NURSERY	EYFS LONG TERM CURRICULUM					
	AUTUMN		SPRING		SUMMER	
	7 WEEKS	7 WEEKS	5 WEEKS	5 WEEKS	7 WEEKS	7 WEEKS
	OURSELVES	PREHISTORIC CREATURES	TRADITIONAL STORIES	NIGHT & DAY	MINIBEASTS	COUNTRIES

RECEPTION	EYFS LONG TERM CURRICULUM					
	AUTUMN		SPRING		SUMMER	
	7 WEEKS	7 WEEKS	5 WEEKS	5 WEEKS	7 WEEKS	7 WEEKS
	PEOPLE WHO HELP US	ARTISTS	POPULAR AUTHORS	HABITATS	INVESTIGATIONS	FANTASY

NURSERY LONG TERM OVERVIEW

TOPIC	CORE TEXTS	READING OVERVIEW	WRITING OVERVIEW	MATHS OVERVIEW	CULTURE & SEASONAL CELEBRATIONS
AUTUMN 1 OURSELVES	*Starting School *I love you just the way you are *I want my Mummy	*Ask questions about the book. Makes comments and shares their own ideas. *Develop play around favourite stories using props. *Notice some print, such as first letter of their name or familiar logo.	*Add some marks to their drawings, which they give meaning to. *Make marks on their picture to stand for their name.	* Count in everyday contexts, sometimes skipping numbers. *Compare amounts saying 'lots, more, same'. *Notice patterns and arrange things in patterns. *Compare sizes, weights and heights using gesture and language – 'bigger, smaller, tall, heavy'.	*Harvest *AUTUMN
AUTUMN 2 PREHISTORIC	* Harry and the Dinosaurs *Dinosaur Roar *Dinosaurs love Underpants	*Engage in extended conversations about stories, learning new vocabulary.	*Use some of their print and letter knowledge in their early writing. *- Drawing pictures for labels.* *- Mark making using a variety of materials.* *- Draw simple maps and ascribe meaning to marks.*	* Fast recognition of up to 3 objects without having to count them individually. *Talk about and explore 2D & 3D shapes using informal mathematical language. *Make comparisons between objects relating to size, length.	*DIVALI *HALLOWEEN *CHRISTMAS
SPRING 1 TRADITIONAL STORIES	*Three Little Pigs *Little Red Hen *Goldilocks	* Understand that print has meaning. *Name the 5 different parts of a book	*Use some of their print and letter knowledge in their early writing. *- Create story map using pictures and letter shapes* *-Label characters from the story using letter shapes*	*Compare quantities using more than, fewer than. *Recite numbers past 5. *Say one number for each item in order. 1,2,3,4,5. * Understand position through words alone.	*CHINESE NEW YEAR *PANCAKE DAY *WINTER
SPRING 2 NIGHT & DAY	* Night Monkey, Day Monkey *Owl Baby *What Ever Next	*Understand print can have different purposes. *Develop their phonological awareness to spot and suggest rhymes.	*Use some of their print and letter knowledge in their early writing. *Write some or all of their name. *-Write a list of what to pack to go to the moon.* *-Write labels for family members of the owl family.* *-Draw a map to follow to the moon.* *-Draw a picture of a monkey including body parts and begin to label the different parts.*	*Know that the last number reached when counting a small set of objects tells you how many there are in total. *Show finger numbers up to 5. *Begin to describe a sequence of events, real or fictional, using words such as first, then …' *Select shapes appropriately: flat surfaces for building, a triangular prism for roof ect.	*EASTER *SPRING *MOTHERS DAY *ST GEORGES DAY
SUMMER 1 MINIBEASTS	*The Very Hungry Caterpillar *What the Ladybird Heard	*Understand that print has page sequencing. *Recognise words with the same initial sound.	*Use some of their print and letter knowledge in their early writing. *Write some or all of their name. *-Draw a label food items to feed the caterpillar.* *-Draw and write a wanted poster for the 'baddies' in What the Ladybird Heard.'* *-Create caterpillar name cards.*	*Link numerals and amounts showing the right number of objects to match the numeral up to 5. *Experiments with their own symbols and marks as well as numerals. * Describe a familiar route. *Discuss routes and locations, using words like 'in front of' and behind' *Talk about and identifies the patterns around them.	*EID *FATHERS DAY
SUMMER 2 COUNTRIES	* Handa's Surprise *Masie Goes on a Plane	*Understand we read English text from left to right and top to bottom. *Recognise words with the same initial sound.	*Use some of their print and letter knowledge in their early writing. *Write some letters correctly. *-Pack a suitcase and label items.* *-Match transport pictures to labels.* *-Label fruit.*	*Link numerals and amounts showing the right number of objects to match the numeral up to 5. *Experiments with their own symbols and marks as well as numerals. *Combines shapes to make new ones. *Extend and create ABAB patterns. *Notice and correct an error in a repeating pattern.	*SUMMER

