Rowley View Nursery School's Learning for Life Curriculum

'**At the heart of the educational process lies the child' – The Plowden Report, 1967**

H – DEVELOP HOLISTICALLY; BE HEALTHY AND SAFE
E – SHOW EMPATHY; BE EXPLORERS
A – BE ARTICULATE; SHOW AUTONOMY AND INDEPENDENCE; BE ACTIVE LEARNERS
R – BE RESILIANT; SHOW RESPECT
T – TAKE RISKS; BE THINKERS; TACKLE TRANSITIONS
Y – YEARN TO LEARN

Things to do before you leave Rowley View

- Get to know a tree
- Roll down a really big hill
- Camp outdoors
- Build a den
- Fly a kite
- Eat a picnic in the wild
- Go on a scavenger hunt
- Make friends with a bug
- Float in a boat
- Go cloud watching
- Make a home for wildlife
- Bring up a butterfly
- Catch a crab
- Have fun with sticks
- Make a mud creation
- Go on a wintry adventure
- Wear a crown
- Create some wild art
- Go paddling
- Go barefoot
- Explore a cave
- Help a plant grow
- Go swimming in the sea
- Watch a bird
- Find your way with a map
- Cook on a camp fire

Treasured Texts

These are some of the books that the children will have the opportunity to share with their teachers and friends from when they first start in Rowley Robins until they leave Rowley Owls.
We have lots more books that support our curriculum implementation

Owls Babies	The Big Red Bath
Peace at Last	Stick Man
We're going on a Bear Hunt	The Gruffolo
Three Little Pigs	Whatever Next
Handa's Surprise	Happy in our skin
The Gingerbread Man	Can't you sleep Little Bear
The Very Hungry Caterpillar	Look Up
Dear Zoo	Guess How much I love you
Chapatti Moon	Goldilocks and the Three Bears
Vincent the Vain	The Tiny Seed
Ruby's Worry	So much
The Runaway Chapitti	Jasper's Beanstalk

Online Safety	Non-fiction	
But it's just a Game Goldilocks Chicken Clicking Old MacDonald had a Phone Once Upon a Time Online	Recipe Books Menus Gardening magazines Medical leaflets Travel Brochures Maps	Information Leaflet, e.g. Severn Valley Railway, Walsall Art Gallery Food take-away Leaflet Supermarket magazines Sports Programmes Catalogues

CHARACTERISTICS OF EFFECTIVE LEARNING			
Playing and Exploring Engagement	**Engagement** • Finding out and exploring • Engaging in open-ended activity • Showing particular interests • Playing with what they know • Being willing to 'have a go' • Showing curiosity about objects, events and people • Using senses to explore the world around them	**Playing with what they know** • Pretending objects are thing from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people	**Being willing to "have a go"** • Initiating activities • Seeking challenge • Showing a "can do" attitude • Taking a risk, engaging in new experiences, and learning by trial and error
Active Learning Motivation	**Being involved and concentrating** • Showing a deep drive to know more about people and their world • Maintaining focus on their activity for a period of time • Showing high levels of involvement, energy, fascination • Not easily distracted • Paying attention to details	**Keeping on trying** • Persisting with an activity or toward their goal when challenges occur • Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mind-set) • Bouncing back after difficulties	**Enjoying achieving what they set out to do** • Showing satisfaction in meeting their own goals (I can!) • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation)
Creating and Thinking Critically Thinking	**Having their own ideas (creative thinking)** • Thinking of ideas that are new and meaningful to the child • Playing with possibilities (what if? what else?) • Visualising and imagining options • Finding new ways to do things	**Making links (building theories)** • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect	**Working with ideas (critical thinking)** • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Flexibly changing strategy as needed • Reviewing how well the approach worked
	Autumn Term	**Spring Term**	**Summer Term**
Rhythms of the Year	Autumn	Chinese New Year	World Health Day

