

## Curriculum Long Term Plan

EYFS: Nursery 2024-2025

	Autumn		Spring		Summer	
<b>Theme</b>	<p><b>Me and My Community</b> This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school.</p>	<p><b>Starry Night</b> This project explores the differences in the world at night compared to during the day. It teaches children about the importance of a good night's sleep, and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals.</p>	<p><b>Dangerous Dinosaurs</b> This exciting project teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today.</p>	<p><b>Once Upon a Time</b> This project supports children to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales</p>	<p><b>Sunflower and Sunshine</b> This seasonal project provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment and how to stay safe in the sun.</p>	<p><b>Big Wide World</b> This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.</p>
<b>Reading Focus</b>	<p><b>Friendship and Animals</b></p> <p>Brown Bear, Brown Bear. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Orally retells a story using ready, steady, write.</p> <p>Ready for Spaghetti. What did God make?. Body Parts. We're going on a leaf hunt. This is our house. My two Grannies. A story about colours.</p>	<p><b>Stars and Space</b></p> <p>Peace at last. Suggests how the story might end.</p> <p>Orally retells a story using ready, steady, write.</p> <p>Ready for Spaghetti. The Nativity. Grumpy monkey. Everyday materials. Tales of trotter street. When I was a child. Where is my home?.</p>	<p><b>Superhero</b></p> <p>Dinosaur Roar Listens to stories with increasing attention and recall.</p> <p>Orally retells a story using ready, steady, write.</p> <p>Mavis the Bravest. The garden of hope. The family book. Forces. I hear you Forest. Me and my family tree. Little fox in the Forest</p>	<p><b>Traditional Tales</b></p> <p>Little Red Hen Begins to ask how and why questions about a story.</p> <p>Orally retells a story using ready, steady, write.</p> <p>Mavis the Bravest. The Easter Story. Momma, Mama and me. The growing story. Welcome to our world. Titch. Blue Chicken.</p>	<p><b>Growing</b></p> <p>The very Busy Spider. Listens to longer stories with increasing recall.</p> <p>Orally retells a story using ready, steady, write.</p> <p>AArrrrrrggggh Spider. God made me Unique. Body Boundaries make me stronger. The Tiny Seed. The hundred decker bus. How I grow. Camille and the sunflowers.</p>	<p><b>Seaside</b></p> <p>Shark in the Park. Describes main story settings, events and principal characters.</p> <p>Orally retells a story using ready, steady, write.</p> <p>AArrrrrrggggh Spider. Everyday with Jesus. Mabel and the big wide world. When I grow up. Here we are. Growing and changing. My friend Earth</p>

