



EYFS (Nursery) Curriculum Overview/Long Term Plan 2022-2023

The World Around Us - Exploring & Discovering

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me Family & Pets Where I live Looking after myself	Autumn Halloween Bonfire Night Christmas World Nursery Rhyme Week	Winter Colour Construction Shrove Tuesday Maths Week	Space Superheroes Easter Vehicles	Spring Animals & Mini Beasts Growing/Seedlings	Exploring Summer Adventures
Key Events	Settling in	Autumn Walk Christmas Performance	Pancake day	World Book Day Mothers' Day	Mini Beast Hunt in Local Area	Trip/Picnic Transition N2s
Parent/Carer Workshops	Pre Phonics & Fine Motor Workshop	Autumn Walk Christmas Crafts	Maths Workshop Constructions Workshop - What can they change a Cardboard box into.	Easter Crafts Story Workshop	Mini Beast Hunt in local Area	Transition Meeting Trip
Key Books/Stories	Owl Babies Peace at Last Goldilocks & the three Bears Dear Zoo Eat your Greens Goldilocks Dave's Breakfast	The Leaf Thief What's in the Witches' Kitchen Meg & Mog - Stories in series Hairy Maclary Dear Santa Kipper's Christmas Eve	Jack Frost Kipper's Snowy Day The Blue Balloon Monsters LOVE Colours & Mix it Up The Orange Dot The 3 Little Pigs It's NOT a Box Wibbly Pig has Ten Balloons	Whatever Next Aliens LOVE underpants Supertato Naughty Bus The Gingerbread Man The Little Yellow Chick We're Going on an Egg Hunt	Jasper's Beanstalk Fran's Flower Titch The Very Hungry Caterpillar The very busy spider Mad about Mini Beasts	We're going on a bear hunt Walking through the jungle The Tiger who came to tea The Train ride Rosie & Tom go to the Seaside Barry the fish with fingers

<p>Nursery Rhymes</p>	<p>Baa Baa Black sheep Miss Polly had a Dolly Wind the Bobbin up</p>	<p><i>(Recap & Revisit Prior Learning)</i> Twinkle, Twinkle little star I'm a little teapot</p>	<p><i>(Recap & Revisit Prior Learning)</i> Hickory Dickory Dock Row, row, row your boat</p>	<p><i>(Recap & Revisit Prior Learning)</i> The wheels on the bus Pat a cake, Pat a cake Humpty Dumpty</p>	<p><i>(Recap & Revisit Prior Learning)</i> Horsey, Horsey Incy Wincy Spider</p>	<p><i>(Recap & Revisit Prior Learning)</i> Down in the jungle</p>
<p>Number Rhymes</p>	<p>1,2,3,4,5 1 little Finger 5 Fat Peas</p>	<p>1 big hippo on a slippery rock 1 grey elephant Balancing 1 potato 2 potato</p>	<p>5 little ducks 5 little monkeys jumping on the bed 5 currant buns</p>	<p>5 aliens/spacemen 5 little speckled frogs 5 monkeys swinging from the trees</p>	<p><i>(Recap & Re visit)</i> 1,2,3,4,5, 1 little Finger, 5 Fat Peas 1 big hippo on a slippery rock, 1 grey elephant Balancing, 1 potato 2 potato 5 little ducks, 5 little monkeys jumping on the bed, 5 currant buns 5 aliens/spacemen, 5 little speckled frogs, 5 monkeys swinging from the trees</p>	
<p>Communication & Language</p>	<p>To listen to and engage with daily stories for a short amount of time in a group or class situation To begin to listen to others in conversation To begin to join in with simple repeated refrains in rhymes, songs and stories To understand 'who' & 'what' in simple questions To begin to focus their attention for a short amount of time on a self-initiated activity Respond to instructions with more elements (use of adjectives) - Give the big ball to... For the children to begin to ask simple questions of their own Begin to talk about familiar people and things that are not present such as my nana has a dog. To join in when singing nursery rhymes as a group For the children to be able to name everyday objects and begin to broaden their vocabulary. To be able to recall a simple nursery rhymes</p>		<p>To listen to and engage with daily stories some that are unfamiliar to them for a longer period of time in class or group situation or be able to recall some of what is heard. To continue to build up on their nursery rhyme collection and know 3 To join in with more confidence with repeated refrains and begin to anticipate key events & phrases in rhymes & stories To focus their attention for a longer period of time on a self-chosen activity To develop their use of vocabulary understanding the use of vocabulary related to tools/objects - 'Which one do we cut with?' 'What would help us to move this sand?' To respond to instructions with more than one step and increasing the number of elements - Give the big ball to me; collect up all the blocks and put them in the box.' To use language to share feeling, experiences and thoughts To begin to hold a conversation with an adult or friend but may jump from topic to topic</p>		<p>To listen to a range of stories and explore books both fiction and non-fiction for extended periods of time. To know at least 5 nursery rhymes and recall them accurately To continue to build upon and extend their vocabulary now using sentences which contain at least 4-6 words. To use and understand 'why' questions. To be able to express their own views about stories or play To now use talk to organise themselves and others with in their play; holding conversations which reflect what it is the child is doing/partaking in. To be able to wait their turn within a conversation To focus on self-initiated/adult led activities for sustained periods of time To be able to listen carefully in a whole class situation</p>	

