

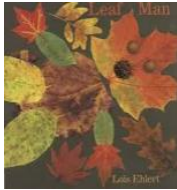
## EYFS Nursery Long Term Curriculum plan

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Our Families and Our Community	Celebrations	Magic and Spells	Change for Life	On the Move	Fun at The Seaside
<b>Key Texts</b>	<p>We're Going on a Bear Hunt by Michael Rosen</p> 	<p>I Love my Birthday by Giles Andreae</p> 	<p>The Magic Porridge Pot</p> 	<p>The Very Hungry Caterpillar by Eric Carle</p> 	<p>The Three Little Pigs</p> 	<p>Let's go to the Seaside by Caryl Hart</p> 
<b>Non – Fiction Key Text</b>	<p>Autumn by Sian Smith</p> 	<p>Christmas by Raintree</p>  <p>Diwali by Nancy Dickman</p> 	<p>Chinese New Year by Raintree</p> 	<p>Farm Animals</p>  <p>Usborne Why Should I Brush My Teeth</p> 	<p>Homes Around the World</p> 	<p>At The Seaside by Paul Humphry</p> 
<b>Other Titles</b>	Stickman, by Julia Donaldson	The Nativity Story	Little Rabbit Foo Foo by Michael Rosen	Oliver's Fruit Salad by Vivian French	Dig, Dig, Digging by Margaret Mayo	Sandcastle by Mick Inkpen

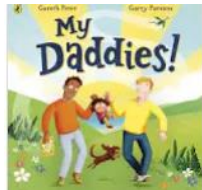
## EYFS Nursery Long Term Curriculum plan



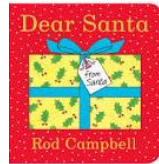
Leaf Man by Lois Ehlert



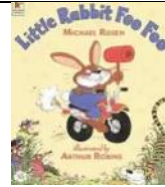
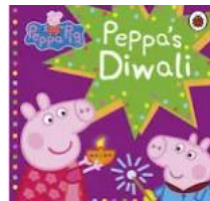
My Daddies by Gareth Peter



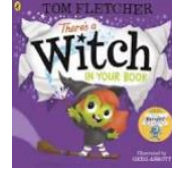
Dear Santa by Rod Campbell



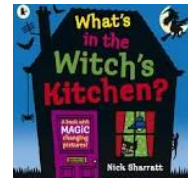
Pepper's Diwali



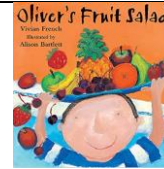
There's a Witch in Your Book by Tom Fletcher



What's in the Witches Kitchen by Nick Sharratt

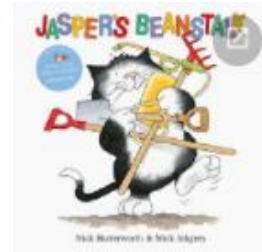


Ellie's Magic Wellies by Amy Sparkes

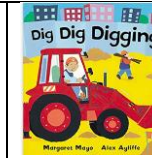
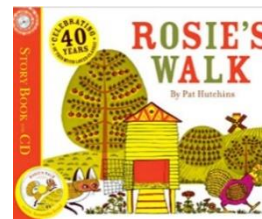


Jasper's Beanstalk by Nick Butterworth

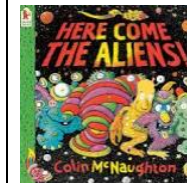
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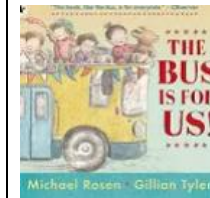
Rosie's Walk by Pat Hutchins



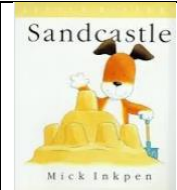
Here Come the Aliens by Colin McNaughton



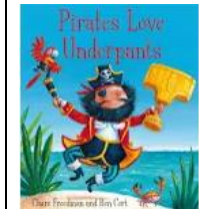
The Bus is for Us by Michael Rosen



Whatever Next! By Jill Murphy



Pirates Love Underpants by Claire Freedman



## EYFS Nursery Long Term Curriculum plan

<b>Linked Texts</b>	<p>Meg and Mog by Helen Nicoll</p> <p>The Tiger Who came To Tea: Judith Kerr</p> <p>Families, Families, Families by Suzanne Lang.</p> <p>Brown Bear, Brown Bear, What do you See? By Eric Carle</p> <p>Goldilocks and The Three Bears</p>	<p>Dear Zoo by Rod Campbell</p> <p>The Little Red Hen</p> <p>Funnybones by Janet and Allan Ahlberg</p>	<p>The Runaway Wok by Ying Chang Compestine</p>	<p>Oh Dear by Rod Campbell</p>	<p>The Colour Monster by Anna Llenas</p> <p>Oi Frog, by Kes Gray and Jim Field</p>	<p>Toddle Waddle by Julia Donaldson</p>
<b>Key Rhymes and poems</b>	<p>Wind the Bobbin up</p> <p>Sing a Rainbow</p> <p>Teddy Bear Teddy Bear Turn Around</p>	<p>The Mulberry Bush</p> <p>5 Current Buns</p> <p>Pat a Cake</p>	<p>Grand Old Duke of York</p> <p>Horsie Horsie Don't you Stop</p> <p>Little Miss Muffet</p>	<p>5 Speckled Frogs</p> <p>There's a Tiny Caterpillar on the Leaf</p> <p>Humpty Dumpty</p>	<p>5 Little Men in a Flying Saucer</p> <p>London Bridge</p> <p>Here is the Beehive</p>	<p>Went to the Animal Fair</p> <p>1,2 ,3, 4,5 Once I Caught a Fish Alive</p> <p>Portside Pirates</p>
<b>Role Play and Small World</b>	<p>Home Corner</p> <p>Dolls House small world</p> <p>We're Going on Bear Hunt Small World</p> <p>Autumn/ woodland small world</p>	<p>Home Corner – enhanced to Santa's home/ workshop</p> <p>Autumn/ woodland small world</p> <p>Polar Express Small World</p>	<p>Home Corner enhanced for Chinese New Year</p> <p>Chinese Restaurant</p> <p>Potions Small World</p>	<p>Home Corner – house plants with a water can, and a garden area.</p> <p>Farm animals, old and young, small world</p> <p>The Very Hungry Caterpillar Small world</p>	<p>Home Corner – with enhancements for Whatever Next</p> <p>Construction area</p> <p>Space small world</p>	<p>Camper Van and Seaside area role play</p> <p>Pirates' Small world</p>

## EYFS Nursery Long Term Curriculum plan

<b>Outdoor Role Play</b>	Shop	Party venue.  Santa's Workshop	Witches and wizards' house	Garden Centre  Fruit and Vegetable Market Stall	Explorers Cabin  Builders yard	Ice Cream Parlour/Seaside Shop
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## Communication and Language

<b>Listening, Attention, Understanding Skills</b>	<p>To follow simple three-word instructions.  <b>(Au1)</b></p> <p>To sing rhymes and look at picture books. <b>(Au1)</b></p>	<p>To listen to short stories and makes comments about them.  <b>(Au2)</b></p> <p>To listen to, and follow simple instructions.  <b>(Au2)</b></p>	<p>To follow an instruction with two parts.  <b>(Sp1)</b></p>	<p>To listen to short stories and retell simple phrases.  To listen to traditional stories and retain key vocabulary. <b>(Sp2)</b></p> <p>To listen to, and follow simple instructions and respond to questions appropriately. <b>(Sp2)</b></p>	<p>To answers simple why questions using visual aids.  <b>(Su1)</b></p> <p>To listen to stories and retain key vocabulary. <b>(Su1)</b></p> <p>To be able to answer questions and share opinions using the relevant vocabulary. <b>(Su1)</b></p>	<p>To listens to longer stories and can retell some of it. <b>(Su2)</b></p> <p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly. <b>(Su2)</b></p>
<b>Listening, Attention, Understanding Knowledge</b>	<p>Children will learn to follow simple instructions, linking to tidying up the classroom and self-care.</p> <p>To know they need to sit quietly in order to hear what the speaker is saying.</p>	<p>In addition to the previous half-term, children will:</p> <p>Know how to be good listeners by knowing they need to keep still and quiet during group times.</p> <p>Children will listen to key stories about celebrations and make comments about them.</p> <p>To know that stories have a</p>	<p>In addition to the previous half-term, children will:</p> <p>Listen to The Magic Porridge Pot and get to know the story really well to enable them to retell simple phrases from the story. Children will already know how to be good listeners by knowing they need to keep still and quiet during group times, and additionally by looking at the person who is talking and taking it in turns to speak.</p>	<p>In addition to the previous half-term, children will:</p> <p>Learn to follow more complex instructions linked to planting a seed. They will learn how to listen carefully to instructions and then follow them independently, such as 'dig a whole and put the seed in.</p> <p>Children will listen to the story 'Jasper's Beanstalk' and will know the names of the basic equipment they need to plant a bean seed and will be able to use this vocabulary as they plant a seed.</p>	<p>In addition to the previous half-term, children will:</p> <p>Listen to longer stories over and over again, enabling them to retell some of it. Children will know the story 'The Very Hungry Caterpillar' in depth and will use visual aids to retell the story, eventually taking the visual aid away.</p>	<p>In addition to the previous half-term, children will:</p> <p>Listen to longer stories and answer why questions using visual aids. Children will listen to the story 'Let's go to the Seaside' and answer questions such as, 'why did Bee cry,' 'what did Billy and Bee do in the car on the way home? Why?'</p> <p>Children will know a variety of different nursery rhymes really</p>

