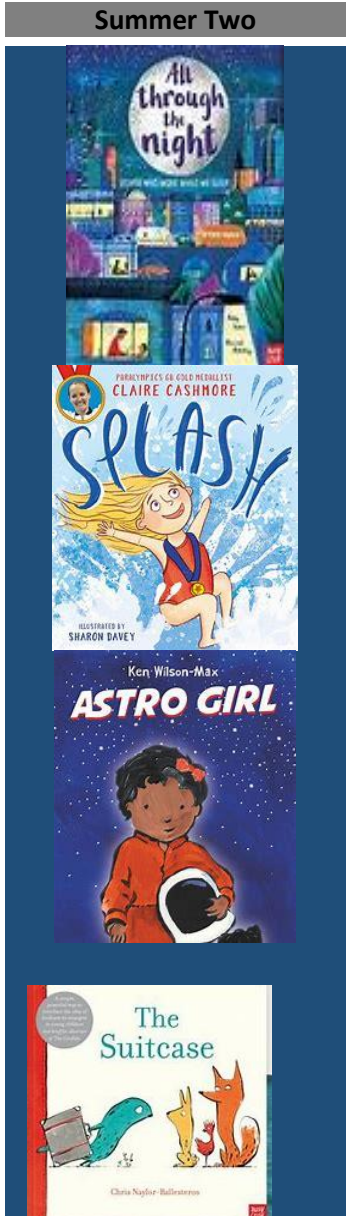
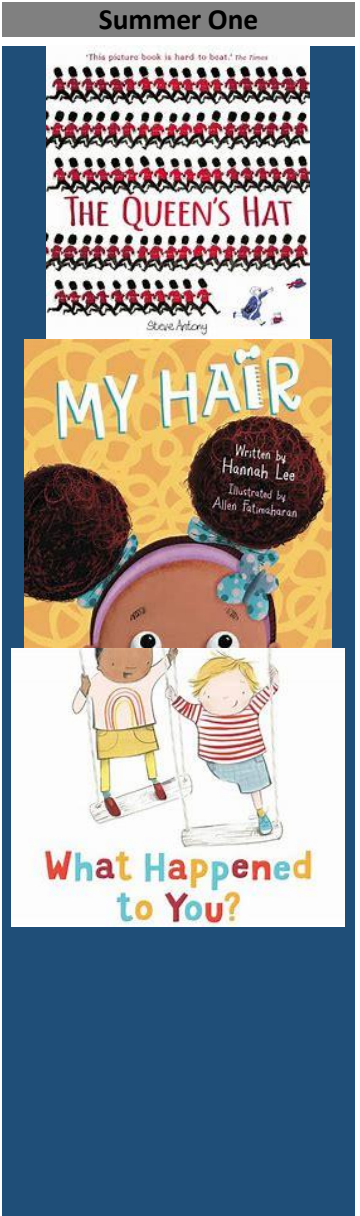
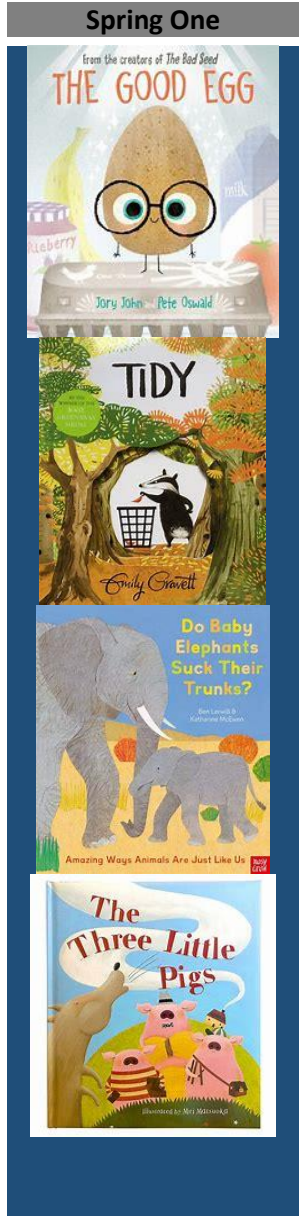
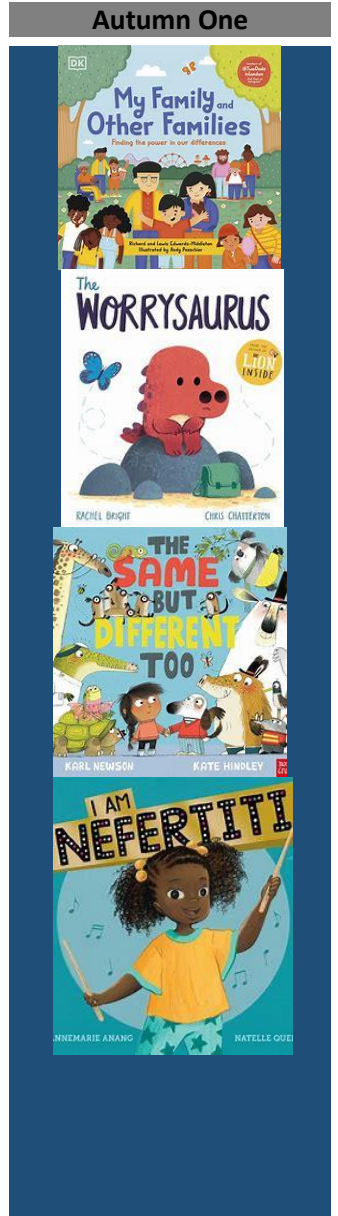


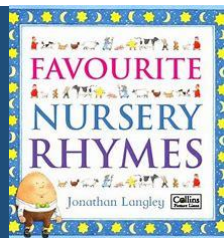


**Hindley Green**  
Community Primary School

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**CUSP Focus Texts**  
\*with opportunity for additional focus books linked to children's interests.





