

Springfield Primary School Nursery Curriculum

Personal, Social and Emotional Development - Key Focus:		
Core Principles <ul style="list-style-type: none"> • Child-Centred Approach: Encouraging exploration, play-based learning, and emotional expression. • Holistic Development: Supporting social skills, self-regulation, and positive relationships. • Rights Respecting Ethos: Embedding the UN Convention on the Rights of the Child (CRC), ensuring children's rights to participation, protection, and provision. 		
Building Secure Relationships Exploring Self-Identity & Self-Regulation	Positive Social Interactions & Friendship Skills Developing Independence & Decision-Making	Building Resilience & Emotional Wellbeing Preparing for Transition & Next Steps
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> • Settling into Nursery • Rules, routines & boundaries. • Developing sense of self. • Managing own needs. • Trying something new. • Building confidence. • Valuing self. • Building positive relationships. • Making new friends. • Trusting adults and seeking comfort. 	<ul style="list-style-type: none"> • Express feelings (sad, happy, angry, worried). • Begin to talk about how they feel and why. • Developing resilience. • Control emotions. • Develop independence when managing own needs. • Playing together. • Turn-taking & sharing. • Consider feelings of others. • Work as part of a team. 	<ul style="list-style-type: none"> • Except/adapt to change/challenge. • Manage feelings and adapt behaviour in different situations. • Talk about good health choices. • Understanding emotions and learning to control behaviour. • Manage own personal needs including going to the toilet and washing my hands by myself. • Building respectful relationships. • Think about the perspectives of others. • Develop sensitivity towards others. • Finding compromise.
Rights Respecting Links:		
Article 3 – Best interests of the child Article 12 – Right to be heard and express views Article 29 – Education to develop personality, talents, and abilities Article 19 – Protection from harm	Article 31 – Right to play and rest Article 15 – Freedom of association (forming friendships) Article 5 – Parental guidance and support Article 13 – Freedom of expression	Article 39 – Recovery and support Article 2 – Non-discrimination Article 28 – Right to education Article 14 – Freedom of thought and beliefs

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Communication and Language - Key Focus:		
Developing Listening & Attention Skills	Expanding Vocabulary & Expressive Language	Developing Conversations & Turn-Taking in Communication
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> ● Nursery rhymes. ● Contribute to discussions. ● Confidence to speak. ● Join in with verbal stories. ● Engage in story times. ● Develop attention & listening skills. ● Follow simple instructions. ● Follow two-part instructions. 	<ul style="list-style-type: none"> ● Learn new vocab & use it in context. ● Organise talk. ● Retell stories in own words. ● Nursery rhymes. ● Repertoire of songs. ● Speak in full sentences. ● Ask questions. ● Talk about the book that has been read to them. ● Understand why questions 	<ul style="list-style-type: none"> ● Learn new vocab & use it in context. ● Join sentences (and/because). ● Retell/act out familiar stories ● Develop pronunciation. ● Articulate ideas ● Answer why questions. ● Express points of view. ● Use tenses correctly.
Rights Respecting Links:		
<p>Article 12 – Right to express views and be heard.</p> <p>Article 28 – Right to education.</p> <p>Article 13 – Freedom of expression.</p>	<p>Article 29 – Education must develop personality, talents, and abilities.</p> <p>Article 17 – Access to information from diverse sources.</p> <p>Article 15 – Freedom to form friendships and interact socially.</p>	<p>Article 3 – Best interests of the child.</p> <p>Article 31 – Right to play and rest.</p> <p>Article 5 – Parental and adult support in developing independence.</p>

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Physical Development - Key Focus:		
Building Core Strength & Gross Motor Skills	Developing Fine Motor Skills & Self-Care	Confidence in Movement & Preparing for Transitions
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> ● Hand strength development & coordination. ● Develop fine motor fine motor control. ● Help with dressing. ● Develop gross motor control, balance & coordination. ● Skip/hop/stand on one leg. ● Move with confidence in a range of ways. ● Develop riding skills (pushing with feet). 	<ul style="list-style-type: none"> ● Refine fine motor control. ● Use one-handed tools. ● Develop scissor control. ● Pencil grip/control. ● Dominant hand. ● Independent self-care. ● Help with dressing, becoming more independent. ● Choose correct resources & use appropriately. ● Transport large equipment with care. ● Move with accuracy and confidence, avoiding obstacles. ● Develop riding skills (using pedals). 	<ul style="list-style-type: none"> ● Dress independently. ● Use cutlery to feed themselves. ● Meaningful marks/draws representations. ● Letter formation/name writing. ● Scissor control. ● Make healthy food & lifestyle choices. ● Match physical skills to tasks (using movements to suit the activity). ● Sequence movements (music). ● Develop riding skills (balance bikes and scooters)
Rights Respecting Links:		
<p>Article 31 – Right to play and rest.</p> <p>Article 6 – Right to survival and development.</p> <p>Article 24 – Right to health and good nutrition.</p>	<p>Article 12 – Right to be heard and express views.</p> <p>Article 23 – Rights of children with disabilities (supporting accessibility in PD).</p> <p>Article 27 – Right to a safe and healthy standard of living.</p>	<p>Article 24 – Right to good health, nutrition, and well-being.</p> <p>Article 28 – Right to education.</p> <p>Article 15 – Freedom to form friendships and interact socially.</p>

