
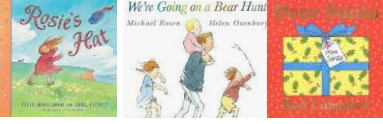













# EYFS Nursery Long Term Plan (Year 1) 2023/2024

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 (7.5 weeks)	Autumn 2 (6.5 weeks)	Spring 1 (5.5 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
<b>Main Theme (But not limited to.)</b>		Amazing ME!	Weather & Celebrations	People who Help Us	Down on the Farm	Minibeasts	Homes and Buildings
<b>Possible Ideas / lines of enquiry</b> 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? Our family, pets and friends Our body and senses How I feel?	Signs of Autumn Hot, cold, wet and dry weather. Birthdays, special events, Bonfire Night, Diwali, Christmas, Anti bullying week Nursery rhyme week	My heroes- Who is special to me? Who help us in our school, People who help us Jobs Signs of Winter RSPB's Big School's Bird Watch	Lifecycle of a farm animal Animals on the Farm Food from a farm Night and day animals World Book Day Red Nose Day	Lifecycle of a minibeast Bug Hunt What are insects? Build a suitable home for a bug. Summer World Bee Day	Out and About in Stottesdon Our Homes Our Town Junk modelling - Materials to build a house
<b>Experiences /Trips</b>		Looking for the signs of Autumn / Winter around the school grounds. Harvest Festival, Remembrance Day, Children in Need, Nativity Play, Christmas		Looking for signs of Spring around the school grounds. Offsite Forest School Sessions, Q & A Visit from People of different occupations, Easter, trip to a farm.		Looking for signs of Summer around the school grounds. Trip to experience pond dipping, Local minibeast hunt and survey. Local walk around Stottesdon, Whole School - Sports Day /Graduation	
<b>Core Texts</b> <small>(see EYFS Reading Spine which includes non-fiction texts)</small>	<b>Talk 4 Writing Texts</b>	 Monkey and Me and The Enormous Turnip	 Rosie's Hat, We're going on a Bear Hunt, and Dear Santa	 Whatever Next! and The Gingerbread Man	 Noisy Farm and Rosie's Walk	 The Hungry Caterpillar and Mad about Minibeasts	 Three Little Pigs and A Squash and A Squeeze
	<b>Little Wandle Foundations for Reading books</b>	 Amazing	 Monster Clothes	 Kindness makes us strong	 Where's Lenny?	 Would You Rather?	 Lulu Loves the Library
	<b>Nursery Rhymes</b>	I have ten little fingers, Head Shoulder Knees and toes, This is the way we wash our hands, 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, We wish you merry christmas	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
<b>Word Aware Concepts</b>		Big Dry Noisy Fast in Empty Little	Wet Quiet Slow Out Full Top Loud	Fat Under More Behind Bottom Lots	Long Hard Through Some Old Soft	Between A bit Day Tall Short	Night Front All New Back Over Next to
<b>Literacy Outcomes (not discrete to each term - pupils can fluidly move through these. Indication of minimum expectation)</b>	<b>Reading</b>	Daily story time x 3 Enjoy sharing books with an adult. Turn pages in a book from left to right, front to back. Pay attention and respond to pictures or words in books. Seek out favourite books. Learn actions to nursery rhymes. Join in with repeated phrases of familiar stories. Knows actions to nursery rhymes		Daily story time x3 Know the names of the different parts of a book. Know print can have different purposes. Develops play around favourite story. Increase attention responding to the words and pictures. Join in with repeated phrases of familiar stories.		Develops book handling skills. Daily story time x2 An understanding of the five key concepts of print Notices some print such as first letter of their name, a bus, or door number, or familiar logo. Makes marks for their name. Acting out a story	
	<b>Writing</b>	Enjoy drawing freely. Dough disco Makes marks for their name		Enjoys mark making on a large scale freely. Give short simple meanings to marks. Give meaning to marks on drawings. Make marks on drawings to stand for their name. Dough disco		Dough disco Daily name writing Write some or all of their name. Learns letter formation for their name or part of their name.	