## EYFS Nursery Long Term Curriculum plan

		beginning, middle and an end.	Children will listen to instructions explaining how to make a Chinese drum and carry these out with support if needed.			well and will be able to sing these confidently.
<b>Speaking Skills</b>	<p>To use language to choose and plan play/activities with visual support using the phrase 'I would like to.'</p> <p style="text-align: center;"><b>(Au1)</b></p> <p>To be able to sing some nursery rhymes.</p> <p style="text-align: center;"><b>(Au1)</b></p> <p>To talk about the different characters and what they are doing.</p> <p style="text-align: center;"><b>(Au1)</b></p> <p>To talk about themselves and their families.</p> <p style="text-align: center;"><b>(Au1)</b></p> <p>To develop communication that can be understood by others.</p> <p style="text-align: center;"><b>(Au1)</b></p>	<p>To initiates conversations with others.</p> <p style="text-align: center;"><b>(Au2)</b></p> <p>To talk about celebrations at home.</p> <p style="text-align: center;"><b>(Au2)</b></p> <p>To listen to stories on celebrations such as birthdays, Diwali, Christmas etc and to talk about them.</p> <p style="text-align: center;"><b>(Au2)</b></p> <p>To be able to use a wider range of vocabulary.</p> <p style="text-align: center;"><b>(Au2)</b></p>	<p>To begin to use a wide range of vocabulary in the correct context.</p> <p style="text-align: center;"><b>(Sp1)</b></p> <p>To talk in short sentences that others can understand.</p> <p style="text-align: center;"><b>(Sp1)</b></p> <p>To be able to talk about books they have read.</p> <p style="text-align: center;"><b>(Sp1)</b></p>	<p>To be able to talk about the setting, characters and the structure of the story.</p> <p style="text-align: center;"><b>(Sp2)</b></p> <p>To be able to take turns in conversation.</p> <p style="text-align: center;"><b>(Sp2)</b></p> <p>To be able to use talk to organise themselves and their play.</p> <p style="text-align: center;"><b>(Sp2)</b></p> <p>To be able to ask a variety of questions e.g. 'What?' 'Where?' and 'Who?'</p> <p style="text-align: center;"><b>(Sp2)</b></p>	<p>To be able to use more complex sentence structure and link thoughts, ideas and events with 'and,' 'because' and 'so.'</p> <p style="text-align: center;"><b>(Su1)</b></p> <p>To be able to remember and sing 5 nursery rhymes.</p> <p style="text-align: center;"><b>(Su1)</b></p> <p>To be able to make up long stories in their play.</p> <p style="text-align: center;"><b>(Su1)</b></p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p style="text-align: center;"><b>(Su1)</b></p> <p>To be able to use connectives e.g. Once upon a time and then.</p> <p style="text-align: center;"><b>(Su1)</b></p>	<p>To be able to recount simple, past events in the right order.</p> <p style="text-align: center;"><b>(Su2)</b></p> <p>To be able to use longer sentences with 4 to 6 words.</p> <p style="text-align: center;"><b>(Su2)</b></p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p style="text-align: center;"><b>(Su2)</b></p> <p>To be able to talk about the setting, characters and the structure of the story with confidence.</p> <p style="text-align: center;"><b>(Su2)</b></p>
<b>Speaking Knowledge</b>	<p>To know the names of the people in their family and to say who their family members are.</p> <p>To know the names of the different areas in the</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn new vocabulary linked to leaning about different celebrations and will be able to articulate what people do during a celebration.</p>	<p>In addition to the previous half-term, children will:</p> <p>Know a range of stories well and will continue to enjoy these stories, developing favourites enabling them to make comments about the stories they know.</p>	<p>In addition to the previous half-term, children will:</p> <p>To know how to plant a bean seed, linked to Jasper's Beanstalk.</p> <p>Children will embed the skills they have been taught to take</p>	<p>In addition to the previous half-term, children will:</p> <p>Know a story has a beginning, middle and end will learn to use this knowledge to make up stories in their play.</p>	<p>In addition to the previous half-term, children will:</p> <p>Know that the past means something that has already happened and will learn to talk about their own past events in the correct order, linking to days out at the seaside.</p>

## EYFS Nursery Long Term Curriculum plan

	<p>classroom and to say where they would like to play.</p> <p>Children will learn new vocabulary linked to the signs of Autumn and will be able to articulate the signs of Autumn. Children will learn simple nursery rhymes and repeat them over and over again to help them to know the rhymes really well.</p> <p>To know the key nursery rhymes and to sing them with support.</p> <p>To know that stories have different characters which could be real and pretend.</p> <p>To know to sing words clearly so that they are audible.</p> <p>To know that it is OK to talk to others about wants and needs.</p>	<p>Children will begin to learn conversational skills by being encouraged to make greetings and to look at the person they want to talk to.</p> <p>To know a wide range of greetings and be able to start a conversation with others.</p>	<p>Children will already know they need to look at the person they are talking to when engaging in conversation, additionally they will begin to learn to wait until the person who is speaking has finished talking before speaking back.</p> <p>To work as a team to discuss how to make a potion.</p>	<p>turns in conversation by being given opportunities to discuss how to plant a bean seed.</p> <p>To know how to plant a bean seed and retell the instructions to others.</p> <p>To know the life cycle of a caterpillar and to retell some events in the right order, linked to the life cycle of a caterpillar.</p> <p>To know a story has a beginning, middle and end and makes comments about things that happened in the story, linked to Rosie's Walk.</p>	<p>Children will learn to use longer sentence through the use of modelling from adults.</p> <p>To know which little pig had the strongest house and why and to work as a team to discuss how they would like to build a house for the Three Little Pigs.</p>	<p>To know the story 'Let's Go to the Seaside' really well and talk about the setting of the story and what the characters did.</p>
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## Personal, Social and Emotional Development