<p><b>Communication &amp; Language</b></p> <p>Listening, attention and understanding</p> <p>Speaking</p>	<p>Listen to others when one to one or in a small group, and start and continue a conversation with a friend.</p> <p>Shows confidence in a variety of situations and is able to select and use activities and resources, with help when needed.</p>	<p>Ask a relevant scientific question to find out more, explain how things work and why they might happen</p> <p>Understand why questions</p>	<p>Understand a question or instruction that has 2 parts.</p> <p>Shift from one task to another when attention is fully gained.</p> <p>Use a wider range of vocabulary,</p>	<p>Sings a large repertoire of songs.</p> <p>Uses longer sentences of four to six words.</p> <p>Uses talk to organise himself/herself.</p>	<p>Can start a conversation with an adult or friend and continue for many turns.</p> <p>Can use sentences joined up with words like 'and' and 'because'.</p>	<p>Knows many rhymes, is able to talk about familiar books and can tell a long story.</p> <p>Is able to express a point of view and debate with an adult or friend using words as well as actions.</p>
<p><b>Personal, Social, Emotional Development (PSED)</b></p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Be confident to try new activities.</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Know which adults look after them and who to tell if they feel worried or scared.</p> <p>Work and play cooperatively and take turns with others.</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their impulses when appropriate.</p>	<p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Form positive attachments to adults and friendships with peers.</p>	<p>Be confident to try new activities and show independence and resilience in the face of challenge.</p> <p>Work and play cooperatively and take turns with others.</p>
<p><b>Physical Development (PE)</b></p> <p>Gross motor skills (PE)</p> <p>Fine motor skills (ART)</p>	<p>Continuing to develop his/her movement to balancing, riding bikes/scooters, ball skills.</p> <p>Uses large movements to wave flags and streamers, paint and make marks.</p> <p>Fundamental skills-throwing, commands for stop and go, hopping, running and balance</p>	<p>Chooses right resources to carry out his/her own plan.</p> <p>Uses one handed tools and equipment</p> <p>Fundamental skills Gymnastics- using our body to control movements including core balance.</p>	<p>Increasingly independent getting dressed, e.g. putting on coats and using zips.</p> <p>Shows preference for a dominant hand.</p> <p>Fundamental skills Fun fitness- movement and music, yoga.</p>	<p>Uses a comfortable grip with good control holding pens and pencils.</p> <p>Fundamental skills Playing games-rules of games-turn taking, dodgeball, throwing and catching games.</p>	<p>Skips, hops and stands on one leg can pose like a statue.</p> <p>Fundamental skills Racket skills-hand, eye coordination.</p>	<p>Matches physical skills to tasks and activities in the setting.</p> <p>Fundamental skills-Sports day events, using an obstacle course, over, under, around, crawling, jumping, running and stretching.</p>

<b>Understand the World (Foundational knowledge in History)</b>  Past and present	Is continuing to develop positive attitude about the differences between people.	Talk about members of their immediate family and community.	Comment on images of familiar situations in the past.	Begins to make sense of their own life story and their families's history.	Notices differences in transport over time using images from the past and present.	Shows interest in different occupations.
<b>Understanding the World (foundational knowledge in Geography)</b>  People, culture and communities	Can talk about his/ her own family and friends as a community.	Can talk about the local community and different homes in which they live.	Can describe changes in their local environment over time. Observes that the leaves fall off some trees in the Forest.	Know that they live in England and observe simple maps of their town.	Can share ideas about transport and make simple images of transport and how they travel to Nursery.	Know that they live on a planet called earth and note land, sea and air on a globe.
<b>Understanding the World (foundational knowledge in Science)</b>  The Natural World	Use their senses to look, see, feel and touch the changes in the season of Autumn.	Uses all their senses in hands on exploration of natural materials.  Talk about what they see using a wide range of vocabulary.	Explores and talks about different forces they feel.	Talks about the difference in materials and the changes they notice.	Understand key features of a life cycle of a plant or animal.  Plants seeds and cares for growing plants.	Is beginning to understand the need to care for and respect the natural environment and all living things.
<b>Understanding the World (foundational knowledge in Computing)</b>  World	What is Technology? Find objects that use technology and sort into groups. Use technology to take pictures/digital media.		Use a simple paint package and interactive whiteboard to make marks and create images.	Use technology to record talking stories.		
<b>Expressive Art and Design (foundational knowledge in DT/ART)</b>  Creating with Materials	Explores different materials freely, in order to develop an idea of how to use the m and what to make.	Can create closed shapes with continuous lines and is beginning to use these shapes to represent objects.	Is drawing with increasing complexity and detail.  Use drawing to represent ideas.	Explores colour and colour mixing  Takes part in pretend in play, using an object to represent	Shows different emotions in their drawings.  Listens with increased attention to sounds.	Can sing the melodic shape.  Is able to create their own song or improvise around a song that they know.