	<b>Vocabulary</b>	Concept of the week activities Makaton sign of the week Enjoy daily songs and rhymes. Helicopter Stories LW Language Story Uses story language to start of their own story. Children assessed using Early Talk Boost or Stoke's Speaks Out Speech Screening		Answers who, what and where questions linked to stories shared. Expresses simple likes and dislikes about a shared story. Turn pages in a book from left to right, front to back. Helicopter Stories Beginning to learn stories off by heart - Oral re-telling Acting out a story. Can clap syllables / recognise rhymes and rhythm.		Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Uses new vocabulary in their play and conversations. Helicopter Stories Uses story language and actions to tell their own story. Learn stories off by heart - Oral re-telling	
	<b>Little Wandle Phonics</b>	<b>Rhyme Time</b> Focus on building up listening and attention skills ready to start two 5-minute day sessions in Autumn 2.	<b>Tuning into sounds:</b> Sound Progression: s a t p i n <b>Phonemic awareness focus:</b> Teach children to hear the same initial sound for words and names of objects. <b>Oral blending awareness focus:</b> Teach children to blend CVC words using oral blending and objects.	<b>Tuning into sounds:</b> Sound Progression: m d g o c k e <b>Phonemic awareness focus:</b> Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.	<b>Tuning into sounds:</b> Sound Progression: u r h b f l j <b>Phonemic awareness focus:</b> Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly - including playing with voice sounds.	<b>Tuning into sounds:</b> Sound Progression: v w y z q u ch <b>Phonemic awareness focus:</b> Teach children to identify initial sounds of words and objects. <b>Oral blending awareness focus:</b> Teach children to blend a wider range of words using oral blending.	<b>Tuning into sounds:</b> Sound Progression: ck x sh th ng nk <b>Phonemic awareness focus:</b> Teach children to identify the final sounds of words and objects. <b>Oral blending awareness focus:</b> Teach children to blend a wide range of words using oral blending when playing:

				Oral blending awareness focus: Teach children to blend a wider range of CVC words using oral blending.	Oral blending awareness focus: Teach children to blend a wider range of words using oral blending.		
	 <p><b>Jigsaw - Being Me in My World</b> Manage transition from parents/carers to Nursery staff. Play with increasing confidence on their own or with other children. Express a range of emotions.</p>	<p><b>Jigsaw - Celebrating difference.</b> Develop friendships with peers. Notice and ask questions about differences, such as skin colour, types of hair, gender, SEN etc. Be increasingly able to talk about and manage emotions. Increasingly follow rules, understanding why they are important</p>	<p><b>Jigsaw - Dreams and Goals</b> Begin to show effortful control - waiting for a turn and resisting to urge to grab what they want. Play with one or more children, extending and elaborating play ideas. Select and use activities to achieve a goal</p>	<p><b>Jigsaw - Healthy me</b> Develop their sense of responsibility and membership of a community. Do not always need an adult to remind them of a rule</p>	<p><b>Jigsaw - Relationships/Families</b> Help to find solutions to conflicts and rivalries. Develop appropriate ways of being assertive</p>	<p><b>Jigsaw - Changing Me</b> Talk with others to solve conflicts. Begin to understand how others might be feeling. Talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'.</p>	<p><b>Throughout the year:</b> discreet check ins at the start of each session and throughout/'Calm Me' chime bar (Jigsaw) <b>Three intakes at Autumn, Spring and Summer:</b> Focus on making relationships/getting to know the new environment/getting to know the routines and expectations</p>
Physical Development (not discrete to each term - pupils can fluidly move through these. Indication of minimum expectation)	<p><b>Daily Gross Motor</b> <b>Structured PE Focus</b> Twice a Week to develop core strength, stability, balance, special awareness, co-ordination and agility.</p>	Nursery children take part in daily gross motor activities as part of their everyday play such as: walking, hopping, jumping, skipping, running, using trikes, balance bikes and scooters, large vertical chalk boards, brooms and gardening tools, digging pit, traverse climbing wall, ball throwing/catching/kicking, stilt walking, large paint brushes and paint rollers, hula hoops, parachute games, setting up obstacle courses, building with large wooden blocks and crates and den building. These types of activities develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions. Children received two PE lead sessions a week to focus on developing physical skills.					