NURSERY CURRICULUM

ASSESSMENT PROCEDURES

*Tapestry observations completed daily for all areas of learning.
*Parent contributions uploaded through tapestry.
*Weekly recording in Mark Making books.
*Tapestry observations printed half termly & filed in learning journeys

* Highlighting sheets to be completed every half term.
*Data entered into Target Tracker in line with school procedures.
*Half termly reports to be completed.
*End of year assessments to be reported to parents.

TRIP – SUMMER TERM

*Smithills Farm - Bolton

CHARACTERISTICS OF EFFECTIVE LEARNING

Playing and Exploring

Children investigate and experience things, and have a go.

Suggested Opportunities
*Provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.
*Make sure resources are relevant to children's interests.
*Arrange flexible indoor and outdoor space and resources where children can explore, build, move and role play.
*Help children concentrate by limiting noise, and making spaces visually calm and orderly.
*Plan first-hand experiences and challenges appropriate to the development of the children.
*Ensure children have uninterrupted time to play and explore.

Active Learning

Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Suggested Opportunities
*Children will become more deeply involved when you provide something that is new and unusual for them to explore, especially when it is linked to their interests.
*Notice what arouses children's curiosity, looking for signs of deep involvement to identify learning that is intrinsically motivated.
*Ensure children have time and freedom to become deeply involved in activities.
*Children can maintain focus on things that interest them over a period of time. Help them to keep ideas in mind by talking over photographs of their previous activities.
*Keep significant activities out instead of routinely tidying them away. Make space and time for all children to contribute.

Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Suggested Opportunities
*Children to find their own ways to represent and develop their own ideas?' Avoid children just reproducing someone else's ideas.
*Build in opportunities for children to play with materials before using them in planned tasks.
*Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships.
*Recognisable and predictable routines help children to predict and make connections in their experiences.
*Plan linked experiences that follow the ideas children are really thinking about.
*Use mind-maps to represent thinking together.
*Develop a learning community which focuses on **how** and not just what we are learning.

TERMLY EXPECTATIONS

*Areas enhanced with resources that reflect the topic being taught.
* Reading area books changed to match the topic. 20 books selected per half term to be displayed and the books to be read to the children frequently throughout the half term. These books could be displayed in the environment.
*Displays enhanced to reflect topic and children's progress.
*Learning wall to be updated weekly to reflect the English and Maths learning and learning journey headings to be used.
* Outdoor environment to be enhanced with resources to match topic.
*Areas should be planned for and enhanced weekly to develop engagement and skills.

