



Nansloe Academy

Nursery Curriculum

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"Our best always"

Nursery Intent

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme (N.B. these themes may be adapted/changed to reflect children's interests)	Settling into my Nursery Classroom/Autumn	Christmas	Winter – Snow and Ice	On the Farm	Me and my Family	Holidays
High quality texts	Spot Loves Nursery	Is It Christmas Yet?	A Thing Called Snow	Farmyard Hullabaloo	What Makes Me a Me?	Maisy Goes On Holiday
Nursery rhymes and related stories	Once I caught a fish alive Rainbow Fish Tiddler Hooray for Fish Baa Baa Black Sheep Car, Car, Truck, Jeep Where is the Green Sheep>	Hey Diddle, Diddle Whatever Next Two Little Mice and the Moon Adventure Look Up Humpty Dumpty The Odd Egg Who's in the Egg We're Going on an Egg Hunt	Jack and Jill One Ted Falls out of Bed Ten in the Bed All Fall Down Miss Polly had a Dolly Ness the Nurse Doctor Doc Zog	Pat-a-cake The Gingerbread Man My First Cookbook The Great Dragon Bake Off Round and Round the Garden Bears Don't Read Brown Bear, Brown Bear, What do you See?	The Grand Old Duke of York The Orchard Book of Nursery Rhymes Paddington at the Palace The Queen's Knickers Incy Wincy Spider The Very Busy Spider Aaaarrghhhhh! Spider Spinderella	A Sailor went to Sea Hey, Water Commotion in the Ocean Busy Boats Twinkle, Twinkle, Little Star Rumble, Rumble Dinosaur How to Catch a Star Day Monkey, Night Monkey

Nursery Intent

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Settling into my Nursery Classroom/Autumn	Christmas	Winter – Snow and Ice	On the Farm	Me and my Family	Holidays
Over Arching Principles	Characteristics of Effective Learning: Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning. Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Lenny Lion's Learning Zoo: Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon & Slinky Linky Snake					
	EYFS Principles: Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. <i>Our setting has an underlying ethos of 'Learning through play'. We believe that play is essential for children's development across all areas. Through play children learn to explore, to develop relationships, set their own goals, build resilience and solve problems. Children learn best when following their own interests and when they are engaged and motivated.</i>					

Nursery Intent- Personal, Social and Emotional Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Settling into our Nursery Classroom/Autumn	Christmas	Winter – Snow and Ice	On the Farm	Me and my Family	Holidays
SCARF	Me and My Relationships Marvellous Me I'm Special People who are special to me	Valuing Difference Me and my family Friends and family Including everyone	Keeping Safe People who help me and keep me safe Keeping safe indoors and outdoors What's safe to go in my body?	Rights and Respect Looking after myself Looking after others Looking after the environment	Being my Best What does my body need? I can keep on trying I can do it?	Growing and Changing Growing and changing in nature When I was a baby Girls, boys and families
Personal and Social Development is integral to all that we do in Nursery.	Support children with leaving main carer, settling into our new classroom and introduction to routines and Golden rules. Build relationships with key worker and play alongside children. Small key group choosing time and circle time activities. Autumn listening walks and treasure hunts around nursery garden and school grounds. Café snack, offering choices and develop self-help skills. Introduce behaviour rocket, praising children for following golden rules.	Continue to develop relationships with other children and adults within the safe context of the setting. Circle time and small group activities, to develop turn taking skills with use of spot timers, hourglass timers. Discuss Golden Rules, offering hands on explicit guidance and examples, e.g., modelling. Develop confidence in joining in large group activities, e.g., Christmas Nativity. Talking about their experiences of Christmas and	Explore snow and ice with interest, discussing preferences. Introduce dolls from a range of diverse communities and cultures and accessories into home corner. Support children in developing purposeful friendships, showing an awareness of different thoughts and ideas. Trips to school for physical activities and library visits. Support children with toileting if needed, introduce sequencing strips, intimate care plans if needed.	Large, turn taking circle time activities. Support children in naming emotions (words and Makaton) and how to manage feelings as they arise. Continue to support children in recognising how many children can play in different areas in the nursery and remembering and following rules. Learn about different farm animals, how to care and respect them. Visit from Farm animal / Farmer.	Large group activities and games. E.g., parachute games, sports day. Talk about special people and memories, Use Tapestry to look at family photos. Add photo albums, passports, suitcase etc to home corner. Circle time activities and discussions and how we are all special and different. Family traditions, days out, holidays etc. Trip to the park (or school grounds) for a Teddy bear picnic. Making pizzas / smoothies to discuss healthy choices – include exercise, tooth brushing etc. Provide resources outside to engage in role play based on own interests or days out / special family times e.g., camping. Adults to model how to solve conflicts and how to calm down. Use stories to discuss how the characters are feeling and how this could be resolved. Discuss their time at nursery, what they have enjoyed etc. Wash snack time dishes.	