		<p><b>Multi-skills Movement:</b> Practice and refine different ways of moving - use of space games, jumping, skipping galloping, crawling, slithering, bear crawl.</p> <p><b>Co-operation Games:</b> Learning to play games with rules such as: parachute, duck, duck goose, musical statues Tag (hoop/hat)</p>	<p><b>Gymnastics</b> - Provide opportunities to develop body strength and balance when using large equipment.</p> <p><b>Multi skills Sending &amp; Receiving:</b> Develop ball skills by taking part in group balls skills - Rolling, bouncing, dribbling, pushing, patting, aiming different objects in pairs</p>	<p><b>Multi Skills - Throwing and Catching</b> Develop ball skills by taking part in group balls skills -aiming throwing &amp; catching, patting, or kicking.</p> <p><b>Athletics</b> - Develop core muscle strength and posture. Running: races, through ladders, relay, egg &amp; spoon race Jumping: Standing long jump Followed by <b>Sport Day celebration to end the term.</b></p>			
	<p><b>Forest School</b></p>	<p><b>Forest School Closed</b></p>	<p><b>Forest School Closed</b></p>	<p><b>Forest School Closed</b></p>	<p><b>Forest Fun:</b> To co-construct safety rules for Forest School area. To explore the area with reference to safe risk taking.</p>	<p><b>Forest Fun:</b> To know how to keep safe around a fire. To sort stick sizes. To know how to ensure a fire is safely extinguished.</p>	<p><b>Forest Fun:</b> To be able to safely handle &amp; use tools in the forest</p>
	<p><b>Fine Motor:</b></p>	<p>Introduce Dough Disco Draw a Person assessment! Encourage children to draw freely. One handed tools/ begin to make snips with scissors.</p>		<p>Dough Disco continued Draw a Person assessment 2. Explore and use different writing and mark making resources including pencils, crayons, felt tips, paint pens. Show preference for a dominant hand</p>		<p>Dough Disco continued Draw a Person assessment 3. Hold pencil/paint brush beyond whole hand grasp. Use a comfortable grip when holding pens and pencils</p>	
	<p><b>Personal</b></p>	<p>Show a desire to be independent in feeding, dressing or undressing. Start to eat independently and learn how to use a knife and fork. Practise putting on and taking off own coat and shoes</p>		<p>Use large and small motor skills to do things independently e.g., manage buttons and zips. Make healthy choices about food, drink, activity and toothbrushing. Become increasingly independent in meeting own care needs e.g., using the toilet, washing and drying hands thoroughly</p>		<p>Developing the ability to put on and take off their own coat with some adult support. Become increasingly independent in meeting own care needs e.g., when dressing and undressing</p>	
<p><b>Nursery Maths</b></p>	<p><b>Sorting</b> To sort into one of 2 groups - for instance colour <b>Numeral 1</b> Understanding what one means Select one object from a larger group. Recognise the numeral 1. Represent 1 in different ways. Subitise 1 Make comparisons between 1 and more than 1. To place one object on a 5 frame. <b>2D shape</b> Circle - naming a circle when shown. Use a circle appropriately for pictures/models. To select a circle from a group of shapes. Begin to be aware that a circle has no corner and one side</p>	<p><b>Numeral 2</b> Understand 2 is the number after 1 (1 more than) Understand what 2 means Select 2 from a larger group. To chant to 2 To recognise numeral 2 To represent 2 in different ways To subitise 2 To compare 2 groups - which has fewer/more. To know when one more or less is needed to make the desired total. Count 2 objects accurately. To place 2 objects on a 5 frame <b>Sorting</b> To sort into one of 2 groups - for instance colour <b>Pattern</b> To replicate an ABAB pattern. Be able to talk