<p>PSED</p>	<p>To begin to form relationships with key people and begin to feel confident at joining in with others play alongside them To begin to select and use activities and resources. To feel part of the nursery group and begin to join in with daily group tasks and activities To share toys with other children sometimes with the support of an adult To enter nursery and separate from their carer with confidence To show a range of emotions and seek out an adult to share their emotions To be able to initiate their own play and begin to try differing activities. To be becoming more independent - putting on their own coat and own wellies using the snack area independently and recognising when they need a drink. To have some awareness of the boundaries and rules within the setting and be able to conform to them. To be beginning to use manners verbal or non-verbal - 'please' or 'thank you' To show awareness of personal features when asked e.g. stand up if your wearing a blue jumper - recognising when others have stood up so this is how they are similar. To begin to understand that fruit and veg is healthy and the importance of brushing their teeth</p>	<p>To show concern for people who are special to them others in the class that may have hurt themselves To demonstrate confidence and independence in choosing resources or an activity to do remaining on task for at least 5 minutes plus. To show a 'can do' attitude to new resources and activities To show a greater understanding of feelings e.g excitement makes their tummy feel funny. Embarrassment makes them want to hide. Will initiate simple interaction with an unfamiliar adult To show an increased understanding that fruit and veg is good for you and that regular exercise keeps you fit and well. Will wash hands after toileting independently and can now pull up own zip on coat when fastened at the bottom. To continue to follow rules and boundaries and recognise why we have these. To be able to say how they are the same as somebody else - gender, skin colour, eye colour, clothing etc To play with a friend on a chosen activity and interact positively with them but also being able to begin to sort out rivalries or conflicts with the support of an adult if the need arises. Enjoy being involved in daily tasks</p>	<p>Be able to say when they are proud/pleased of something they have done or achieved and how that makes them feel. Be much more confident in talking about their feelings using words like 'happy', 'sad' or angry and understand how others may be feeling beginning to show empathy To be more confident in finding solutions to conflicts and rivalries. To show consideration of other peoples' needs and gradually move impulse control in favourable conditions. Becoming more independent with an ever increasing range of personal skills putting on own shoes, fastening and unfastening zips. Children now remember rules without needing to be reminded of them For the children to be able to follow established routines, rules and adult direction To be able to join in and concentrate on an adult led activity for 10 plus minutes To play and work cooperatively within a group and to have now begun to establish some friendships To be able to name the differing parts of the body and make healthy choices about food, drink, activity and toothbrushing</p>
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Physical Development	<p><u>Fine Motor</u> To be gaining control in using one handed tools and equipment such as trainer scissors, paint brushes and pencils To explore and develop in their ability to use tweezers and thread beads. To show an interest in joining in with funky finger activities such as dough disco To participate in finger and action rhymes, songs and games, copying and imitating the movements. To use chunky chinks, large brushes to make marks</p>	<p><u>Fine Motor</u> To be gaining increasing control in using one handed tools and equipment such as trainer scissors – progressing to smaller scissors to make snips in paper, paint brushes and pencils, glue sticks. To be beginning to establish a comfortable grip when using pens/pencils – dough disco and squiggle while we wiggle To thread beads, use tweezers and pipettes with much more control and accuracy To use pincer grip to pick up small objects – pebbles, shells, pom poms. To use a range of mark making tools to make marks using the correct pressure.</p>	<p><u>Fine Motor</u> To use a comfortable grip with good control when holding pens and pencils. To now be showing preference for a dominant hand. To be confident when using one handed tools To hold scissors correctly and make snips in paper To confidently use mark making tools and other equipment in one hand To start to use fastenings such as zips & buttons</p>
	<p><u>Gross Motor</u> To go up and down stairs/steps with some confidence and climb up apparatus beginning to show some control To use large movements to wave ribbons and scarves To practise catching/moving a slow moving object balloon, scarf To be more confident in their movement; balancing, riding a bike and ball skills – throwing and catching, kicking and rolling. To be able to turn pages within a book To be able to stop on a signal or a command To work with other children to move a large object such as a wooden box To begin to point to parts of the body when an adult names them For the children to be able to pour water from a small bottle or jug carefully.</p>	<p><u>Gross Motor</u> To be able to pour water from a small bottle or jug into another container To use large arm movements to create lines and circles pivoting from the shoulder and elbow To work with another child to pass an object between them e.g a balloon, ball, scarf To confidently move a ball by kicking, rolling or throwing it and continue to practise catching To stand still and upright on a spot, starting to lift one leg To move in response to music or rhythms played on instruments with 2 or more movements together</p>	<p><u>Gross Motor</u> To run with spatial awareness and negotiate space successfully adjusting speed to avoid obstacles. To be starting to skip, hop and be able to stand on one leg. To be able to pedal a bike To grip and release with two hands to throw and catch a large ball, beanbag or other similar object To be able to use and remember simple sequences and patterns of movements related to music and rhythm. To go up and down stairs, or climb up apparatus, using alternate feet To be to jump up with both feet in the air and jump forward a small distance To be able to pour water from a larger bottle or jug into a another container.</p>