<p><b>General Themes</b></p> <p><i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i></p>	<p>Ourselves – what makes us unique.          What similarities and differences do we have from our friends?          What do I like and dislike?          Feelings and emotions.</p>	<p>The Christmas Performance          Christmas Lists          Letters to Father Christmas.          Celebrations from around the World:          Christmas          Hannukah, Bonfire Night, Halloween!</p>	<p>How we can support others with acts of kindness and generosity.</p>	<p>Plants and flowers          Changes over time – weather, seasons and lifecycles.          Our local community and how it changes with seasons.</p>	<p>Transition into Reception.</p>	<p>How others live – respecting others.          Conquering your fears and feeling ready for new beginnings.          Preparing for Year One!          Transition</p>
<p><b>WOW Moments Enhancements</b></p> <p><i>Cultural Capital</i></p>	<p>Starting and settling well into Pre-School.          Joining our keyworker groups!</p>	<p>Bonfire Night          A Visit from Father Christmas!          Christmas Performance          Remembrance Day          Pantomime!</p>	<p>Chinese New Year          Pancake Day          A trip to Oaks Care Home.</p>	<p>Planting seeds          Easter time          Local community visits and walks.          A visit from Curious Critters.</p>	<p>Graduation of Pre-School.</p>	<p>Transition to Year One.          Final Stay and Play!          Fundraising for charity – The Brick.</p>
<p><b>Characteristics of Effective Learning</b></p>	<p><b>Playing and exploring:</b> - 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.</p> <p><b>Active learning:</b> - 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.</p>					



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**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.

Subject Area:	Coverage					
<b>Communication and Language</b>	<p align="center"><b><i>Communication and Language: Listening and Attention and Understanding and Speaking.</i></b></p> <p align="center"><b><i>Whole EYFS Focus</i></b></p> <p align="center"><i>C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions daily interventions.</i></p>					
<b>Listening, Attention and Understanding.</b>	<p>Begin to listen carefully. Begin to listen to longer stories and know what happens. Listen to songs and begin to join in. Begin to develop social interactions. Begin to engage in a two-part question or instruction.</p>	<p>Listen carefully and respond with relevant questions, comments, and actions, Listen to longer stories and know what happens. Begin to ask questions to check understanding. Engage in story time and non-fiction texts. Make relevant comments and ask questions to clarify understanding. Engage in conversations that are back and forth with peers and adults.</p>	<p>Listen carefully and respond with relevant questions, comments, and actions, Listen to longer stories and know what happens. Begin to ask questions to check understanding. Engage in story time and non-fiction texts. Make relevant comments and ask questions to clarify understanding. Engage in conversations that are back and forth with peers and adults.</p>			
<b>Speaking</b>	<p>Begin to describe events in some detail. Begin to talk to organise their thoughts. Begin to engage in conversation</p>	<p>Use talk to organise thoughts beginning to use a wider vocabulary. Engage in conversation and begin to wait while others are speaking.</p>	<p>Beginning to speak into longer sentences. Express their point of view. Take into account others thoughts, feeling and ideas.</p>			
<b>Physical Development - Gross and Fine Motor</b>	<p>Introduction to how to use resources safely, construction and outdoors area, bikes etc. Begin to use one handed tools. Begin to use dominant hand.</p>	<p>Negotiates space when moving around – walking, running, riding a bike etc. Begin to use one handed tools – scissors,</p>	<p>Handle objects safely – scissors, rolling pins etc. Use malleable materials to manipulate – playdough, kinetic sand, glue, cellotape.</p>	<p>Use large construction materials to build. Show an improvement in balance and mobility – using the climbing frame, stairs, trim trail etc.</p>	<p>Understanding the need for health and exercise. Use a comfortable pencil grip and show control when doing so. Put on coats independently and begin to use zips.</p>	<p>Children to know impact of exercise on body, how to manage their own-hygiene etc. Use a comfortable pencil grip and begin to form letters accurately with some control.</p>



	Begin to use the toilet unaided. Consider the right choices linked to self-regulation and behaviour	paintbrushes, with increasing control.	Develop larger control – hopping, skipping and jumping. Begin to put on coats independently and attempt gloves, hats and scarves with confidence.			
<b>Personal, Social and Emotional</b>	Understanding Rules, Routines and Boundaries. Building friendships with peers and familiar adults.	How to manage our feelings, behaviours and emotions. Begin to follow simple instructions using good listening and attention skills.	To understand the importance of safety and assessing risks – following instructions in the classroom and wider school environment.	Belonging – a sense of belonging in our school and local community. Acts of kindness and generosity – how we can help others.	Begin to find solutions to problems and conflicts. Understanding how to manage conflict with little adult support. Resilience.	Transition to Reception – changes to our routine.

