

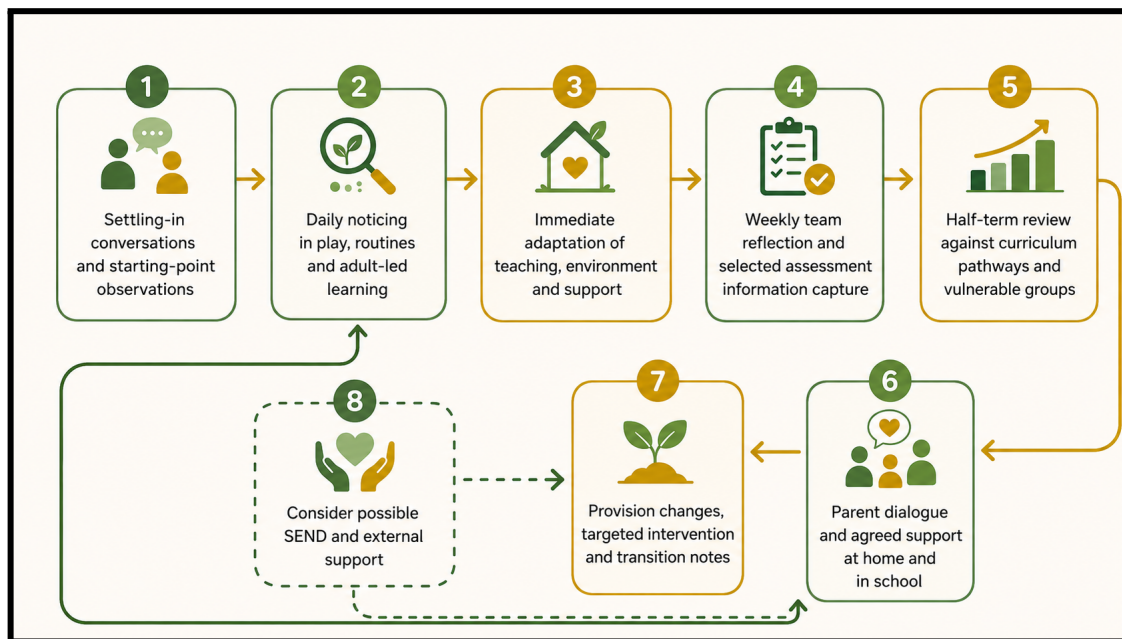
Vision for Nursery



Warkworth Nursery gives children a loving, ambitious and joyful start to school, rooted in our Christian vision of life in all its fullness and shaped by Love, Peace and Courage. It is where children first learn what it means to be part of Warkworth: to be known well, spoken to richly, expected to try hard, and helped to flourish socially, spiritually and academically.

Nursery is not separate from the Warkworth Way; it is where the Warkworth Way begins. Our high expectations further up the school are built on the foundations laid when children first join us, whether as two-, three- or four-year-olds. Later success in reading, writing, mathematics, behaviour, independence and confidence depends on secure early language, strong routines, curiosity, resilience, physical control and warm relationships from the very beginning.

Teaching in Nursery is gentle, playful and purposeful. Adults do not leave learning to chance. They model language, introduce vocabulary, and teach children how to listen, count, compare, retell, notice, care, question and explain. Every story, song, rhyme, routine, outdoor exploration and conversation is an opportunity to teach. Staff actively seek out children who engage less readily, because every child is expected and supported to join in. Every interaction matters.



The curriculum is built around six half-terms of high-quality books, songs, rhymes, vocabulary and first-hand experiences. Children learn about woodland animals and Harvest, people who help us, animals and habitats, spring and growing, traditional tales and materials, and contrasting story worlds and environments. These themes widen children's horizons while keeping learning grounded in familiar experience, the local community and the world.

Language sits at the centre of everything we do. Children listen, talk, retell, sing, join in with rhymes and enjoy carefully chosen stories and non-fiction. Adults extend children's speech and thinking, helping them move towards clearer, fuller communication. Phonological awareness focuses on listening, rhyme, rhythm, alliteration and sound-play, preparing children well for formal phonics at the end of Nursery and into Reception.

Mathematics is taught daily through practical exploration, adult modelling and purposeful play. Children count, compare, notice patterns and use the language of shape, space and measure in meaningful contexts. We prioritise secure early understanding over rushing children on. Children are expected to think, talk, notice and try.

RE is woven through Harvest, Christmas, Easter, church and the Christian life of the school. Children learn the language of belonging, celebration, care, thankfulness and wonder, while respecting different families, cultures and beliefs. They begin to understand that Warkworth is a school where every child is loved, every child matters, and every child is invited to grow in Love, Peace and Courage.

