



RED HOUSE
SCHOOL

Nursery Curriculum Booklet

AN EDUCATION
ENJOYED

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INTRODUCTION FROM THE HEAD OF THE JUNIOR SCHOOL

The early years of a child's education are crucial to their future development. Children are developing rapidly at this stage and providing them with individual attention and encouragement helps to maximise their true potential.

Within the Early Years Foundation Stage (EYFS) we provide children with a caring and nurturing environment. We encourage confidence and develop a love of learning through stimulating and creative activities both indoors and outdoors.

We work in partnership with parents to ensure every child is cared for as an individual, and is excited and motivated to learn and achieve.

A handwritten signature in black ink, appearing to read 'Simon Haywood', with a horizontal line underneath.

Simon Haywood

(Head of the Junior School)

EYFS OVERVIEW: AIMS AND OBJECTIVES

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.' EYFS 2021.

At Red House School we fully embrace the above statement. We believe that children learn best when they are healthy, safe and secure; when their individual needs are met and when they have positive relationships with the adults caring for them.

In our EYFS department, we aim to:

- create a safe, secure, stimulating and well-planned learning environment which meets the individual needs and interests of all our children
- provide opportunities through play which encourage children to develop emotionally, socially, intellectually and physically
- promote good standards of behaviour and interaction with other children and adults
- develop and maintain good relationships with parents as we work with them in partnership
- continue to build upon what the child has learned at home, broadening their range of learning experiences and stimulating their curiosity and imagination
- enable each child to develop as a happy, confident and independent learner with a well-developed sense of self-worth, responsibility and community.

The EYFS Programme of Learning

There are seven areas of learning and development in the Early Years Foundation Stage:

Prime Areas

Personal, Social and Emotional Development

- Building relationships
- Managing Self
- Self-Regulation

Physical Development

- Gross Motor Skills
- Fine Motor Skills

Communication and Language

- Listening, attention and Understanding
- Speaking

Specific areas

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Numbers
- Numerical Patterns

Understanding the World

- People, Culture and Communities
- The Natural World
- Past and Present

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

All areas of learning and development are important and inter-connected. The prime areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. We also support children in four *specific* areas, through which the three prime areas are strengthened and applied.

At Red House School we aim to provide the above within the expectations and structure of an independent school setting. We follow broad themes which encompass all seven areas of learning. Objectives and concepts are taught through a mixture of child initiated and teacher guided activities, the ratio of these alters as the pupils progress through the Foundation Stage; Nursery aims to follow approximately 80% child initiated activities at the outset which reduces to approximately 40% before a pupil moves into Year 1.

Within Foundation stage the following broad overarching topics are followed:

	Nursery Year 1	Nursery Year 2	Reception
Autumn 1	All about me	Homes	Travel / Journeys / Transport
Autumn 2	Stories we love	People who help us	Traditional tales

Spring 1	Investigating	Weather	Hot & Cold / Dinosaurs
Spring 2	Heroes	Fantasy Characters	Ourselves/ Growth
Summer 1	The Farm	Mini beasts	Space
Summer 2	Hedgerows	Animals	Under the sea

*Due to the time pupils can be part of Nursery we follow a 2-year cycle of topics to ensure areas are not repeated unnecessarily.

Opportunities are also given to include mini topics such as weeks on particular colours, and there are opportunities for pupils to guide the curriculum in a way that interests them.

Within all topics a wide range of activities are planned; they follow a three-tier system:

Continuous activities: these are stationary areas which offer continuous stable learning opportunities throughout the year, including mark making, water, sand, malleable materials and construction. These continuous activities provide the opportunity to repeat concepts and skills with pupils.

Enhanced activities: Within the stationary areas extra resources games or stimuli may be added. These are linked to topics or areas highlighted as a result of pupil observations.

Guided activities: Taught individual, small group or large group activities linked to a specific learning objective and outcome.

All three types of activity occur both in both the indoor and outdoor learning environments.

Assessment

All teachers plan using the appropriate learning and development requirements within the EYFS; this includes opportunities for assessment and observation throughout the year.

Home school links also provide evidence towards a pupil's profile, this includes discussions with parents, scrap books which illustrate home activities and learning and Red House Rainbows where parents record significant home events and learning.

Observational assessment and in-depth teacher knowledge go towards building a portfolio of evidence which in turn forms the Foundation Stage Profile at the end of the Reception. The information from the profile is shared with parents. It is also available, if requested, to Stockton Local Authority for regional and national analysis.