about an ABAB pattern. To finish an ABAB pattern. To talk a pattern through from start to finish</p>	<p><b>Numeral 3</b> Understand 3 is the number after 2 (1 more than) Understand what 3 means. Select 3 from a larger group. To chant to 3 To recognise numeral 3 To represent 3 in different ways To subitise 3 Count 3 objects accurately. To know that 2 is one less than 3. Know the amount doesn't change if don't add or take anything away. To place 3 objects on a 5 frame <b>2D shape</b> Triangle - naming a triangle when shown. Use a Triangle appropriately for pictures/models. To select a Triangle from a group of shapes. Begin to be aware that a Triangle has 3 corners and 3 sides. <b>Sorting</b> To sort by a given criteria - triangle or circle? <b>Length/height</b> To order 3 things by height/length.</p>	<p><b>Numeral 4</b> Understand the concept of 4. See when there are 4 items (subitise)Count 4 objects. See that 4 can represent actions as well as physical objects. Recognise more and fewer than 4. To chant to 4 To compare amounts by applying a matching strategy. To match quantity to amount up to 4. Understand fingers represent objects in a rhyme. Understand that taking one away is the same as making one less. To compare amounts, knowing which is the same, which is more, and which is fewer. To notice similarities and differences. To understand how to make a given number by adding or taking away 1 object. To know that a single object can be split onto similar sized parts and then recombined to make the whole. To know that a given number can be made by adding different amounts together. To place 4 objects on a 5 frame <b>2D shape</b> Name a square and an oblong. Know what a corner is on a 2D shape. Know what a side is on a 2D shape.</p>	<p><b>Numeral 5</b> Understand the concept of 5. See when there are 5 items (subitise). Count 5 objects accurately. See that 5 can represent actions as well as physical objects. Recognise more and fewer than 5. To chant to 5 To compare amounts by applying a matching strategy. To match quantity to amount up to 5. Understand fingers represent objects in a rhyme. Understand that taking one away is the same as making one less. To compare amounts, knowing which is the same, which is more, and which is fewer. To understand how to make a given number by adding or taking away 1 object. To know that a given number can be made by adding different amounts together. To represent numbers 0-5 on a 5 frame. <b>Measures</b> Days of the week. Sequencing pictures and events</p>	<p><b>Numerals 1-5</b> Recap and application of numerals 1-5 Planning to be designed around the needs of the cohort. <b>Positional Language</b> To respond correctly to the positional language - in, on, under, in front, behind, next to. To begin to use some positional language. <b>2D shape</b> Recap 2D shape, teaching to be based on the needs of the cohort. <b>Weight</b> To compare 2 items for weight saying which one is heavy and which one is light</p>	



					To select an oblong and a square from a selection of shapes. To use shapes appropriately. <b>Sorting</b> To sort shapes according to whether they have corners or not. To notice similarities and difference between objects.	Spotting mistakes in sequencing of pictures/events. <b>Capacity</b> To identify and say when a container is full and empty. To fill a container so that it is full. To empty a container so that it is empty. To order 3 containers for capacity. To know which container has more/less.	
<b>Throughout the year:</b> Counting songs up to five, use of Numberblocks episodes (5 mins) and corresponding NCTEM PowerPoint materials, weekly TEAM points count (counting beyond 10, often to 20 or beyond), beyond 10 lining up/carpet time head count.							
