

Butler's Hill Infant and Nursery School - **Early Years Foundation Stage Curriculum Drivers**

School Key priorities for our context:

- Aspirations/Being a Responsible citizen
- Healthy Living
- Growth Mindset (this feeds in with every Curriculum Driver)

Term	Curriculum Driver	Rationale	Stimulus
Nursery A1	Let's Talk	<ul style="list-style-type: none"> • Low starting points SLCN • Interaction • Getting to know chin • Social skills 	<ul style="list-style-type: none"> • Time capsule – create a portrait of themselves for opening in Reception • SALT activities • Adults in play modelling interactions • Story linked to repetitive • Music sessions
Nursery A2	Me and My world	Responsible Citizen – respect, acceptance, celebrating difference <ul style="list-style-type: none"> • A sense of self – who am I? Where am I from? • Acceptance of similarities/differences of each other • Acceptance of others traditions/cultures/religions etc. • Responsibility of caring for our locality/world 	<ul style="list-style-type: none"> • Books • Festivals • Jigsaw (links with Occupations) • Special days •
Nursery Sp1			
Nursery Sp2	Busy Hands, Busy Bodies	<ul style="list-style-type: none"> • Healthy living – healthy eating/exercise (jigsaw) • Growth mindset • Gross and fine motor skills • Occupations – aspirations • Caring for people 	<ul style="list-style-type: none"> • Jigsaw • Books/ action songs • Visitors linked to occupations & skills within Gross/ fine motor • Allotment
Nursery Sum1	Story Tellers Chair	<ul style="list-style-type: none"> • Building on SLCN • Relationships • Looking after environment 	<ul style="list-style-type: none"> • Story teller visitor • Traditional stories • Nursery Rhymes • Jigsaw
Nursery Sum2	There's adventures to be had	<ul style="list-style-type: none"> • Healthy living – growing food • Caring for environment • Transition 	<ul style="list-style-type: none"> • Butterflies enhancement – insect lore • Allotment • Transition into Reception

Reception A1	Can you tell me about you?	<ul style="list-style-type: none"> • Responsible Citizen – respect, acceptance, celebrating difference • A sense of self – who am I? Where am I from? • Acceptance of similarities/differences of each other • Acceptance of others traditions/cultures/religions etc. • Getting to know the children and their families 	<ul style="list-style-type: none"> • Super Duper You Sophy Henn • Time capsule – open Nursery's and create new one ready for Year1
Reception A2	What has happened in the home corner?	<ul style="list-style-type: none"> • Exposure to a traditional tale (often not in children's experience) • Acceptance of others traditions/cultures/religions etc 	<ul style="list-style-type: none"> • The Gingerbread Man/the Runaway chapatti • Gingerbread man travels around the world – look at Christmas in different cultures/talk about the places he visits • Link with Diwali
Reception Sp1	Why do people celebrate CNY?	<ul style="list-style-type: none"> • Responsible Citizen – respect, acceptance, celebrating difference • A sense of self – who am I? Where am I from? • Acceptance of similarities/differences of each other • Acceptance of others traditions/cultures/religions etc 	<ul style="list-style-type: none"> • The Magic Paintbrush Julia Donaldson • China • Chinese New Year
Reception Sp 2	Who will save the Day?	<ul style="list-style-type: none"> • Healthy living • Healthy Lifestyles • Real life super hero – occupations 	<ul style="list-style-type: none"> • Supertato Paul Linnet/Sue Hendra • Healthy Food • Occupations
Reception Sum1	Where are they hiding?	<ul style="list-style-type: none"> • Caring for the environment • Grow mindset – what can I do to help? • Growth Mindset - Smallest creature has a purpose and link to themselves 	<ul style="list-style-type: none"> • Mad About Minibeasts Giles Andreas • Life cycle of ladybirds • Bees – importance within the environment
Reception Sum 2	Where will the map lead us?	<ul style="list-style-type: none"> • Transition • Aspirations and Growth Mindset – being ready to move on to the next year group • Celebration of learning and independence 	<ul style="list-style-type: none"> • Pirates Love Underpants – Claire Freedman & Ben Cort • Transition to Y1 • Send time capsule to Y1