Formative assessment will be used throughout the year and pupils will be given points for development.

Differentiation and Support for MAGT Pupils

Projects will offer extension tasks, giving more gifted pupils the opportunity to take their work to the next level. Differentiated tasks will also be set, allowing pupils of different abilities to achieve their potential.

Autumn Term

Topic overviews:

All about me: This topic focuses upon what the children know about themselves, these includes physical aspects such as eye colours and how we use our bodies as well as emotional skills such as being kind and a good friend.

Homes: This unit focuses on homes near and far, our own homes the rooms inside them and the people who live in them. It also looks at homes in the wider world and appreciating how people can be different.

Stories we love: Within this topic we look at popular age-appropriate stories that the children are aware of and others they may not be. The texts include Elmer the Patchwork Elephant, Percy the Park Keeper, The Gruffalo, Alien's love Underpants and Stick Man.

People who help us: This topic looks at people who help us, starting close to home with our families and friends, expanding into the wider world including people in our communities such as teachers and doctors and nationally including the armed forces (linked to Remembrance Day) and the police.

Mini units: This term also allows for mini units on Autumn, looking at environmental change. Halloween and Bonfire night; looking at personal safety and cultural relevance. Christmas; looking at the key elements of the festival as well as more general traditions such as Father Christmas

Communication and Language: Key to this area of learning is the development of practical language, moving beyond communication through gesture. The topics build pupil's language, relating to personal specific words and phrases. It also works on how children respond to questions and listens to those around us in small group interactions.

French. We will start French activities this term, through games and songs the children will develop understanding and language linked to greetings; saying hello and goodbye in French, say their name and ask how others are feeling and give a reply

Personal, Social and Emotional Development. The first term in Nursery is spent acquiring children's awareness of the rules and procedures within the setting. Creating an awareness of our community and the children's place within it. Developing a sense of independence and working with others on focused tasks. We also work on self-regulation being aware of feelings and how to calm ourselves.

Physical Development. Fine motor skills work on object manipulation this term, using playdough to create simple shapes, using tweezers to pick objects and working on using cutting tools and mark making tools to follow a simple straight line. We work on pencil grips at a developmentally appropriate level for each individual, as this is linked to physical growth rather than just cognitive development. Children are encouraged to put coats and wellingtons on independently.

We introduce aspects of healthy eating and encourage healthy food choices. We also work on hand washing and developing independence in toileting.

Gross development works on body movement, linked to dance, following a simple sequence of movements. We also work on basic ball control, rolling a ball to a partner within simple team games.

Literacy. With our phonics work we spend time on 'Phase 1' activities; these develop children's awareness of the sounds around them and the sounds they use. This includes environmental and instrumental sounds, looking at loud, quiet, fast and slow. This then moves into voice sounds and introduction to rhythm, rhyme and alliteration.

Reading is focusing on interactions with books. Looking at images and responding to verbal questions. We introduce the parts of a book, front and back cover etc. We also work on looking at books in a sequential way, turning one page at a time.

Writing focuses on emergent writing, making marks that may represent something else, for example 'labelling' images, it is important that the children can talk about the marks they make.

Mathematics: Pupils will be introduced to numbers 0-6 (extended to 10 if appropriate) this includes counting objects both fixed and movable. Amounts will be presented in different forms. The children will also work recognition of the linked numeral. They will begin to subitise (recognise without counting) group 0-3. They will also work on recognition of regular shapes (triangle, circle, square, rectangle) using them to create simple repeating patterns.

Understanding the World: This term our topics focus on developing pupil awareness of themselves, their families and their place in the communities they live in. The topics help support an awareness of how we are different yet the same to those around us and further afield.

Expressive Arts and Design: Our activities in this area are linked to our topics, we develop paint skills by painting portraits of ourselves. Create junk models of building and other objects including a stick man. We develop awareness of colour and texture by creating images of Elmer and fire engines. Within role play we encourage play within the familiar home environment and introduce abstract elements through masks and toys. Small world toys link to the texts we are using in literacy and other areas.

Music will be linked to phonics creating loud and quiet sound using percussion instruments. Children will learn songs and games to develop a sense of beat, alongside building a bank of songs linked to Autumn, Harvest and Christmas.

Spring Term

Topic overviews:

Investigating: This topic looks at exploration of familiar concepts and how they affect ourselves and the world around us, we start with winter then move onto investigating, water, colours, food and spring. The children take part in practical investigations and explore their senses

Weather: Our weather unit involves children talking about and observing common weathers, it also involves experiencing these weathers practically. We start with cold weather, ice and snow, then move into rain, clouds and storms. We finish with a look at sunny weather and link these to the weather around us locally and further afield.

