



Stowford Nursery Curriculum Overview

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances." (EYFS statutory framework, March 2021)

At Stowford Nursery, our curriculum is thoughtfully crafted around key themes and child-initiated learning, enhanced by intentional adult intervention. This approach allows us to customize our support to meet each child's unique learning and developmental needs.

We carefully plan activities that foster essential social and academic skills, preparing children for the more formal learning they will encounter in later school years. Our commitment to active learning and play ensures that children engage meaningfully with the developmental areas of the Early Years Foundation Stage (EYFS).

Characteristics of Effective Learning



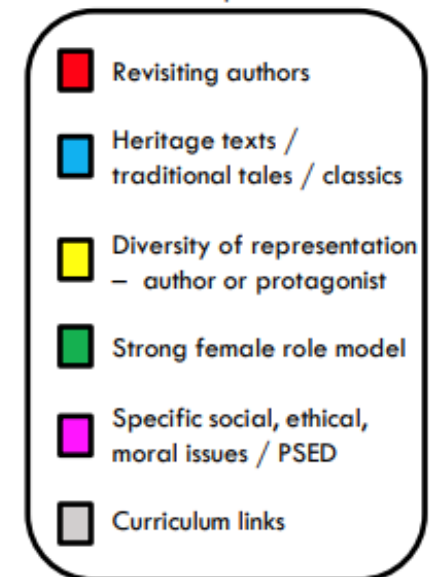
Building purposeful, positive relationships between children and adults is a top priority. By cultivating a safe and engaging environment, we empower children to become explorers, active learners, critical thinkers, and kind friends.

Our core values—Respect, Excellence, Friendship, Determination, Inspiration, Courage, and Equality—reflect our educational philosophy and underpin all our initiatives. We believe in preparing children for lifelong learning through a rich and vibrant curriculum that challenges and inspires every learner.

Through this curriculum, we focus on developing the essential knowledge, skills, and understanding that serve as building blocks for their future endeavours. We expose children to a diverse range of opportunities, including hands-on activities, collaborative projects, and real-world experiences, all designed to build a strong foundation for their next stage of learning and development.











































Our aim is to enrich each child's school experience, fostering an atmosphere that encourages them to succeed and reach their full potential. At Stowford, we recognise the importance of cultural capital in equipping children with the knowledge and skills they need for their futures. By exploring new skills and experiences, we nurture resilience, curiosity, and creativity in every child, setting them on a path for a successful and fulfilling journey ahead.

Key themes





Progression of knowledge and skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	School Readiness Goals
Themes	Mighty Me! <ul style="list-style-type: none"> ➤ My Family ➤ My Body ➤ Differences ➤ Feelings and emotions 	Let's Celebrate! <ul style="list-style-type: none"> ➤ Celebrations ➤ People who help us ➤ Seasonal Changes ➤ The Nativity 	Growing and Planting <ul style="list-style-type: none"> ➤ Environments ➤ Hibernation ➤ Plants and growing ➤ Life cycles ➤ Baby animals 	Once Upon A Time <ul style="list-style-type: none"> ➤ Home and Houses ➤ Fairy tales ➤ Nursery rhymes 	Pirate Adventures <ul style="list-style-type: none"> ➤ Environments ➤ Beach safety ➤ Ocean creatures 	Journeys <ul style="list-style-type: none"> ➤ Moving on ➤ Changes ➤ School worries ➤ Transport 	
Key Moments	New children Birthdays Harvest Halloween	Bonfire Night Diwali Remembrance Day Christmas	Valentine's Day Pancake Day Chinese New Year	World Book Day Mother's Day Easter St George's Day	Earth Day	Father's Day Sports Day End of Term	
Literature Spine	<p> The Colour Monster Anna Llenas</p> <p> The Same But Different Too Karl Newson</p> <p> My Hair Hannah Lee</p> <p>  The Body Book Hannah Alice</p> <p> My Family and other Families Richard and Lewis Edwards-Middleton</p> <p>Extra: A great big cuddle Michael Rosen</p>	<p> Under the Love Umbrella Davina Bell</p> <p>  All through the Night Polly Faber</p> <p> Gruffalo Julia Donaldson</p> <p>  Stickman Julia Donaldson</p> <p> Little Owl and the Christmas Star Mary Murphy</p> <p>Extra: Books about Christmas</p>	<p> Tidy Emily Gravett</p> <p>  Erol's Garden Gillian Hibbs</p> <p>  The Extraordinary Gardener Sam Boughton</p> <p>  Tad Benji Davis</p> <p>  Do Baby Elephants Suck Their Trunks? Ben Lerwill</p> <p>Extra: Books about animals</p>	<p> The Good Egg Jory John</p> <p> You Choose Fairy Tales Pippa Goodhurt</p> <p> The Three Little Pigs Mara Alperin</p> <p> Favourite Nursery Rhymes Ladybird</p> <p> The Suitcase Chris Naylor-Ballesteros</p> <p>Extra: Fairy tales and nursery rhymes</p>	<p>  What Happened to You? James Catchpole</p> <p> Billy and the Pirates Nardia Shireen</p> <p> Pirates love Underpants Claire Freedman and Ben Cort</p> <p> Tiddler Julia Donaldson</p> <p>  Splash Claire Cashmore</p> <p>Extra: Books about pirates and under the sea</p>	<p>  I am Nefertiti Annemarie Anang</p> <p> The Way Back Home Oliver Jerrers</p> <p> The Dot Peter H Reynolds</p> <p>  The Worrysaurus Rachel Bright</p> <p>  Astro Girl Ken Wilson-Max</p> <p>Extra: Books about travelling</p>	