		traditions in groups. Introduce Christmas tree and decorations into home corner to act out traditions.			
Ongoing activities	Through daily Busy Learning (Continuous Provision) children will begin to develop social skills: sharing, taking turns, working alongside others and beginning to show an awareness of others' thoughts and feelings. Children will begin to develop self-help skills and independence in using the toilet, washing hands and dressing/undressing. They will widen the range of activities that they feel confident to take part in, outdoors and inside. Adults will model new activities and invite and encourage children to come over and join in, such as folding paper to make animals, sewing or weaving. Children will develop their sense of responsibility and membership of a community through helpful tasks to look after their peers and environment.				

Nursery Intent- Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Settling into my Nursery Classroom/Autumn	Christmas	Winter – Snow and Ice	On the Farm	Me and my Family	Holidays
Communication and Language development is integral to our topic work.	Develop vocabulary related to the nursery classroom environment and resources and daily routine. Develop vocabulary related to weather, autumn and our immediate outdoor environment. Encourage children to follow simple instructions, using visual aids and Makaton as prompts. Encourage children to communicate their needs through words and actions.	Talk about their own experiences of celebrating Christmas. Provide opportunities for children to develop their pretend play in areas of continuous provision indoors and outside. Adults to ask questions focusing on who, what and where related to Christmas through their play.	Develop vocabulary related to weather, winter, snow and ice. Provide opportunities for children to explore and experiment with ice and ask why questions for children to respond to.	Develop vocabulary related to farm animals, growing and weather. Adults give directions with two parts as part of daily routines and through continuous provision. Encourage children to discuss and describe animal lifecycles.	Develop vocabulary related to parts of the body and families. Sequence pictures from familiar stories and use them to retell. Adults encourage children to listen when engaged in another activity. Adults model how to express different opinions.	Develop vocabulary related to holidays. Model and encourage children to use tenses. Act out familiar stories as a class and in small groups. Provide opportunities for children to answer why questions through stories and circle time.
Communication and Language underpins children's development across all areas of the curriculum.	We provide a language rich environment, where through high quality interactions and carefully planned activities, we encourage children to: talk clearly and confidently about what they do, how they feel, to share their ideas; listen to and respond to questions; develop their vocabulary; begin to use longer sentences; listen and respond to instructions; listen to and show an interest in stories and non-fiction books and begin to discuss, sequence and retell them and listen to and learn a wide range of rhymes and songs. Through daily Busy Learning (Continuous Provision) children will develop social communication skills and two-way conversation with adults and their peers, recognise and name familiar objects and learn to communicate their needs through actions then words. Children will have opportunities to communicate about their experiences in school and also at home, for example through Tapestry. Adults use the ShREC approach to introduce new vocabulary, develop language, sentence construction and conversation skills. Wellcomm assessments take place in the autumn term and inform whole class, small group work and individual interventions throughout the year.					

