenting and writing vc and cvc words along with remembering how to spell some red words from memory. Children will eventually begin to write their own sentences (some may need support with holding their sentences). Remind children who are writing their own sentences to use full stops and capital letters by saying: what do you need to put at the end of your

sentence to show your sentence has finished?... Children who are able to write their own sentences will be encouraged to join them using 'and' or 'because' and start sentences using words such as; then, first, suddenly, later-on...

- When the story has finished, ask the child to write his or her name and put it in the storytelling basket
- Usually a copy of the child's story is made at the end of the day (one to take home and one to go in their Learning Journey).
- At the end of each day we read and act out some of the stories from the basket – this part is crucially important as children see their own story brought to life (it is particularly motivation for reluctant writers)

This approach is used for all writing purposes for example: a child could be writing a letter or a card to a parent or writing labels and captions for a picture or model – although these would not be acted out. Adults will also scribe the explanations children give about their paintings and drawings.

A short observation should be written of the scribing that has taken place. It is important that where the adult has given support, prompted or given suggestions this is noted. Some examples of support given that should be noted: A child has identified that cat begins with a 'c' but didn't know how to write it therefor the adult provided a sound chart so the child could look at how to form the letter/a child has needed support to segment a cvc word before the child has written it/the adult has prompted about the use of punctuation/the adult has suggested different ways the child could start their story/the adult has suggested the use of connectives to indicate time etc. See examples of writing observations in our current Learning Journeys.

EYFS Characteristics of Effective Learning

Finding out and exploring	Playing with what I know	Being willing to have a go
I am curious about objects, events and people	I pretend with objects	I initiate activities
I use my senses to explore the world around me	I represent experience when I am playing	I seek challenges
I engage in open ended activities	I pretend to be someone else when I am playing	I have a 'can do' attitude
I show particular interests	I act out things with my friends, family and teachers	I take risks, engage in new activities and learn from 'trial and error'

Being involved and concentrating	Keep on trying	Enjoy achieving what I set out to do
I can focus on an activity for a period of time	I keep on trying when something is challenging	When I meet a goal I am satisfied
I find some things fascinating	If something is difficult I try harder and try different approaches	I am proud of how I do things (not just the end result)
I am not easily distracted	I bounce back after activities	I enjoy challenge for my own sake, not just for praise and rewards.
I pay attention to details		

Having my own ideas	Making links	Choosing ways to do things
I think of ideas	I notice patterns and make links between experiences	I plan how I will solve problems and I make decisions
I find ways to solve problems	I make predictions	I think about how well my activity is going
I think of new ways to do things	I test my ideas to see if they were correct or not	I change how I do things sometimes
	I think about grouping, sequencing and cause and effect	I think about how well my approach worked