



# **Eversfield Preparatory School**

## **Kindergarten and Nursery Curriculum Design 2023-2024**

**Compassion Aspiration Respect Endeavour**



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## Kindergarten and Nursery Annual Overview 2023-24

Kindergarten and Nursery	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<b>Michaelmas</b> 1	All about me Starting Nursery and Kindergarten Autumn Harvest	All about me Starting Nursery and Kindergarten Autumn Harvest	All about me Starting Nursery and Kindergarten Autumn Harvest	All about me Starting Nursery and Kindergarten Autumn Harvest	All about me Starting Nursery and Kindergarten Autumn Harvest	All about me Starting Nursery and Kindergarten Autumn Harvest	All about me Starting Nursery and Kindergarten Autumn Harvest
<b>Michaelmas</b> 2	Autumn festivals: Diwali, Bonfire Night Christmas	Autumn festivals: Diwali, Bonfire Night Christmas	Autumn festivals: Diwali, Bonfire Night Christmas	Autumn festivals: Diwali, Bonfire Night Christmas	Autumn festivals: Diwali, Bonfire Night Christmas	Autumn festivals: Diwali, Bonfire Night Christmas	Autumn festivals: Diwali, Bonfire Night Christmas
<b>Lent</b> 1	Nursery rhymes Winter Spring festivals	Nursery rhymes Winter Spring festivals	Nursery rhymes Winter Spring festivals	Nursery rhymes Winter Spring festivals	Nursery rhymes Winter Spring festivals	Nursery rhymes Winter Spring festivals	Nursery rhymes Winter Spring festivals
<b>Lent</b> 2	Nursery rhymes Spring Easter Mother's Day	Nursery rhymes Spring Easter Mother's Day	Nursery rhymes Spring Easter Mother's Day	Nursery rhymes Spring Easter Mother's Day	Nursery rhymes Spring Easter Mother's Day	Nursery rhymes Spring Easter Mother's Day	Nursery rhymes Spring Easter Mother's Day
<b>Summer</b> 1	Traditional tales	Traditional tales	Traditional tales	Traditional tales	Traditional tales	Traditional tales	Traditional tales
<b>Summer</b> 2	Traditional tales Summer Father's Day Moving on	Traditional tales Summer Father's Day	Traditional tales Summer Father's Day	Traditional tales Summer Father's Day	Traditional tales Summer Father's Day	Traditional tales Summer Father's Day	Traditional tales Summer Father's Day

## Kindergarten and Nursery Michaelmas Term Curriculum Design 2023-24

Subject	Topic	Termly Objectives
<b>COMMUNICATION AND LANGUAGE, LITERACY</b>	<b>All about me</b>  <b>Starting Nursery and Kindergarten</b>  <b>Harvest</b>  <b>Autumn</b>  <b>Bonfire Night</b>  <b>Diwali</b>  <b>Christmas</b>	<ul style="list-style-type: none"> <li>• listen to others on a one to one basis and in small groups</li> <li>• understand and respond to instructions</li> <li>• speak clearly to a small group and talk about their news</li> <li>• take turns to speak and listen carefully to others</li> <li>• speak in sentences and use a variety of questions, for example using the words 'what', 'where', 'who'</li> <li>• join in with rhymes and songs</li> <li>• listen carefully to everyday sounds and begin to discriminate between them</li> <li>• develop an awareness of rhythm and patterns of sounds</li> <li>• listen attentively to stories and begin to talk about them</li> <li>• look at books independently and handle them carefully</li> <li>• know that print carries meaning</li> <li>• begin to make marks (early writing) and ascribe meaning to these marks</li> <li>• recognise and begin to write own name</li> <li>• begin to recognise some letter sounds that are important to them</li> </ul> <p><i>(The children will be working at their own level of ability and may exceed these expectations)</i></p>
<b>PHYSICAL DEVELOPMENT</b>		<ul style="list-style-type: none"> <li>• begin to find their own personal space in the gym</li> <li>• stop at a given signal</li> <li>• move with confidence in a range of ways; walking, running, jumping, hopping, crawling, sliding, rolling</li> <li>• negotiate space successfully whilst running and adjust speed or direction to avoid collisions</li> <li>• develop strength in their hands and begin to hold a pencil between thumb and first two fingers</li> <li>• use one handed tools and equipment, such as scissors</li> <li>• participate in tennis sessions</li> </ul>
<b>PERSONAL, SOCIAL AND</b>		<ul style="list-style-type: none"> <li>• become happy and settled in their new learning environment</li> <li>• select activities independently and work co-operatively with others</li> <li>• develop friendships with other children and staff</li> </ul>

