St. Mary's C.P. School, Kells

Younger Nursery LTP and progression map – January and April Intakes

Our Curriculum Intent

Children in our EYFS department at St. Mary's follow a bespoke curriculum based on the requirements of the Early Years Statutory Framework 2021, the educational programmes within it, the advice and guidance in the Development Matters as well as our whole school community assessment of the barriers our children face, their interests, needs and what they value and enjoy. Using this as a foundation, it has been designed to meet the needs of the children, their parents and wider community that our school serves.

The curriculum consists of seven areas of learning: Communication & Language, PSED, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. We teach children by planning and enabling challenging, playful opportunities in the indoor and outdoor environments, across all areas of learning to develop each individual holistically.

We recognise that all children develop and learn at different rates so our St Mary's curriculum is designed flexibly enough to meet the needs of all individuals. It has been designed and built from the foundations of effective pedagogy based on research of child development, which includes a mix of approaches, sound practitioner knowledge of phases in child development and whole school community involvement to create an overarching curriculum that will be adapted continuously to ensure all needs and interests are met and catered for.

We support individual's learning by applying practitioner pedagogy and knowledge and through skilful interactions and observations, which lead to regular, often immediate, next steps planning and implementation. We also support parents and carers in their child's learning journey and help them to understand the huge positive impact they can have.

The characteristics of effective learning and the foundation of research behind them underpin our curriculum and enhances our pupils' learning. Through an enabling and well-planned environment, we ensure we provide meaningful opportunities for playing and learning, active learning and creating and thinking critically. As children utilise and develop these characteristics they become effective and motivated learners who demonstrate high levels of well-being and involvement.

Overarching Topic Themes – Early Phonics Nursery Rhyme Driven

			*Jack and Jill *Humpty Dumpty *Sing a song of sixpence *Hey Diddle Diddle *Twinkle Twinkle *Old MacDonald *Baa Baa Black Sheep *Hickory Dickory Dock *Wheels on the Bus *5 Little Ducks		*1,2,3,4,5 *Row, row, row your boat *If you're happy and you know it *5 Speckled Frogs *Mary, Mary Quite Contrary *London Bridge is falling down *I'm a little teapot *5 little monkeys *Down by the station *Grand Old Duke of York	
Wider Experiences			Home Visit Settling in sessions National Storytelling Week	World Book Day Walk around the school field to see the farmers fields and sheep (Old Mac Donald/Baa Baa Black Sheep)	Home Visit Settling in sessions	Rainbow City Role Play Trip

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Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes

and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 -
Listening, Attention and Understanding			Understand simple instructions Generally focus on an activity of their own choice Listen to other people's talk with interest. Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described. Understand and act on longer sentences like 'make teddy jump' or 'find your coat' Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). Use a wider range of vocabulary. Enjoy listening to longer stories – build up over the course of the rest of the year Begin to listen to others to organise their play: "Let's go on a bus… you sit there… I'll be the driver."			
			Listening and responding to the following rhymes over the term – Early Phonics link *Jack and Jill *Humpty Dumpty *Sing a song of sixpence *Hey Diddle Diddle *Twinkle Twinkle *Old MacDonald *Baa Baa Black Sheep *Hickory Dickory Dock *Wheels on the Bus *5 Little Ducks		Listening and responding to the following rhymes over the term – Early Phonics link *1,2,3,4,5 *Row, row, row your boat *If you're happy and you know it *5 Speckled Frogs *Mary, Mary Quite Contrary *London Bridge is falling down *I'm a little teapot *5 little monkeys *Down by the station *Grand Old Duke of York	

Speaking			Start to say how they are feeling, using words as well as actions Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' Use the speech sounds p, b, m, w. Are usually still learning to pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer' Be able to answer the register – in a way in which children are comfortable. Be able to express their preference for snack. Begin to build a large repertoire of songs. Begin to know many rhymes Can start a conversation with an adult or a friend. Begin to talk to organise themselves and their play: "Let's go on a bus… you sit there… I'll be the driver."	
			Learn to say and perform the following rhymes – Early Phonics link. *Jack and Jill *Humpty Dumpty *Sing a song of sixpence *Hey Diddle Diddle *Twinkle Twinkle *Old MacDonald *Baa Baa Black Sheep *Hickory Dickory Dock *Wheels on the Bus *5 Little Ducks	Learn to say and perform the following rhymes – Early Phonics link. *1,2,3,4,5 *Row, row, row your boat *If you're happy and you know it *5 Speckled Frogs *Mary, Mary Quite Contrary *London Bridge is falling down *I'm a little teapot *5 little monkeys *Down by the station *Grand Old Duke of York

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Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as

necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.			
Self Regulation			Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..." Select and use activities with help when needed – use the indoor and outdoor choosing boards appropriately, selecting where and what they would like to explore. Introduce tidying areas before moving to another area. Develop their sense of responsibility and membership of community – contribute to, understand and follow class rules.
Managing Self			Become more outgoing with unfamiliar people, in the safe context of their setting – getting to know new friends and adults Increasingly follow rules, understanding why they are important - contribute to, understand and follow class rules. Do not always need an adult to remind them of a rule – class rules Develop appropriate ways of being assertive – adult model Find ways to calm themselves, through being calmed and comforted by key person. Find ways of managing transitions, for example from their parent to their key person. Be able to find their own locker and put their things away independently. Be able to gather their things from their locker independently ready for home time Learn to be able to put their coat on – using the magic way! Learn to put on and take off their wellies independently Be able to put on the outdoor suits with support Learn to use the toilet and wash their independently Show more confidence in new social situations – Rainbow City visit

Building Relationships			Develop friendships with other children. Begin to play with one or more other children, extending and elaborating play ideas – adult support and model over the half term Begin to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas - adult support and model over the rest of the year. Talk with others to solve conflicts – adult support and model and sharing of good examples over the course of the year to build up. Build and maintain positive relationships with key person in setting.