Communication and Language

C&L is developed throughout the year through: High quality interactions, daily group discussions, circle/group times, stories, singing songs and rhymes, speech and language interventions

<p>Skills</p>	<p>I know how to listen to stories, and I can remember much of what happens.</p> <p>I can respond to stories, songs and rhymes by joining in.</p> <p>I can sing rhymes and look at picture books.</p>	<p>I can sing a large repertoire of songs with interest and engagement.</p> <p>I can use longer sentences of four to six words.</p>	<p>can sing a large repertoire of songs with interest and engagement.</p> <p>I can talk about familiar books, and tell a long story.</p>	<p>I am developing my pronunciation but still may have problems saying:</p> <ul style="list-style-type: none"> - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' 	<p>I can continue a conversation for many turns.</p>	<p>I can use talk to organise myself and my play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>I can answer questions and share opinions using the relevant vocabulary.</p>	<p>I understand questions or instructions that have two parts, such as "Get your coat and wait at the door."</p> <p>I am able to talk about rhymes and books and tell a story.</p>
<p>Knowledge</p>	<p>I know how to follow instructions.</p> <p>I know how to listen attentively to stories, songs and rhymes.</p>	<p>I know how to use a wide range of vocabulary.</p> <p>I know how to answer questions or instructions that have two parts, such as: "Get your coat and wait at the door."</p> <p>I know how to answer why questions, like: "why do you think the caterpillar got so fat?"</p>	<p>I know many rhymes.</p> <p>I know stories have a beginning, middle and an end.</p>	<p>I know how to use different vocabulary to develop my communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p>	<p>I know how to start a conversation with an adult or a friend.</p>	<p>I know how to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions</p>	<p>I use longer sentences of 4 -6 words. I use talk to organise my play and myself: "Let's go on a bus, you sit there, I will be the driver." I can listen attentively and respond to what I hear.</p>



Personal, Social and Emotional Development
Managing Self, Self-regulation, Making relationships, Golden rules stars

<p>Skills</p>	<p>I can select and use activities and resources, with help when needed.</p> <p>I can wash my hands independently.</p>	<p>I can follow the routines and rules without an adult needing to remind me.</p> <p>I am becoming more outgoing with unfamiliar people, in the safe context of my setting.</p> <p>I can show confidence in new social situations such as group time and circle time</p>	<p>I can extend and elaborate my play ideas. I can ask for help when needed.</p>	<p>I can talk with others to solve conflicts. I can put on my own coat, wellies and shoes. I can pour my own drink at snack.</p>	<p>I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>I can put on my own coat, wellies and shoes.</p> <p>I can use a knife to cut my own snack.</p>	<p>I can independently brush my teeth, use the toilet and wash and dry my hands thoroughly.</p> <p>I can independently get dressed and undressed, for example, putting on coats and doing up zips.</p>	<p>I play with at least one or more children, extending and elaborating my ideas.</p> <p>I follow rules and can understand why they are important.</p> <p>I can talk about my feelings using words like: happy, sad, angry and worried.</p>
<p>Knowledge</p>	<p>I know how to follow routines and rules in nursery.</p> <p>I am developing my sense of responsibility and membership of a community.</p>	<p>I know why rules in nursery are important.</p> <p>I know how to be a good friend.</p>	<p>I know how to find solutions to conflicts and rivalries.</p> <p>I know how to play with one or more children.</p> <p>I know the importance of oral health.</p>	<p>I know ways of being assertive.</p> <p>I know how to use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p>	<p>I know how to express how I am feeling.</p> <p>I know how to be independent with self-care skills such as feeding myself, dressing and undressing.</p> <p>I know how to eat independently and how to use a knife and fork.</p>	<p>I know how to independently meet my own personal hygiene care needs.</p> <p>I know how to make healthy choices about food, drink, activity and toothbrushing.</p>	<p>I can share and take turns in a group.</p> <p>I am independent when meeting my own care needs such as: brushing teeth, going to the toilet, feeding myself and washing my hands.</p> <p>I know and understand the importance of healthy life choices such as exercise, eating healthy foods, personal hygiene, teeth brushing etc.</p>