## EYFS Nursery Long Term Curriculum plan

<p style="text-align: center;"><b>Self-Regulation Skills</b></p>	<p>To separate from main carer and learn to adapt to the Nursery environment. <b>(Au1)</b></p> <p>To select and use activities and resources, with some support if needed. <b>(Au1)</b></p>	<p>To be able to identify the simple emotions of characters in a story. <b>(Au2)</b></p> <p>To learn about daily routines and classroom rules. <b>(Au2)</b></p>	<p>To be able to say or expresses when they feel happy or sad. <b>(Sp1)</b></p> <p>To learn to look after resources within the class. <b>(Sp1)</b></p>	<p>To show independence in accessing and exploring the environment. <b>(Sp2)</b></p>	<p>To be able to expresses how a character in a familiar story is feeling. <b>(Su1)</b></p> <p>To show an awareness of how others may be feeling. <b>(Su1)</b></p>	<p>To be able to talk about how others might be feeling. <b>(Su2)</b></p>
<p style="text-align: center;"><b>Self-Regulation Knowledge</b></p>	<p><b>Jigsaw:</b> Being Me In My World follow FS1</p> <p>To know how to identify simple emotions and will talk about who makes them happy. Children will talk about simple emotions linked to family.</p> <p>To know where resources are kept and to put away resources with the support from an adult. To know how to use resources in continuous provision, how to look after them and how to put them away.</p> <p>To know that they can approach adults in Nursery when needed.</p>	<p><b>Jigsaw:</b> Celebrating Difference – own and others’ Follow FS1</p> <p>In addition to the previous half-term, children will:</p> <p>Children will learn to link emotions to celebrations and talk about how a recent celebration make them feel.</p>	<p><b>Jigsaw Jennie:</b> Dreams and Goals</p> <p>In addition to the previous half-term, children will:</p> <p>Know about different feelings and be able to talk about them during circle time, ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>Children will learn to express their emotions in more appropriate ways, through the use of modelling from adults. Children will learn words linked to emotions from the key story.+</p> <p>Children will learn to manage their own emotions through stopping and breathing slowly.</p>	<p><b>Jigsaw Jennie:</b> Healthy Me</p> <p>In addition to the previous half-term, children will:</p> <p>To know that we must respect our resources and put them back when we have finished with them</p> <p>To know they can approach an adult when they need support.</p>	<p><b>Jigsaw Jennie:</b> Relationships</p> <p>In addition to the previous half-term, children will:</p> <p>Begin to learn a range of different emotions linked to the story, ‘The Colour Monster.’ Children will link how the monsters are feeling to how they are feeling.</p> <p>To know that to play nicely it’s important to share and take turns.</p> <p>To know that if I am upset, I can use phrases such as “stop it, I don’t like it” to convey my discomfort.</p> <p>To know that it is OK to engage with others, even if in a different environment.</p>	<p><b>Jigsaw Jennie:</b> Changing Me</p> <p>In addition to the previous half-term, children will:</p> <p>Link the range of emotions they have learnt from the previous term to how others are feeling.</p> <p>To know how to talk politely and develop an understanding of what is appropriate.</p> <p>To know that it is OK to challenge others, but they must remember to always be kind.</p> <p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p>

## EYFS Nursery Long Term Curriculum plan

					To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc	
<b>Managing Self</b>	<p>To wash hands after using the toilet. <b>(Au1)</b></p> <p>To be able to keep some areas of the classroom tidy, for example put water bottle away. <b>(Au2)</b></p>	<p>To be aware of behavioural expectations in the Nursery. <b>(Au2)</b></p> <p>To show an awareness of the importance of oral health. <b>(Au2)</b></p>	<p>To understand yours and mine. <b>(Sp1)</b></p> <p>To be confidence in new social situations. <b>(Sp1)</b></p> <p>To listen to, and follow rules set. <b>(Sp1)</b></p>	<p>To independently put on coats and use the Toilet. <b>(Sp2)</b></p> <p>To learn to look after resources within the class. <b>(Sp2)</b></p> <p>To show more confidence in new social situations. <b>(Su1)</b></p>	<p>To be able to understands and follows simple rules with support when needed. <b>(Su1)</b></p>	<p>To be able to understands and follows simple rules independently. <b>(Su2)</b></p>
	<p>To know where the toilets are and that it is important to wash hands after using the toilet. To know how to wash their hands.</p> <p>To become familiar with the routines of the setting and will begin to know how to look after resources.</p> <p>To know where resources belong and to put away resources with the support of an adult.</p>	<p>In addition to the previous half-term, children will:</p> <p>To know how to adapt behaviour to suit classroom routines</p> <p>Learn to put away resources more independently with adults nearby to help.</p>	<p>In addition to the previous half-term, children will:</p> <p>Learn to respect other children's' feelings linked to the story 'Little Rabbit Foo Foo.'</p> <p>To know that when playing in a group they need to share and also know that they will get a turn. Through the use of</p>	<p>In addition to the previous half-term, children will:</p> <p>To know how to put on their coats and to zip it up when an adult has done the zipper.</p> <p>To know that resources could get damaged if they are left on the floor or not put away</p>	<p>In addition to the previous half-term, children will:</p> <p>Learn to understand about respecting other people's property through, linking to the story 'The Three Little Pigs.'</p> <p>Learn why it is important that we have rules in school that help us to look after ourselves, such as only having water or milk and</p>	<p>In addition to the previous half-term, children will:</p> <p>Learn about sun safety and why we need to apply sunscreen, wear sun hats and drink water during the day. Children will learn about how to stay safe on a beach and that they must always stay with a grown up.</p> <p>Can explain how to use a tablet safely.</p>



## EYFS Nursery Long Term Curriculum plan

			<p>modelling children will learn to wait for a turn.</p> <p>Begins to understand how to use a tablet safely.</p>	<p>properly. To know how to carefully turn the pages in a book.</p> <p>Children will be supported to take part in new events with the support of an adult, linked to animal visits in school.</p> <p>Children will know that if they don't brush their teeth at night they could end up with tooth decay.</p>	<p>eating fruit rather than unhealthy snacks.</p>	<p>To know and follow simple rules independently.</p>
<p><b>Building Relationships</b></p> <p><b>Skills</b></p>	<p>To be able to seek out other children to play with and starts to initiate play. <b>(Au1)</b></p>	<p>To take an interest in what other children are doing.  <b>(Au2)</b></p>	<p>To play with one or more child <b>(Sp1)</b></p> <p>To take turns whilst playing and waiting patiently to have a go.  <b>(Sp1)</b></p> <p>To learn how to share resources and play in a group. <b>(Sp1)</b></p>	<p>To become more outgoing with unfamiliar people within the setting. <b>(Sp2)</b></p>	<p>To suggests ideas in play. <b>(Su1)</b></p> <p>To find solutions to conflicts and rivalries. <b>(Su1)</b></p> <p>To be able to initiate play with peers and keep play going by giving ideas. <b>(Su1)</b></p> <p>To become more outgoing with unfamiliar people. <b>(Su1)</b></p> <p>To begin to find solutions to conflicts. <b>(Su1)</b></p>	<p>To gain enough confidence to talk to adults and peers. <b>(Su2)</b></p> <p>To begin to be assertive towards others where necessary. <b>(Su2)</b></p>
<p><b>Building Relationships</b></p>	<p>To know some of the names of their peers.</p> <p>Children will gradually get to know the different areas of the classroom and what you</p>	<p>In addition to the previous half-term, children will:</p> <p>Be supported to take an interest in other children's play with the support of an</p>	<p>In addition to the previous half-term, children will:</p> <p>To know that when playing in a group they need to share and also know that they will get a turn</p>	<p>In addition to the previous half-term, children will:</p>	<p>In addition to the previous half-term, children will:</p> <p>To know that to play nicely it's important to share and take turns.</p>	<p>In addition to the previous half-term, children will:</p> <p>Learn how to create their own role play area and will make decisions on how we could make a seaside area and an ice cream</p>

## EYFS Nursery Long Term Curriculum plan

	can do in there with the support from an adult. Adults will support initial interactions between children during free play.	adult if needed. Adults will support and model interactions when needed.	Children will know how to start interactions with another child and adults will model how to draw more children into their play.	Become familiar with the local area and will explore new areas with confidence.  Learn how to manage social interactions with unfamiliar people through the use of modelling.	To know that if I am upset, I can use phrases such as “stop it, I don’t like it” to convey my discomfort.  To know that it is OK to engage with others, even if in a different environment.	shop. Adults will model how to be respectful of other people’s ideas.  To know how to talk politely and develop an understanding of what is appropriate.  To know that it is OK to challenge others, but they must remember to always be kind.
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## Physical Development