Nursery Intent- Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Settling into my Nursery Classroom/Autumn	Christmas	Winter – Snow and Ice	On the Farm	Me and my Family	Holidays
Get Set for P.E.	Introduction to P.E. Unit 1 Children are introduced to the basic principles of finding a space, stopping on command, using and sharing equipment, working independently, with a partner, or in a group. Key skills - running, jumping and skipping.	Fundamentals Unit 1 Children will develop fundamental skills including balancing, running, changing direction, jumping, hopping, and travelling. They will learn how to stay safe using space, follow rules, and instructions, and work with a partner.	Dance Unit 1 Children will develop their expressive movement, exploring travelling, movement, shapes and balances. They will be given the opportunity to copy, repeat, and remember actions. They will be introduced to counting to help them keep in time with the music. They will perform to others and begin to offer simple feedback.	Gymnastics Unit 1 Children will explore creating shapes, balances and jumps and rocking and rolling. They will develop an awareness of space when performing basic skills on floor and apparatus. They will copy, create, remember and repeat short sequences. Children will begin to understand using levels and directions when travelling and balancing.	Ball Skills Unit 1 Children will develop their fundamental ball skills through a range of game play using a variety of equipment. Children will have opportunities to work independently or with a partner.	Games Unit 1 Children will practice and develop fundamental movement skills through games. They will also develop skills in scoring and how to play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.
Carefully planned activities allow children to develop their gross and fine motor skills linked to children's interests.	Provide lots of different things for young children to grasp, hold and explore, like clay, finger paint, spoons, brushes, shells. Provide bikes and scooters outside to practice movement. Spread own butter on toast at snack, pour own drinks etc.	Introduce outdoor climbing equipment in small groups, encouraging children to safely challenge their capabilities. Introduce pencils to make marks inside, modelling hand positioning. Encourage children to start to practice	Explain and model to children's what tools are used for different reasons, providing explanations on how to use tools safely. Junk modelling / transient art inside to build and create.	Introduce large construction blocks, how to use them safely, working together them to carry them. Encourage children to independently negotiate climbing equipment and apparatus safely. Provide felt tipped pens for children to	Introduce scissors, modelling how to use safely. Use hand over hand if needed to start. Demonstrate tripod grip to hold pencils comfortably when mark making.	Encourage children to start to independently manage zips and buttons on coats. Sorts Day practice Peg boards to make patterns.

	Provide crayons and chalks to practice using mark making tools, tearing paper and collage materials to glue and create pictures Provide Duplo to build towers and natural resources such as, pumpkin pieces, soft hammers and golf tees to practice hammering.	dressing/ undressing independently e.g., coats shoes etc. Use wooden blocks to encourage children to balance blocks to build towers.	Provide large threading activities.	practise using resources safely.	Sports Day practice. Pom pom and tweezers.	
Ongoing activities and Continuous Provision	Daily planned activities enable children to develop their fine and gross motor skills, for example, funky fingers activities, Wake and Shake and Squiggle While You Wiggle. Through Busy Learning (Continuous Provision) children will develop their gross motor skills through large movement painting and chalking, digging, using large construction, wheeled vehicles, engaging in water play, movement games, moving with scarfs and ribbons. They will develop their fine motor skills through use of malleable materials such as playdough, use of small construction and small parts, use of a range of tools such as paintbrushes, pencils and scissors.					

Nursery Intent- Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Settling into my Nursery Classroom/Autumn	Christmas	Winter – Snow and Ice	On the Farm	Me and my Family	Holidays
We aim to develop a passion for reading. Children will encounter a wide range of quality texts and be encouraged to choose their own texts to share. They are also encouraged to mark make with a range of media and to begin to give meaning to marks they make.	Key text: Spot loves nursery Large scale sensory play – trays of flour (morning activities) After collecting objects on Autumn walk, use to create pictures – point out signs while on walk Provide water painting activities and large chalk outside. Add crayons to mark making area inside. Provide materials to write recipes in home corner to make pumpkin soup and make shopping lists .	Key text: Is it Christmas yet? Morning activity to make marks to represent name. Provide resources to make Christmas lists and cards for friends and family in home corner. Write recipes using clipboards in mud kitchen outside.	Key text: A thing called Snow Progress onto writing name in morning activity, support children by offering correct formation, encourage tracing or hand over hand activities. Support children in learning new vocabulary in relation to snow and ice, including the process of freezing and melting throughout all areas of continuous provision. Provide dark paper and white chalk to create snowy pictures. Practice making marks and patterns in snow. Circle time games to begin to recognise syllables, letters in names and rhyming patterns.	Key text: Farmyard Hullabaloo Morning activities to colour by number animal pictures, using felt tip pens appropriately. Add shopping lists into home corner and pet food etc. Introduce nonfiction texts: animals on the farm Life cycle of a frog, encourage children to draw and 'label their own diagrams of life cycles. Learn mnemonic picture cards for RWI daily.	Key text: What makes me a me? Morning activities: a range of pencil control activities, forming known letters and writing own name Draw pictures of family with labels to display in home corner. Add phone book to write address and numbers in. Daily RWI sessions to recognise set one sounds and engage in activities to practice blending words of known sounds.	Key text: Maisy goes on Holiday Morning activities: cutting skills. Add passports and resources for children to make their own passports in the home corner.
Read, Write, Inc						

