
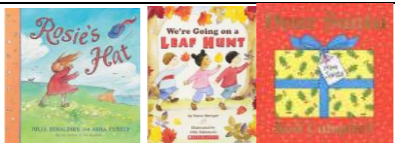







EYFS Nursery Long Term Plan (Year 1)

Our overview curriculum map aims to give a snapshot of the rich experiences and cycle of learning our children are submerged into. In addition, teaching and learning will reflect children's interests. Children's progression will be observed, targeted and tracked through our progression goals which lead to ELG and beyond.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme (but not limited to..)	All About Me	Weather & Celebrations	People who Help Us / Heroes	On the Farm	Minibeasts	Homes
Possible Ideas / lines of enquiry These mini ideas within the themes may change or be replaced depending on child interest or fascination.	What I like? What I don't like? Learning our name Our family, pets and friends Our body and senses How I feel?	Signs of Autumn Hot, cold, wet and dry weather. Weather chart Birthdays, special events, Bonfire Night, Diwali, Christmas, Decorate the christmas tree	My heroes- Who is special to me? Who help us in our school, People who help us Role play area - Doctors, Vet Explore different careers Signs of Winter	Hatch our own chicks -Lifecycle Animals on the Farm Food from a farm Night and day animals	Lifecycle of a minibeast Bug Hunt What are insects? Build a suitable home for a bug	Out and About in Stottesdon Our Homes Our Town Junk modelling - Materials to build a house
Experiences /Trips	Harvest Festival, Remembrance Day, Children in Need, Nativity Play, Christmas Trip to the Safari Park		Offsite Forest School Sessions, Q & A Visit from People of different occupations, Trip to Rays Farm or Althea's or Acton Scott		Trip to experience pond dipping, Local minibeast hunt and survey Trip to a castle, Local walk around Stottesdon, Whole School - Sports Day	
Books	In Nursery, core books associated with the topic of 'All about Me, families and Starting School will be read. Non-fiction book about the Human body, feelings, families around the world and Autumn.	In Nursery, core books associated with the topic of 'Weather' and 'Celebrations' will be read. Non-fiction books about Different types of weather, Seasons and Celebrations around the World.	In Nursery, core books associated with the topic of 'People Who Help us and heroes' will be read. Non-fiction books about jobs, people in our community and Spring	In Nursery, core books associated with the topic of 'On the Farm' will be read. Non-fiction books about Farms, growing vegetables, farm animals, vets, spring and Pets	In Nursery, core books associated with the topic of 'Minibeasts' will be read. Non-fiction books about Minibeasts and Plants	In Nursery, core books associated with the topic of 'Homes' will be read. Non-fiction books about Homes around the world, looking at maps and atlas.
Talk 4 Writing Texts	 Monkey and Me The Enormous Turnip	 Rosie's Hat We're going on a leaf hunt Dear Santa	 Come on Daisy The Gingerbread Man	 Noisy Farm Rosie's Walk	 The Hungry Caterpillar Mad about Minibeasts	 Three Little Pigs A Squash and A Squeeze
Core Rhymes	I have ten little fingers, Head Shoulder Knees and toes, This is the way we wash our hand, Draw a portrait of myself, My Body Song, Lots of People in My Family. If you're happy and you know it.	Five Little Snowmen, Doctor Foster, It's Raining it's pouring, the sun has got his hat, I hear thunder, Rain, rain, go away, What's the Weather, Christmas songs	999, Emergency song, Being Helpful, I'm a firefighter, Special Helpers, Five little Monkeys jumping on the bed Miss Polly had a dolly There are lot of people to help us.	Old MacDonald had a farm Five little Chicks Baa Baa Little sheep Underground Veg song Jumping up and Down on a tractor Chick Chick Chicken There was an old lady that swallowed a fly	Five Little Woodlice Little Miss Muffet Incy Wincy Spider Lots of Minibeast I love Worms Ladybird, Ladybird Taking home my little bumblebee	Ten in a Bed Jack lives in a wooden box Ten green bottles Jack and Jill The Wheels on the bus The wiseman built his house on the sand I'm a Little Teapot
Word Aware	Big Dry Noisy Fast In Empty Little	Wet Quiet Slow Out Full Top	Fat Loud Under More Behind Bottom Lots	More Long Hard Through Some Old Soft	Between A bit Day Tall Short	Night Front All New Back Over Next to
PSE	 Being Me in My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself	Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Building blocks for Religious Education Using things that are familiar to the children.	Creative play, make-believe, role play, dance and drama for stories/festivals (e.g. harvest, Christmas, Easter, others familiar to children), celebrations (e.g birthdays, weddings, bonfire night) • making and eating festival food (e.g hot cross buns; mince pies; bread) • talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination • exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books • seeing pictures, books and videos of places of worship and meeting believers in class • listening to religious music • starting to introduce religious vocabulary • work on nature, growing and life cycles or harvest • seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet • starting to talk about the different ways in which people believe and behave, and encouraging children to ask question (https://www.bbc.co.uk/cbeebies/shows/lets-celebrate)					
Physical Education	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility					
Gross Motor: PE x 2 a week	Multi-skills Different ways of moving to be explored with children - use of space games. Co-operation Games.	Gymnastics - travel and balance. Provide opportunities for children balance and control movements	Dance - simple movement patterns	Ring Games-	Ball skills- throwing and catching. Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking	Ring Games-
Fine motor: Threading, cutting, weaving, playdough, Fine Motor activities will be out in the provision for children to access daily.	Drawing Club: Introduce Dough Disco Up and down movement Arches, circles and spirals Spirals and figure of 8 (vertical and horizontal).		Drawing Club: side to side lines Squares, diagonal lines, triangles. Encourage children to draw freely. Holding small items / Using scissors		Drawing Club: Wavy lines Hold pencil/paint brush beyond whole hand grasp	