<b>Gross Motor Skills</b>  <b>Skills</b>	<p>To be able to jump over an object. <b>(Au1)</b></p> <p>To be able to puts coat on with support. <b>(Au1)</b></p> <p>To take care of toileting needs with adult support if needed. <b>(Au1)</b></p> <p>I am beginning to demonstrate balance. <b>(Au1)</b></p> <p>I am beginning to negotiate space safely. <b>(Au1)</b></p> <p>I am beginning to take turns with others. I can explore movement skills. <b>(Au1)</b></p> <p>I can make guided choices.</p>	<p>To be able to use a fork independently to eat <b>(Au2)</b></p> <p>To independently put on their coats, with some support for the zipper and buttons. <b>(Au2)</b></p> <p>To copy dance moves and to move to different kinds of rhythms. <b>(Au2)</b></p> <p>I am beginning to negotiate space safely. <b>(Au2)</b></p> <p>I am beginning to take turns with others. <b>(Au2)</b></p> <p>I am building my confidence to try new challenges. <b>(Au2)</b></p> <p>I can explore movement skills, beginning to demonstrate balance and co-</p>	<p>To be able to kick and aim a ball. <b>(Sp1)</b></p> <p>To jumps off a bench landing on two feet. <b>(Sp1)</b></p> <p>To be able to stand on 1 leg for 3-5 seconds. <b>(Sp1)</b></p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills. <b>(Sp1)</b></p> <p>To hold jugs and containers confidently and pour from one container into another. <b>(Sp1)</b></p> <p>I am beginning to negotiate space safely. <b>(Sp1)</b></p> <p>I am beginning to use and remember sequences and</p>	<p>To put on own shoes independently. <b>(Sp2)</b></p> <p>To show awareness of healthy food choices and impact on our body. <b>(Sp2)</b></p> <p>I am beginning to negotiate space safely. <b>(Sp2)</b></p> <p>I am beginning to take turns. I am building my confidence to try new challenges. <b>(Sp2)</b></p> <p>I can explore movement skills. <b>(Sp2)</b></p> <p>I can match skills to tasks and apparatus. <b>(Sp2)</b></p> <p>I can use a range of large and small apparatus with an awareness of safety. <b>(Sp2)</b></p>	<p>I am beginning to explore a range of ball skills. <b>(Su1)</b></p> <p>I am beginning to negotiate space safely. <b>(Su1)</b></p> <p>I am beginning to take turns with others. I can make guided choices. <b>(Su1)</b></p> <p>I persevere with support when trying new challenges. <b>(Su1)</b></p> <p>I play ball games guided by the rules with support. <b>(Su1)</b></p>	<p>To take jumper on and off independently. <b>(Su2)</b></p> <p>To us toilet independently, including washing hands. <b>(Su2)</b></p> <p>To begin to use a knife for cutting with adult support. <b>(Su2)</b></p> <p>I am beginning to explore a range of ball skills. <b>(Su2)</b></p> <p>I am beginning to negotiate space safely. <b>(Su2)</b></p> <p>I am beginning to take turns with others. <b>(Su2)</b></p> <p>I am beginning to understand how I feel in different situations. <b>(Su2)</b></p> <p>I can explore movement skills. <b>(Su2)</b></p>
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## EYFS Nursery Long Term Curriculum plan

	<p>I follow instructions with support. <b>(Au1)</b></p> <p>I am beginning to negotiate space safely. <b>(Au2)</b></p> <p>I am beginning to take turns with others. <b>(Au2)</b></p>	<p>ordination when playing games. <b>(Au2)</b></p> <p>I follow instructions with support. <b>(Au2)</b></p> <p>I play games honestly guided by rules with support. <b>(Au2)</b></p>	<p>patterns of movements which are related to music and rhythm. <b>(Sp1)</b></p> <p>I am building my confidence to try new challenges and perform in front of others. <b>(Sp1)</b></p> <p>I can explore movement skills. <b>(Sp1)</b></p> <p>I follow instructions with support <b>(Sp1)</b></p> <p>I show respect towards others. <b>(Sp1)</b></p>	<p>I follow instructions with support. <b>(Sp2)</b></p>		<p>I follow instructions with support. <b>(Su2)</b></p> <p>I play games honestly guided by the rules with support. <b>(Su2)</b></p>
<p><b>Gross Motor Knowledge</b></p>	<p>To know to put one leg on the ball and balance to stop the ball from rolling.</p> <p>To know the basic instructions for hand washing and will practice having a go with adult support.</p> <p>To know that washing hands is important after using the toilet and before we eat.</p> <p>Adults will model how to use a knife and fork and encourage children to use them independently.</p> <p>Children will learn how to put a coat on with adult support.</p> <p>To use alternate feet when climbing apparatus.</p>	<p>In addition to the previous half-term, children will:</p> <p>Learn to jump over and object using their feet and arms to push off.</p> <p>Children will be supervised by an adult to manage some handwashing independently.</p> <p>To know how to put coats on independently but may still need adult support. To pull up zipper once an adult has attached the zip together.</p> <p>To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.</p>	<p>In addition to the previous half-term, children will:</p> <p>Know to balance on one leg using their arms for support and looking in one direction. This will help them to balance when kicking a ball.</p> <p>To know to kick a ball using the inside of their foot.</p> <p>To know they need to land on two feet and use their arms to help them jump when jumping off a bench.</p> <p>To know they need to look in one direction and stiffen their muscles when balancing.</p> <p>To know what the different tools in the Nursery are and how to use them safely, e.g. scissors, mallets,</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn how to put their shoes on</p> <p>To know which foods are healthy and to know the impact on the body.</p> <p>To know how to find a space safely.</p> <p>To know how to take turns and wait for a turn.</p> <p>To know how to make different movements.</p> <p>To know how to create movements on different pieces of apparatus.</p> <p>To know how to use apparatus safely.</p> <p>To know how to listen carefully to instructions and follow them with support.</p>	<p>In addition to the previous half-term, children will:</p> <p>Know how to perform a kick back by stopping the ball and rolling it back with their foot.</p> <p>Practice climbing on the climbing cube independently.</p> <p>Children will learn to walk across a balancing beam independently, bring reminded of their previously learnt balancing skills and putting one food in front of the other.</p> <p>To know they need to avoid bumping into others when running.</p> <p>To know why eating lots of fruit and vegetables are good for our bodies.</p>	<p>In addition to the previous half-term, children will:</p> <p>To know how to use a knife and fork independently by holding a fork in one hand and a knife in the other and moving the knife back and forth to cut.</p> <p>Children will be shown how to dress and undress independently.</p> <p>Children will be reminded of the instructions needed to use a toilet, such as wipe, flush and wash your hands so they can use the toilet without adult support</p> <p>To know how to try and stop a player from scoring a goal.</p> <p>To know how to kick and throw a ball back and forth with a partner.</p>

## EYFS Nursery Long Term Curriculum plan

	<p>To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers.</p> <p>To begin to know how to move equipment safely.</p>		<p>pegs, hammers and pencils.</p> <p>To know that they need to use tools with a dominant hand.</p> <p>To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping.</p> <p>To know how to use the outdoor climbing frame as well as the bikes/scooters to move in different ways and safely.</p>		<p>To know why drinking water is good for our bodies.</p>	
<p><b>Fine Motor Skills</b></p> <p><b>Skills</b></p>	<p>To make snips in paper using squeeze scissors. <b>(Au1)</b></p> <p>To be able to complete a sorting task using tweezers. <b>(Aut1)</b></p> <p>To begin to show a preference for a dominant hand. <b>(Au1)</b></p>	<p>To manipulate dough to make balls and snakes. <b>(Au2)</b></p> <p>To use mark making resources with increasing independence. <b>(Au2)</b></p>	<p>To make snips in paper using scissors. <b>(Sp1)</b></p> <p>To complete simple jigsaws that contain 6 to 10 pieces. <b>(Sp1)</b></p> <p>To mark make in sensory trays and also copy different patterns. <b>(Sp1)</b></p> <p>To mark make using a comfortable grip when using pencils and pens. <b>(Sp1)</b></p>	<p>To hold the pencil correctly using a tripod grip. <b>(Sp2)</b></p> <p>To look at books independently whilst turning pages one at a time. <b>(Sp2)</b></p>	<p>To begin to button and unbutton. <b>(Su1)</b></p> <p>To be able to cut on a line continuously.</p> <p>To hold the pencil confidently, using the tripod grip.</p> <p>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand. <b>(Su1)</b></p>	<p>To begin to form numbers and familiar letters, e.g. letters in their name. <b>(Su2)</b></p> <p>To independently write their name. <b>(Su2)</b></p> <p>To confidently use scissors and other tools safely. <b>(Su2)</b></p>
<p><b>Fine Motor Skills</b></p>	<p>Children will learn how to hold squeeze scissors and tweezers by pressing them together with one hand.</p>	<p>In addition to the previous half-term, children will:</p>	<p>In addition to the previous half-term, children will:</p>	<p>In addition to the previous half-term, children will:</p>	<p>In addition to the previous half-term, children will:</p>	<p>In addition to the previous half-term, children will:</p>