ENVIRONMENT EXPECTATIONS

Essential
*Home corner, reading area, mark making area, construction area, small world area, sand area, water area, maths area, creative area, investigation area, snack area & ICT provision must be provided in the classroom and resourced to a high standard.
* Displays to be neutral where possible to display children's learning, themed paper can be used to 'zone' an area.
*Photographs of independent learning to be displayed in areas.
* Familiar logos & labels, alphabet, names & numbers are to be display in the classroom and must be accessible to children.
*Pictures to accompany labels and words to be displayed in environment.
*Key questions must be display in areas and updated regularly.
*Resources to be stocked daily and enhanced weekly.
*Children's interest must be reflected in the environment.
*Opportunities for marking making and reading in all areas.
*Opportunity for self-registration, identifying and writing names.

Desirable
*Malleable area, finger gym, music area, transient art, wellbeing zone, hygiene station (If these areas cannot be created, resources must be embedded in other areas to support independent learning).
*Talking points such as unusual pictures to be displayed around the classroom to encourage discussion.

Unit title: OURSELVES
NURSERY
Duration: **7 WEEKS**
AUTUMN 1

COMMUNITY LINKS & OUTDOOR LEARNING

*Nature portraits
*Create stick families
*Create a large stick skeleton.

*Team Building activities e.g. circle games.
*Learning how to put on waterproofs / wellies.

CORE TEXTS

*Starting School
*I love you just the way you are
*I want my Mummy

AREAS OF LEARNING

COMMUNICATION & LANGUAGE

*Listen to simple stories and understand what is happening, with the help of pictures.
*Identify familiar objects and properties for practitioners when they are described.
*Understand and act on longer sentences like 'make teddy jump'.
*Understand simple questions about who, what, where and why.

Suggested Outcomes
* Discuss core texts and respond appropriately.
*Getting to know each other circle times.
*Sharing photographs of family and discussing their families.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

* Begin to show effortful control.
*Be increasingly able to talk about and manage their emotions.
*Notice and ask questions about difference, such as skin colour, types of hair, gender, special needs and disabilities.

School Specific Knowledge:
* Know what is a healthy snack and that some snacks are just for treats.
*Know that healthy snacks give us energy & make us feel good.

*Know that families are important because they give love, security & stability.
*Know that I have family and friends that are important.
*Know what makes me special & what makes my friends special.

Suggested Outcomes
* Sorting snacks into healthy and unhealthy.
*Create family tree or family class book in the environment.

PHYSICAL DEVELOPMENT

*Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
*Develop manipulation and control.
*Explore different materials and tools.
*Use large and small motor skills to do things independently .e.g. buttons, zips, pour drinks.
*Learn to use the toilet with help and independently.

Suggested Outcomes
* Use scooters and bike in the outdoor environment.
*Create self-portraits using a range of tools.
*Dance, movement and negotiating space PE lessons.

LITERACY

Reading
*Ask questions about the book. Makes comments and shares their own ideas.
*Develop play around favourite stories using props.
*Notice some print, such as first letter of their name or familiar logo.

Writing
*Add some marks to their drawings, which they give meaning to.
*Make marks on their picture to stand for their name.

Suggested Outcomes
*Name jigsaws, putting the pieces in the right order.
*Cotton wool name painting.
*Name building blocks.
*Display familiar logos in the environment.
*Create own name card, tray label and peg label.
*Create mini me laminated photographs with name for the children to use in the environment.

MATHEMATICS

Number
* Count in everyday contexts, sometimes skipping numbers.
*Compare amounts saying 'lots, more, same'.

Shape Space & Measure
*Notice patterns and arrange things in patterns.
*Compare sizes, weights and heights using gesture and language – 'bigger, smaller, tall, heavy'.

Suggested Outcomes
* Compare heights, show size, hand size and allow the children to discuss comparisons.
* Create pattern friendship bracelets.
*Counting body parts.
*Using children to represent number e.g. 2 children, 4 hands, 20 fingers.

UNDERSTANDING THE WORLD

Past & Present
*Begin to make sense of their own life story and family's history.

People, Culture & Communities
*Make connections between the features of their family and other families. *Show an interest in different occupations.

The Natural World
*Notice differences between people.

School Specific Knowledge:
*Know and name the basic body parts.
*Know that there is a purpose for everyday materials.