Music	Music Express Activities "Special People" Focus on Pulse and Rhythm Play instruments with increasing control To express their feelings and ideas Begin to remember and sing entire songs	Music Express Activities "Growth and Change" Remember and sing entire songs Respond to what they have heard, expressing their thoughts and feelings.	Music Express Activities "Working World" Focus on texture and layer Sing songs in relation to topic Create own songs/ improvise around known song	Music Express Activities "Going Places" Focus on high and low Play instruments with increasing control to express feelings and ideas	Music Express Activities "Moving Patterns" Focus on structure Remember and sing entire songs Express feelings and ideas using instruments	Music Express Activities "Stories and Sounds" Focus on structure Listen with increased attention to sounds. Sing pitch of note (pitch match)
Nursery Maths	Colours Sorting Pattern	Size Counting Principles Comparing	Number One Number Two Number Three	Number Four Number Five Number Six	Shapes My Day Length and Height	Weight Capacity Positional Language
Nursery Phonics	Phase 1: Aspects 1, 2 General sound discrimination - environmental General sound discrimination - instrumental sounds Nursery children will take home library books and games to help with their phase 1 development and begin to develop a love of reading. The children will begin to learn the concept of print.		Phase 1: Aspects - 3, 4, 5 General sound discrimination - body percussion Rhythm and rhyme Alliteration Teach: Front Cover, Back Cover. Difference between picture and text. Use Picture Clues: 'What can you see?' Encourage children to predict what's happens next. Begin to say a sentence. 'What next?' 'What do you think?' 'I see' 'I Say: You Say.		Phase 1: Aspects 5-7 Alliteration Voice sounds Oral blending and segmenting Introduce: Lilac Books (Reading Planet) Use Picture Clues: Can the children talk about the pictures? Can they remember the main points of the story?	
UTW Experiences Not limited to just these. Will be regularly reviewed depending cohort and will be flexible to react to child interest and events.	Feely Sensory bags Self portraits I can see, hear, taste, smell, touch - Autumn related Me and My family	Sensory bottles to represent each season /weather Differences and changes between the weather and seasons What is a rainbow?	I can see, hear, taste, smell, touch - Winter related Different occupations When I grow up?	I can see, hear, taste, smell, touch -Spring related Who works on the farm Looking after farm animals Lifecycles	I can see, hear, taste, smell, touch - Summer related What minibests are in my garden Planting to attract insects Save the bees Create minibest habitats Looking after minibests	Who lives in my community? Materials to build with Textures Homes around the world
Nursery Expressive Arts and Design Experiences	Imagination: Home / Mud kitchen / Weather Station Small world: Dolls house and home Drawing To begin to use representation to communicate, e.g. drawing a line and saying 'That's me.' To draw a person with identifiable features To begin to hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). Painting: Use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) To recognise and name colours. Sculpture To use various construction materials To begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. To join construction pieces together to build and balance. Explore malleable media such as clay, papier mache, salt dough, playdoh and sand. Textiles and Collages To join different materials and explore different textures. To show interest in and describe the texture of things. Enjoy playing with and using a variety of textiles and fabric.		Imagination: Doctors / Vets / Farm Shop Small world: Farmyard Drawing To begin to use representation to communicate, e.g. drawing a line and saying 'That's me.' To draw a person with identifiable features To begin to hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). Painting To begin to explore and understand that when colours are mixed, new colours are created. Printing To recognise, create and describe pattern To experiment with print using paint and objects Make rubbings from textured surfaces Sculpture To begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. To join construction pieces together to build and balance. Textiles and Collages Enjoy playing with and using a variety of textiles and fabric. Hold scissors and cut a range of materials Cut straight lines Tear paper into strips and simple shapes To being to apply adhesive.		Imagination: Garden Shop / A Beach / A Home / School Small world: Happyland Town Drawing To begin to use representation to communicate, e.g. drawing a line and saying 'That's me.' To draw a person with identifiable features To begin to hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). Painting Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper). To work from direct observation and imagination. Sculpture Combine boxes and other found materials to create junk models. Use simple tools to cut, shape and impress patterns and textures in a range of materials. Structures can be made by moulding a malleable material with hands and simple tools. Textiles and Collages Cut straight lines Tear paper into strips and simple shapes To being to apply adhesive.	
Parent Partnership	Parent's Settling Consultation Meeting Harvest Assembly Wow Moments from Home	Wow Moments from Home Nativity	Wow Moments from Home Pre-Writing Skills Workshop Parents Consultation	Wow Moments from Home	Wow Moments from Home	Wow Moments from Home Graduation and Sports Day