## EYFS Nursery Long Term Curriculum plan

<b>Knowledge</b>	<p>Children will practice squeezing, pushing and pulling dough.</p>	<p>Learn to make snips in paper and materials by squeezing the squeazy scissors.</p> <p>Children will learn how to use tweezers to pick up small objects and move them to another aera.</p> <p>Children will learn how to roll dough together with their hands to make a ball and snakes.</p>	<p>Know how to put jigsaw pieces together to complete a simple jigsaw. Children will learn how to compete simple jigsaws, finding the edge pieces and matching the picture.</p> <p>Children will learn how to hold small scissors with their finger and thumb and will attempt to make snips.</p> <p>To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.</p>	<p>Learn how to hold a pencil correctly using “pinchy” fingers (between finger and thumb). They will learn they need to sit at a table with their chair pushed under.</p> <p>Children will learn how to compete simple jigsaws, finding the edge pieces and matching the picture.</p>	<p>Children will learn how to button and unbutton. They will have a go at doing this themselves with adult support.</p> <p>To know that snips should be made on the line and the pattern should be followed.</p> <p>To know how to feed paper/materials through hand when cutting around objects.</p>	<p>Know how to hold a pencil correctly independently and use it with good control.</p> <p>Know which letters are in their name and attempt to form the letters correctly using RWI picture cards.</p>
<b>Literacy</b>						
<b>Comprehension Skills</b>	<p>Lifts meaning from a stationary picture and work out activity e.g. “What is he doing?” or “What is happening?”</p> <p><b>(Au1)</b></p> <p>To sing rhymes and look at picture books.</p> <p><b>(Au1)</b></p> <p>To talk about the different characters and what they are doing.</p> <p><b>(Au1)</b></p>	<p>To talk about celebrations at home.</p> <p><b>(Au2)</b></p> <p>To listen to stories on celebrations such as birthdays, Diwali, Christmas, etc and to talk about them.</p> <p><b>(Au2)</b></p>	<p>Learns new vocabulary linked to stories.</p> <p><b>(Sp1)</b></p> <p>To begin to use a wide range of vocabulary in the correct context.</p> <p><b>(Sp1)</b></p>	<p>To listen to traditional stories and retain key vocabulary.</p> <p><b>(Sp2)</b></p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p><b>(Sp2)</b></p>	<p>Makes comments about the stories they have listened to.</p> <p><b>(Su1)</b></p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p><b>(Su1)</b></p> <p>To be able to talk about the setting, characters and the structure of the story.</p> <p><b>(Su1)</b></p> <p>To be able to use connectives e.g. Once upon a time and then.</p> <p><b>(Su1)</b></p>	<p>To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly.</p> <p><b>(Su2)</b></p> <p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p><b>(Su2)</b></p> <p>To be able to talk about the setting, characters and the structure of the story with confidence.</p> <p><b>(Su2)</b></p>
<b>Comprehension</b>	<p>Children will learn key listening skills to enable them to listen to simple stories.</p>	<p>In addition to the previous half-term, children will:</p>	<p>In addition to the previous half-term, children will:</p>	<p>In addition to the previous half-term, children will:</p>	<p>In addition to the previous half-term, children will:</p>	<p>In addition to the previous half-term, children will:</p>

## EYFS Nursery Long Term Curriculum plan

<p style="text-align: center;"><b>Knowledge</b></p>	<p>They will talk about the pictures in a book.</p> <p>Children will know the story 'We're Going on a Bear Hunt' in depth and will talk about where the family went and what happened when they saw the bear. Children will learn the names of different family members linked to the story.</p> <p>Children will look at non-fiction books about Autumn and will link the pictures to what they can see outside.</p> <p>To know some simple rhymes and sing them in a group.</p>	<p>Children will learn about Christmas and will talk about the pictures from a non-fiction book about Christmas, making comments about how Christians celebrate Christmas.</p>	<p>Children will know the story of the 'The Magic Porridge Pot' in depth and use the vocabulary linked to this story for role play.</p>	<p>Learn the key vocabulary linked to the life-cycle of a butterfly and will be encouraged to say the events in order.</p> <p>Children look at information-books about looking after their teeth and will know why it is important to brush their teeth.</p> <p>Know a range of stories really well and talk about parts of a story.</p> <p>To know we use an information book to find out about things. Children will look at information books about farm animals and will name the animals and their young.</p> <p>To learn that stories have a sequence; beginning, middle and end.</p>	<p>To know a range of stories really well and be able to talk about different parts of a story.</p> <p>To know the structure of a story and begin to make up their own stories.</p> <p>To retell parts of 'The Three Little Pigs' story in order during role play and small world activities.</p>	<p>Children will look at key texts about the seaside and learn key vocabulary related to going to the seaside and use this to set up their own role play activity.</p> <p>To join in with repetition within stories.</p> <p>To know a range of nursery rhymes and sing them independently.</p> <p>To know a range of stories really well and will engage in extended conversations about stories.</p>
	<p style="text-align: center;"><b>Reading Skills</b></p>	<p>Recognises my name on my peg. <b>(Au1)</b></p> <p>Understands that print has meaning. <b>(Au1)</b></p>	<p>To identify the front cover of a book. <b>(Au2)</b></p> <p>To understand that print can have different purposes, for</p>	<p>To identify the back cover and the blurb of a book. <b>(Sp1)</b></p> <p>To spot and suggest rhymes.</p>	<p>To explain what an author does. <b>(Sp2)</b></p> <p>To count or clap syllables in a word.</p>	<p>To identify the features of a book e.g. front cover, title, blurb. <b>(Su1)</b></p> <p>To identify the spine on a book. <b>(Su1)</b></p>

## EYFS Nursery Long Term Curriculum plan

	<p>To recognise familiar logos and labels within the environment. <b>(Au1)</b></p>	<p>example a bus needs to stop at the stop sign. <b>(Au2)</b></p>	<p><b>(Sp1)</b> To find and identify familiar letters, e.g. letters in their names. <b>(Sp1)</b></p>	<p><b>(Sp2)</b> To begin to explore initial sounds in familiar words. <b>(Sp2)</b></p>	<p>To know we read English text from left to right and from top to bottom. <b>(Su1)</b>  To identify the pictures linked to RWI sound. <b>(Sp2)</b>  Children will begin to identify some sounds during oral blending games. <b>(Su1)</b></p>	<p>To recognise words with the same initial sound, such as money and mother. <b>(Su2)</b>  Children are able to identify initial sounds and blend familiar CVC words. <b>(Su2)</b></p>
<p style="text-align: center;"><b>Reading</b>  <b>Knowledge</b></p>	<p>Children will find their own coat peg with adult support.  To know that text has a meaning Children will learn that pictures and logos hold meaning. They will know which area of provision they are accessing using pictures and logos, knowing they are in the shop as it has the ASDA logo on it.</p>	<p>In addition to the previous half-term, children will:  Children will start to find their own coat peg without adult support.  To know that a card is something you give to someone for a special occasion.  To know a book has a front cover and that an author writes the words. Children will learn to use the vocabulary 'front cover' when looking at the front of a book. They will be introduced to the title and author.  Children will talk about the front cover of a book, starting</p>	<p>In addition to the previous half-term, children will:  Learn that print has meaning and will link meaning to signs and logos from their local area.  To know what a menu is and how you would use one to order food.  Children will learn to recognise their own name cards, focusing on the first letter of their name.  Children will learn to identify the front cover, the back cover and the blub.</p>	<p>In addition to the previous half-term, children will:  To know how to clap syllables in words.  To know the first sound in a word is the initial sound and will identify an object that starts with a particular sound.  To know what instructions are and how they tell you how to do something. This knowledge will help children to learn how to plant a bean seed.</p>	<p>In addition to the previous half-term, children will:  Know where you need to start to read in a book and know we read from left to right and top to bottom.  To know what a recipe is and will use this knowledge in their role play.  To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages.  Names the pictures of some of the RWI speed sound cards.</p>	<p>In addition to the previous half-term, children will:  Know that they need to Fred talk and blend the sounds together to read a word.  To know what a postcard is and have a go at writing their own.  Children will explain what an author and illustrator does. They will learn that an author might write one than more book.</p>