**Literacy - ELS – Essential Letters and Sounds**  
**Phase 1 – Aspect 1 to Aspect 7 - 1. Environmental Sounds 2. Instrumental Sounds 3. Body Percussion Sounds 4. Rhythm and Rhyme 5. Alliteration 6. Voice Sounds 7. Oral Blending**

<b>ELS Phonics Phase</b>	Phase 1 Aspect 1-7	Phase 1 Aspect 1-7	Phase 1 – Consolidate Phase 3 – s a t p i n	Phase 1 – Consolidate Phase 3 – m, d, g, o, c, k	Phase 1 – Consolidate Phase 3 – e, u, r, h, b, f, l	Phase 1 – Consolidate Phase 3 – j, v, w, x, y, z.
<b>Comprehension</b>	Listen to stories. Begin to use new words and begin to describe events. Begin to talk about stories - characters. Begin to engage in rhymes and songs. Begin to use new vocabulary.	Listen to stories to begin to build up understanding. Begin to talk about stories – characters. Begin to engage in rhymes and songs. Use new vocabulary.	Listen to and begin to re-read stories to build up understanding. Talk about stories – characters. Begin to engage in rhymes and songs. Use new vocabulary.	Listen to and begin to retell stories to build up understanding. Begin to describe events – characters and settings. Engage in rhymes and songs. Use new vocabulary in different contexts.	Listen to and retell stories. Begin to describe events with some detail. Anticipate key events in stories. Engage in rhymes and songs. Use new vocabulary in different contexts.	Listen to and retell stories. Describe events in detail. Talk about stories – what might happens next? Anticipate key events in stories. Engage in rhymes and songs. Use new vocabulary in different contexts.



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<p><b>Mathematics</b></p>	<p>More than, fewer than, the same.</p> <p>Explore and build with shapes and objects.</p> <p>Explore repeats.</p> <p>Consolidation.</p>	<p>Hear and say number names.</p> <p>Beginning to order number names.</p> <p>I see 1, 2 and 3.</p> <p>Join in with repeats.</p> <p>Explore position and shape.</p> <p>Show me 1, 2 and 3.</p> <p>Consolidation.</p>	<p><i>New Intake focus*</i></p> <p>Move and label 1, 2 and 3.</p> <p><i>More than, fewer than and the same.</i></p> <p>Explore position and routes.</p> <p><i>Explore and build with shapes and objects.</i></p> <p>Explore repeats.</p> <p><i>Lead on own repeats.</i></p> <p>Hear and say numbers.</p> <p><i>Start to puzzle</i></p> <p>Beginning to order number names.</p> <p>Consolidation.</p>	<p>Match talk, push and pull.</p> <p><i>Explore position and space.</i></p> <p>Talk about dots.</p> <p><i>I see 1, 2 and 3.</i></p> <p>Compare and sort collections.</p> <p><i>Show me 1, 2 and 3.</i></p> <p>Lead on own repeats.</p> <p><i>Join in with repeats.</i></p> <p>Start to puzzle.</p> <p>Consolidation.</p>	<p>Making patterns together.</p> <p><i>Explore patterns.</i></p> <p>Make games and actions.</p> <p><i>Explore position and routes.</i></p> <p>Show me 5.</p> <p><i>Move and label 1, 2 and 3.</i></p> <p>Consolidation.</p> <p><i>Take and give 1, 2 and 3.</i></p>	<p>My own pattern.</p> <p><i>Match talk, push and pull.</i></p> <p>Stop at 1, 2, 3, 4 and 5.</p> <p><i>Talk about dots.</i></p> <p>Match, sort and compare.</p> <p><i>Compare and sort collections.</i></p> <p><i>Lead on own repeats.</i></p> <p><i>Start to puzzle.</i></p> <p>Consolidation.</p>
<p><b>Expressive Arts and Design</b></p>	<p>Explore materials through provision.</p> <p>Join materials together (junk)</p> <p>Explore colour mixing.</p> <p>Develop imaginative play.</p> <p>Use small world to develop scenarios.</p> <p>Singing and performing.</p>	<p>Begin to draw with some control – drawing circle for a face, lines for hair.</p> <p>Begin to choose colours for a purpose when creating.</p> <p>Begin to show control and complexity when using mixed media.</p> <p>Develop imaginative play.</p> <p>Use small world to develop scenarios.</p> <p>Singing and performing. Begin to use stories that have been heard to influence role play/small world.</p> <p>Singing and performing.</p>	<p>Begin to draw with a purpose in mind.</p> <p>Create and then discuss what it is they have created.</p> <p>Begin to choose colours for a purpose when creating.</p> <p>Begin to show control and complexity when using mixed media.</p> <p>Develop imaginative play using narratives to support play.</p> <p>Develop singing and body percussion using resources, such as, instruments to support this.</p>			