Physical Development

We aim to: Develop a love of physical activity, daily opportunities for Fine and Gross motor activities

<p>Skills</p>	<p>I can continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p>	<p>I can take part in some group activities.</p>	<p>I can use different movement styles to match situations, for example deciding whether to crawl, walk or run.</p> <p>I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p>	<p>I can hold a pen comfortably and use it with good control. I can use one handed tool safely and with good control</p>	<p>I can independently carry out self-care routines such as getting dressed and undressed, putting on my own coat and doing up zips.</p> <p>I can hold a pen comfortably and use it with good control.</p>	<p>I can use one handed tools and equipment safely and effectively to complete a task.</p> <p>I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>I can independently carry out self-care routines such as getting dressed and undressed, putting on my own coat and doing up zips</p>	<p>I can skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>I can use a comfortable grip with good control when using pens and pencils. I can get dressed and undressed independently, for example putting my own coat and shoes on and doing up zips.</p>
<p>Knowledge</p>	<p>I know how to go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>I know how to skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>I know how to use gross motor movements to wave flags and streamers, paint and make marks.</p>	<p>I know how to move to music and rhythm and can increasingly use and remember sequences and patterns.</p>	<p>I know how to choose the right resources to carry out my own plan. For example, choosing a spade to enlarge a small hole I dug with a trowel.</p>	<p>I know my dominant hand and can use it with good control.</p> <p>I know how to use one-handed tools and equipment safely, for example, making snips in paper with scissors.</p>	<p>I know how to hold a pen using a comfortable grip.</p>	<p>I know why it is important to use tools and equipment safely.</p>	



Literacy

Our aims: To provide each child with the opportunity to become a master and lover of reading enjoying books at home and in school.

This is done through: Comprehension, story time, book bags, phonics daily sessions, writing/ mark making in continuous provision.

<p>Skills</p>	<p>I can mark make through gross motor movements.</p> <p>I can sit and listen to a short story.</p> <p>I can recognise familiar logos and labels within the environment.</p>	<p>I can mark make and identify my marks.</p> <p>I am beginning to explore initial sounds in familiar words.</p> <p>I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>	<p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>I can talk about and retell a range of familiar stories.</p> <p>I can attempt to write familiar letters, e.g. letters in my name by using my name card to help me</p>	<p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>I can write some or all of my name.</p> <p>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.</p>	<p>I can use emergent writing in my play.</p> <p>I can engage in extended conversations about stories, learning new vocabulary.</p>	<p>I can write some letters accurately.</p> <p>I can make predictions about a story using the relevant vocabulary.</p> <p>I can mark make for a purpose and can talk about the marks.</p>	<p>I can spot and suggest rhymes.</p> <p>I can count or clap syllables in a word.</p> <p>I can recognise words with the same initial sound, such as money and mother.</p> <p>I can engage in extended conversations about stories, learning new vocabulary.</p>
<p>Knowledge</p>	<p>I know print has a purpose.</p> <p>I know that books are read from left to right and top to bottom in English.</p> <p>I know how to turn the pages of a book, one by one.</p>	<p>I know that stories have a sequence; beginning, middle and end. I can identify familiar letters, e.g. letters in my name.</p> <p>I know that letters are used to make up words.</p> <p>I know and can talk about different parts of a book, e.g. front cover/ back cover/ spine/ pages</p>	<p>I know a variety of stories, rhymes, poems and fiction text.</p> <p>I know how to look after books by handling them carefully.</p> <p>I know how to use fine motor skills and I am developing my control when using tools to mark make.</p>	<p>I know how to sequence and retell stories in a variety of different ways.</p> <p>I know how to use fine motor skills and I am developing my control when using tools to mark make.</p>	<p>I know how to write some letters accurately.</p> <p>I know how to talk about different parts of a story.</p>	<p>I know how to write some or all of my name.</p>	<p>I can use print and letter knowledge in my early writing e.g. writing a pretend shopping list that starts at the top of the page</p>
<p>Little Wandle Phonics</p>	<p>*Use accompanying Little Wandle Foundations Phonics Planning and Overview PDF</p>	<p>*Use accompanying Little Wandle Foundations Phonics Planning and Overview PDF</p>	<p>*Use accompanying Little Wandle Foundations Phonics Planning and Overview PDF</p>	<p>*Use accompanying Little Wandle Foundations Phonics Planning and Overview PDF</p>	<p>*Use accompanying Little Wandle Foundations Phonics Planning and Overview PDF</p>	<p>*Use accompanying Little Wandle Foundations Phonics Planning and Overview PDF</p>	



