

Underhill Curriculum Aims

- Broaden the children's understanding of the world. **(Be Caring)**
- Spark their curiosity and imagination **(Be Curious)**
- Teach the children how to work collaboratively **(Be Cooperative)**
- Prepare them for life after Underhill **(Be Confident)**
- Make them lifelong readers
- Increase and improve their oracy skills **(and in EYFS their storytelling skills)**
- Build on their physical and mental fitness

NB: These themes may be adapted at various points to allow for children's interests to flow through the provision. Learning is not limited to or restricted by these topics.	Autumn 1 Topic Settling in/Routines/Feelings - zones of regulation Traditional Tales	Autumn 2 Topic Why do leaves go crispy?	Spring 1 Topic How many colours in a rainbow?	Spring 2 Topic Does everything grow and change?	Summer 1 Topic What helps me grow?	Summer 2 Topic Are all seashores the same?
Intent	To settle in to the routines of Nursery. Learn about the rules and expectations.	To explore the changes in seasons and the natural environment around them.	To explore colour in the environment and uses of colours.	To think about growth of plants and animals and changes that occur.	To consider healthy choices and discuss different types of food.	To think about different environments and habitats from their own and how they differ.

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Wow starter		WS - Autumn walk to collect natural materials	WS - Rainbow day - how many different colours can you wear?	WS - Minibeast hunt	WS - Foody Thursday event	WS - Beach day
Educational Programme: 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).					
Literacy	Children in Nursery will be learning to; Communication and Language: • Enjoy listening to longer stories and can remember much of what happens. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Literacy: Reading • Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing • 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 • Engage in extended conversations about stories, learning new vocabulary Writing • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.					

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At Underhill we learn this by: Phase 1 phonics Storypot storytelling telling stories with actions Story Whoosh Colourful Semantics Helicopter Stories Scribing children's voice	Traditional Tales Goldilocks Three Little Pigs Little Red Riding Hood The Little Red Hen Introduce - We're going on a bear hunt	Quality Texts Stick man A Bit Lost Other stories to inspire learning The Acorn Chicken Licken The Enormous Potato	Quality Texts The Colour monster Elmer and other versions Brown Bear Brown Bear Other stories to inspire learning The Blue balloon	Quality Texts Titch The very hungry caterpillar Jack and the Beanstalk Jasper's Beanstalk Other stories to inspire learning Shh	Quality Texts The Tiger who came to tea Avocado baby The runaway pea Handa's Surprise Other stories to inspire learning Kitchen Disco	Quality Texts Rosie's hat My granny is a pirate. Pirates love underpants. Commotion in the ocean. Lucy and Tom at the seaside. Sharing a shell. Sally and the limpet. Other stories to inspire learning Children to choose favourite stories from the year
Educational programme: C & L	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.					

C&L	Children in Nursery will be learning to; Communication and Language: • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. • Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”					
At Underhill we learn this by:	Develop listening skills by daily use of circle and small group times.	Use speech to share experiences, feelings and thoughts. Speaking and singing for Christmas concert.	Increase children’s confidence with songs and rhymes.	Develop further children’s ability to listen attentively and recall with accuracy, by using circle games, story time and news talk time.	Develop further children’s ability to respond positively to simple instructions. Reinforce with positive encouragement.	Listening and responding to instructions for Sports Day.
Educational Programme: PD	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. 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.					

PD	Children in Nursery will be learning to; Physical Development: Gross Motor; • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • 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. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Fine motor; • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips					
At Underhill we learn this by:	Introduction to independence: Learning to put on and take off own coat. To use or ask adult for help in using the toilet. Play on trikes and scooters. PE-Dance- Nursery Rhymes	Increase confidence in using Nursery climbing equipment. Learn to kick a ball. Turn pages in books. Practise actions for Christmas songs. PE- Gymnastics- Moving	Begin to recognise danger and seek support from adults. Practise using three fingers to hold writing tools. Develop control in using jugs to pour, hammers in construction. PE- Balls Skills- Hands	Increase confidence in moving in a variety of ways, such as running, slithering, jumping. Practise throwing and catching skills. PE- Dance- Ourselves	Understanding that equipment and tools must be used safely. Increased independence in using the toilet. Washing hands hygienically. PE- Gymnastics-High low under	Sports day activities – experiment with different ways of moving. Negotiate space successfully when playing, racing and working with other children. Understanding the importance of healthy eating. PE- Ball skills Feet