*Know that changes occur after birth and that we get older.

Suggested Outcomes
*Identify different clothing items for our body parts and explain what their purpose.
*Oder photographs of them since they were born.
*Create family tree or family class book in the environment.

EXPRESSIVE ARTS & DESIGN

Creating with Materials
* Explore different materials, using all their senses to investigate them.
*Manipulate and play with different materials.

Being Imaginative & Expressive
* Use their imagination as they consider what they can do with different materials.
*Make simple models which express their ideas.

School Specific Knowledge:
* Self Select colours
*Hold painting equipment correctly
*Use shapes to make marks.
*Explore a wide range of materials to illustrate faces.

Suggested Outcomes:
* Create self-portraits to display in the classroom.

WEEKLY THEMES

Week 1 – Starting School
Week 2 – Making Friends
Week 3 – My Family
Week 4 - Similarities & Differences
Week 5 – Being Unique & Feelings
Week 6 – My Body
Week 7 – Senses

HOME LEARNING PROJECTS

- Bring in a photo of their family from home to display in school.
- Fill in an all about me sheet to bring into school.
- Create a worry monster / 'sporky' for the children to share worries with.
-Autumn senses walk at local park.

ENVIRONMENT ENHANCEMENTS / RESOURCES

*Home corner to represent family home.
*Display photographs of family in classroom.
*Display portraits or art work from transition day.
*Classroom to include children's interest to create a familiar environment.
*Photographs of the children in the environment to be displayed.

Unit title: PREHISTORIC
NURSERY
Duration: **7 WEEKS**
AUTUMN 2

COMMUNITY LINKS & OUTDOOR LEARNING

*Dinosaur mud area / swamp
*Build dinosaur nest for eggs
*Dinosaur roar parade
*Dinosaur hunt
*Measure dinosaur footprints
*Dig for fossils
*Create dinosaur shadows
*Freeze dinosaurs – Ice Age

CORE TEXTS

* Harry and the Dinosaurs
*Dinosaur Roar
*Dinosaurs love Underpants

AREAS OF LEARNING

COMMUNICATION & LANGUAGE

*Enjoy listening to longer stories and can remember much of what happens.
*Develop the ability to pay attention to more than one thing at a time.

Suggested Outcomes
* Create audio or video book of children retelling stories.
*Ask the children to create a dinosaur picture whilst following simple instructions e.g. draw the eyes, draw a long neck.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

*Become more outgoing with unfamiliar people, in the safe context of their setting.
*Show more confidence in new social situations.

School Specific Knowledge:
*Know that there are life stages for animals.
*Know the difference between young and old.

Suggested Outcomes
*Match dinosaurs to their young.
*Create dinosaur eggs to care for and look after.

PHYSICAL DEVELOPMENT

*Go up steps and stairs, climb up apparatus, using alternative feet.
*Continue to develop their movement, balancing, riding and ball skills.
*Skip, hop, stand on one leg and hold a pose.
*Use large scale movements to wave streamers, paint and make marks.
*Start to eat independently and learning how to use a knife and fork.

Suggested Outcomes
*Dinosaur dance / gymnastics movements and poses.
*Dinosaur stomp performance to music using ribbons and flags.

LITERACY

Reading
*Engage in extended conversations about stories, learning new vocabulary.

Writing
*Use some of their print and letter knowledge in their early writing.

Suggested Outcomes
*Write labels for dinosaurs
*Create a map to find the dinosaur egg.
*Create dinosaur tracks in mud
*Painting dinosaur rocks with water / paint.
*Used vocabulary learnt in stories about dinosaur e.g. dinosaur names, extinct, prehistoric, a long time ago etc.

MATHEMATICS

Number
* Fast recognition of up to 3 objects without having to count them individually.

Shape, Space & Measure
*Talk about and explore 2D & 3D shapes using informal mathematical language.
*Make comparisons between objects relating to size, length.