**Compassion Aspiration Respect Endeavour**

<p><b>EMOTIONAL DEVELOPMENT</b></p>		<ul style="list-style-type: none"> <li>• take turns and share resources and toys</li> <li>• learn the school Code of Conduct; Compassion, Aspiration, Respect and Endeavour</li> <li>• develop and agree on our class rules</li> <li>• become more independent in dressing for PE lessons and putting away coats, bags and pump bags</li> </ul>
<p><b>MATHEMATICS</b></p>		<ul style="list-style-type: none"> <li>• use number language and names</li> <li>• show fingers to match the number of items in a set</li> <li>• use noticing skills to say what they can see in an arrangement of objects without counting (subitising)</li> <li>• recite numbers in order to 5 (then 10)</li> <li>• recognise numerals 1 to 5</li> <li>• match number symbol and quantity to 5</li> <li>• begin to try to record numbers using symbols and marks</li> <li>• count objects to 5 by touching or moving them, saying one number name for each item</li> <li>• sort equipment into sets according to object, colour, size and shape</li> <li>• respond to and use the correct mathematical language when talking about shape, size, length, weight and capacity</li> </ul> <p><i>(The children will be working at their own level of ability and may exceed these expectations.)</i></p>
<p><b>UNDERSTANDING THE WORLD</b></p>		<ul style="list-style-type: none"> <li>• become familiar with the Nursery or Kindergarten environments</li> <li>• know where the different areas of the classroom are and where resources and equipment is stored</li> <li>• become familiar with the wider school environment, including the music room, dining room and playground</li> <li>• know the names of all of the Nursery and Kindergarten staff and other key staff who work in the school, including specialist teaching staff, the Headmaster (Mr Yates) and the Deputy Headteacher (Mrs Phillips)</li> <li>• celebrate Harvest Festival and begin to understand where food comes from</li> <li>• investigate the changing seasons and discover what happens in Autumn</li> <li>• talk about natural objects they have found (leaves, cones, conkers)</li> <li>• celebrate other festivals including: Diwali, Bonfire Night, Hanukkah, Advent and Christmas</li> </ul>

		<ul style="list-style-type: none"> <li>• begin to operate simple ICT equipment – CD player, computer, programmable toys</li> </ul>
<b>EXPRESSIVE ARTS AND DESIGN</b>		<ul style="list-style-type: none"> <li>• join in with finger rhymes and action songs</li> <li>• imitate and create their own movement in response to music</li> <li>• begin to tap out simple repeated rhythms using percussion instruments</li> <li>• explore colour using a variety of media – paint, chalk, pastels and collage</li> <li>• recognise and name a range of colours</li> <li>• know how colours can be changed – mixing new colours or making shades of one colour</li> <li>• create simple representational drawings and paintings of themselves</li> <li>• use a variety of 3D malleable materials including play dough and clay</li> <li>• engage in imaginative role-play based on own first hand experiences</li> <li>• engage in dressing-up and pretending to be a different character</li> </ul>

## Kindergarten and Nursery Lent Term Curriculum Design 2023-24

Subject	Topic	Termly Objectives
<b>COMMUNICATION AND LANGUAGE, LITERACY</b>	<b>Nursery rhymes</b>  <b>Winter</b>  <b>Chinese New Year</b>  <b>St Patrick's Day</b>  <b>St David's Day</b>  <b>Spring</b>  <b>Lent</b>  <b>Easter</b>  <b>Mother's Day</b>	<ul style="list-style-type: none"> <li>• speak clearly to a small group and talk confidently about their news</li> <li>• take turns to speak and listen carefully to others</li> <li>• learn a new nursery rhyme each week</li> </ul> <p><b>Reading and Phonics</b></p> <ul style="list-style-type: none"> <li>• talk about and discuss their own library book</li> <li>• make up alternative endings to known nursery rhymes</li> <li>• discriminate between animal, household and everyday sounds</li> <li>• identify rhyme in words and suggest a string of rhyming words</li> <li>• show awareness of alliteration</li> <li>• know that print carries meaning</li> <li>• begin to recognise some letter sounds which are important to them</li> <li>• begin to discriminate some letter sounds and bring in objects for our sound table</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• begin to make marks (early writing) and ascribe meaning to these marks</li> <li>• write for a real reason, such as making shopping lists or taking orders in a restaurant</li> <li>• recognise and begin to write their name using the correct sequence of movements</li> </ul> <p>(The children will be working at their own level of ability and may exceed these expectations).</p>
	<b>PHYSICAL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>• find and maintain their own personal space in the gym</li> <li>• stop on a given signal</li> <li>• move with increasing skill and confidence in a range of ways; walking, running, jumping, hopping, crawling, sliding, rolling</li> <li>• participate in a range of traditional playground circle games</li> <li>• play 'Follow the leader' and join in our Chinese dragon dance</li> <li>• begin to hold a pencil between thumb and first two fingers</li> <li>• use chopsticks to pick up small items</li> <li>• attempt to flip and catch a pancake and take part in pancake races</li> </ul>