Assessment in Nursery is ongoing, proportionate and useful. Adults notice what children know, understand and can do during play, routines and adult-led learning, and use this to adapt teaching, provision and support. Leaders review the impact of education and care regularly, so that provision adapts quickly and no child drifts. We do not gather evidence for its own sake. Parents are partners, additional needs are identified quickly, and assessment supports transition closely.

Different starting points, same destination

Children join Warkworth Nursery at different points and in different ways. Some attend full-time from the age of two and move steadily through our two-year-old and three- and four-year-old provision. Others join later, attend part-time, or spend some sessions with us while also attending another setting. Our curriculum is designed to support all of these pathways.

We deliberately revisit key themes, books, songs, rhymes, vocabulary and experiences. This is purposeful repetition: for children who attend from the earliest point, it deepens understanding, strengthens language and builds confidence; for those who join later or attend less often, it secures the essential knowledge, routines and vocabulary they need to flourish.

Adults know children well and adapt teaching carefully. Some children need repeated practice with language, counting, listening, independence and social routines. Others are ready to explain more, make links and use richer vocabulary. Our Nursery curriculum is therefore both consistent and responsive, giving every child a strong foundation while recognising different starting points, attendance patterns and prior experiences.

The Curriculum

This overview sets out the broad Nursery curriculum across the year. It identifies the key themes, texts, vocabulary, experiences and curriculum links that children will encounter, and provides the shared spine for teaching in Nursery. The detailed curriculum is planned week by week by the Early Years Lead. Weekly planning is reviewed with senior leaders and includes the precise teaching, key vocabulary, target children, adult roles, provision enhancements and any cohort-specific needs for that week. This ensures that teaching is carefully sequenced, but also responsive to what children know, understand and need next.

This overview is therefore not an exhaustive list of everything children will learn or experience. It sets the minimum curriculum entitlement and the planned progression across the year. Alongside this, adults may respond to significant school events, seasonal opportunities, children's needs and carefully chosen moments that deepen learning, without losing sight of the core curriculum.

Strand	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics and phonology	Listening walks, environmental sounds, body percussion, rhythm copying, nursery rhymes, rhyming pairs, alliterative name games.	Beat and tempo, action songs, repeated rhymes, Christmas songs, “what’s in the bag?” initial-sound games, oral sound play.	Animal sounds, loud/quiet discrimination, instrument beat copying, rhyme through stories and songs, listening and describing.	Silly soup rhymes, alliterative play, spring/Easter vocabulary, careful listening, beginning initial-sound treasure hunts.	Instrument identification, tempo and volume play, performance songs, rhyme discrimination, oral retelling linked to traditional tales.	Consolidate rhyme, rhythm, alliteration and initial sounds through story retelling, music-making and treasure hunts; prepare for Reception routines.
Maths	Number names and counting in play, more/less, big/small, simple AB patterns, in/on/under, full/empty.	Secure counting to 5, comparing sets and sizes, same/different, two-colour patterns, jigsaws and routes, taller/shorter, capacity language.	Counting and comparison in animal contexts, sorting, repeating patterns with actions and objects, shape pictures and practical spatial play.	Revisit number to 5, compare quantities, growing and size change, taller/shorter, shape and space in planting and provision, full/empty.	Count and compare in story contexts, natural-material sorting, outdoor patterns, positional language, longer/shorter tracks and distances.	Consolidate counting, comparison, pattern, shape and measures through imaginative play, construction, sand, water and outdoor problem solving.
Wider curriculum	Woodland animals, hedgehogs, autumn change, leaves, weather, harvest, farms and where food comes from.	People who help us, safety, journeys, transport, local area, post office, fire service, Nativity and Christmas.	Pets, seaside animals, zoo animals, birds, nocturnal animals, minibests, habitats and care for living things.	Signs of spring, weather and clothing, planting, growth, life cycles, Easter, caring for the environment.	Traditional tales, homes and materials, bridges, strong/weak, sequencing stories, church visit, beanstalk growth.	Favourite stories and settings, space and aliens, dinosaurs, beach and rockpool, woods and forests, comparing places and story worlds.
RE	Creation, harvest and thankfulness; caring for God’s world; belonging in our Nursery community.	Christmas and the Nativity; Jesus’ birth; special people who help and care for us.	Caring for living things; wonder in creation; simple talk about different families and communities.	Easter and new life; signs of spring; simple Christian symbols and story language linked to Jesus.	Church as a special place; stories from long ago; kindness, courage and choices in story worlds.	Family, belonging, awe and wonder; revisit Christian celebrations; respectful awareness that people may believe and celebrate in different ways.