Suggested Outcomes
*A number a week story approach up to number 3.
*Create own dinosaurs using 2D shapes.
*Compare dinosaurs identifying the biggest and smallest.
*Create dinosaur numbers to display in the classroom.
*Build a number match dinosaur e.g. number two dinosaur with a body, arms and legs with two spots on.

UNDERSTANDING THE WORLD

Past & Present
* *Develop their communication by using the correct tenses. (CLL)*

The Natural World
* Talk about what they see, using a wide vocabulary.
*Begin to understand the need to respect and care for the natural environment and all living things.

School Specific Knowledge:
*Ask questions about the natural world.
*Understand that things have changed from the past.
*Ask simple questions about events that have happened in the past.

Suggested Outcomes
*Freeze dinosaurs in ice cubes and allow the children to free them. Discuss the ice age.
*Allow the children to dig for fossils.
* Explore how dinosaurs became extinct.

EXPRESSIVE ARTS & DESIGN

Creating with Materials
* Explore colour and colour mixing.
*Develop their own ideas and ten decide which materials to use to express them.

Being Imaginative & Expressive
*Begin to develop complex stories using small world equipment.
*Respond to what they have heard, expressing their thoughts and feelings.

School Specific Knowledge:
*Use a variety of everyday materials for printing.
*Use colour pattern in drawing and painting.

Suggested Outcomes
*Create own paintings of dinosaurs using different patterns and textures.
*Perform a dinosaur parade to music and movement.

WEEKLY THEMES

Week 1, 2 & 3 – Dinosaurs
Week 4 – Fossils
Week 5 – Cavemen
Week 6 – Ice Age
Week 7 - Christmas

HOME LEARNING PROJECTS

-Create a dinosaur volcano
-Bake dinosaur fossils
-Create a dinosaur using food
- Winter sense walk at local park

ENVIRONMENT ENHANCEMENTS / RESOURCES

*Fossil digging area
*Dinosaur small world area
*Dinosaur eggs/ fossils in malleable area
*Shape dinosaurs maths area
*Pasta fossils creative area
*Dinosaur volcanoes investigation area

Unit title: TRADITIONAL STORIES
NURSERY
Duration: 6 **WEEKS**
SPRING 1

COMMUNITY LINKS & OUTDOOR LEARNING

*Mud kitchen – planting beans
*Plating new plants
*Use outdoor learning area to recreate three billy goats gruff
* Recreate little red riding hood story on field
*Collect sticks for little pigs house

CORE TEXTS

*Three Little Pigs
*Little Red Hen
*Goldilocks

AREAS OF LEARNING

COMMUNICATION & LANGUAGE

*Know many rhymes, be able to talk about familiar books and be able to tell a long story.
*Use a wide range of vocabulary.
*Use longer sentences of four to six words.

School Specific Knowledge:
*Develop food vocabulary using taste, smell, texture and feel.

Suggested Outcomes
* Make Goldilocks porridge and add different ingredients.

*Children to act out the traditional stories using puppets, create a puppet theatre.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

*Begin to understand how others are feeling.
*select and use activities and resources, with help when needed.

School Specific Knowledge:
*Know that people live in different Homes
*know what makes houses different
*Know what makes houses the same
*Know what makes a house a home.

Suggested Outcomes
*Link to Three Little Pigs, looking for a new home.

*Discuss the different characters emotions. Create masks of the characters and the children can draw their emotion on the masks.

PHYSICAL DEVELOPMENT

*Collaborate with others to manage large items such as moving along a plank safely, carrying large equipment.
*Be increasingly independent as they get dressed and undressed.

Suggested Outcomes
*Forest school PE sessions, getting changed into waterproofs and selecting equipment.
*Building houses for the Three Little Pigs on the field handling a range of large materials.

LITERACY

Reading
* Understand that print has meaning.
*Name the 5 different parts of a book

Writing
*Use some of their print and letter knowledge in their early writing.