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Literacy – Key Focus:		
Exploring Early Reading & Story Engagement	Early Writing & Mark-Making Development	Developing Phonemic Awareness & Confidence in Literacy
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> ● Listen to stories with interest. ● Actively engage in story time (join in/listening). ● Join in with repeated refrains. ● Look at books independently, holding them the correct way up and turning pages. ● Make marks on a page. ● Give meaning to marks. ● Understand that print carries meaning. 	<ul style="list-style-type: none"> ● Learn the pictures for the single sounds of the alphabet. ● Know that we read from left to right & top to bottom. ● Holds a book with care and turns one page at a time. ● Learn new words and use them in context. ● Use story language in play. ● Make marks and talk about them. ● Use some print & letter knowledge in early writing. ● Understand that print can be used for different purposes. 	<ul style="list-style-type: none"> ● Page/story sequencing. ● Explore non-fiction texts. ● Extended conversations about stories. ● Act out familiar stories. ● Learn and use new vocab. ● Name the different parts of a book. ● Learning phonic sounds (Little Wandle). ● Blend CVC words orally. ● Hear the initial sounds in words. ● Spot & suggest rhymes. ● Count or clap syllables in words. ● Name writing & letter formation (Kinetic Letters). ● Pencil grip. ● Fine motor control for writing.
Rights Respecting Links:		
<p>Article 28 – Right to education.</p> <p>Article 17 – Access to information from diverse sources.</p> <p>Article 12 – Right to express views and be heard.</p>	<p>Article 13 – Freedom of expression.</p> <p>Article 29 – Education must develop personality, talents, and abilities.</p> <p>Article 23 – Supporting accessibility for all children, including those with disabilities.</p>	<p>Article 31 – Right to play and rest.</p> <p>Article 5 – Parental and adult support in developing literacy independence.</p> <p>Article 15 – Freedom to form friendships and interact socially.</p>

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Numeracy - Key Focus:		
Exploring Early Mathematical Concepts	Developing Number Sense & Problem-Solving	Applying Mathematical Thinking in Play
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> ● Recite numbers past 5. ● Number songs & rhymes. ● Number recognition. ● Count small quantities. ● Show finger numbers to 5. ● Make marks to represent quantities. ● Learn colour names. ● Learn 2D shape names. ● Understand more/fewer. ● Make repeating patterns. ● Use shapes appropriately for tasks. ● Understand simple positional language. 	<ul style="list-style-type: none"> ● Number recognition. ● Show finger numbers to 5. ● Understand the cardinal principle. ● Count small quantities. ● Subitise to 3. ● Compare quantities. ● Make marks to represent numbers. ● Use positional language. ● Name/describe 2D shapes. ● Select shapes for purposeful construction. ● Make repeating patterns. ● Talk about patterns. ● Sequence nursery rhymes. 	<ul style="list-style-type: none"> ● Match quantity to numeral. ● Subitise. ● Begin to write numbers. ● Use positional language. ● Change & adapt construction. ● Notice & correct errors in repeating patterns. ● Describe a sequence of events (first, next, then). ● Describe & discuss a familiar route. ● Compare size & length. ● Compare weight & capacity. ● Name 3D shapes.
Rights Respecting Links:		
<p>Article 28 – Right to education.</p> <p>Article 12 – Right to be heard and express views.</p> <p>Article 13 – Freedom of expression.</p>	<p>Article 29 – Education must develop personality, talents, and abilities.</p> <p>Article 31 – Right to play and rest.</p> <p>Article 5 – Parental and adult support in developing independence.</p>	<p>Article 3 – Best interests of the child.</p> <p>Article 15 – Freedom to form friendships and interact socially.</p> <p>Article 24 – Right to health and well-being.</p>