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Educational Programme: PSED	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.					
PSED	Children in Nursery will be learning to; ● Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. ● Develop their sense of responsibility and membership of a community. ● Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Stranger danger. ● Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. ● Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them ● Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. ● Understand gradually how others might be feeling ● Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. ● Make healthy choices about food, drink, activity and toothbrushing.					
At Underhill we learn this through daily interactions, routines and activities as well as by age appropriate teaching inputs:	Settling in/ Our nursery	How do we play? My turn/Your turn	Our Golden Expectations	My feelings?	How can I be healthy? Cleaning teeth	Let’s Celebrate

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Educational Programme: Maths	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.					
Maths	Children in Nursery will be learning to; • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. • Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'					
At Underhill we learn this by; https://masterthecurriculum.co.uk/nursery-	To learn some number songs. To show curiosity about number. To explore shape in activities. To show an interest in	To begin to understand that numbers identify how many objects are in a set. To recognise some significant numerals. To sort	To use some number names accurately in play. To begin to represent numbers using fingers, marks on paper or pictures.	To begin recognise numbers to 5. To be aware that the last number in the count is the amount in the set. To explore patterns. To	To continue to begin to recognise numbers 1-5. To sometimes match numeral and quantity. To order objects	To recognise numbers 1-5. To recites numbers in order to 10. To accurately count small groups of objects. To begin to use

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maths-scheme /	shape in the environment	objects into basic sets e.g. colour, shape and size.	To use positional language. To follow some basic directions.	make some simple repeating patterns using colour or shape.	according to size or weight.	comparisons- longer than, shorter than, heavier than, lighter than.
Educational Programme: UW	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.					
Understanding the World History	Begin to make sense of their own life-story and family's history. Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family					
At Underhill We learn this by:	Our families	Special places; Talking about themselves and their families	Time Vocabulary; Yesterday, last week, before. a long time ago.	How have I changed since I was a baby?	People who help us to stay healthy; Have I ever been to the doctor or dentist?	Celebrating our Learning journey -looking back over the year in nursery by looking at photos of key events.
Understanding of the World Geography	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Practitioners can create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions. Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.					

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At Underhill, we learn this by:	Where is my family from? Name and locate areas around Nursery and grounds and recognise features. Recognise familiar features - houses, park	Bear Hunt -making simple maps	Light and dark - exploring the weather and seasons	Exploring habitats for different life cycles eg tadpole	Where does our fruit and vegetables come from? Different climates. Link to countries that represent the children	Recognising different places - sea, zoo Simple maps - recognise water as blue on map. Naming and locating places on google maps What the ladybird heard and other versions Where would you go to on holiday?
Understanding of the World Science	Explore how things work. Provide mechanical equipment for children to play with and investigate. Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Show and explain the concepts of growth, change and decay with natural materials. Suggestions: • plant seeds and bulbs so children observe growth and decay over time • observe an apple core going brown and mouldy over time • help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or chick eggs. Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things. Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking Explore and talk about different forces they can feel. Draw children's attention to forces. Suggestions: • how the water pushes up when they try to push a plastic boat under it • how they can stretch elastic, snap a twig, but cannot bend a metal rod • magnetic attraction and repulsion Plan and introduce new vocabulary related to the exploration and encourage children to use it. Talk about the differences between materials and changes they notice. Provide children with opportunities to change materials from one state to another. Suggestions: • cooking – combining different ingredients, and then cooling or heating (cooking) them • melting – leave ice cubes out in the sun, see what happens when you shake salt onto them (children should not touch to avoid danger of frostbite) Explore how different materials sink and float. Explore how you can shine light through some materials, but not others. Investigate shadows. Plan and introduce new vocabulary related to the exploration and encourage children to use it.					