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Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.			
Gross Motor			Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings Sit on a push-along wheeled toy, use a scooter or ride a tricycle Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drink Learn to use the toilet with help, and then independently. Continue to develop their movement, balancing and riding (scooters, trikes and bikes) and ball skills – outdoor provision scooter and balance bike focus Go up steps and stairs, or climb up apparatus, using alternate feet – outdoor provision

			Skip, hop, stand on one leg and hold and pose for a game like musical statues – outdoor provision Use large-muscle movements to wave flags and streamers, paint and make marks – outdoor provision Start taking part in some group activities which they make up for themselves – adult scaffolded by adult to promote ideas to begin with. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width – Outdoor provision Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks – outdoor provision, adult support and modelling to begin with.
Fine Motor			Develop manipulation and control. Explore different materials and tools Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress Learn to use the toilet with help, and then independently. Use a comfortable grip with good control when holding pens and pencils – assess dominant hand and current grip and provide support as necessary Use one handed tools and equipment – mark making equipment, digging equipment, chunky pipettes Start to eat independently and learn how to use a knife and fork (if 30 hours for lunch). Be increasingly independent as they get dressed and undressed - Learn to be able to put their coat on – using the magic way! Learn to put on and take off their wellies independently Be able to put on the outdoor suits with support Be increasingly independent in meeting their own care needs - using the toilet, washing and drying their hands thoroughly. -Be able to find their own locker and put their things away independently. -Be able to gather their things from their locker independently ready for home time

***On this plan, throughout the Nursery year all learning in the specific area of Literacy will be built upon from the previous half term with only the new focus progressive, developmental steps listed** ***Skilled staff understand what has gone before during the 0-3 year old band and consider children's experiences prior to joining nursery and will still be promoting and developing these skills across the prime areas despite them not being listed here**			
Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).			
Comprehension			Enjoy sharing books with an adult. *Wide variety of books will be shared linked to Nursery rhyme of the week, children's interests and incidental learning opportunities. Pay attention and responds to the pictures or the words. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props Engage in extended conversations about stories, learning new vocabulary. Begin to understand the five key concepts about print.
Word Reading			Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Children to recognise their name alongside their picture. Develop their phonological awareness so that they can: - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother.

Writing			**See fine motor section Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.

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Mathematics Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.			
Number			Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Fast recognition of up to 3 objects, without having to count them individually (subitising). Say one number for each item in order: 1,2,3,4,5. Show 'finger numbers' up to 5. Link numerals and amounts.
Numerical Patterns			Climb and squeezing selves into different types of spaces. Build with a range of resources. Complete inset puzzles.

			Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns. Talk about and explore 2D and 3D shapes using informal and mathematical language such as sides, corners straight, flat and round Talk about and identify the patterns around them. For example, stripes on clothes. - Use informal language like 'pointy', 'spotty', and 'blobs'.

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Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.			
Past and Present			Make connections between the features of their family and other families. Begin to make sense of their own life-story and their families' history.
People, Culture and Communities			Notice differences between people. Continue to develop positive attitudes about the differences between people. Make connections between the features of their family and other families. Show interest in different occupations.
The Natural World			Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore collections of materials with similar and/or different properties. Explore and respond to different natural phenomena in their setting and on trips Talk about what they see, using a wide vocabulary.

			Explore how things work. Talk about the differences between materials and changes they notice. Begin to understand the need to respect and care for the natural environment and all living things. Use all their senses when exploring natural materials.
***On this plan, throughout the Nursery year all learning in the specific area of Expressive Arts and Design all progressive, developmental steps will be listed in the term they are covered and then subsequently revisited** ***Skilled staff understand what has gone before during the 0-3 year old band and consider children's experiences prior to joining nursery and will still be promoting and developing these skills across the prime areas despite them not being listed here**			
			Expressive Arts and Design
Creating with Materials			**Notice patterns with strong contrasts and be attracted by patterns resembling the human face.** **Start to make marks intentionally.** **Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.** **Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.** **Explore different materials, using all their senses to investigate them.** **Manipulate and play with different materials.** **Use their imagination as they consider what they can do with different materials.** **Make simple models which express their ideas.** Explore different materials freely, in order to develop their ideas about how to use them and what to make – continuous provision including enhancements Develop their own ideas and the decide which materials to use to express them – continuous provision including enhancements Create closed shapes with continuous lines and begin to use these shapes to represent others – across the year, see fingertime progression
Being Imaginative and Expressive			Show attention to sounds and music. Respond emotionally and physically to music when it changes.

			Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways Start to develop and take part in simple pretend play, using an object to represent something else even though they are not similar. Explore colour Listen with increased attention to sounds Remember and sing entire songs. Play instruments with increasing control to express their feelings and ideas.