

Nursery Curriculum
Meeting
September 2026
Shoreditch Park Primary
School



Meet the Team



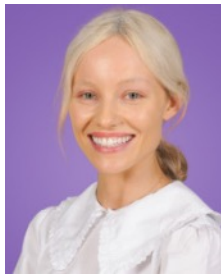
Ms. Smith
Headteacher



Ms Green
Deputy
Headteacher



Ms Deegan
Deputy
Headteacher
for Inclusion



Ms. Parker
Nursery
Education
Officer



Ms. Johnson
Nursery
Education
Officer

Ms. O'Hagan
Nursery
Education
Officer

Ms. Bakali
Nursery
Education
Officer



Ms. Francis
EYFS Phase Lead

Shoreditch Park Primary School

Aspire Higher Together

Early Years Foundation Stage Curriculum

The Prime areas of learning

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Physical Development

The Specific areas of learning

- Literacy
- Maths
- Expressive Arts and Design
- Understanding the World

Curriculum is planned to reflect these areas of learning and with a sensitive understanding of the primary need to develop PSED, CL and Physical development

Nursery Planning and timetable

The Nursery Curriculum is carefully planned around one core story book over each week. The Nursery Teacher and EYFS lead work together to decide ambitious outcomes for each area of the curriculum. Children can self-select activities and resources and their learning is extended through adult input. Short carpet sessions are then planned to support development across the curriculum, with a specific focus on the prime areas.

Personal, social
and emotional

Physical
development



Expressive Arts
and Design



Maths

Communication
and Language



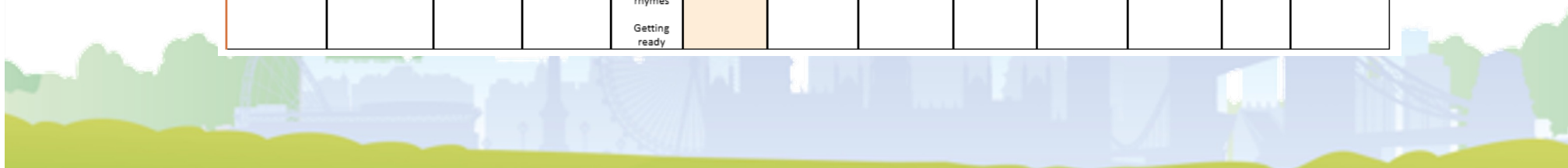
Literacy

Understanding
the world

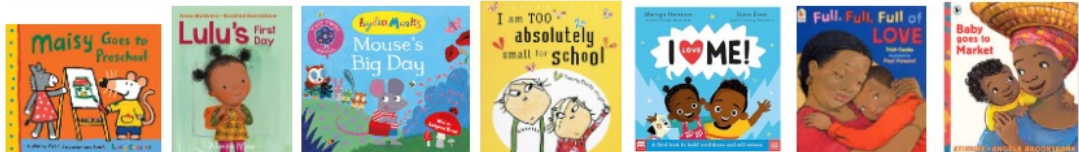
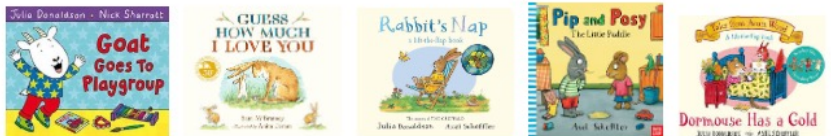


Nursery Planning and timetable

8.45- 9.00	9:10	9:15	9:20	11.10	11.30- 1:00	1:00	1:10	1.10	2.20	2.30	3:00	3:15 – 3:30
					AM chn leave 11:45 PM arrive at 12:30							
Monday ASPIRE soft start and Free flow	Register Morning Song	Literacy Story	Free Flow	Date chart/Nu rser rhymes Getting ready	Lunch	Register and song	Circle Time Maths	Free Flow	Snack	Free flow and tidy	Storytime	Storytime and home time transition
Tuesday Parent story morning	Register Morning Song	Literacy Story	Free Flow	Date chart/Nu rser rhymes Getting ready	Lunch	Register and song	Circle Time PSHE	Free Flow	Snack	Free flow and tidy	Storytime	Storytime and home time transition
Wednesday Fine motor morning	Register Morning Song	Literacy Story	Free Flow	Date chart/Nu rser rhymes Getting ready	Lunch	Register and song	Circle Time Maths	Free Flow	Snack	Free flow and tidy	Storytime	Storytime and home time transition
Thursday ASPIRE soft start	Register Morning Song	Literacy Story	Free Flow	Date chart/Nu rser rhymes Getting ready	Lunch	Register and song	Circle Time Oracy	Free Flow	Snack	Free flow and tidy	Storytime	Storytime and home time transition
Friday ASPIRE soft start	Register Morning Song	Literacy Story	Free Flow	Date chart/Nu rser rhymes Getting ready	Lunch	Register and song	Circle Time UW	Free Flow	Snack	Free flow and tidy	Storytime	Storytime and home time transition



Topic this half term- Ourselves/Starting School

	Autumn 1 - Ourselves and Starting School
Literacy 4+	 <i>I Am Absolutely Too Small for School</i> by Lauren Child, <i>Maisy Goes to Preschool</i> by Lucy Cousins, <i>Lulu's First Day</i> by Anna McQuinn, <i>Mouse's Big Day</i> by Lydia Monks, <i>I Love Me!</i> by Todd Parr, <i>Full, Full, Full of Love</i> by Trish Cooke, <i>Baby Goes to Market</i> by Atinuke Skills Progression: Listening, Attention and Understanding Begin to listen to longer stories. Listens to and joins in with stories and poems, when reading one-to-one and in small groups Recall some key events from a story. Speaking: Retell familiar nursery rhymes. Comprehension: Joins in with repeated phrases for familiar stories. Expresses simple likes about a shared story.
Literacy 3+	 <i>Goat goes to playgroup</i>, Julia Donaldson, <i>Rabbit's nap</i> Julia Donaldson, <i>Pip and Posy and the little puddle</i> Axel Sheffler, <i>Dormouse has a cold</i>, Julia Donaldson