Being imaginative and expressive	Can join different materials and explore different textures.			something else even when they are not similar.  Is beginning to develop complex stories using small world.	Responds to what they've heard expressing their thoughts and their feelings.  Is able to sing an entire song.	Play instruments with increasing control to express feelings and ideas.
<b>Expressive Art and Design (foundational knowledge in Music)</b>  Being imaginative and expressive	Nursery Rhymes  Counting songs	Composer  Christmas songs	Musical instruments- chinese new year celebration of music	<b>Easter Hymns</b>	Spring time songs	Summer is here
<b>Story focus</b>	<b>Model Text</b> -Brown Bear	<b>Model Text</b> - Peace at Last	<b>Model Text</b> - Dinosaur Roar	<b>Model Text</b> -Little Red Hen	<b>Model Text</b> -The Very Busy Spider	<b>Model Text</b> -Shark in the Park
<b>Literacy</b>  Comprehension  Word Reading  Writing	Listen to others when one to one or in a small group, and start and continue a conversation with a friend.  <b>KEY TEXTS:</b> Brown Bear Polar Bear Starting School The Bumblebear	Ask or answer a simple scientific question.  Talk about things they can do on winter evenings and things they can do on summer evenings and begin to notice the difference in day length  Begin to talk about the main events and principle characters in stories, using props and materials for role play	Use talk to organise themselves and their play. Take part in pretend play and begin to develop stories using props and small world equipment  Listen to longer stories and demonstrate that they can remember much of what happens	Have favourite stories that they enjoy listening to.  Understand and ask 'why' questions and a variety of two-part questions and instructions.	Begin to observe and talk about living things in the local environment.  Engage in extended conversations about stories and, with support, make links to other familiar stories.	Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems
<b>Maths (WhiteRose)</b>  <b>Number</b>  <b>Numerical Patterns</b>	Identify and represent up to three objects, without counting, using concrete objects and pictorial representation  Use and understand language that describes	Explore length, height, weight and capacity in their play and begin to use language associated with this with support, such as long, short, tall, heavy, light, full and empty.  Explore real-world addition	Recite numbers, in order, past five.  Link numerals and amounts, showing the right number of fingers or objects to match numerals up to five.	Explore the composition of numbers to five and compare numbers	Link numerals and amounts, showing the right number of fingers or objects to match numerals up to five.	Discuss routes and locations and use and understand some positional language  The last number reached when counting tells you how many there are in total.

	where objects are in relation to each other	and subtraction within their play, such as if they have two cars and a friend gives them one more, they will have three.				
<b>Role Play</b>	Home Corner – <i>moving in</i>	Home Corner – <i>Christmas Decorations</i>	Home Corner – <i>Diwali/Chinese new year</i>	Home Corner– <i>Farming/cooking-bread</i>	Home Corner – <i>Pets/Animals</i>	Home Corner – <i>Picnic items</i>
<b>Outdoor (Nursery side focus/enhance each half term)</b>	Brown bear woods-animal hunt	Camping-outside on a starry night	Dinosaur park-forest/wild woods.	Make a tractor-little red hen farm	Transport vehicle-make a bus.	Large picnic items-outdoor mud kitchen
<b>BV and EDI</b>	Picture News Current affairs	Picture News Current affairs	Picture News Current affairs	Picture News Current affairs	Picture News Current affairs	Picture News Current affairs
<b>RE</b>	1) Domestic church - / family – why am I precious?	2) Baptism - how do we show people that they are welcomed? 3) Advent/ Christmas - why do we celebrate birthdays?	4) Local Church - what is a celebration? 5) Eucharist – what things are better done together?	6) Easter - how do things grow? 7) Pentecost - what is Good News?	8) Reconciliation - who are your friends?	9) Universal Church – what makes our world so wonderful? 10) Other religions
<b>PSHE-TENTEN</b>	10:10 Created and Loved by God  Unit 2 – Me, My health, my body	10:10 Created and Loved by God  Unit 3 – Emotional wellbeing	10:10 Created to love others  Unit 4 – Life cycles	10:10 Created to love others  Unit 2 – Personal Relationships	10:10 Created to live in a community  Unit 3 - Keeping safe online	10:10 Created to live in a community  Unit 2 – Living in the wider world
<b>Visits/Visitors</b>	Police/Fire/Nurse visit  community walk	Topic Day  Pantomime	Topic Day  Dinosaur Tea Party	Blackburn museum  Topic Day	Secret Reader	Secret Reader  End of year celebration bouncy castle.