F2 Ongoing Learning- consolidation/repetition

<u>Area of Learning</u>	<u>F1</u> - In all areas gaps in learning are constantly being identified and added into continuous provision (CP), book time or focus group time	<u>F2</u>
Communication & Language	<ul style="list-style-type: none"> • Daily back-and-forth interactions in play and during carpet input sessions (conversations, questions, discussions, commenting, echoing back and adding new vocab) • Daily story time with time for conversation about the book (fiction and non-fiction) • Rhyme, song and poem time • Focus on singing, talking, SALT activities in the first half term for low SLC • Lesson format & focus vocab explicitly taught in lessons and previous words recapped • 3 words on the door (vocab) • Sentence stems to help chn formulate a response in a full sentence especially through choosing time and adult interactions • Focus story kept approx. 2 wks and using colourful semantics to support – activities to support independent SLC • Regularly planned circle times and talking sessions i.e. show and tell, half termly news, home character (from sept '22) • Puppets/role play/small world/ story area for storytelling and conversation • Explicit teaching of SLC skills (Give me 5, I can be a good...) • Makaton visual timetables 	<ul style="list-style-type: none"> • Daily back-and-forth interactions in play and during carpet input sessions (conversations, questions, discussions, commenting, echoing back and adding new vocab) • Daily story time with time for conversation about the book (fiction and non-fiction) • Rhyme, song and poem time • Star words-focus on vocab explicitly taught in lessons and previous words recapped each week • 3 words on the door (vocab) • Sentence stems to help chn formulate a response in a full sentence (this needs embedding more) • TfW used for literacy – if they can't say it they can't write it • Talk partners • Puppets/role play/small world for storytelling and conversation • Explicit teaching of SLC skills (Give me 5, I can be a good...) • Makaton visual timetables
Personal, Social & Emotional Development	<ul style="list-style-type: none"> • Strong, warm and supportive relationships with adults • Adult modelling and guidance • supported interaction with other children so they learn how to make good friendships, co-operate and resolve conflicts peaceably • Characteristics of effective learning built into everyday life of Nursery • Nursery Rule – 'be kind' constantly reinforced which leads into school rules • School values explicitly taught and noted when children are following them • Talking to children about how things make them feel and how it might others feel, talking about emotions • Regular stories about emotions/ feelings & caring for others 	<ul style="list-style-type: none"> • Strong, warm and supportive relationships with adults • Adult modelling and guidance • supported interaction with other children so they learn how to make good friendships, co-operate and resolve conflicts peaceably • Characteristics of effective learning discussed through stories each week and stickers given to children showing that characteristic to give example to other children of the types of things they could do • School rules constantly reinforced • School values explicitly taught and noted when children are following them • Restorative script used so children begin to understand their own feelings and those of others

	<ul style="list-style-type: none"> • Jigsaw scheme – weekly PSED session • Developing a positive sense of self through focus on positive praise • Growth Mind set – taught and referred to throughout the year • Half termly focus on aspects of keeping healthy, independence in personal hygiene • Take 5- Breathing initiative 	<ul style="list-style-type: none"> • Jigsaw scheme – weekly PSED session • Developing a positive sense of self through focus on positive praise • Growth Mind set – taught and referred to throughout the year • Weekly healthy living session including oral hygiene, healthy eating, exercise and how to and manage personal needs independently • Take 5- Breathing initiative
Physical Development	<p>Gross Motor</p> <ul style="list-style-type: none"> • Opportunities provided for play both indoors and outdoors, adults support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility using different equipment/stimulus • Use of PE equipment/bikes etc. • Climbing, balancing equipment consistently available outside • Selection of PE consistently outside • Construction area <p>Fine Motor</p> <ul style="list-style-type: none"> • Dough Disco throughout the year • pencil grip and fine motor consistently supported by the adult during choosing time and focus activity and carpet time • Squiggle whilst you wiggle introduction summer term • Continuous provision of fine motor equipment i.e. paint brushes, scissors of different types, writing equipment • Malleable area to development muscle strength and fine motor control • Water play and sand area 	<p>Gross Motor</p> <ul style="list-style-type: none"> • Opportunities provided for play both indoors and outdoors, adults support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility using different equipment/stimulus • Large playground for additional space- use of PE equipment/bikes etc. • Weekly PE session • Squiggle while you wiggle – Autumn term • NHS first moves programme - Spring term <p>Fine Motor</p> <ul style="list-style-type: none"> • Dough Disco – Autumn term • Focus on pencil grip and fine motor during writing task in Autumn • Funky fingers on carpet as chn come in- Autumn • Daily handwriting • Scissor skills station • Finger gym station
Literacy	<p>Life long love of reading:</p> <ul style="list-style-type: none"> • Daily story • rhyme, poem and song time (including nursery rhymes) • Book vote • Library books with reading adventures for parents support • Reading area • Reading journey display these books are available in the book area • Butler's Hill Reading spine: Pie Corbett Reading spine plus books added chosen by teachers/children • Big Reads • World Book day • Booklist for K & U and PSHE to improve diversity/representation • Phonic focus group times • Writing area (indoor and outdoor) • Literacy shed (outdoor) • Reading shed (outdoor) 	<p>Life long love of reading:</p> <ul style="list-style-type: none"> • Daily story • Daily rhyme, poem and song time (including nursery rhymes) • Book vote • Class reading corners • Reading at home information booklet for each class • Class reading journey display with books loved by that particular class – available in the book corners • Butler's Hill Reading spine: Pie Corbett Reading spine plus books added chosen by teachers/children • Big Read • World Book day • Booklist for K & U to improve diversity/representation • Guided reading/1:1 if needed • ELS phonics – apply at tables • Books matched to phonics level