Topic this half term- Ourselves/Starting School

Theme	Understanding The World links: Begin to make sense of their own life-story and family's history. Develop positive attitudes about the differences between people. Know some of the things that make them unique
ASPIRE 	Increasingly follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
Key Questions	Who is in your family? Who do you live with? What do you like doing with your family? Can you tell me something about when you were a baby? What makes you special? What are you really good at? How are you the same as your friends? How are you different from your friends?
Planned Experiences	Make a paper plate portrait, Be supported to access the new environment, Be supported to ask a friend to play, nature walk with our friends and family, Role play family life in the home corner, Role play a birthday party in the home corner, Make playdough cakes for a birthday party celebration, Exploring story baskets, Self portraits using mirrors, Create class collage – 'All about me', Sound walks – identifying sounds in the playground and classroom

Example of activities



Physical Development
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.

Understanding The World
Begin to understand the need to respect and care for the natural environment and all living things.



Maths
Make comparisons between objects relating to size, length, weight and capacity.

Personal, Social, Emotional Development
Understand gradually how others might be feeling.



Ordering and measuring



Communication, Language and Literacy
To re-tell the story using ambitious vocabulary

Expressive Arts and Design
Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
Design masks to use to retell the story

Acting out the story



Identifying feelings from the story

Outdoor Area



Make comparisons between objects relating to size, length, weight and capacity.

Gross Motor skills e.g riding bikes, balancing.



Large scale creative activities



Plant seeds and care for growing plants.



Physical Development

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.



Use all their senses in hands-on exploration of natural materials.



Role-play areas

Language Development is at the Heart of the EYFS curriculum.
Domestic role play areas, IE home corners, provide children with a familiar space to recreate experiences they have at home. Through careful planning and adult input it provides rich learning opportunities throughout the year.



Home Corners



Upcoming Trips

Class	Trip location	Date
Rosen (pm pupils and full-time pupils)	Nature walk	15 th October
Rosen (am pupils and full-time pupils)	Nature walk	22 nd October



Story Mornings



Story Mornings!

Each Tuesday we welcome parents and carers to come in to their child's Nursery class 8.45am -9.10am to come and share a story with your children, and help develop a lifelong love of reading!



Pencil skills Mornings

Fine Motor skills mornings!

Each Wednesday we welcome parents and carers to come in to their child's Nursery class 8.45am -9.10am to support their child with their fine motor skills through a range of carefully planned activities



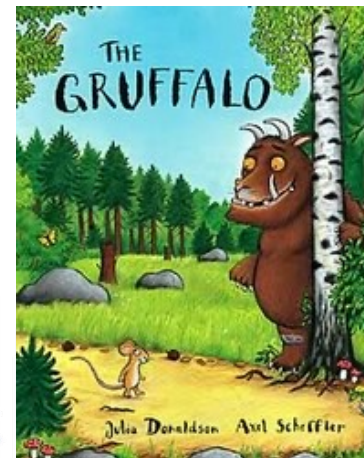
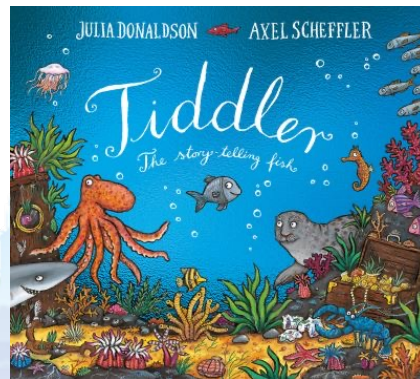
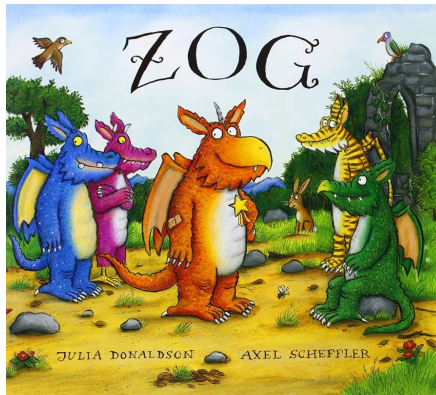
Questions...



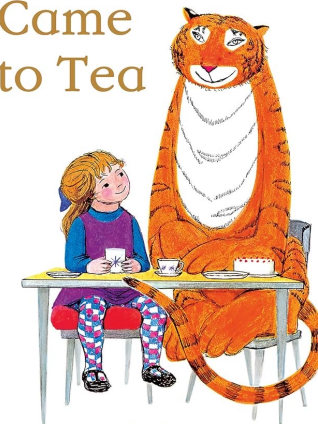
Home Reading

Reading for pleasure

Each week your child will bring a story book home. This story book is to encourage reading for pleasure and should be read by the adult/ older sibling to the child. *This book is usually not appropriate for your child's reading ability, and asking your child to read this may discourage them as it will be too difficult. Learning to read is about **listening and understanding** as well as working out what is printed on the page. Through hearing stories, children are exposed to a wide range of words. This helps them **build their vocabulary** and improve their understanding when they listen, which is vital as they learn, and continue to read.*



The Tiger Who Came to Tea



Judith Kerr