	To move in response to music or rhythms played on instruments		
Early Reading	<p>Listen to and join in with small stories, poems & action songs.</p> <p>When sharing books begin to distinguish between print and illustration and understand the words 'cover' & 'pages'</p> <p>To repeat and use actions, words or phrases from familiar stories. To use learned vocabulary from familiar stories in their own play.</p> <p>To begin to understand what an author and illustrator does.</p> <p>To learn nursery rhymes and simple songs daily</p>	<p>When sharing a book know that the text is what tells us what to stay</p> <p>To continue to develop an understanding of what an author and illustrator does.</p> <p>To begin to recognise that information can be relayed through signs and symbols in various forms such as printed materials, digital screens, classroom print.</p> <p>To begin to copy syllable clapping for their own name and other words</p> <p>To begin to develop phonological awareness through exposure to alliteration, rhyming words and stories, syllable demarcation.</p> <p>To listen and engage with an unknown story in a group commenting on illustrations</p> <p>To listen with increasing attention & engagement.</p> <p>To know that there is a beginning and end to a story and begin to recall stories and tell their own based on the stories they have heard or personal experience.</p> <p>To begin to recognise the term character and be able to say whether they like or dislike them.</p> <p>Handle books carefully and the correct way up. To continue to join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p>To continue to build up a repertoire of nursery rhymes</p>	<p>To show an awareness of rhyme and hear initial sounds in words and be able to clap out syllables</p> <p>To hold a book confidently and be able to talk about the job of an author and illustrator</p> <p>To recognise their name and select it from a group of others.</p> <p>To be able to orally blend when a word is segmented</p> <p>To ascribe meaning to signs, symbols and words that they see in different places, including those they make themselves</p> <p>Talk about the events and main characters within the story</p> <p>For the children to suggest what might happen next in a story and how it might end</p> <p>To begin to retell a familiar story begin, middle and end with picture prompts.</p> <p>To be interested in words that rhyme and begin to try to finishing a rhyming string</p> <p>Be able to sing a selection of nursery rhymes all the way through.</p>
Pre-phonics	Phase 1 - tuning into sounds, instrumental and action songs	Phase 1 - Rhythm & Rhyme, Voice sounds, Alliteration & syllables	Phase 1 - Rhyme, Initial sounds & Oral Segmenting & Blending