<table>
<tr><td></td><td>Macmillan Coffee Morning
Jeans for Genes
Remembrance Day
Diwali
Bonfire Night
Road Safety Week
Christmas
Children in Need
Christmas Jumper Day
Virtual Christmas Raffle</td><td>Valentine's Day
Shrove Tuesday
World Book Day
Red Nose Day
Mother's Day
Easter
NSPCC Number day 2023
Safety Internet Day
Sparkle Day – 'New Life' Charity</td><td>Male Carer's Day
Child Safety Week
World Music Day
Sponsored Bounce</td></tr>
<tr><td>Awe and Wonder Moments</td><td>Autumn Walk
Winter Wonderland Visit
Looking after the guinea pigs</td><td>Drumming Workshop
Living Eggs</td><td>Butterfly Garden
Sports Day
Tea Party
Seaside Visit</td></tr>
<tr><td rowspan="3">British Values</td><td colspan="2">Democracy: Making decisions together</td><td>Rule of Law: Understanding rules matter</td></tr>
<tr><td colspan="2">• Build children's self-confidence through our key-worker system
• Encourage children to be curious and inquisitive and to begin to ask questions
• Encourage children to share, collaborate and turn-take
• Encourage children to begin to make decisions and choices; for example, to plan where they would like to learn
• Encourage children to become independent and autonomous
• Share ideas and different options with the children
• Talk to the children about how it is ok to make mistakes
• Encourage children to develop resilience
• Encourage children to listen to each other
• Encourage children to share their feelings and their likes and dislikes
• Help children to understand that they are part of their family and of Rowley Robins
• Provide a safe environment where children feel confident to communicate or show what they want / need and to speak up for themselves, knowing that they will be listened to; for example, during Family Time
• Provide opportunities for the children to make decisions</td><td>• Encourage the children to understand rules and the importance of why boundaries need to be put in place
• Encourage children to understand that some rules are non-negotiable in order to keep them safe
• Ensure positive behaviours are modelled by adults
• Encourage children to understand that their actions have an impact / consequence
• Explain the importance of keeping safe
• Ensure that children begin to understand their own and the behaviour of others and to learn to distinguish between right and wrong
• Support children with resolving conflicts appropriately
• Encourage children to take responsibility; for example, to be the 'Special Helper'
• Encourage children to be kind to the environment and to respect nature</td></tr>
<tr><td colspan="2">Individual Liberty: Freedom for all</td><td>Mutual Respect and Tolerance: treat others as you would like to be treated</td></tr>
</table>

	• Promote self-confidence and self-awareness • Encourage children to develop a positive sense of themselves • Encourage children to develop their independence and explore their own ideas and interests • Provide opportunities for children to explore their thoughts and feelings • Encourage and provide opportunities for children to take risks • Teach children the value of saying 'no' if they don't like something or don't want to do something • Celebrate the children's personal achievements • Encourage children to be curious and inquisitive • Encourage a positive sense of self through effective praise • Acknowledge children's unique characteristics through meaningful interactions • Ensure their gestures, questions, ideas and opinions are valued and respected • Provide opportunities for children to take on challenges, risks and responsibilities, developing perseverance and resilience • Provide opportunities for all children to engage in a wide range of activities		• Introduce children to other views, faiths, cultures, traditions, families and communities and ways of life, for example, during celebrations days, stories, visits, visitors • Take time with children to help them to understand similarities and differences with each other • Help children to build constructive and respectful relationships • Foster an inclusive approach • Encourage children to have an awareness of others • Encourage children to show respect • Model good manners and being polite, for example, please and thank you • Provide opportunities for children to make links with home and school • Help children to deal with conflicts by explaining what has happened • Share simple stories that reflect and value the diversity of children's experiences • Provide resources and activities that challenge gender, cultural and racial stereotyping • Encourage children to share their own experiences and to respond to the experiences of others • Encourage children to work together to tidy up and to look after the environment
Family Workshops	Reading Workshop Mindfullness Workshop Christmas Activity Workshop	Maths Workshop Easter Activity Workshop	Messy / Creative Workshop