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At Underhill, we learn this by	How do things work/ Exploring their environment using a variety of construction	Exploring autumn artefacts and natural materials and their properties Ice and Frost and how they melt	Exploring and investigating colour and light/shadows	Lifecycles -caterpillars tadpoles Minibeast hunt and observing different insects	Plant seeds and care for growing plants. Cooking healthy foods	Exploring water/ floating and sinking
Understanding of the World RE	Continue developing positive attitudes about the differences between people. Ensure that resources reflect the diversity of life in modern Britain. Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types. Celebrate and value cultural, religious and community events and experiences. Help children to learn each other's names, modelling correct pronunciation.					
At Underhill, we learn this by learning about these different festivals	Yom Kippur Rosh Hashanah Diwali	Hanukkah Advent / Christmas	Chinese new Year / Holi / Pancake day / Lent / Easter	Baptisms Birthdays	Eid-al Fitr Greetings in languages represented in our class	Eid-al-Adha Celebrating our nursery year
Educational Programme: Expressive Art and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Expressive Arts and Design Art Design and Technology	Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Offer opportunities to explore scale. Suggestions: • long strips of wallpaper • child size boxes • different surfaces to work on e.g., paving, floor, tabletop or easel Listen and understand what children want to create before offering suggestions. Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on. Suggestions: glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.					

	Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc. Help children to develop their drawing and modelmaking. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings. Encourage children to draw from their imagination and observation. Help children to add details to their drawings by selecting interesting objects to draw, and by pointing out key features to children and discussing them. Talk to children about the differences between colours. Help them to explore and refine their colour mixing – for example: “How does blue become green?” Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line. Talk about the differences between materials and changes they notice. Provide children with opportunities to change materials from one state to another. Suggestions: • cooking – combining different ingredients, and then cooling or heating (cooking) them • melting – leave ice cubes out in the sun, see what happens when you shake salt onto them (children should not touch to avoid danger of frostbite) Explore how different materials sink and float. Explore how you can shine light through some materials, but not others. Investigate shadows. Plan and introduce new vocabulary related to the exploration and encourage children to use it.					
At Underhill, we learn this by	Art skills focus – Drawing (pencil, charcoal, chalk, pastels, ICT software) Use a variety of mark making tools. Explore different textures.	Art skills focus – Texture (textiles, clay, sand, plaster, stone) Handling, manipulating and enjoying using materials Sensory experience Simple collages	Art skills focus – Colour (painting, ink, dye, textiles, pencils, crayon, pastels) Paint mixing station – experimenting with primary colours. Learning the names of and using tools that make colour.	Art skills focus – Form (3D models, clay, model magic, paper mache sculpture) Constructing/building Shape and model	Encourage accurate drawings of people Art skills focus – Printing (fruit and veg, press print, string, wheeled toys, sponge, materials) Rubbings Print with a variety of objects	Art skills focus – Pattern (paint, pencil, textiles, printing) Repeating patterns Simple symmetry

Music	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Help children to develop their listening skills through a range of active listening activities. Notice ‘how’ children listen well, for example: listening whilst painting or drawing, or whilst moving. Play, share and perform a wide variety of music and songs from different cultures and historical periods. Play sound-matching games. Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. When teaching songs to children be aware of your own pitch (high/low). Children’s voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, ‘Rain rain’ uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children’s singing voices and their ability to control them is developing. Encourage them to use their ‘singing’ voice: when asked to sing loudly, children often shout. Sing slowly, so that children clearly hear the words and the melody of the song. Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as ‘ba’. Clap or tap to the pulse of songs or music and encourage children to do this. Play instruments with increasing control to express their feelings and ideas. Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets. Encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it. Suggestion: record children’s pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.					
At Underhill, we learn this by:	Pulse Imitating movements in response to music Keep a steady pulse with some accuracy eg clapping, marching, tapping,	Voice Sing songs which contain a small range of notes Perform actions to accompany songs	Rhythm Explore rhythm through play and create rhythms and suggest symbols to represent rhythms. Keep a steady pulse when playing an instrument, recognising tempo.	Pitch Sing broadly in tune with a limited pitch range. Create music and suggest symbols to represent sounds. Record and comment on my voice and others.	Percussion Instruments Loud and Soft Dynamics	21st Century music Comment and respond to recorded music from different traditions, genres, styles and themes eg this music make me feel happy / sad because..... eg country, pop, classical

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