<p>Early Writing</p>	<p>To ascribe meaning to the marks that they make during purposeful activities To be beginning to choose a dominant hand for mark making and begin to copy pre-writing shapes - circles, lines & crosses</p>		<p>To be beginning to mark make the initial sound in their name To continue to practise drawing so it is beginning to take recognisable form - a circle for face, eyes, nose, mouth. To be beginning to copy letters within their name the initial one in the first instance To begin to distinguish between picture and writing in their own mark making To begin to recognise their own name from a selection and letters from their own name in other contexts To begin to include mark making in their play - 'I'm making a list, I will take your order, I will draw a map of where I am going.' Independently make pre writing shapes - lines, crosses, circles.</p>		<p>To be able to mark make some or all of their name To continue to develop mark making within their play - but marks are becoming more like shapes and some recognisable letters To imitate adults writing by making continuous lines of shapes and symbols</p>	
<p>Early Maths Continuous</p> <p>Children will have daily opportunities to sing number rhymes, number songs, count and listen to number stories. Within the continuous provision, children will be able to explore shape, capacity and have access to various maths resources.</p>						
<p>Early Maths</p>	<p>To sing number rhymes with props Number Stories To count by rote 1-5 To counting by rote to 5 with actions To colour match & sort To introduce number 1 Finding 1 item and showing 1 finger To introduce number 2 To find 2 items and showing 2 fingers</p>	<p>Number Rhymes Number Stories To count by rote to 5 To count by rote to 5 with actions To recap numbers 1 & 2 To introduce number 3 To find three things/items To focus on how we make two and three To use a fives frame</p>	<p>Number Rhymes Number Stories To count by rote to 10 To counting by rote to 10 with actions. To count small quantities To recap number recognition of 1,2,3 To focus on what makes on the differing ways of making 1,2,3 To introduce number 4, counting 4 items</p>	<p>Number Rhymes Number Stories To count by rote to 10 To count by rote to 10 with actions. To subitise objects up to 2. Begin to count larger quantities To be able to discuss locations such as in front of, behind, next to, through, over, under when</p>	<p>Number Rhymes Number Stories To count by rote to 10 To count by rote to 10 with actions. To continue to count larger quantities To solve simple problem-solving sums - the farmer has 2 sheep his friend brings him two more how many altogether. To begin</p>	<p>Number Rhymes Number Stories To count by rote to 10 To count by rote to 10 with actions. To do some simple number sentences with addition and subtraction. To solve simple problem solving sums. To count out a larger quantity from a group up to 6 & be</p>