Please annotate your curriculum highlighting with the following: -

FA – Focus Activity

GT – Group Time

CI – Child initiated

Communication and Language	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Enjoy singing, music and toys that make sounds. Recognise and are calmed by a familiar and friendly voice. Listen and respond to a simple instruction. Copy your gestures and words Constantly babble and use single words during play Uses words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye)	Understand single words in context – 'cup', 'milk', 'daddy'. Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. Understand simple instructions like "give to nanny" or "stop" Use intonation, pitch and changing volume when 'talking'. Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'	Recognise and point to objects if asked about them Listen to other people's talk with interest but can easily be distracted by other things Start to say how they are feeling, using words as well as actions. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot) Beginning to talk about people and things that are not present	Listen to simple stories and understand what is happening, with the help of the pictures Start to develop conversation, often jumping from topic to topic. Uses language to share feelings, experiences and thoughts Beginning to put two words together (e.g. Want ball, More juice) Beginning to ask simple questions	Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Beginning to understand why and how questions

Physical Development	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Generally, has up to 12 teeth - willing to allow baby toothbrush to be used on teeth	Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Explore different materials and tools. Develops own likes and dislikes in food and drink, willing to try new food textures and tastes Starts to communicate regarding urination and bowel movement	Build independently with a range of appropriate resources. Enjoy starting to kick, throw and catch balls. Walk, run, jump and climb – and start to use the stairs independently. Helps with dressing/ undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges	Spin, roll and independently use ropes and swings (for example, tyre swings). Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Begins to recognise danger and seeks the support and comfort of significant adults	Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Develop manipulation and control. Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions	Start eating independently and learning how to use a knife and fork. Use large-muscle movements to wave flags and streamers, paint and make marks. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet Observes and can describe in words or actions the effects of physical activity on their bodies. Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely Can wash and can dry hands effectively and understands why this is important

Personal. Social and Emotional Development	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Find ways to calm themselves, through being calmed and comforted by their key person. Find ways of managing transitions, for example from their parent to their key person. Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations Express preferences and decisions. They also try new things and start establishing their autonomy.	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. Establish their sense of self Shows growing self-confidence through playing freely and with involvement Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy	Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. Express preferences and decisions. They also try new things and start establishing their autonomy. Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries	Feel strong enough to express a range of emotions. Asserts their own ideas and preferences and takes notice of other people's responses Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like Knows their own name, their preferences and interests and is becoming aware of their unique abilities Is developing an understanding of and interest in differences of gender, ethnicity and ability	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Develop friendships with other children. Learn to use the toilet with help, and then independently. Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement Show more confidence in new social situations.	Talk about their feelings in more elaborated ways: "I'm sad because…" or "I love it when …". Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves Responds to the feelings of others, showing concern and offering comfort Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions

Literacy	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Enjoy songs and rhymes, tuning in and paying attention. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Begins to understand the cause and effect of their actions in mark making Enjoys the sensory experience of making marks Responds to sounds in the environment such as cars, sirens and birds	Enjoy sharing books with an adult. Enjoy drawing freely. Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments	Repeat words and phrases from familiar stories. Handles books, printed and digital reading material with interest Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a… Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Sing songs and say rhymes independently, for example, singing whilst playing. Is interested in and anticipates books and rhymes and may have favourites Begins to join in with actions and sounds in familiar song and book sharing experience Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology	Develop play around favourite stories using props. Has some favourite stories, rhymes, songs, poems or jingles Repeats and uses actions, words or phrases from familiar stories Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps Knows that the marks they make are of value	Make marks on their picture to stand for their name. Sometimes gives meaning to their drawings and paintings Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves Includes mark making and early writing in their play Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right Distinguishes between the different marks they make

<table>
<tr><td>Listening
Speaking
Turn-taking
Phonics</td><td>Autumn 1</td><td>Autumn 2</td><td>Spring 1</td><td>Spring 2</td><td>Summer 1</td><td>Summer 2</td></tr>
<tr><td colspan="6">In small groups, both indoors and outdoors, children will have regular opportunities to: -
Become attentive listeners
Increase their vocabulary
Concentrate and remember information
Speak confidently
Begin to develop an internal language to think with
Discriminate between sounds in the environment, musical instruments and sounds they can make themselves
Begin to discriminate between phonemes
This will be an integral element of the 'Rhythm of the Day' and will include 'Beat Baby' and 'Listening Lola' activities</td></tr>
</table>