		<ul style="list-style-type: none"> <li>• use one handed tools and equipment, such as scissors</li> <li>• put on pumps and coat independently</li> <li>• participate in swimming lessons</li> <li>• participate in yoga sessions</li> </ul>
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>		<ul style="list-style-type: none"> <li>• ensure new pupils are happy and settled in their learning environment</li> <li>• select activities independently and work co-operatively with others</li> <li>• develop relationships with other children and staff</li> <li>• take turns and share resources and toys</li> <li>• learn about our new school values: Compassion, Aspiration, Respect and Endeavour</li> <li>• differentiate between right and wrong behaviour and understand the consequences</li> <li>• participate in the Early Years' Mothers' Day celebration</li> <li>• put on coats and fasten the zip independently</li> <li>• take off and put on jumpers independently</li> <li>• identify a range of feelings and emotions and give personal experiences of them</li> </ul>
<b>MATHEMATICS</b>		<ul style="list-style-type: none"> <li>• sort equipment into sets and explain own criteria for sorting</li> <li>• recognise and name the number of items in a small set (up to 3) instantly, without needing to count (subitising)</li> <li>• use number language and names</li> <li>• recite numbers in order to 10</li> <li>• recognise numerals 1 to 10</li> <li>• match number symbol and quantity to 10</li> <li>• begin to use the correct sequence of movements to form numerals to 5 (and above)</li> <li>• count objects to 5 (or 10) by touching and saying one number name for each item</li> <li>• begin to add numbers together to make a new total</li> <li>• identify the number 1 more than a given number</li> <li>• recognise and name 2D shapes and describe some of their properties</li> <li>• use and understand positional language – in, on, under, between, next to</li> <li>• recite a range of number rhymes, counting both forwards and backwards</li> </ul>



		<i>(The children will be working at their own level of ability and may exceed these expectations)</i>
<b>UNDERSTANDING THE WORLD</b>		<ul style="list-style-type: none"> <li>• investigate the changing seasons and discover what happens in winter</li> <li>• identify cold countries and animals that survive there</li> <li>• investigate how things change, through freezing and melting</li> <li>• celebrate other festivals including: Chinese New Year, St David's Day, St Patrick's Day, Shrove Tuesday, Easter</li> <li>• begin to use and operate simple ICT equipment – CD player, iPad, programmable and controllable toys, such as Beebots and Code-a-Pillars</li> <li>• use a variety of programs on the iPad to support development of mathematical and literacy skill</li> </ul>
<b>EXPRESSIVE ARTS AND DESIGN</b>		<ul style="list-style-type: none"> <li>• join in with new nursery rhymes and action songs</li> <li>• recognise and continue a repeated rhythm</li> <li>• identify different sounds made by musical instruments</li> <li>• identify cold colours and know how to make darker or lighter shades</li> <li>• add detail to simple representational drawings and paintings of themselves</li> <li>• engage in imaginative role-play based on own first hand experiences</li> <li>• engage in dressing-up and pretending to be a nursery rhyme character</li> <li>• use puppets to retell stories and rhymes, and make up own stories</li> <li>• hot seating as a character from a nursery rhyme</li> </ul>

## Kindergarten and Nursery Summer Term Curriculum Design 2023-24

Subject	Topic	Termly Objectives
<b>COMMUNICATION AND LANGUAGE, LITERACY</b>	<b>Traditional tales</b>  <b>Summer</b>  <b>Father's Day</b>  <b>Moving on</b>	<ul style="list-style-type: none"> <li>• speak clearly to a small group and talk confidently about their news</li> <li>• take turns to speak and listen carefully to others</li> </ul> <p><b>Reading and Phonics</b></p> <ul style="list-style-type: none"> <li>• have a large repertoire of traditional tales and discuss the main characters</li> <li>• be aware that there are different versions of traditional tales</li> <li>• retell a selection of traditional tales</li> <li>• understand some book language, such as front cover, spine, blurb</li> <li>• join in with repeated refrains and anticipate key phrases in stories</li> <li>• discriminate between instrumental sounds</li> <li>• show awareness of alliteration, saying when words begin with the same sound</li> <li>• distinguish between the differences in vocal sounds and talk about the different sounds that we make with our voices</li> <li>• begin to orally blend and segment sounds in words</li> <li>• discriminate between letter sounds and bring in objects for our Sound Table</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• know that print carries meaning</li> <li>• begin to make marks (early writing) and ascribe meaning to these marks</li> <li>• write their first name, trying to form the letters correctly</li> <li>• learn the shapes of letters and how to write them using the correct sequence of movements</li> </ul> <p><i>(The children will be working at their own level of ability and may exceed these expectations)</i></p>
<b>PHYSICAL DEVELOPMENT</b>		<ul style="list-style-type: none"> <li>• find their own personal space in the gym and outdoors and respect other children's personal space</li> <li>• move with increasing skill and confidence in a range of ways; walking, running, jumping, hopping, crawling, sliding, rolling</li> <li>• participate in a range of traditional playground circle games</li> <li>• use movement to express feelings</li> <li>• balance on various parts of the body</li> </ul>

