



## SAINT RONAN'S NURSERY CURRICULUM OVERVIEW 2021/2022

This document will give an outline of what we want our Nursery children to achieve during their time with us. It will include our curriculum overview for the whole year.

# OUR PRINCIPLES

At Saint Ronan's we know that our children are entitled to high quality learning and teaching. This will equip them with the skills, knowledge and understanding they need today, and prepare them well for tomorrow.

We understand that the children in our care learn at different rates and each child's development is unique.

Children learn best when they are happy, secure and actively involved in their own learning. We discuss children's learning with them. We make children's enjoyment and choices our priority.

Effective teaching and learning in the Nursery meets children's identified needs and interests and helps children to learn and develop in all seven areas of learning and development.

At Saint Ronan's we understand that different aspects of early learning require different approaches. Much of early maths learning is sequential: learning new concepts must be on the solid foundations of earlier concepts. On the other hand, learning about the world is much less sequential. The order of learning matters less than building on children's interests and widening their horizons.

At Saint Ronan's we operate an open house. We regularly discuss and review our work with each other, and with parents. Discussion and review help us to ensure that children take part in learning with joy and enthusiasm. It helps us to ensure that their learning in nursery prepares them well for reception, so that they can confidently handle a transition and continue their learning journey.

Curriculum development is practitioner development: what we do, and how we do it, matter equally.

At Saint Ronan's we know that every child can progress well in their learning, with the right support. Every child can thrive.

## LEARNING AT SAINT RONAN'S NURSERY

- Most learning is play-based and takes place indoors and outside.
- There is a balance between adult-initiated experiences (guided learning) and child-initiated experiences.
- Adults take children's interests and strengths as a starting point, seeing each child as a competent learner.
- Parent involvement is crucial. We learn a great deal about each child from their parents. Parental support and a high quality home learning environment make a huge difference to children.
- We designed our curriculum with the particular strengths and needs of the children of Saint Ronan's in mind.
- We also put a strong focus on helping children to learn

Our goals are ambitious. They provide an overview of many of the different things we would like children to know and be able to do. The goals are adaptable to the particular child. We offer scaffolding and extra support to help every child to access the curriculum and to ensure they make progress through it. However, we recognise that every child will not make the same progress through the curricular goals. All of those children are participating in the same curriculum. Where children move on quickly, our emphasis is on deepening their learning rather than introducing new skills or concepts.

## OUR TEN CURRICULUM GOALS

We have ten curriculum goals in the Nursery.

We would like all our children to achieve these goals during their time at Saint Ronan's Nursery.

There are many steps in each goal. Every child will achieve some if not all of the steps within each goal. If a child does not achieve the final step it does not mean they have not achieved the goal. Some children may start to work beyond the goal.

**Become a confident learner**

**Listen to a Story**

**Distinguish between sounds**

**To count in a sequence**

**To use their imagination to  
make something**

**To sing with confidence  
And joy**

**To write by themselves**

**To cook**

**To know about ourselves**

**To be independent**

## 1. Settle in and become a confident learner.

Children make a strong relationship with their key person. Increasingly, they separate confidently from their parent at the start of the session and become involved in their play. They use their key person as a 'secure base' throughout the session, 'touching base' as/when needed.

*For some children this happens as soon as they walk through the door into the Nursery. For other children it takes longer. Some children may even start off finding it easy and then suddenly develop a separation anxiety from a parent or carer. This is all normal behaviour.*

*Once children become more confident they then start to choose their own resources, their involvement becomes deeper and they spend longer concentrating on their chosen activity.*

Children to start to engage in pretend play.

*This often starts with children playing on their own alongside other children. This then develops into collaborative play with others, children begin to negotiate with others and communicate with their friends. The children become absorbed in their imaginary play. As children's engagement and perseverance grows, they either challenge themselves with more difficult activities, or they respond positively to adults challenging them.*

Children start to persevere with difficulties and talk about their learning.

*As children play and learn more collaboratively, over longer time periods, and taking part in more challenging activities, they talk about and reflect on their learning.*

To engage with adult led activities

*As children grow in confidence, and they are able to concentrate for longer on a task, they begin to be able to engage in adult led activities.*

Children reflect on their learning.