Ongoing Literacy activities	Through daily and weekly activities children will experience a wealth of texts, rhymes and stories. Daily story sessions will feature stories from our reading spine, stories and non-fiction texts related to our topic and books of interest to the children. Through daily story sessions children will experience reading for enjoyment and pleasure as well as develop their comprehension skills. Children hear fluency and expression modelled during story times and have opportunities to join in with repetitive texts. Key story texts provide a greater understanding and give opportunities for sequencing, acting out with puppets and recording story telling using an iPad or talking tins. Fred games such as I-Spy and games involving rhyming, identifying and making sounds pave the way for later learning in phonics. Through daily busy learning (Continuous Provision) sessions children will have access to the book area where they can choose books individually or share with friends. Mark making materials both indoors and outdoors enable children to develop confidence to write and give meaning to the marks they make. Adults bring attention to signs, letters and words in the environment and explain meaning of new vocabulary in context. Children will have the opportunity to visit the school library each week, to choose a book to share at nursery with their keyworker and at home.				

Nursery Intent - Mathematics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Settling into my Nursery Classroom/Autumn	Christmas	Winter – Snow and Ice	On the Farm	Me and my Family	Holidays
Master the Curriculum	Colours Matching Sorting	Number 1 Number 2 Subitising Pattern	Number 3 Subitising Number 4 Number 5 Composition	Number 6 Height and Length Mass Capacity	Sequencing Positional Language More than/Fewer than 2D and 3D shape	Composition What comes after? What comes before? Numbers to 5
	Colours – individual and mixing. Matching buttons, towers, shoes etc Matching numbers, shapes, patterns Sorting by colour, shape and size – discussing what children notice and learning rule – play games of guess the rule.	Introduce number 1 and 2, subitising, counting and numerals, subitising patterns and size. Extend AB patterns with colour, outdoors and movement, fixing patterns and introduce and extend ABC patterns.	Introduce number 3-5 subitizing, counting numerals, matching shapes (3 -triangle, 4 – square, 5-pentagon) Three Little Pig's story. Begin to explore the concept of composition.	Introduce number 6 Introduce 10 frame Introduce height and length- tall / short / long Relate mass to books – 3 little pigs, goldilocks Introduce capacity.	More than / fewer than activities through play. Use one more / one less vocabulary throughout the day and at key times such as tidy up time. 2D and 3D shapes (recap pattern).	Recap 1-5 composition. Discuss night / day what happens at these times order daily routine. Discuss and experiment with positional language through Bee Bots and maps.
Ongoing activities allow children to use maths in real life situations.	Daily activities encouraging children to use number in real life situations include singing and reciting number names through songs, rhymes and stories, self-registration and rewards using five frames, counting cups, plates and fruit at snack time, sequencing the day using a visual timetable, use of matching, counting and number recognition at tidy up time. Through daily Busy Learning (Continuous Provision) children will develop their maths skills through their play. For example, counting, use of shapes in large and small construction, use of five frames to organise resources, use of size and measure vocabulary in play and real life situations.					