		<ul style="list-style-type: none"> <li>• recognise the importance of keeping healthy and the things which contribute to this</li> <li>• participate in Sports Day activities; running, balancing, jumping and persevering</li> <li>• develop throwing and catching skills, balance large blocks and build simple structures; towers and bridges</li> <li>• hold a pencil between the thumb and first two fingers (tripod grasp)</li> <li>• Nursery will continue to use the <i>Squiggle Whilst You Wiggle</i> programme to support the development of fine motor skills and upper body strength</li> <li>• use one handed tools and equipment, such as scissors, hammers, screw drivers and other tools</li> <li>• use a fork and knife with greater control, trying to cut up food independently</li> <li>• put on jumper, pumps and coat independently</li> <li>• develop confidence and strength when swimming</li> </ul>
<p><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b></p>		<ul style="list-style-type: none"> <li>• ensure all our new pupils are happy and settled in their learning environment</li> <li>• show confidence in new situations</li> <li>• be excited and motivated to learn</li> <li>• form friendships with a wider circle of friends</li> <li>• show care and concern for others and for our Nursery environment</li> <li>• be aware of behavioural expectations in Kindergarten and Nursery</li> <li>• participate in circle time discussion and talk freely about own experiences</li> <li>• talk about feelings and how we can express them</li> <li>• recognise facial expressions and how they indicate what someone is feeling</li> <li>• be able to put on their coat and fasten the zip independently</li> <li>• be able to put on their shoes and pumps independently on the correct feet</li> <li>• become more independent with dressing and undressing for swimming</li> </ul>
<p><b>MATHEMATICS</b></p>		<ul style="list-style-type: none"> <li>• use number names accurately in play</li> <li>• recognise and name the number of items in a small set (up to 5) instantly, without needing to count (subitising)</li> <li>• describe what groups they can see within a larger group, by subitising. For instance, seeing that there are a two and a two within a four</li> <li>• begin to count beyond 10</li> <li>• match number symbol and quantity to 10</li> <li>• recognise numerals 1 to 10, and then to 20 (in Nursery)</li> </ul>

		<ul style="list-style-type: none"> <li>• begin to correctly form numerals to 10</li> <li>• count objects to 10 by moving or touching and saying one number name for each item</li> <li>• identify the number that is 1 more than a given number</li> <li>• identify the number that is 1 less than a given number</li> <li>• add two sets of objects and know how many altogether</li> <li>• know how many is left if we add 1 object or remove 1 object</li> <li>• talk about the shapes of everyday objects and recognise which shapes fit together</li> <li>• use language, such as bigger, smaller, heaviest, lightest, related to size and measure</li> <li>• recite a range of number rhymes, counting both forwards and backwards</li> </ul> <p><i>(The children will be working at their own level of ability and may exceed these expectations)</i></p>
<b>UNDERSTANDING THE WORLD</b>		<ul style="list-style-type: none"> <li>• investigate the changing seasons and discover what happens in Spring and Summer</li> <li>• talk about what we have observed, and learn about why things happen and how things work</li> <li>• plant seeds and nurture them as they grow</li> <li>• use and operate simple ICT equipment – CD player, computer, programmable toys and Beebot</li> <li>• be aware of different environments in which people live, through story settings, such as; woods, countryside, town, seaside</li> <li>• make and taste porridge and gingerbread, as well as other weekly cooking sessions</li> <li>• talk about the changes that happen to ingredients as we mix and cook</li> </ul>
<b>EXPRESSIVE ARTS AND DESIGN</b>		<ul style="list-style-type: none"> <li>• join in with new songs and action rhymes, related to our learning theme</li> <li>• identify different sounds made by musical instruments</li> <li>• tap out repeated rhythms using percussion instruments</li> <li>• identify pastel shades and know how to make colours lighter by adding white</li> <li>• know which colours are described as hot / cold</li> <li>• add detail to simple representational drawings and paintings of themselves</li> <li>• explore a range of natural building materials, including straw, sticks and bricks</li> </ul>

		<ul style="list-style-type: none"><li>• investigate different materials and their properties</li><li>• name and use a range of tools, in our Builder's Yard</li><li>• design and construct a bridge for <i>The Three Billy Goats</i></li><li>• participate in imaginative role-play based on our learning themes</li><li>• act out the story of <i>The Three Little Pigs / The Enormous Turnip / Goldilocks and the Three Bears / The Gingerbread Man / The Three Billy Goats Gruff</i></li></ul>
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