*The children begin to talk about their learning, talk about what they found hard and how they overcome it. They begin to plan their own activities and talk about their thinking.*

## 2. Listen to a story

To get ready for listening

*Be able to sit ready for listening. Very young children need to learn how to listen, how to listen carefully. We need to help our children enjoy listening and to understand that listening needs them to be calm and ready to go with good concentration and good eye contact with the person speaking.*

*Enjoy songs and rhymes is a great fun way to develop listening skills.*

To sit for a short time to listen to a story

*To enjoy stories with adult. Start with short stories, building with longer stories. Be able to sit and listen for an extended time with good eye contact and concentration. Help the children to understand that they can listen without interrupting if it is a story at carpet time.*

*Children often choose stories during child initiated playtime. It is good to find time to read to children during this time with their chosen books.*

Engage in extended conversations about stories, learning new vocabulary

*As develop their listening skills further then they can start taking turns in conversation. Enjoy spending time talking about the characters in the stories, what they think might happen next, what they might do in the story situations. Always reminding that everyone should have the chance to talk and we should all listen to each other.*

To make up their own stories

*Children begin to understand how stories are structured with beginnings, middles and endings. Children will be able to express their own ideas and take a story idea into their own play.*

### 3. Distinguish between different sounds

To start to tune into sounds

*For our youngest children this starts with fun activities such as playing stop and start games, often with mark making. Let your pencil join in with the music and when the music stops, you stop!*

*Listening games such as noisy neighbour or what's that sounds are great way for our youngest to develop their listening skills.*

*Change in music such as write dance are another way our children can start to tune into sounds. Listening walks help all children to take time to stop and really listen to the world around them.*

*During music time we encourage our children to join in, listening to words and the music.*

To know that words are made up of sounds

*Children can start to build up a phonological awareness of sounds. They can finish a sentence in a story with a rhyming word. They can begin to count or clap syllables in words.*

*Children begin to realise print has meaning and that words have sounds in them. Lots of sounding out during stories or emphasising sounds in words.*

*To be able to know some of the Jolly phonic sounds and actions. These actions and rhymes quickly help our children to learn the sounds of the alphabet.*

To begin to hear initial sounds

*With lots of practice of tuning into sounds and with the introduction of Jolly Phonics and our sounds of the week the children are they get closer to their fourth birthday start to hear and identify beginning of words sounds.*

*Through our Listening and Literacy lessons including games and activities our children will start to hear initial sounds.*

To break words into beginning, end and middle sounds

*Once children are able to hear beginning sounds they start to realise that words have other sounds in them. It takes lots of time and practice to be able to separate the sounds in words and identify usually end then middle sounds.*

To be able to blend sounds into words

*Children start separating words into sounds and syllables. Through lots of games and activities the children start to separate words into sounds and then start to blend individual sounds to make words.*

*It this is done alongside letter recognition, some of our children will start to read before they leave the Nursery.*

## 4. To know what a number is

To be able to count up to five, then ten, then twenty

*Children start to learn that numbers come in a certain order from a very young age. We want our children to be able to count easily up to twenty and beyond by the time they leave the Nursery. This starts with counting up to five, then ten, then beyond.*

To give one to one correspondence

*One to one correspondence is a very important step in understanding number. This takes time and lots of practice. Children can start with low numbers up to five, above five takes time and patience to make sure they count each item without skipping objects, or counting some objects more than once.*

*Once children can do this, they then begin to realise the cardinal number, that they number they stop at is how many are in a set.*

To recognise numbers up to ten and above

*Children start with numbers up to three, many know number three because this is how old they are. Children then start to recognise numbers up to ten. Most of our Nursery children can do this by the time they leave us. Some children then start to recognise numbers up to twenty, some may recognise numbers up to 100, or be able to work out what a number is with support.*

Compare size, weight and height.

