



Oxhill Nursery School - Curriculum Ambitions

Our school considers how children typically develop over time. Looking at typical development for 2s, 3s and 4s we then decide what curriculum ambitions our children will achieve and what core provision we will require to maximise learning and provide children with the tools to achieve these ambitions.

	2 year old children	3-4 year old children
Communication & Language	<ul style="list-style-type: none"> To feel SECURE to be able to make needs known to a member of staff (through speech, adapted technology, non-verbal communication) To LISTEN to songs, rhymes and simple stories. 	<ul style="list-style-type: none"> To confidently INITIATE communication. To communicate in SENTENCES and are able to hold a conversation with a familiar adult and peers around their needs and interests. To LISTEN to a longer story and maintain attention when talking to an adult and their peers. To develop and promote listening, turn-taking and conversational skills – through TALKING about what they know and extending their learning in context. To use a wide range of VOCABULARY to reflect their experiences and can ask questions. To PROMOTE a confidence with words, rhymes and role-play – in a fun and respectful environment.
Physical Development	<ul style="list-style-type: none"> To MOVE independently around the whole environment, accessing resources confidently. To safely use a variety of mediums and tools to 'HAVE A GO'. 	<ul style="list-style-type: none"> To MOVE with confidence, control and in a safe and co-ordinated manner. To RISK TAKE – through challenging, engaging and safe opportunities. To DEVELOP both fine and gross motor skills – through exciting and challenging activities, relevant to the age and ability of each individual. To BECOME self-reliant in the areas of dressing, toileting, washing and feeding. To UNDERSTAND the importance of healthy living and the impact it has on the body – through shared snack time, yoga and general well-being.

Personal Social And Emotional Development	<ul style="list-style-type: none"> To FOLLOW basic boundaries in nursery. To have formed a trusting relationship with nursery staff in which they FEEL safe so that they are able to separate with confidence from their main carer. 	<ul style="list-style-type: none"> To FEEL safe, secure and loved – through a nurturing and encouraging environment, which aims to meet the needs of the individual child To BECOME a resilient learner – through guiding and modelling of self-regulation techniques, unique to the child, their emotions and experiences. To BUILD lasting and meaningful friendships and interactions, with both their peers, adults and local community – through modelling of positive role-play and turn taking experiences, using language and facial expressions that will enhance and enrich, the individual’s understanding and empathy towards others.
Literacy	<ul style="list-style-type: none"> To look at and can handle books and enjoy SHARING these with adults engage with books; fiction and non-fiction (playing with puppets, repeating language from books and enjoy repeating the same story) To have a go at MAKING MARKS in different mediums and recognise that they have made marks. To LISTEN and INTERACT with a variety of repetitive activities such as rhymes, songs and stories with rhythm and rhyme. 	<ul style="list-style-type: none"> To have a love of READING and enjoy a range of books and understand some print (recognising repeated words/letters/reading sounds/their name). To tell and retell a STORY. To MAKE MARKS in a meaningful way. Have a developed PHONOLOGICAL AWARENESS and may blend and segment words
Mathematics	<ul style="list-style-type: none"> Beginning to recognise and understand a range of SIMPLE MATHEMATICAL LANGUAGE (e.g. more) and SIMPLE CONCEPTS (e.g. full/empty) and are beginning to problem-solve using a variety of resources 	<ul style="list-style-type: none"> To begin to count and RECOGNISE numerals, through Nursery Rhymes and stories, and in their environment. To COUNT with confidence, in their play. To DEVELOP awareness of 1:1 correspondence To begin to use MATHEMATICAL VOCABULARY linked to: amount, size, shape, capacity, pattern and sequence. To recognise basic SHAPES and their properties, through play, the environment and exploration. To KNOW that a number represents an amount – Number Sense. To explore MEASUREMENT, using non-standard and standard units (blocks, rulers, tape measures)

		<ul style="list-style-type: none"> To INVESTIAGTE prepositions, through play and Nursery Rhymes. To UNDERSTAND a number has a name (Nominal) and can be used to show place value (Ordinal – first, second, third)
Understanding the world	<ul style="list-style-type: none"> To notice DIFFERENCES in people, places and the environment both indoors and outdoors (e.g. show an awareness of seasonal changes) To have a BASIC understanding of caring for the environment. 	<ul style="list-style-type: none"> To have developed their understanding of the international, national and local COMMUNITY and have acceptance and respect for others different from themselves. To have a KNOWLEDGE and understanding of the natural environment and can talk about how to care for the environment.
Expressive Art and Design	<ul style="list-style-type: none"> To enjoy EXPLORING a range of mediums such as paint, foam, gloop, glue with their senses To listen to and join in with ACTIONS from familiar action songs and nursery rhymes To explore sounds through INSTRUMENTS and noise makers To BEGIN to act out familiar experiences in their play 	<ul style="list-style-type: none"> To BEGIN to recognise colours (Primary initially) – progressing to independent colour mixing. To CREATE marks, giving meaning to them – progressing to purposeful marks and representations of people and objects. To FIX and JOIN materials, using a range of media – creating models and objects. To MANIPULATE materials and media To ACT out familiar experiences in their play – developing to a narrative / story of their own creation. To EXPLORE sounds through singing, instruments and noise – progressing to pitch, volume, and frequency. To MOVE to music through actions and gestures, progressing to their own interpretation of music. To APPRECIATE local culture, wider cultures and how these are expressed.
Lunchtime & Snack time	<ul style="list-style-type: none"> To follow the expectations in the routines of lunches WITH SUPPORT to open their lunch box and tidy away at the end of the meal. To begin to drink out of an OPEN CUP with competence 	<ul style="list-style-type: none"> To follow the expectations in the routines of lunches using INDEPENDANT self-help skills throughout e.g. pour their own drink, drink out of an open cup, open their lunch box, tidy away at the end of the meal. Have an understanding of HEALTHY food choices.