	<p>To match quantity to number To recognise and name basic shapes - circle, square, rectangle & square.</p>	<p>To count small quantities up to 5 & know that the last number is how many in the group. To compare quantities using language 'more than' & 'fewer than' To understand the terms empty, full and half empty relating to capacity. To begin to look at patterns in the environment use informal language such as pointy, stripy, blobs. To begin to understand position such as under, on, in,</p>	<p>and ways of making 4. To find the total by counting all objects in two groups. To recognise 2D shapes To make models with 3D shapes. Patterns - repeating patterns ABABAB To begin to subtract a number from a small quantity.</p>	<p>describing a trail etc. To introduce Number 5 - how to make 5 - separating 5 in differing ways, matching 5 objects to 5. To count out 5 objects. +/- signs making the sums To bring in other numbers 1-4. Mathematical Language more & fewer? To focus on the words Heaviest/lightest. Which is heavier? To Order items. To use simple scales to find what is heavier than a stone etc. Patterns ABABAB - making patterns in the outdoors with natural resources. To explore 2d & 3d shapes - focus on properties as well as names - sides, corners, straight, flat, round.</p>	<p>to write down/record. To work with numbers within 5 To take away small amounts. To order numbers 1-5 To describe a sequence of events using first& then. To order familiar things. To talk about our day first we get up then we have breakfast then nursery etc. To be able to describe a familiar trail use words such as in front of or behind link to the Bear Hunt Story.</p>	<p>able to subitise to at least 3 if not beyond. To focus on how we make 1, 2,3,4 and 5.</p>
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<p>Understanding the World</p>	<p>Will begin to use their senses in hands-on exploration of natural materials Children will begin to explore seasons and how the environment/surroundings are different. (Autumn) Type of clothing they would wear. To be able to sort differing materials and notice changes in materials such as chocolate and jelly To explore materials e.g mud, puddles, sand, grass and feathers To be interested in photographs of themselves, their family and objects To talk about people outside their immediate environment using images/props such as the king To talk about their own immediate environment To be interested in the different things that people do e.g occupations, hobbies, activities indoors and outdoors. To learn new vocabulary associated with specific interest areas Children will begin to explore and show an interest in everyday technology -Use toys with buttons, flaps and simple mechanisms and begin to learn how to operate them. To talk about similarities and differences within a group e.g what did you have for breakfast? What do watch on the TV?</p>	<p>Will continue to develop using their senses in hands-on exploration of natural materials To animals need things to live, just as humans do Children will continue to explore seasons and how the environment/surroundings are different. (Winter/Spring) Talk about and notice the changes in materials e.g. snow, ice, mud Show an interest in the lives of people familiar to them Remember and talk about significant events in their own experience To understand past and present through their life - baby, child adult In pretend play, imitate everyday actions and events from own family and cultural background e.g. making and drinking a cup of tea, going to the hairdressers, being a dog or cat. Enjoy playing with small world reconstructions, building on first hand experiences - visiting farms, garages, train tracks etc. To know we can help look after our immediate environment e.g. tidy up, put rubbish in the bin Children will continue to explore and show an interest in everyday technology</p>	<p>Is beginning to understand the key features of the life cycle of a plant and an animal - plant seeds, care for them and know they will grow into a plant To know that trees, flowers and grass are plants and are living and grow Use images, stories and real life experiences to develop an understanding of animal mothers and babies - sheep/lamb Explore collections of materials with similar or different properties To know that some materials change and give examples - icing, baking Children will explore the changing season and comment on them (Spring/Summer) Will use their senses in hands-on exploration of natural materials To begin to make sense of their own life story and family history To begin to ask questions about people outside their immediate family - 'why does the King wear a crown?' To be beginning to talk about yesterday and today and then and now To know that there are different jobs and occupations and talk about some common ones - link to the area To begin to understand the need to respect and care for the environment and all living things</p>
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	<p>To show awareness of personal features when asked e.g. stand up if you are wearing a blue jumper, recognising when others have stood up, this is how they are similar</p>	<p>- wind up or pulleys, real objects such as cameras and touchscreen devices</p>	<p>To know that there are countries beyond ours and that things are the same and different in these, in comparison to ours (use children's experiences, photos and books.) To show some awareness of the similarities and differences between themselves and others in more detailed ways e.g. hair colour, skin colour, height, glasses, siblings, family members</p> <p>To recognise and describe special items or events for their family or friends To have a positive attitude about the differences between people. Children will explore more confidently and show an interest in everyday technology.</p>
<p>Expressive Arts & Design</p>	<p>To join in with moving, dancing and ring games To tap out simple repeated rhythm - clapping, tapping knees, using an instrument Join in with familiar sings and rhymes To continue to explore colour and how colours can be changed - combining colours To begin to develop and understanding of marks to represent objects or images such as using pencil lines to enclose a space whilst drawing or making marks in the sand.</p>	<p>To create some movements in response to music and stories To create their own songs or improvise one around one they know To be starting to draw a recognisable picture - themselves Sing parts of a range of familiar songs e.g. pop songs, rhymes, Tv programmes To begin to add purpose and meaning to their building with resources e.g junk modelling, constructions kits Play alongside other children who are engaged in the same theme</p>	<p>To be developing their own ideas and deciding which materials to use to express themselves To draw with increasing complexity and detail such as a drawing of themselves or an animal To be able to recognise colours and begin to say what happens when colours are mixed and explore it with a range of media such as tissue paper, food colouring/water etc. To begin to remember and sing songs as well as play instruments with increasing control</p>

	<p>To use various construction pieces - joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>Use tools for a purpose - glue spreader, paintbrush</p> <p>To take part in simple pretend play using an object to represent something else</p>	<p>To take part in pretend play using an object to represent something else even though they are not similar</p>	<p>To begin to develop complex stories using small world equipment</p> <p>To continue to develop their role play and use their ever growing imagination based on their own first hand experiences.</p> <p>They will use props to support their play</p>
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