*Children can quickly compare items by height and size, this is through play and discussions. Children start with language related to them, such as daddy, mummy and baby and then with support learn more mathematical language.*

*Weight is harder to understand as children often associate weight with size.*

To notice patterns

*Children are encouraged to look at patterns such as spots and stripes. We also work on repeating patterns as well as patterns in our environment.*

To know some shapes

*Children begin to learn the main 2D shapes, such as square, triangle and circle. Then children learn the properties of shapes, such as straight lines and corners. Children may learn some 3D shapes such as cubes and cylinders.*

## 5. To use imagination to make something

To make marks on paper

*Children often start with making marks on paper, or covering a whole piece of paper with paint, or collage items. Some children may only make one or two marks on a piece of paper before. These marks often develop into stripes, circles and colours are mixed. Children can often talk about their creations and are very definite in their mind as to what it is they have made, whether drawing or writing.*

*We want all our children to feel free in their art and enjoy using their imagination in art, whatever media they choose.*

To construct

*Children may start by stacking construction toys, into towers, into walls and lines of objects.*

*Children will start to make bridges and enclosures, taking time to place bricks together carefully.*

*Children will then start to make representations such as castles, dens, farms and houses.*

To use props in play

*Children start to make props in their play. They may use a box as a boat or a car, they may make a dress out of paper, or a space ship with large wooden blocks. The children have access to different open ended resources to facilitate imaginative play.*

To be safe

*Children need to be safe in their play. With support children will learn how to hold and carry scissors, how to use woodwork tools safely. How to keep themselves safe with balancing blocks and crates.*

## 6. To sing with confidence and joy

To begin to join in

*We have music classes each week in the Nursery. These groups are small to build confidence and we encourage all our children to take part in the class. This may be just listening to start with, or tapping a foot, having a go at the instruments or joining in with actions. Eventually children will feel happy to join in with singing.*

*During carpet time and teacher led lessons songs are used for different purposes, such as listening times, lining up times. Children learn these songs and often join in, building up a culture of singing in the Nursery.*

To make up own songs

*Children are encouraged to make up their own songs or sing songs they know from home. Teachers give children an audience to any singing.*

To learn new songs

*During the year the children learn new songs for assemblies, concerts and Nativity performances.*

To keep a steady beat

*Music lessons are full of songs and musical activities using non pitch percussion to help children keep a steady beat. Along with performing, this is the most important musical skill we can help children learn in the Nursery.*

To sing out loud with confidence

*Music is a big part of life at Saint Ronan's. We perform from the Nursery upwards to parents and the whole school. We have fun while we are singing, we believe all our children are singers and we want our children to enjoy singing out-loud and believe in themselves.*

## 7. To write by themselves

To make marks on paper	<i>Children often start their own writing by making marks on paper, starting with large scribbles. These scribbles then get smaller and turn into lines and circles, quite often getting smaller and smaller. Children then start to draw people and their families.</i>
To develop a good pencil grip	<i>Children tend to start with a club grip which is comfortable for small hands. This club grip with some support can begin to turn into a tripod grip. This takes lots of practice and can be uncomfortable to start with. Children then learn to rest their hand on a flat surface which helps to give them strength and pressure. Alongside writing activities children have lots of hand strengthening activities such as threading, playdough, peg games and other fine motor activities.</i>
To begin to trace writing patterns	<i>To help develop a strong and comfortable pencil grip children are encouraged regularly to have a go at tracing writing patterns. Writing patterns help children move across the page from left to right in a continuous movement. Children who are not enjoying or not ready for writing patterns are encouraged to join in with fine motor skill activities.</i>
To trace their own name	<i>On offer every day is an opportunity for children to trace their name. This is always done with adult support to make sure the correct letter formation is used so children do not develop bad habits. Some children go on to write their names independently.</i>
To use own emergent writing	<i>Emergent writing is an important stage in children's writing development. There are always writing resources in all areas of the classroom. Emergent writing for a purpose is always encouraged and children's efforts taken seriously.</i>
To start to write letters independently	<i>Letter formation is practised during Listening and Literacy lessons. Children who want to write are given lots of support and encouragement.</i>

## 8. To cook

To want to join in with cookery activities

*Children begin to learn that food items are made up of ingredients and by adding them together and mixing them they can produce something to eat all by themselves with support from an adult.*