Nursery Intent- Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Settling Into my Nursery classroom/Autumn	Christmas	Winter- Snow and Ice	On the Farm	Me and My Family	Holidays
R.E.	Being Special – Where do we belong?	Why is Christmas special?	Who is important to us in our life?	Why is Easter special?	What makes a family special?	What makes a holiday?
We aim for our children to develop a fascination and curiosity about the world around them and its people. In Nursery children will learn about the seasons, features in their immediate school and home environment and the wider world. They will begin to develop an awareness of past and present.	What can I see? Introduce children to the Nursery environment, indoors and outside. Make collections of Autumn treasures for the children to explore and describe. Encourage children to use their senses in the outdoor environment and notice changes that are occurring.	How do we celebrate Christmas? Discuss the different ways that we celebrate Christmas e.g. food we eat, whether they go to church. Listen to the Christmas story and perform a nativity. Explore different forces through a range of toys e.g. magnetic trains.	What happens in winter? Provide natural environments including ice and snow for children to explore e.g. water to freeze overnight. Encourage children to observe and describe ice using their senses. Encourage children to notice and talk about the changes they observe.	Who lives on the farm? Plant sunflower seeds and care for them as they grow. Explore the lifecycle a frog. Explore natural materials such as ,fur ,feathers frogspawn. Learn how to look after animals and what they need to grow	Who is in my family? Discuss themselves, their interests, likes and dislikes. Use photographs and own experiences to talk about their families and find out about those of other people. Talk about the interests and occupations of members of their family. Discuss military life.	Where are you going? Children talk about days out/holidays from their experiences and photographs. Talk about different countries in terms of weather, environments. Discuss what they would need to go on holiday and how they would get there.
	Practical Science Investigation and key vocabulary Use magnifying glasses on to find autumnal objects on walk and place on investigation table to observe detail. Vocabulary- Tree, red, brown, orange yellow, pinecone, leaf, collect	Investigating toy trains to explore and investigate magnets. Magnetic toys in a bottle. Vocabulary- Magnet, stick, train, metal, attract	Frozen objects in ice, Provide dinosaurs in ice and encourage children to explore and investigate how they can release the dinosaurs. Vocabulary-	Look at life cycles Look at and investigate the lifecycle of a frog. Vocabulary- Lifecycle, frog spawn, tadpole, froglet, frog,	What happens to my body. Encourage children to elevate heart rate slightly through light exercise and feel for the heart rate / pulse. Vocabulary -	Introduce cooking simple recipes to explore cause and effect in heating / melting processes Smoothies, chocolate crispy cakes, pitta bread pizza.

			Ice, cold, hot, frozen, melt		Body, heart, fast, slow	Vocabulary- Melt, heat, cook, hot, cold, cut, mix, spread
Ongoing activities	Through daily Busy Learning (Continuous Provision) children will experience the world around them through first hand experiences. They will be encouraged to talk about what they can see, hear, smell and feel, use new vocabulary, talk about their observations. Adults will ask questions to develop children's vocabulary and to encourage them to talk about their observations, predict what might happen, develop understanding and make links in their learning. Children will be encouraged to be curious and ask their own questions too.					

Nursery Intent- Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Settling Into my Nursery classroom/Autumn	Christmas	Winter- Snow and Ice	On the Farm	Me and My Family	Holidays
	Provide pasta and rice in home corner, progressing onto pinecones or materials that are pretend. Support children in turn taking and managing conflicts. Self-portraits with large paint brushes. Autumn colour paints, crayons and chalks. Harvest vegetables in home corner, printing to make pictures	Support children to create narratives based on their own experiences in small world area or large construction outside. Christmas crafts: card. Calander, decoration, Work together to rehearse and perform a Christmas nativity. Explore different colours and textures, providing vocabulary to discuss differences and shades. Add Christmas decorations and accessories to the home corner and discuss how this can be celebrated differently for each family.	Adults to model using musical instruments in a range of tempos and pitches, when children feel confident, they can do this independently or in small groups. Look at snowy pictures and encourage children to notice detail and particular features artists have used. Encourage children to draw their own pictures with detail. Introduce doll to home corner, provide warm clothes, blankets, hot chocolate etc Make rain makers.	Farm animal creative activities Making sunflower pictures BBC sounds music and movement: Spring time to express feelings and growth. Circle time games with musical instruments to encourage children to express a range of feelings. Show and tell activities where children can sing familiar songs. These can be recorded and played back, encourage children to talk about how this makes them feel.	Encourage children to look at family photos in detail and paint their own family portrait, noticing detail. Support children in more complex narratives in construction and small world areas, offering suggestions or adults own experiences, encouraging children to engage in conversations with adults and peers. Add family photos to the home corner, encouraging children to act out different family dynamics. Add different occupation dressing up clothes to home corner, resources to make a shop, vet etc (based on children's	Work together to learn and recite graduation song and actions, perform in front of parents, discuss feelings that this may generate Make Salt dough handprints, exploring and discussing texture compared to playdough Add suitcases, holiday clothes and passports to home corner. Discuss different transport options for holidays, support children to recreate these in construction areas and act out with peers. Provide materials in 'making station' for children to build vehicles out of junk modelling. Transport bingo listening games.

					individual interests) Household bingo listening games.	
Ongoing Daily Activities and Continuous Provision	Through daily Busy Learning (Continuous Provision) children have opportunities to develop their creative skills both indoors and outside through use of the making station, creative area, role play, small world play, use of puppets and toys, large and small construction, mud kitchen, stage area and musical instruments. a range of resources and media including paint, crayons, pens, pencils, chalks, scissors, glue, collage materials. Adults encourage children to talk about their plans, facilitate their ideas where appropriate, model skills where needed and sensitively join in with role play/story telling. Children have access to a wide range of materials, media and tools in order to develop their creative ideas.					