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Cardinality & Counting Shows some interest in numbers **Measures** Shows an interest in objects of contrasting heights **Spatial Reasoning** Moves their bodies and toys around objects **Shape** Can put objects of similar shape inside each other **Sorting & Sequencing** Shows an interest in different colours	**Cardinality & Counting** Say number words in order to 3 **Measures** Shows an interest in objects of contrasting sizes (long/short) **Spatial Reasoning** Climbs and squeezes themselves into different types of spaces **Shape** Plays freely with differently sized and shaped blocks **Sorting & Sequencing** Can use simple language of size e.g. big/small	**Cardinality & Counting** Matches sets of objects using 1:1 correspondence e,g, gives every teddy a cup and a bowl **Measures** Begin to understand and use the words tall/short instead of big/small **Spatial Reasoning** Responds to some positional language (in, on, under, next to) **Shape** Stacks objects using flat surfaces (unsystematic) **Sorting & Sequencing** Can match items to common colours (red, green, blue, yellow, black, white, brown, orange, purple, grey, pink)	**Cardinality & Counting** Tags up to 3 objects as they count (1:1 correspondence) **Measures** Begin to understand and use words long/short instead of big/small **Spatial Reasoning** Respond to some common terms to describe movement e.g. stand up, sit down, move forwards **Shape** Stacks and lines up blocks systematically **Sorting & Sequencing** Can name and match items to common colours	**Cardinality & Counting** Can count forwards to 5 on their own and uses counting in games like hide and seek **Measures** Can compare heights of 2 objects using direct comparison and use vocab short and tall **Spatial Reasoning** Responds to some directional language (up, down, though, over, under) **Shape** Can complete simple inset puzzles where shapes do not need to be flipped **Sorting & Sequencing** Can sort objects using colour as a property	**Cardinality & Counting** Can distinguish between one and not one then two and not two without counting them (subitising) **Measures** Can compare lengths of 2 objects using direct comparison and use vocab long and short **Spatial Reasoning** To respond to positional language that varies by viewpoint (in front, behind) **Shape** Explores how different shapes and objects move e.g. rolling ball, sliding block **Sorting & Sequencing** Can sort items using simple language of size and use terms such as big and small to name the sets

Understanding of the World	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them Is interested in photographs of themselves and other familiar people and objects Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc.) and is interested in photographs of themselves with these.	Explore and respond to different natural phenomena in their setting and on trips. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking	Notice differences between people Use all their senses in hands-on exploration of natural materials. Explore how things work. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird Seeks to acquire basic skills in turning on and operating some digital equipment Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets	Explore and respond to different natural phenomena in their setting and on trips. Plant seeds and care for growing plants Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life Shows care and concern for living things and the environment Make connections between the features of their family and other families.	Explore collections of materials with similar and/or different properties. Can talk about some of the things they have observed such as plants, animals, natural and found objects	Talk about what they see, using a wide vocabulary. Learns that they have similarities and differences that connect them to, and distinguish them from, others Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Talks about why things happen and how things work Begin to understand the effect their behaviour can have on the environment Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support

Expressive Arts and Design	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Join in with songs and rhymes, making some sounds. Respond emotionally and physically to music when it changes. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression	Explore a range of sound makers and instruments and play them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Manipulate and play with different materials. Take part in simple pretend play, using an object to represent something else even though they are not similar.	Explore different materials, using all their senses to investigate them. Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations Use their imagination as they consider what they can do with different materials.	Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Notices and becomes interested in the transformative effect of their action on materials and resources	Uses 3D and 2D structures to explore materials and/or to express ideas Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	Make simple models which express their ideas. Explores and learns how sounds and movements can be changed
Role play	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Role play areas and activities will link to the children's current interests, stage of development and 'Rhythm of the Year'.					