*Children can learn how to follow a recipe and measure out ingredients.*

*Children can discover where ingredients such as flour and butter come from.*

*Children start to learn about healthy foods and why they are good for us.*

*Children enjoy cooking and sharing food together.*

## 9. To know about ourselves

To have an identity at school

*Children will know the name of our school and their place within in it, so what class are we in and where will we go next.*

*Children will know some of the names of the different parts of the school such as the Great Space.*

*The children will get to know Andrea, the head of pre prep and Mr TV, the Head-master.*

To be able to talk about ourselves

*It is good to have our own identity. Children will learn to know their full name, where they live, who they live with. To know their parents names and who their extended family are.*

*Children can benefit from knowing how they are the same and how they are different to other people and that they should celebrate their differences.*

To begin to see the impact of our behaviour on others

*To begin to understand how our actions can affect other people, such as taking turns, learning to share, being kind.*

*Children to talk and discuss about 'What Really Matters' at Saint Ronan's, being kind, looking after our toys etc*

To work within the school boundaries, to be able to follow the rules.

*Children will learn their class rules at Saint Ronan's and the importance of them. Children will learn good manners, to be able to say please and thank you. How to line up nicely to travel around the school.*

*Children will learn good table manners, how to eat with a knife and fork, how to leave their plates, sitting quietly at the table.*

## 10. To be independent.

<p>To manage personal hygiene.</p>	<p><i>Children will need help at first to go to the toilet, help with wiping, clothing and even getting onto the toilet. As the children become more able they will start to go to the toilet themselves with a teacher there to keep an eye.</i></p> <p><i>Children will learn to wash and dry their hands properly and be able to do this by themselves.</i></p>
<p>To eat lunch at school</p>	<p><i>Children at Saint Ronan's will try a little of everything at lunchtime, even if it is the smallest amount. They will use a knife and fork rather than a spoon or fingers.</i></p>
<p>To be able get changed independently</p>	<p>To enjoy outdoor play to the fullest children will need to change into waterproof trousers and Wellington boots. Children will need to do this every day, so independence will be encouraged and quite quickly the children will learn to do this all by themselves.</p> <p>Children will be encouraged to put on their own shoes, change into dressing up clothes and costumes for plays.</p>
<p>To be organised</p>	<p><i>Children will learn to organise themselves. All children have a coat peg with a picture of them on front. They will be encouraged to hand their own bags and coats on their hooks. Jumpers and spare bags will be kept on their coat pegs and children will be encouraged to keep these on pegs to keep them safe.</i></p> <p><i>Children will be encouraged to look after their own water bottle.</i></p> <p><i>Children with book bags will be encouraged to put their own belongings or art work into their book bags with support at first and then for themselves.</i></p>
<p>Manage risks</p>	<p><i>Children will be taught how to stay safe and how to manage their own risks.</i></p> <p><i>Children will learn how to use equipment such as scissors and hammers safely.</i></p> <p><i>Children will learn to learn to climb trees, ride bikes and understand not to go to high or too fast, work out ways to climb up and then down safely.</i></p>



# Terrific Traditional Tales

Autumn Term

## Focus

We will have fun taking a closer look at some of our most loved Fairy Tales, including much loved traditional tales as well as a modern day Fairy Tale. The children will get to know the characters and relate their lives to their own. We will look at Three of a Kind with the Three Bears, the Three Little Pigs and the Three Billy Goats Gruff. Then we will go into the Woods with Little Red Riding Hood, Hansel and Gretel and the Gruffalo. We will end our term with the oldest story of all, The Nativity.