Maths

Develop fast recognition of up to 3 objects, without having to count them individually ('subitizing'). 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.

<p>Skills</p>	<p>I can subitise up to 3.</p> <p>I can recite numbers past 5.</p> <p>I can say one number for each item in order: 1,2,3,4,5.</p> <p>I can explore 2D and 3D shapes in my play and I am beginning to use informal language to describe them such as 'straight', 'flat' and 'round'.</p>	<p>I can show 'finger numbers' up to 5.</p> <p>I can match numerals and amounts up to 5.</p> <p>I can count out a group of up to 5 objects. I can count using one to one correspondence.</p> <p>I can use informal language to describe sizes and lengths such as, 'bigger, smaller, taller, shorter.'</p>	<p>I can solve real world mathematical problems with numbers up to 5.</p> <p>I can compare quantities using language: 'more than', 'fewer than'.</p> <p>I can talk about 2D and 3D shapes during my play and I can use informal and mathematical language such as: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>	<p>I can understand position through words alone - for example, "The bag is under the table," - with no pointing.</p> <p>I can describe a familiar route.</p> <p>I can discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>I can combine shapes to make new ones - an arch, a bigger triangle etc.</p>	<p>I can make comparisons between objects relating to weight and capacity.</p> <p>I can describe a sequence of events, using words such as 'first', 'then...'</p>	<p>I can talk about and identify patterns around me. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>I can use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>I can subitise up to 3.</p> <p>I can recite numbers past 5.</p> <p>I can say one number for each item in order: 1,2,3,4,5.</p>	<p>I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p> <p>I can solve real world mathematical problems with numbers up to 5.</p> <p>I can make comparisons to objects relating to size, length, weight and capacity.</p>
<p>Knowledge</p>	<p>I know how to sing a range of number songs.</p> <p>I can say number names to 5 in order.</p> <p>I have an awareness of some 2D shapes and their names</p>	<p>I know how to compare objects relating to size and length.</p> <p>I know that the last number reached when counting a small set of objects tells me how many there are in total.</p>	<p>I know how to experiment with my own symbols and marks.</p> <p>I know the names of 2D and 3D shapes (circle, triangle, square, rectangle, sphere, cube, cuboid, pyramid)</p>	<p>I know and understand words such as 'under, in, on, in between, behind and in front'.</p> <p>I know how to select shapes appropriately for building: flat surfaces for building, a triangular prism for a roof etc.</p>	<p>I know and understand words such as 'heavy, light, full, empty, half full, half empty, nearly' to describe weight and capacity.</p> <p>I know how to link numerals to amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>I know how to create ABAB patterns- stick, leaf, stick, leaf.</p> <p>I know how to notice and correct an error in a repeating pattern.</p>	<p>I can make comparisons to objects relating to size, length, weight and capacity.</p>
<p>Areas of Learning Covered</p>	<p>Counting groups of objects, pointing out the last number.</p> <p>Subitising.</p> <p>Counting in sequence (forwards, backwards, using actions and through songs and games).</p> <p>Introducing basic 2D shapes. Colours/matching</p>	<p>Size.</p> <p>Length.</p> <p>Counting.</p> <p>Subitising.</p> <p>Sequencing.</p>	<p>2D shapes</p> <p>3D shapes</p> <p>Sharing quantities</p> <p>Subitising</p> <p>Counting</p>	<p>Routes</p> <p>Position</p> <p>2D Shapes</p> <p>3D Shapes</p> <p>Patterns</p>	<p>Sequencing</p> <p>Counting</p> <p>Numerals</p> <p>Subitising</p> <p>Weight</p> <p>Capacity</p>	<p>Subitising</p> <p>Counting</p> <p>Patterns</p> <p>Colours</p> <p>Shapes</p>	



Understanding of The World

Provide every child with a greater understanding of themselves, the world and the people within it.