## EYFS Nursery Long Term Curriculum plan

		to make predictions of what the book might be about.		To listen to rhyming books and begin to identify rhyming words.		
<b>Writing Skills</b>	<p>Draws a simple face. <b>(Au1)</b></p> <p>To be able to mark make and identify their marks. <b>(Au1)</b></p>	<p>Adds marks on their drawings to stand for their name. <b>(Au2)</b></p>	<p>Draws symbols to represent my name <b>(Sp1)</b></p>	<p>Uses marks to represent meaning on their drawings. <b>(Sp2)</b></p> <p>To be able to mark make and give meaning to their marks. <b>(Sp2)</b></p>	<p>Writes the first letter of my name. <b>(Su1)</b></p> <p>To begin to attempt writing familiar letters, e.g letters in their name. <b>(Su1)</b></p>	<p>Pretends to write for a purpose. <b>(Su2)</b></p> <p>To mark make for a purpose and be able to talk about the marks. <b>(Su2)</b></p> <p>To begin to form some letters correctly, e.g. letters in their name. <b>(Su2)</b></p>
<b>Writing Knowledge</b>	<p>To know what a self-portrait is. Children will learn how to draw a self-portrait by looking at themselves in a mirror and identifying the key features of a face. Adults will model how to draw a simple face.</p> <p>To know they can use a pencil to make marks and begins to show their marks to show their marks to other people.</p>	<p>In addition to the previous half-term, children will:</p> <p>To know that they need to write their name on their work. Children will be encouraged to make marks for their name on their drawings and paintings etc.</p> <p>To know what a Christmas card is and pretend to write Christmas cards for someone special.</p>	<p>In addition to the previous half-term, children will:</p> <p>To know what a menu is and will be encouraged to “write” their own menu.</p> <p>To know what the word design means.</p> <p>To know they can use their name card to help them ‘write’ their names.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn to put the letters in their name together like a jigsaw.</p> <p>Children will “write” Easter cards for someone special, attempting to “write” their name.</p> <p>To give meaning to the marks they make.</p> <p>To know what a map is and that maps can be drawn, linked to ‘Rosie’s Walk.’</p>	<p>In addition to the previous half-term, children will:</p> <p>To name the pictures on the RWI speed sound cards and use the rhymes to write the first letter of their name. Children will learn to write the first letter of their name, holding their pencil with the tripod grip.</p> <p>Children will be encouraged to design their own buildings and draw maps, linked to the ‘Three Little Pigs’ story.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn to write the letters in their names using the RWI speed sound cards to help them.</p> <p>To know what a postcard is and will pretend to “write” a postcard to a friend.</p> <p>Children will talk about the marks that they have made. Some of the marks may include recognisable letters.</p>



## EYFS Nursery Long Term Curriculum plan

					To know what a shopping list is and "write" a shopping list to take to the fruit and vegetable shop.	
<b>Mathematics</b>						
<b>Number Skills</b>	<p>Recites numbers past 5. <b>(Au2)</b></p> <p>Can subitise to 2. <b>(Au2)</b></p> <p>To show an understanding of 1:1 counting to 5. <b>(Au2)</b></p>	<p>Show finger numbers up to 5. <b>(Au2)</b></p> <p>To count out a group of up to 5 objects. <b>(Au2)</b></p> <p>Knowing that the last number you count represents the total number of objects <b>(Au2)</b></p>	<p>I can recognise a set of one, two and three. <b>(Sp1)</b></p> <p>Can subitise to 3. <b>(Sp1)</b></p> <p>Can touch count to 5. <b>(Sp1)</b></p>	<p>Link numerals and amounts up to 5. <b>(Sp2)</b></p>	<p>I can do a pictorial representation of a number <b>(Su1)</b></p> <p>Compare quantities using language: 'more than', 'fewer than'. <b>(Su1)</b></p> <p>Practical problem solving with numbers up to 5. <b>(Su1)</b></p> <p>To use relevant mathematical vocabulary when talking about learning. <b>(Su1)</b></p>	<p>To explore the composition of numbers to 5. <b>(Su2)</b></p> <p>To develop fast recognition of numbers. <b>(Su2)</b></p> <p>To show an awareness of how numerals are formed and to experiment with own mathematical mark making. <b>(Su2)</b></p>
<b>Number Knowledge</b>	<p>To say number names to 5 in order.</p> <p>To know and sing key number songs.</p> <p>To know to count objects correctly to put them in a line and touch them as you count slowly.</p>	<p>To know you can represent a number using your fingers. Children will sing number rhymes and use their fingers to show the number with support.</p> <p>To know that the last number said represents the total number of objects</p>	<p>To subitise to 3. Children will learn to say what they see using objects to 3.</p> <p>To know to put objects in a line and touch them as they count independently.</p>	<p>To begin to recognise numbers to 5.</p> <p>To count the correct amount of objects when a number has been said.</p>	<p>Represents numbers in their mark making. Uses a five frame to draw amounts using circles.</p> <p>To use vocabulary such as more, fewer, same, altogether when talking about quantities.</p>	<p>To know when they put two quantities together it makes another number.</p> <p>To recognise numbers to 5 and beyond and begins to be aware of how numerals are formed.</p>

## EYFS Nursery Long Term Curriculum plan

<b>Key Vocabulary</b>	Object  Five frame  Count  Subitise  More  Fewer  Same  Altogether					
<b>Numerical Patterns</b>  <b>Skills</b>	To be able to match and sort colours. <b>(Au1)</b>  To be able to make comparisons between objects relating to size. <b>(Au1)</b>	To be able to extend and create an ABAB pattern. <b>(Au2)</b>  To be able to talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat <b>(Au2)</b>	To make comparisons between objects relating to height and length. <b>(Sp1)</b>  To make comparisons between objects relating to weight. <b>(Sp1)</b>	To make comparisons between objects relating to capacity <b>(Sp2)</b>	To select shapes for a task talking about their properties <b>(Su1)</b>  To select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. <b>(Su1)</b>  To discuss routes and locations, using words like 'in front of' and 'behind.' <b>(Su1)</b>  To describes a familiar route, <b>(Su1)</b>	To be able to follow instructions based on positional language. <b>(Su2)</b>  To combine shapes to make new ones. <b>(Su2)</b>
<b>Numerical Patterns</b>  <b>Skills</b>	To know and sort primary colours.  To know the meaning of big and small and compares objects relating to size, linked to families.	To know how to create a repeated pattern and creates their own patterns.  To show an awareness and name some 2D shapes in the environment	To know the meaning of taller and shorter and longer and shorter and compares objects relating to height and length.  To know the meaning of heavier and lighter and	To know the meaning of empty and full and compares objects relating to capacity.	To know that some shapes are more appropriate than others when building.  To know the name of some 2D shapes and talks about their properties.	To know the meaning of over, under, across, behind, in-front etc and follows instructions based on positional language.

## EYFS Nursery Long Term Curriculum plan

			compares objects relating to weight.		To remember different aspects of a journey, e.g. "I walked over a bridge to get to school".	To know that they can create new shapes by combining shapes together.
<b>Key Vocabulary</b>	<p style="text-align: center;">                     Triangle                      Square                      Rectangle                      Circle                      Big                      Small                      Taller                      Shorter                      Longer                      Full                      Empty                      Over                      Under                      Infront                      Behind                      Around                      Next to                 </p>					
<b>Understanding The World</b>						
<b>Past and Present Skills</b>	<p>To begin to talk about significant events in their life. <b>(Au1)</b></p>	<p>To know that everyone has a birthday and to talk about ways people celebrate birthdays. <b>(Au2)</b></p> <p>To share information about key celebrations within their family. <b>(Au2)</b></p> <p>To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and</p>	<p>To begin to talk about significant festivals they have celebrated in the past. <b>(Sp1)</b></p>	<p>To know that Easter is celebrated by Christian people and to talk about how it is celebrated. <b>(Sp2)</b></p> <p>To begin to understand that they used to be baby and now they have grown into young children. <b>(Sp2)</b></p>	<p>To talk about significant events in their life with confidence <b>(Su1)</b></p>	<p>To talk about a past holiday or day out that they have taken with their family. <b>(Su2)</b></p>