## The Curriculum

Communication and Language	Personal, Social and Emotional	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Listen and enjoy our stories.</p> <p>Take time to talk about the characters in the stories and ourselves.</p> <p>Listen to each other.</p> <p>Speak in front of our friends and teachers whilst pretending to be characters from our stories.</p>	<p>Get to know our Nursery, our teachers and our class mates, learning how to behave around them.</p> <p>Learn to be independent, going to the loo by ourselves, eating our lunch and getting changed by ourselves, with our teachers close by.</p> <p>Families.</p>	<p>Start to use a pencil for mark making.</p> <p>Enjoy building and making things, keeping ourselves safe.</p> <p>Have fun in the Nursery garden, digging and riding bikes.</p> <p>Enjoy getting stronger on trips to the Forest where we can climb and slide down slopes.</p>	<p>Listen to our key stories in small groups, taking time to talk about what we hear.</p> <p>Start our sound of the week, starting with s, a, t, p, i and n. (Frogs and Butterflies) using our Jolly Phonics sounds and actions.</p> <p>Learn big letter movements in Write Dance</p> <p>Start with handwriting patterns, tracing our name and sound of the week letter formation.</p>	<p>Lots of counting opportunities during our play.</p> <p>Maths walk—go out and see just how many numbers we can find around our school. Why are numbers so important.</p> <p>1,2,3, numbers we find in our stories.</p> <p>Small, middle, large! Lots of different size words and size sorting.</p> <p>Autumn Counting activities.</p> <p>Number time activities in small groups.</p>	<p>The Three bears and red riding hood lived in the woods, where do we live?</p> <p>Hansel and Gretel and Goldilocks got lost! Let's make maps so we know just where to go.</p> <p>Let's cook like the characters in the stories, we can make porridge and Gruffalo crumble.</p> <p>Can we build a better bridge for the Billy Goats?</p> <p>What is hard and what is soft, help Goldilocks to sort different every day items.</p>	<p>Music time. Let us join in with songs and music using our voices and instruments.</p> <p>The Creative Area is full of paper, paint and resources for us use our imaginations.</p> <p>Crafty projects such as fork bear paintings, map making, Folding troll pictures and Christmas Cards.</p> <p>Explore shapes in art.</p>

We want our children to

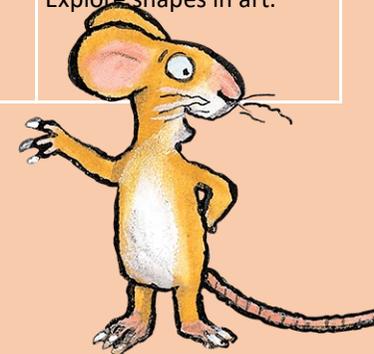
**Play and Explore**— to have a go and investigate and experience things

**Be active in their learning**— to concentrate, keep on trying and be proud of their achievements

**Create and think critically**— have their own ideas and make connections

## Special Occasions

Celebration Assembly /Whole School Assembly/ Nativity Performance/ Christmas lunch/Pre-Prep Cross Curricular Week





# Remarkable Rhymes

Spring Term

## Focus

Let us take a closer look at some of our well known Nursery Rhymes. Let us think about all the poor characters in Rhymes with ailments, such as poor Mill Molly's Dolly, help Doctor Foster on his rounds and try to put poor old Humpty Dumpty back together again. Let us become royalty like old King Cole, or the Grand Old Duke of York before taking time for tea with Little Miss Muffet and the Queen of Hearts! As well as looking for signs of Spring and celebrating Easter in a true Saint Ronan's style.

## The Curriculum

Communication and Language	Personal, Social and Emotional	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Listen and enjoy our Nursery rhymes, listening out for all those rhyming words.</p> <p>Listen to each other, taking turns in conversations.</p> <p>Speak out loud with confidence to an audience in our assembly.</p>	<p>Develop strong bonds with our friends, being kind and taking turns.</p> <p>Learn to be independent, going to the loo by ourselves, eating our lunch and getting changed by ourselves, with our teachers close by.</p> <p>Think about how we can look after other people.</p>	<p>Start to use a pencil for mark making and drawing pictures.</p> <p>Cooking for our Open Morning Cafe</p> <p>Have fun in the Nursery garden, digging and riding bikes.</p> <p>Practice our running, ready for the Brodie Shield Cross Country run.</p> <p>Go to the loo by ourselves.</p>	<p>Listen to our key stories and rhymes in small groups, taking time to talk about what we hear.</p> <p>Sound of the week, starting with o, d, m, g, r and u. (Frogs and Butterflies).</p> <p>To begin to hear and identify beginning of words sounds</p> <p>Pencil control and name tracing morning writing.</p> <p>Use sound talk</p>	<p>Lots of counting opportunities during our play.</p> <p>Maths walk—what patterns we can find around the school?</p> <p>Number Rhymes, counting backwards and forwards in songs.</p> <p>Number time activities in small groups.</p> <p>Numicon play, find shapes in our numbers.</p>	<p>There is work to do in the Nursery Rhyme hospital role play area.</p> <p>Let's do some eggsperiments on eggs and see why Humpty Dumpty could not be put back together again.</p> <p>We need to get cooking some Jam tarts ready in time to open up our café.</p> <p>How can we stay healthy?</p> <p>What is a castle? Who lives in them? How can we build one.</p> <p>Let us look for signs of Spring.</p>	<p>Music time. Let us join in with songs and music using our voices and instruments.</p> <p>Let us live like Kings and Queens in our Castle role play area</p> <p>Crafty projects such as crowns for Kings and Queens, tea bag painting, Jack and Jill pictures and EasterCards.</p> <p>Decorate our café.</p>