Heroes: The aim of this unit is to develop children's appreciation of personal strengths and skills, we begin with the traditional superheroes looking at superpowers, linking in the story of Supertato, then move into the more tangible strengths and skills of those around us, including heroes at home, and heroes in our communities.

Fantasy Characters: Linked to key texts, this unit looks at the key types of characters we experience when reading young fiction, the children are encouraged to role play these characters and create stories and narratives. We include fairies and leprechauns, pirates, Dragons and Kings and Queens.

Mini units: Our mini units this term link to cultural celebrations, including Chinese New Year, Saint Valentine's Day, Saint Patrick's Day, Mother's Day and Easter

Communication and Language. This term the focus is to develop the children use of descriptive phrases, responding to questions with more than single word answers. We also aim to develop children ability to follow simple two step instructions. At all times we develop pupils' practical language skills and develop an ability to comment on the world and experiences including texts.

French. This term we will look at colours and numbers, again through games and songs the children will count to 10 in French and name 10 colours in French.

Personal, Social and Emotional Development. This term build on social skills introduced in the Autumn term, we develop aspects of collaborative play alongside working on strategies to avoid conflict. We introduce more work on emotions, being aware and naming them in ourselves and in others.

Physical Development. Fine motor skills further work on developing object manipulation. We introduce aspects of threading and weaving alongside consolidating previous skills. Scissor skills are developed to support cutting a continuous line, both curved and straight. Pencil control includes using pens to copy over letters and numerals. Also copying over children's names.

In self-care we talk about brushing teeth and being clean, we continue to support healthy eating, including using a knife and fork.

Gross motor activities introduce more use of apparatus, encouraging balancing and travelling along low-level benches and across low ladders. The children also work on climbing skills and agility. Dance involves sequencing basic movements and links to the curriculum topic of 'weather'. Team games also extend ball skills, including throwing and catching.

Literacy. Phonics continues to develop an awareness of rhyme and alliteration alongside the introduction (when appropriate to the individual) to initial single letter sounds: s,a,t,i,p,n,m,d,g,o,c,k. The sound and grapheme are taught alongside the application of the sound in simple word building.

Reading moves more into story sequence, identifying the key elements of a familiar story and placing these in the correct order. We also work on following text when an adult is reading.

Writing moves beyond simple mark making to include making marks with a purpose, for example creating a simple list or a label. We also introduce children to writing their names.

Mathematics: Pupils will continue to develop their awareness of number 0-6 (extending to ten in appropriate). This includes counting and comparing groups of matching and differing objects, including the ideas of one more and one less/fewer. They will continue to work with 2D and introduce 3D shapes, looking at the basic composition of the shapes.

Understanding the World. Our work looks at exploration of materials, talking about properties of objects and how we can use them. We also look at different occupations and how people support us. We encourage children to develop positive attitudes to people around them.

Expressive Arts and Design. Again, linked to our topic work, we develop understanding of colour and colour mixing through work on the rainbow. We encourage use of texture and collage in creating weather models. Role play moves beyond the known to the wider world, looking at the roles of the police, doctors and teachers. Narrative and creative work is further developed in small world play linked to fantasy characters.

Music will look at musical patterns which the children can repeat on tuned percussion, they will also learn songs linked to Mother's Day, Spring and Easter.

Summer Term

Topic overviews:

The Farm: Through this topic we develop an understanding of the wider community and world. We look at farming in the United Kingdom but also other types of farming around the world including ocean farming. We look at the role's farmers play in providing food to us and also how this is achieved. We also look at plant growth.

Mini beasts: This unit aims to support the children in developing an awareness of their local environment. We look at key groups of mini beast and how they impact our local area, this includes spiders, bees, butterflies and snails. We also link in the role of the life cycle. We also investigate how they support plant growth.

Hedgerows: Further developing an awareness of the natural, world this unit looks at the creatures we find around us in the countryside. Linked to the stories of Beatrix Potter we investigate rabbits, squirrels, foxes, hedgehogs and frogs. We talk about caring for these creatures and also our environment.

Animals: The animal topic allows the children to talk about and investigate larger groups of animals and their impact on the world around us. We Start with birds then animals in our homes and in the wild and finish with animals that live under the water.