	<ul style="list-style-type: none"> • Colourful semantics supporting focus books • Letter of the week • Books picked dependent on the time of year i.e. flip flap/ interactive books at the beginning of the year moving to longer stories towards the middle-end of the year. 	<ul style="list-style-type: none"> • Writing area/Writing bags (indoor and outdoor) • Literacy shed (outdoor) • Outdoor Book Nook • Morning starters – independent application of phonics skills (writing)
Maths	<ul style="list-style-type: none"> • CP provides a selection of maths resources relating to the area i.e. scales in the homecorner, tape measures in construction and a maths area • Outdoor maths shed • Maths focus group times • Number & shape of the week • Adult interactions with CP • Morning welcome: Day, date, month, season, time language i.e. today, yesterday, counting the children • Birthdays as and when • Jigsaws • Water area – capacity • Stories relating to positional language i.e. 'Rosie's walk' and 'where is Rosie's chick'? 	<ul style="list-style-type: none"> • Morning starters – Summer onwards maths focus on some days • Maths area with manipulatives • Outdoor maths shed with manipulatives • Star words or vocab • White Rose and Master the Curriculum to promote deep understanding • Number of the week display in each class • 100 days of school • Photos of children on the 10s frames for self-register • Counting dinners/sandwiches and comparing numbers
Understanding the World	<ul style="list-style-type: none"> • Listening to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially, technologically and ecologically diverse world. • Enriching and widening children's vocabulary during topic work (focus/ star words) • Discussion about special times/events ongoing throughout the year • Occupations through children's, interests, JIGSAW, stimulus, role play areas • Seasons talking about the weather focused learning/ daily through morning welcome time • Outdoor learning - Daily • Allotment, plants, herb garden - outdoor • Special occasions and religious festivals • Family photos • JIGSAW • Caterpillars to Butterflies • Exploration of simple/ & maps (treasure map, Easter egg hunt map, map of the classroom, what they see on the way to school, atlas etc.) & through stories • White post farm visitors 	<ul style="list-style-type: none"> • Listening to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially, technologically and ecologically diverse world. • Enriching and widening children's vocabulary during topic work (star words) • Discussion about special times/events ongoing throughout the year • Interviewing grandparents • People who help us – Real life superheros • Seasons focused learning and display • Outdoor learning - Daily • Garden area • Welly days (outdoor learning) • RE • Jigsaw • Sketchbooks • Jungle Jo – Minibeast experience • Growing our own ladybirds • Simple maps (treasure map, Easter egg hunt map, map of the classroom etc.)

	<ul style="list-style-type: none"> • Constant & consistent investigative provision ie. magnets, binoculars, magnifying glasses (outside) torches, magnifying glasses, curiosity cube etc inside 	
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • EAD focused group times where needed • Children's interest • Adult interaction through CP • Construction and small world area combined • Outdoor construction area • Open ended role play • Outdoor stage music shed (instruments visuals of cultural instruments, dancers) • Role play opportunities in areas of provision and literacy • Instrument area • CD player with music and story CD's • Singing, rhyme, poem time • Colourful semantics display and focus book • Book Area with puppets, talking postcards • Performances to parents (Graduation, Christmas) • Outdoor mark making 	<ul style="list-style-type: none"> • Creative area with input where applicable • DT area with input where needed • Construction area • Open ended role play • Outdoor stage (instruments, dressing up, puppets, loose parts) • Role play opportunities in areas of provision and literacy • Music inside and outside when appropriate (Alexa, speaker) • Small world • Singing time • Poetry and rhyme time • Talk for writing • Performances to parents (Christmas, Easter) • Outdoor mark making