We want our children to

**Play and Explore**— to have a go and investigate and experience things

**Be active in their learning**— to concentrate, keep on trying and be proud of their achievements

**Create and think critically**— have their own ideas and make connections

## Special Occasions

Celebration Assembly /Whole School Assembly/  
Easter Bonnet Parade and Assembly/ Christmas lunch/  
Pre-Prep Book Week/World Book Day/The Brodie  
Shield





# Why are Caterpillars so hungry?

Summer Term

## Focus

The first half of this term is an investigation into the smallest creatures that live in our gardens and countryside. We will raise our own very hungry caterpillars and watch them change into butterflies. We will take a closer look under logs and in small spaces in the Nursery garden and the Forest as well as look at the ponds and see what life is there. After half term we will visit an imaginary beach, open a fish and chip shop and go camping, making our own dens.

## The Curriculum

Communication and Language	Personal, Social and Emotional	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Listen and enjoy our new stories. Ask questions and talk about the stories.</p> <p>Listen to each other, taking turns in conversation by putting up our hands.</p> <p>Know how to be a good listener.</p> <p>Use lots of language in our play</p>	<p>Look after ourselves and our friends.</p> <p>Be helpful to our youngest members of the Nursery</p> <p>Learn what is important at Saint Ronan's.</p> <p>Start to get ready for our next adventure at Saint Ronan's, meet our new teachers.</p>	<p>Have a go at writing our names by ourselves.</p> <p>Get ready for sports day, join in team races and run our fastest in sprint races.</p> <p>Enjoy getting wet with lots of water play in the Nursery garden.</p> <p>Build Dens.</p> <p>DIY with the wood work bench.</p>	<p>Listen to our key stories in small groups, taking time to talk about what we hear.</p> <p>Learn our new sounds of the week with b, z, j, f and l. (Frogs and Butterflies).</p> <p>To identify beginning of word sounds.</p> <p>Begin to hear middle and end sounds of words</p> <p>Begin to use our phonic knowledge to read simple CVC words.</p>	<p>Lots of counting opportunities during our play.</p> <p>Maths walk—go out and see just how many different shapes we can find around our school</p> <p>Who can count up to 20?</p> <p>Can we add numbers together?</p> <p>Can we buy things from our summer fish and chip shop?</p> <p>Can we count out the right amount of coins the shop keeper asks for?</p>	<p>Let us take care of our painted lady caterpillars and help them grow into butterflies? What will we see?</p> <p>Let us go on a minibeast hunt out into the garden, the Forest and the ponds. What will we find?</p> <p>Let us open our own summer shop, selling fish and chips, ice cream and beach towels.</p> <p>Let explore water in lots of lovely cool water play.</p>	<p>Music time. We will need to practice for our Founder's Day performance..</p> <p>Let's pretend beach and camping.</p> <p>Crafty projects such as symmetrical butterflies, balloon painting caterpillars, giant butterfly wings and Father's Day cards.</p> <p>Explore shapes in art.</p>



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**Create and think critically**—have their own ideas and make connections

## Special Occasions

Celebration Assembly /Whole School Assembly/

Nursery Prize Giving/Whole School Cross Curricular Week/

Move up afternoon