## EYFS Nursery Long Term Curriculum plan

		Sikhs and Christmas is celebrated by Christians. <b>(Au2)</b>				
<b>Past and Present Knowledge</b>	To name the people in their family and begin to talk about some events they have shared with their family such as their favourite meals, where they went at the weekend etc.	In addition to the previous half-term, children will:  To know what a celebration is and begins to talk about any celebrations they have had within their family, such as birthdays and Christmas.  To know that everyone has a birthday and can talk about the ways people celebrate a birthday. Children will also talk about what they did on their last birthday.  To know that different cultures have different festivals and can talk about some of them. Children will learn that Hindu people celebrate Diwali and will be able to talk about some of the ways Diwali is celebrated.	In addition to the previous half-term, children will:  Talk about what they did at Christmas, bonfire night, Birthdays etc and link this to how Chinese people celebrate the Chinese New Year.	In addition to the previous half-term, children will:  To know that Easter is celebrated by Christian people and can talk about some of the ways Christian people celebrate Easter. Children will know that a lot of celebrations includes special food, clothes and cards etc.  To know that they used to be a baby but now they have grown bigger. Children will talk about some of the things they couldn't do when they were a baby but that they can do now.	In addition to the previous half-term, children will:  To talk about important moments that have happened in their lives, for example going to hospital, riding their bike, seeing a grandparent etc.  Children will compare vehicles from the past to present.	In addition to the previous half-term, children will:  To know what a holiday is and talk about a holiday or a day out that they have been on. Children will be encouraged to say where they went and what they did. Children will look at photos of events to help them to remember.
<b>Key Vocabulary</b>	Past Now Event Celebration Family					
<b>People, Culture and Communities Skills</b>	Can say where they live. <b>(Au1)</b>  To be able to identify similarities and differences between themselves and peers. <b>(Au1)</b>	Talks about the differences and similarities between Diwali and Christmas. <b>(Au2)</b>  Operate simple equipment e.g.	To use an iPad to complete a simple task. <b>(Sp1)</b>	Understands that a map shows you where places are. <b>(Sp1)</b>	Knows that there are different countries in the world and can say which country we live in <b>(Su1)</b>  Talk about the different jobs that people do in Rossington.	Knows that there are different countries in the world and talks about the differences they have experienced or seen in photo <b>(Su2)</b>

## EYFS Nursery Long Term Curriculum plan

	Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or a new image <b>(Au1)</b>	turn on CD player or use a remote control. <b>(Au2)</b>				
<b>People, Culture and Communities Knowledge</b>	<p>To know where they live and name some things that are in their village/town.</p> <p>To know about family structures and be able to talk about who is part of their family Children will know the name of the people who are in their family and talk about who lives with them.</p> <p>Children will show an interest in technological toys and explore making them work.</p>	<p>In addition to the previous half-term, children will:</p> <p>Learn about the festival Diwali. They will learn the story of Rama and Sita and will learn that Diwali is celebrated to mark the beginning of a new year. They will learn how Hindu people celebrate Diwali.</p> <p>Children will learn why Christian people celebrate Christmas and will learn how Christian people celebrate Christmas and how this is similar or different to how people celebrate Diwali.</p> <p>To know how to operate the interactive whiteboard.</p>	<p>In addition to the previous half-term, children will:</p> <p>To know how to use the paint app on purple mash.</p>	<p>In addition to the previous half-term, children will:</p> <p>To know that a map shows you where places are. Children will read the story 'Rosie's Walk' and will remember where Rosie went on her walk.</p>	<p>In addition to the previous half-term, children will:</p> <p>Learn that we live in England and to look at different countries you can visit on an aeroplane.</p> <p>Know about the jobs that people do in their local community and why these jobs are important.</p> <p>Children will look at simple maps of the local community and will learn where the school is and where important buildings are.</p>	<p>In addition to the previous half-term, children will:</p> <p>Know that will live in England and will learn about another country. They will learn about the airport and how we could get to India. Children will learn where India is on the map and will learn about how India is different to England.</p> <p>To know that you can create your own map to remember where you buried your treasure, linked to pirates.</p>
<b>Key Vocabulary</b>	<p>Mother Father Brother Sister Map Country</p>					

## EYFS Nursery Long Term Curriculum plan

<p><b>The Natural World</b></p> <p><b>Skills</b></p>	<p>To be able to talk about 2 signs of Autumn. <b>(Au1)</b></p> <p>To play outside during the Autumn and talks about 2 natural objects. <b>(Au1)</b></p> <p>To understand that some plants are grown from seeds <b>(Au1)</b></p> <p>To explore and talk about different forces they can feel. <b>(Au1)</b></p>	<p>To create pictures using natural items. <b>(Au2)</b></p> <p>To be able to talks about 2 signs of Winter. <b>(Au2)</b></p>	<p>To use senses to explore the world around them. <b>(Sp1)</b></p>	<p>To be able to talk about the life cycle of an animal. <b>(Sp2)</b></p> <p>Is able to care for an animal. <b>(Sp2)</b></p> <p>Talks about the key features of the life cycle of a bean. <b>(Sp2)</b></p> <p>Plant their own seeds and check how tall the plants grow. <b>(Sp2)</b></p> <p>Talk about the life cycle of a plant. <b>(Sp2)</b></p> <p>Talks about 3 signs of Spring. <b>(Sp2)</b></p> <p>Observes a daffodil and talks about what it looks like. <b>(Sp2)</b></p> <p>Names 5 animals you might see on a farm. <b>(Sp2)</b></p>	<p>Talks about how cake mixture changed when it had been in the oven. <b>(Su1)</b></p>	<p>Observe and describe what I can see in the natural world – growth, change, decay <b>(Su2)</b></p> <p>To explore materials which will float and which will sink. <b>(Su2)</b></p> <p>Talks about 3 signs of Summer. <b>(Su2)</b></p> <p>Can talk about some items they would find on a beach. <b>(Su2)</b></p>
<p><b>The Natural world</b></p> <p><b>Knowledge</b></p>	<p>Children will be taught about seasons and that it was summer but it is now Autumn. They will look at a non-fiction book and learn about the signs of autumn. They will look for signs of autumn outside. They will learn the names of a pine cone, leaf and chestnut.</p> <p>Children will learn vocabulary linked to stretching, such as dough and elastic.</p>	<p>In addition to the previous half-term, children will:</p> <p>Learn that winter comes after Autumn and will learn about some signs of winter and the changes in the weather.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn what the word ‘melt’ means and will experiment melting ice.</p> <p>To talk about what they see using new vocabulary with independence.</p>	<p>In addition to the previous half-term, children will:</p> <p>Know and talk about some of the key signs of spring and that spring comes after winter.</p> <p>Children will observe and draw daffodils, focusing on the key features.</p>	<p>In addition to the previous half-term, children will:</p> <p>Know that when a cake has been in the oven it changes colour and becomes a sponge.</p>	<p>In addition to the previous half-term, children will:</p> <p>To know and look for the key signs of summer. They will learn about sun safety and why it is important to wear sunscreen, wear a sunhat and drink plenty of water.</p> <p>Children will learn about the seaside and observe natural</p>

## EYFS Nursery Long Term Curriculum plan

	<p>Children will learn that a tree grows from a seed.</p> <p>To begin to talk about what they see using some new vocabulary</p>	<p>Children will learn about the artist Andy Goldsworthy and will create their own natural art linked to what they have learnt.</p>		<p>To know the name of farm animals and their young and will learn what happens on a farm. They will learn how farmers take care of their animals.</p> <p>To know how to plant a bean seed and how to care for their plants.</p> <p>To know and talk about the life-cycle of a butterfly and will care for butterflies</p>		<p>objects they would find on a beach.</p> <p>To know what you might find on a beach.</p> <p>To know how to test whether materials will float or sink.</p>
<b>Key Vocabulary</b>	<p>Plant Seed Life-Cycle Autumn Winter Spring Summer</p>					
<b>Expressive Arts and Design</b>						
<b>Creating with Materials</b>	<p>To Independently glue material to paper.</p> <p style="text-align: center;"><b>(Au1)</b></p>	<p>To begin to identify and name primary colours.</p> <p style="text-align: center;"><b>Au2</b></p>	<p>To follow the instructions 'water, sponge, paint, mix' to mix powder paints.</p> <p style="text-align: center;"><b>(Sp1)</b></p>	<p>To develop their own ideas and then decide which materials to use to express them.</p> <p style="text-align: center;"><b>(Sp2)</b></p>	<p>Joins materials together using glue and tape.</p> <p style="text-align: center;"><b>(Sum1)</b></p>	<p>To create a painting that represents an emotion.</p> <p style="text-align: center;"><b>(Sum 2)</b></p>
<b>Skills</b>	<p>Is able to draw or paint a simple face.</p> <p style="text-align: center;"><b>(Au1)</b></p> <p>To ascribe meaning to things they have drawn, made or painted after or during the creative process.</p>	<p>To make patterns with paint and different objects, exploring what happens when you mix colours. <b>(Au2).</b></p>	<p>To begin to identify and name secondary colours.</p> <p style="text-align: center;"><b>(Sp1)</b></p> <p>To use tape to join materials together.</p> <p style="text-align: center;"><b>(Sp1)</b></p>	<p>To learn about different textures and talk about them.</p> <p style="text-align: center;"><b>(Sp2)</b></p> <p>To create closed shapes with continuous lines which represent objects that can be spoken about or</p>	<p>Mixes two powder paint colours together to create another colour.</p> <p style="text-align: center;"><b>(Sum1)</b></p>	<p>To explore different materials freely, using them with a purpose.</p> <p style="text-align: center;"><b>(Su2)</b></p> <p>To draw with increasing control, representing features and detail clearly.</p> <p style="text-align: center;"><b>(Su2)</b></p>