<p>Skills</p>	<p>I can talk about who is in my family and who I live with.</p> <p>I can identify similarities and differences between myself and my peers.</p> <p>I can create a self-portrait.</p>	<p>I can operate simple equipment such as technological toys, remote controls or CD players.</p> <p>I can talk about significant events in my life</p>	<p>I can talk about different occupations such as what a police officer, doctor, nurse, teacher, dentist or a firefighter does.</p> <p>I can talk about occupations within my family.</p>	<p>I can explore collections of materials with similar and/or different properties.</p> <p>I can talk about the differences between materials and changes I notice.</p>	<p>I know how to plant seeds and care for growing plants.</p> <p>I can talk about how to care for a plant e.g. (a plant needs water, sunlight)</p>	<p>I can explore and talk about different forces I can feel, such as pushing different objects down in water.</p> <p>I can talk about different countries in the world and the differences,</p> <p>I have experienced or seen in photos.</p>	<p>I understand the need to respect and care for the natural environment and all living things.</p> <p>I know that there are different countries in the world.</p> <p>I can talk about the differences that I have either experienced, read about or seen in photos or media</p>
<p>Knowledge</p>	<p>I know how to talk about what I see, using a wide vocabulary.</p> <p>I know my own life story and family history.</p> <p>I can talk about who is in my family.</p>	<p>I know how to explore how things work.</p> <p>I know how to use all of my senses in hands-on exploration of natural materials.</p>	<p>I am interested in different occupations.</p> <p>I know my own life story and family history.</p>	<p>I know how to plant seeds and care for growing plants.</p> <p>I know and understand the key features of the life cycle of a plant.</p>	<p>I know and understand the need to respect and care for the natural environment and all living things.</p> <p>I know and understand the key features of the life cycle of an animal.</p>	<p>I am developing positive attitudes about the differences between people.</p> <p>I know that there are different countries in the world.</p>	
<p>Scientific Investigation</p>	<p>Seasons Exploring autumnal materials Exploring colour</p>	<p>Potion making - combining colours and materials. Baking - combining materials/ingredients</p>	<p>Ice and melting</p>	<p>Baking Materials Planting/life cycles</p>	<p>Planting/life cycles Caterpillar/butterflies</p>	<p>Magnets and forces Sinking and floating</p>	



Expressive Arts and Design

Art has the power to transform, to illuminate, to educate, to inspire and motivate.

Painting, transition art (outdoors) workshop area, exploring different materials and medium, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.

<p>Skills</p>	<p>I can use an object to represent something else in my play, even though they are not similar.</p> <p>I know how to explore different materials freely.</p> <p>I can develop my ideas about how to use them and what to make.</p>	<p>I know how to explore colour and colour mixing.</p> <p>I can talk about the changes. I know how to play instruments. I can play instruments to express my feelings and ideas.</p>	<p>I know how to join different materials and I can explore different textures.</p>	<p>I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>I know how to explore colour and colour mixing. I can talk about the colours that have changed to make new ones.</p> <p>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>I know how to draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I can use drawing to represent ideas like movement or loud noises.</p>	<p>I can show different emotions in my drawings and paintings, like happiness and sadness.</p> <p>I can play instruments with increasing control. I can play instruments to express my feelings and ideas.</p>	<p>I can explore different materials freely, in order to develop my ideas about how to use them and the different creations I can make.</p> <p>I know and can sing a few nursery rhymes and/or songs.</p>
<p>Knowledge</p>	<p>I know how to take part in simple pretend play.</p> <p>I know how to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>I know how to develop stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>I can remember and sing entire songs.</p>	<p>I know how to develop my own ideas. I can decide which materials to use to express them.</p> <p>I know how to show good listening. I can listen with increased attention to sounds.</p>	<p>I can remember and sing entire songs. I can join in with actions to songs.</p>	<p>I know how to create my own songs. I can improvise a song around one I already know.</p>	<p>I know how to show good listening. I can listen with increased attention to sounds.</p> <p>I know how to express my thoughts and feelings when responding to sounds I have heard.</p>	