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Understanding the World – Key Focus:		
Exploring Self, Family & Immediate Environment	Exploring Nature, Technology & the Wider World	Understanding Diversity, Traditions & Sustainability
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> ● Begin to make sense of their own life-story and family's history. ● Talk about the different members of their family and name them. Begin to appreciate the differences between older and younger members. ● Learn about how to take care of themselves ● Learn about their senses. ● Use all their senses in hands-on exploration of natural materials. ● Listen to sounds. ● Make sounds (with & without instruments). ● Explore how things work (experiment with cause & effect toys). ● Explore light sources & shine light on or through different materials. <p><i>Diwali / Christmas / Bonfire Night</i></p>	<ul style="list-style-type: none"> ● Begin developing positive attitudes about the differences between people. ● Learn about members of the local community and their roles (people who help us). ● Learn about the life cycles of humans. ● Explore the surrounding natural environment. ● Explore natural objects from the surrounding environment. ● Explore collections of materials with similar and/or different properties. ● Explore a range of materials. ● Shape and join materials. ● Combine and mix ingredients. ● Change materials by heating and cooling, including cooking. ● Engage with non-fiction texts. ● Explore different animals and their habitats. <p><i>Chinese New Year / Valentine's Day / Easter / Mother's Day</i></p>	<ul style="list-style-type: none"> ● Continue developing positive attitudes about the differences between people. ● Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. ● Compare adult animals (& humans) to their babies. ● Observe how baby animals/humans change over time. ● Plant seeds and care or growing plants. ● Understand the key features of the life cycle of a plant or animal. ● Begin to understand the need to respect and care for the natural environment and all living things. ● Talk about the differences between materials and changes they notice. ● Explore & talk about the different forces they can feel. ● Explore how objects/ materials are affected by forces. ● Explore how things work and how they are used. ● Identify different animals and their habitats. <p><i>Eid / Father's Day</i></p>
Rights Respecting Links:		
<p>Article 8 – Right to identity.</p> <p>Article 12 – Right to express views and be heard.</p> <p>Article 29 – Education should develop respect for others and the environment.</p>	<p>Article 24 – Right to a safe and healthy environment.</p> <p>Article 17 – Access to information about the world.</p> <p>Article 31 – Right to play and rest.</p>	<p>Article 2 – Right to non-discrimination.</p> <p>Article 14 – Freedom of thought and beliefs.</p> <p>Article 29 – Education should encourage respect for the environment.</p>

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Expressive art and design – Key Focus:		
Exploring Creativity & Expressive Play	Developing Artistic Techniques & Imaginative Thinking	Celebrating Expression & Collaborative Creativity
Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> ● Home corner role play. ● Small world play. ● Act out stories. ● Engage in pretend play. ● Nursery rhymes. ● Explore instruments. ● Rhymes with actions. ● Experiment with colour mixing. ● Mark making whilst experimenting with a range of media (i.e. crayons, chalks, paints, pencils). ● Explore materials, colours & textures. 	<ul style="list-style-type: none"> ● Add storylines to role-play. ● Develop ideas & select own materials. ● Combine small world & construction. ● Use small world to act out narratives. ● Nursery rhymes & songs. ● Listening walks. ● Play instruments to express feelings. ● Colour mixing. ● Applying paint in different ways. ● Natural art. ● Begin to use shapes to represent objects. ● Selecting appropriate resources for a task. ● Joining materials. 	<ul style="list-style-type: none"> ● Explore available resources and begin to use them in role play situations. ● Use construction to enhance small world play. ● Performance. ● Use music to represent sounds/emotions/movements ● Sings familiar songs with peers. ● Begins to make up own songs. ● Use familiar tunes to make up own songs. ● Draw with accurate details. ● Select appropriate colours for a purpose. ● Develop own forms of expression. ● Depict emotions through art. ● Develop ideas and decide which materials to use to express them. ● Join different materials and explore different textures.
Rights Respecting Links:		
<p>Article 13 – Freedom of expression.</p> <p>Article 31 – Right to play and rest.</p> <p>Article 29 – Education must develop personality, talents, and abilities.</p>	<p>Article 12 – Right to express views and be heard.</p> <p>Article 5 – Parental and adult support in developing creativity.</p> <p>Article 17 – Access to information, including arts and cultural diversity.</p>	<p>Article 15 – Freedom to form friendships and interact socially.</p> <p>Article 28 – Right to education, including artistic development.</p> <p>Article 2 – Right to non-discrimination in creative expression.</p>

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Characteristics of Effective Learning (embedded across the curriculum)		
Characteristic	Colour code	Description
Playing & exploring		Curiosity, engagement, trying new things
Active learning		Persistence, focus, motivation
Creating & thinking critically		Problem-solving, ideas, reasoning