## EYFS Nursery Long Term Curriculum plan

	<p style="text-align: center;"><b>(Au1)</b></p> <p>Uses various construction materials. <b>(Au1)</b></p>	<p>To create pictures and models using a variety of different materials.</p> <p style="text-align: center;"><b>(Au2)</b></p> <p>Joins construction pieces together to</p> <p style="text-align: center;">build and balance.</p> <p style="text-align: center;"><b>(Au2)</b></p>		<p style="text-align: center;">identified.</p> <p style="text-align: center;"><b>(Sp2)</b></p>		
<p style="text-align: center;"><b>Creating with Materials</b></p> <p style="text-align: center;"><b>Knowledge</b></p>	<p>To know that you can stick materials together using glue. To know how to use a glue stick.</p> <p>Children will create their own stick man by using sticks and other materials to fix him together.</p> <p>Children will observe their own face in a mirror and have a go at painting their own face. They will learn to dab their paint brush in the paint and use water to wash the paint off.</p> <p>To know the name of primary colours and engage in colour sorting activities.</p> <p>Children will learn how to use the resources in the creative area.</p> <p>For children to be able to construct with a purpose and safely.</p>	<p>In addition to the previous half-term, children will:</p> <p>Know the name of primary colours and engage in colour sorting activities.</p> <p>Children will learn to use colours appropriately to represent objects in their creations.</p> <p>To know how different colours and materials can be used to create things.</p>	<p>In addition to the previous half-term, children will:</p> <p>Know the name of secondary colours and engage in colour sorting activities.</p> <p>Children will learn instructions 'water, sponge, paint, mix' to mix powder paints.</p> <p>Children will know how to use tape interpedently to join items together.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will paint independently following instructions 'water, sponge, paint, mix' to mix powder paints.</p> <p>To know about the different materials and what can be created with them. To know how to create recognisable representations of objects.</p>	<p>In addition to the previous half-term, children will:</p> <p>Know how to mix two colours together to create another colour with powder paint.</p> <p>To know they can join materials together using glue and tape. To know how to independently use tape.</p> <p>Children will look at the features of a house and will attempt to create a house by joining boxes together using masking tape.</p> <p>Children will decide which is the best way to make a house in the creative area.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will use natural objects from the seaside to create a representation of a beach.</p> <p>Children will learn about different emotions and adults encourage talk about emotions during creative time.</p> <p>To know that different construction toys can be used to make new things that can be used in pretend play.</p> <p>To show confidence in choice of media when creating a model or picture.</p>
<p><b>Key Vocabulary</b></p>	<p>Mix</p>					



## EYFS Nursery Long Term Curriculum plan

	Join  Construct  Create  Model					
<b>Being Imaginative and Expressive Skills</b>	To listens to music of various genres and make comments about what they have heard. <b>(Au1)</b>  To listen to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. <b>(Au1)</b>	To begin to listen to a variety of instruments. <b>(Au2)</b>  To sing familiar Nursery Rhymes. <b>(Au2)</b>	To explore high sounds and low sounds using voices and glockenspiels. <b>(Sp1)</b>  To listen to and begin to name a variety of instruments. <b>(Sp1)</b>  To begin to act out different scenarios using props to enhance imaginative play. <b>(Sp1)</b>  To play instruments with increasing control. <b>(Sp1)</b>	To copy-clap the rhythm of names. <b>(Sp2)</b>  To sing familiar songs or make up own songs. <b>(Sp2)</b>	To be able to remember and sings 5 nursery rhymes. <b>(Su1)</b>  To be able to find the corresponding musical instrument when an instrument is played. <b>(Su1)</b>  To make loud and quiet sounds using a variety of instruments. <b>(Su1)</b>  To sing familiar songs in the correct tone and changing melody if appropriate. <b>(Su1)</b>  Uses available resources to create props to support role-play. <b>(Su1)</b>  To use available props to develop stories and make imaginative play more purposeful. <b>(Su1)</b>  To use puppets and props to act out different traditional stories. <b>(Su1)</b>	To begin to the find the beat to a song and can move along to it (clap, jump, etc) <b>(Su2)</b>  Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. <b>(Su2)</b>  To listen to music and create movements to the different beats. <b>(Su2)</b>

## EYFS Nursery Long Term Curriculum plan

<p style="text-align: center;"><b>Being Imaginative and Expressive Knowledge</b></p>	<p>To listen to different genres of music and begin to make comments about what they have heard.</p> <p>To begin to join in with nursery rhymes in a small group and uses an instrument to tap out a rhythm.</p>	<p>In addition to the previous half-term, children will:</p> <p>To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard.</p>	<p>In addition to the previous half-term, children will:</p> <p>To know the difference between a high pitch sound and a low pitch sound and can do this using their voice.</p> <p>To know the names of some musical instruments.</p> <p>To use role play resources to act out different scenarios. Pretends that objects represents other things.</p> <p>To know how to play 2 percussion instruments.</p>	<p>In addition to the previous half-term, children will:</p> <p>To know how to clap the syllables in names.</p> <p>Sing songs clearly, mostly using correct words that have been learned. Begins to make up their own songs.</p>	<p>In addition to the previous half-term, children will:</p> <p>Remembers the nursery rhymes they have been taught and sings 5 of them independently, remembering the correct words and rhyme.</p> <p>To know how some musical instruments sound and can find the corresponding musical instrument when an instrument in played.</p> <p>Knows that if you hit a percussion instrument harder it makes a loud sound and if you tap it gently it makes a quiet sound.</p> <p>To know how to use available props to develop stories and make imaginative play more purposeful.</p> <p>To know key stories in depth and uses props such as puppets to act out parts of the story.</p>	<p>In addition to the previous half-term, children will:</p> <p>To know that body movements can be changed depending on the rhythm to achieve a desired effect.</p> <p>Knows a variety of nursery rhymes and can sing them while playing a musical instrument.</p> <p>Listens to music and creates movements to the different beats.</p>
	<p><b>Key Vocabulary</b></p> <p style="text-align: center;">High Low Loud Quiet Beat</p>					
<p><b>Visits/Visitors</b></p>	<p>Pastor Simpson</p>	<p>Farm at school related to Christmas story.</p> <p>James Brunt, outdoor artist.</p>	<p>Move Maker</p>	<p>Darts story telling</p> <p>Chicks</p>	<p>Sam's Safari</p> <p>The Big Talk</p>	<p>Police Visit</p> <p>Brass Band</p> <p>Indian Artist</p>

## EYFS Nursery Long Term Curriculum plan

<b>Parent Workshops</b>	Stay and play	Nursery sing along	Storytelling workshop.	Enterprise Week  International Maths Day	Pastor Simpson Messy Church.	Maths Workshop
<b>Safeguarding/ British Values</b>	<p>Safer Internet Day (on going)</p> <p>Bonfire night safety</p> <p>Fire drills</p> <p>Celebrating different festivals.</p> <p>Food tasting</p> <p>Anti-Bullying week</p> <p>Remembrance Day</p> <p>Shoe Box Appeal</p> <p>The Big Talk</p> <p>Road Safety (on going)</p> <p>Stranger Danger</p> <p>Sun Safety</p> <p>Beach safety</p> <p>Water safety</p> <p>Macmillan Coffee morning</p> <p>Wear Yellow</p> <p>Wear Green for the air ambulance</p> <p>Teddy Bear's picnic day</p> <p>Seaside Day</p> <p>Healthy Eating</p>					