Mini units: The summer term allows time to investigate the traditions of Saint George's day, Father's Day, PRIDE and Summer in general

Communication and Language. The final term consolidates all previous skills as well as developing an ability to express a point of view or opinion. We work on practical language, supporting the pronunciation of multisyllabic words the correct use of tense. We continue to develop the children's ability to ask question linked to the familiar and more abstract concepts.

French. This term focuses on transport, the children will be taught seven modes of transport, including a short phrase, in French, linked to each.

Personal, Social and Emotional Development. The summer term focuses on developing confidence, taking risks and working outside of our comfort zones. We talk about change and how we can approach this. Our collaborative skills develop further working in small teams alongside paired activities. Also, we begin working with new friends and supporting each other.

Physical Development. Fine motor skills focus on the use of mark making equipment, copying over patterns and letters. Children are supported in using an appropriate pencil grip and develop independence in writing their names. They continue to work on cutting skills by cutting lines and shapes.

Self-care skills continue to be built upon, during this term the aim is for children to put a coat on independently and zip it up. They should also be able to put shoes on the correct feet by themselves.

In gross motor activities the focus is on athletics, looking at running races, beanbag balancing and hobbyhorse racing. The children improve balancing and agility skills by working on obstacle courses. We continue to develop team skills through parachute games.

Literacy. Phonics consolidate all phase one skills and begins to develop an awareness of segmenting simple words into sounds and blending letters into words. Further single letter sounds are introduced: e,u,r,h,b,f,l,j,v,w,x,y,z The sound and grapheme are taught alongside the application of the sound in simple word building.

Reading consolidates understanding of story sequence this term and also build upon recall and developing comprehension skills. We work on key questions based upon what we have heard and also make simple predictions. We also introduce the children to non-fiction texts.

Writing focuses on the use of the letter sounds we have covered in phonics, identifying an initial sound in a word and writing the correct letter. We also consolidate name writing.

Mathematics: In the summer term the children work with number 0-10, again looking at comparison of groups, more and less and differing ways of representing the amounts. They will work on how a number can be split into two smaller amounts (within 5). They will also look at repeating patterns, using numbers, shapes and colours. They will also be introduced to the basic concepts of weight, length and capacity

Understanding the World. Topic focus on the natural world this term. Children learn about simple life cycles and aspects of growth in animals and plants. They are taught about caring for living things, including growing a plant from seed. They also learn about the importance of animals and plants in the wider world, as sources of food and how they support each other

Expressive Arts and Design. Creative activities include paints, model making and collage. The activities this term allow pupils to demonstrate personal choice regarding colour and texture choices. We continue to develop drawing skills, copying images and shapes. Role play encourages children to make use of objects to represent other objects, for example tubes and boxes are used to create farm equipment.

Music will look at simple composition, children creating their own patterns of music as well as learning summer songs.

HOMEWORK

Parents are given guidance on the completion of home activities with Foundation Stage pupils.

- Shared Reading book – Taken home once a week; pupils share a book of their choice with an adult and respond to the text with pictures and 'writing' (emergent).
- Reading Book - An Early Reading a book from the school's reading scheme is also sent home.
- Shared activities: A list of seasonal activities that can be completed outside with children.
- Pictures and 'writing' are recorded in a weekend activity book (Orange Book).

The role of parents

The school encourages parents, as far as possible, to:

- Provide a reasonably peaceful, suitable place in which pupils can do their home activities.
- Give help and assistance, when necessary.
- Make it clear to their child that they value homework and support the school in explaining how it can help him/her make progress at school.
- Encourage their child and give praise when s/he has completed homework.
- Expect homework deadlines to be met and check that they are.

FURTHER ADVICE AND HELP

Help and advice are always available in school. Below is a guide to the best person to approach, depending on the nature of the enquiry. Telephone requests can be left with Mrs Mason at the school office, requesting teachers to call you back. Alternatively, an email message can be used to set out the enquiry and allow the teacher to come back to you directly with an answer – this is normally the best approach.

Staff email addresses are available on the Parent Portal. Messages for class teachers can also be written into the pupil planner.

Nursery Class Teacher & EYFS Lead (Mr Ian Barnbrook-McKay)

ian.mckay@redhouseschool.co.uk

SENCo (Mr Ian Barnbrook-McKay)

For advice, early help, diagnosis and support of specific learning difficulties, such as speech and language support.

ian.mckay@redhouseschool.co.uk

Head of the Junior School (Mr Simon Haywood)

simon.haywood@redhouseschool.co.uk