Nursery Intent – Prewriting

Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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We aim for children to develop a love of mark making and the physical foundations needed for writing. Through carefully planned play experiences and the Morrells Foundations for Writing approach, children develop strength, coordination, control and confidence as emerging writers.	Settling into my Nursery Classroom/ Autumn	Christmas	Winter-Snow and ice	On the Farm	Me and my Family	Holidays
	Big Bodies, Big Marks Introduce children to a range of mark-making tools and materials both indoors and outdoors. Develop shoulder stability, core strength and gross motor control through large-scale movements, climbing, balancing and painting. Create large marks using chalk, water, paint, ribbons and natural materials. Encourage children to give meaning to the marks they make and talk	Fine Fingers, Pattern Play Strengthen finger muscles through Dough Disco, threading, peg boards and malleable materials. Introduce simple pre-writing patterns including vertical lines, horizontal lines, circles and zigzags. Create Christmas cards, gift tags and shopping lists through role-play opportunities. Develop increasing control when using crayons, chalks and paint brushes.	From Patterns to Purpose Explore mark making through first-hand experiences of snow, ice and winter investigations. Develop pattern movements through sensory trays, shaving foam, chalk and painting activities. Encourage children to represent observations through drawing and mark making. Adults model language and scribe children's ideas linked to freezing, melting and winter weather.	Pencil Control and Name Awareness Develop greater control when using chunky pencils, felt tip pens and drawing tools. Encourage children to recognise, build and attempt marks related to their own names. Provide opportunities to draw and represent farm animals, life cycles and growing experiences. Introduce simple left-to-right tracking through practical activities and games.	Fluency, Stamina and Confidence Encourage children to use writing and mark-making resources independently across all areas of provision. Draw and represent themselves and their families, adding labels and meaning to their work. Develop pencil control through structured fine motor and pattern activities. Use clipboards, notebooks, telephone books, message pads and lists within role play. Continue learning letters within names and begin forming familiar	Ready for Reception Consolidate gross and fine motor skills developed throughout the year. Revisit Morrells pattern families and movements in preparation for Reception. Create passports, tickets, postcards, maps and packing lists through role-play opportunities. Encourage children to independently access writing resources and explain the meaning of their marks.

Ongoing activities and Continuous Provision	about their creations. Use autumn walks and collections of natural objects as inspiration for drawing and mark making. Introduce self-registration and name recognition activities.	Continue name recognition and begin identifying letters within children's own names. Encourage children to talk about the marks they make and their purpose.	Continue to build name recognition and awareness of environmental print. Introduce clipboards and writing opportunities throughout continuous provision.	Strengthen hand muscles through tweezers, peg boards, threading and fine motor challenges. Encourage children to add marks and labels to their pictures and models.	letters when developmentally appropriate. Build stamina and confidence through purposeful mark-making opportunities.	Support children in recognising and forming letters within their name where appropriate. Celebrate children's progress as confident and motivated mark makers and emergent writers.
	Throughout the year, children participate in activities based on the Morrells Foundations for Writing approach, developing the physical, visual and communication skills needed for writing through play, exploration and purposeful mark making. Children will: • Recognise and identify their own name through self-registration, name cards and daily routines. • Begin to recognise letters within their name and build their name using a range of practical resources. • Develop core strength, postural control and shoulder stability through climbing, balancing, crawling, obstacle courses and large-scale movements. • Develop bilateral coordination and crossing the midline through movement games, action songs, Boomwhackers, infinity patterns and Morrells warm-up activities. • Strengthen hand and finger muscles through Dough Disco, threading, tweezers, pegging activities, finger gym challenges, playdough and small construction. • Take part in Squiggle Whilst You Wiggle and Morrells handwriting warm-ups, including finger tracing, eye-tracking and cross-midline activities. • Develop visual tracking skills and increasing control when using mark-making tools and equipment. • Access a wide range of mark-making opportunities indoors and outdoors, using their marks to communicate ideas and give meaning to their experiences. By the end of Nursery, children will have developed the strength, coordination, confidence and motivation needed to access the Reception writing curriculum successfully					