UTW Experiences	Not limited to just these. Will be regularly reviewed depending on cohort and will be flexible to react to child interest and events.	<p><b>Past and Present</b> Me and My family Listen to family stories. Birthdays Life cycles of humans, Baby Toddler Adult Family photos sorted by old and young. Organised by age.</p> <p><b>The Natural World</b> Feely Sensory bags See, hear, taste, smell, touch -Autumn themed. Explore changes in Autumn. Chn collect natural objects relating to Autumn and describe what they see. Are introduced to a world map so they know that Shropshire is not the only place to live.</p>	<p><b>Past and Present</b> Use a weather chart to record the weather each day. Remembrance Day and Bonfire Night</p> <p><b>The Natural World</b> Differences and changes between the weather and seasons What is a rainbow?</p> <p><b>Science</b> Can identify what you need to wear for each season and why - pack a suitcase for the weather. Explores and talks about forces (push and pulls) through Goldilocks and the Three Bears story - baby bears chair breaking. Basic materials to make chairs. This one is wood. This one is plastic.</p>	<p><b>People, Culture and Communities</b> Discover different occupations. Show an interest in different occupations. When I grow up?</p> <p><b>The Natural World</b> See, hear, taste, smell, touch -Winter themed.</p> <p><b>Science</b> Combine and mix ingredients. Change materials by heating and cooling, including cooking.</p>	<p><b>People, Culture and Communities</b> Who works on the farm? How to look after farm animals</p> <p><b>Past and Present</b> Farm Animal Parents and their babies</p> <p><b>The Natural World</b> See, hear, taste, smell, touch -Spring themed. Learn about the lifecycles of farm animals. Compare adult animals to their babies.</p>	<p><b>The Natural World</b> See, hear, taste, smell, touch - Summer themed Explore natural objects from the surrounding environment. What minibeasts are in my garden Planting to attract insects. Create minibeast habitats. Follow/use a map for an outdoor minibeast hunt.</p> <p><b>Science</b> Grow Plants to save the bees. Observe the life cycle of a caterpillar/butterfly through a real butterfly garden net. Release into nature when ready. Other basic growth cycles.</p>	<p><b>People, Culture and Communities</b> Who lives in my community? Knows that we live in Shropshire which is in England. Families from other cultures. Pictures from around the world. Knows there are different types of houses and which 'style' they live in.</p> <p><b>The Natural World</b> Talk about what they see in their own environment (school/home) using a wide vocabulary. Garden, field, road, path. Basic labelling of features. Explore a range of materials to build with Shape and join materials.</p> <p><b>Science</b> Identity electrical devices in our setting and home Use battery powered devices.</p>
	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 ( <a href="https://www.bbc.co.uk/cbeebies/shows/lets-celebrate">https://www.bbc.co.uk/cbeebies/shows/lets-celebrate</a> )					
	Harvest Birthdays	Bonfire Night Diwali Advent / Christingle / Christmas	New Year / Lunar New Year Valentines Day	Pancake day Mother's Day Easter	Weddings	Father's Day	
Expressive Arts and Design Experiences	<p><b>ART</b> Portraits using natural objects collected from outdoors. Look at basic features of a face and object placement. Drawing basic figures with features. Thick and thin brushes, pens and pencils.</p> <p><b>DT</b> Portraits using natural objects collected from outdoors. Look at basic features of a face and object placement. Drawing basic figures with features. Thick and thin brushes, pens and pencils.</p> <p><b>Music</b> 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.</p> <p><b>Performance</b> Learn and perform simple Christmas songs with actions</p>		<p><b>ART</b> Observe picture of a farm animal. Used pre-made paints to paint farm animals' masks. Children to add features using craft/collage materials.</p> <p><b>DT</b> Begin to develop skills to enhance their creations e.g., snipping, folding when making emergency vehicles.</p> <p><b>Music</b> 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.</p> <p><b>Performance</b> Learn and perform simple Easter songs with actions. Uses own experiences to develop storylines in imaginative play - role play or small world</p>		<p><b>ART</b> Explores clay/makes marks in clay to recreate animal tracks. Print with small blocks, small sponges, fruit, shapes and other resources to recreate animal tracks.</p> <p><b>DT</b> Children work independently to develop basic skills including use of scissors, hole punching and joining to create a moving minibeast.</p> <p><b>Music</b> 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)</p> <p><b>Performance</b> Uses own experiences to develop storylines in imaginative play - role play or small world. Learn and perform simple Graduation songs with actions.</p>		