Suggested Outcomes
*Large story maps using images to retell the traditional stories.
*Describe the wolf using adjectives.
*Draw a label characters from the story.
*Use props to retell stories.
*Debate whether the villain characters are really mean, convince the characters to make the right choices.

MATHEMATICS

Number
*Compare quantities using more than, fewer than.
*Recite numbers past 5.
*Say one number for each item in order. 1,2,3,4,5.

Shape, Space & Measure
* Understand position through words alone.

Suggested Outcomes
*Position Goldilocks in different places in the bears house e.g. on the chair, in the bed, under the table, behind the door etc.
*Count how many eggs little red hen has got up to 5.
*Compare the quantities of magic beans, who has got more magic beans.

UNDERSTANDING THE WORLD

The Natural World
*Use all their senses in hands on exploration of natural materials.
*Explore collections of materials with similar and or different purposes.

School Specific Knowledge:
*Know the different strength of materials (Sticks, straw and brick).
*Know that some stories were created in the past and they are known as traditional stories.

Suggested Outcomes
*Build a new house for the three little pigs.
*Explore beans and planting beans.

EXPRESSIVE ARTS & DESIGN

Creating with Materials
* Explore different materials freely in order to develop their ideas about how to use them and what to make.

Being Imaginative & Expressive
*Take part in simple pretend play, using objects to represent something else even though they are not similar.

School Specific Knowledge:
*Know that there are a range of structures made from a range of materials.
*Know that some materials are stronger.
Discuss Ideas and use a range of resources to build a structure.
Say how something is made and what material will be used.
*Say how their product could be better and what makes something stronger.

Suggested Outcomes
*Make houses for the three little pigs out of different materials. Test the materials by blowing them down or using a hairdryer.

WEEKLY THEMES

Week 1 – Three Little Pigs (Compulsory)
Week 2 – Jack and the Beanstalk
Week 3 – Three Billy Goats Gruff
Week 4 – Little Red Hen (Compulsory)
Week 5 – Little Red Riding Hood
Week 6 – Goldilocks (Compulsory)

HOME LEARNING PROJECTS

- Planting outdoors ready for spring
- Visit a farm: Little Red Hen
- Goldilocks picnic

ENVIRONMENT ENHANCEMENTS / RESOURCES

* Home corner to reflect Goldilocks
*Three Billy Goats Gruff small world area
*Planting beans investigation area
*Construction area building three little pigs house
* Little red hen writing area
*Crime scene investigations – which character committed the crime

Unit title: NIGHT & DAY
NURSERY
Duration: 6 **WEEKS**
SPRING 2

COMMUNITY LINKS & OUTDOOR LEARNING

*Create habitat for nocturnal animals
*Using video enhancement, visit from nocturnal animal on the playground.
*Den building
*Large Spaceship building in construction
* Launch space rockets

CORE TEXTS

* Night Monkey, Day Monkey
*Owl Baby
*What Ever Next

AREAS OF LEARNING

COMMUNICATION & LANGUAGE

*Develop their communication but may continue to have problems with irregular tenses.
*Understand a questions or instruction that has two parts.

Suggested Outcomes
* Discuss events that have happened throughout the week, focusing on yesterday and using the correct tense.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

*increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.
*Develop their sense of responsibility and membership of a community.
*Develop appropriate ways of being assertive.

School Specific Knowledge:
*Know about bedtime routine.
*Know what we need to do to get ready for bed.
*Know that brushing teeth and washing is part of the bedtime routine.

Suggested Outcomes
*Carry out bedtime routine during Upside down Pyjama Day.

PHYSICAL DEVELOPMENT

*Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
*Start taking part in some group activities which they make up for themselves, or in teams.

Suggested Outcomes
* Parachute games during PE lessons.
* Focus on daily routines, teach the children independent self-care skills.

LITERACY

Reading
*Understand print can have different purposes.
*Develop their phonological awareness to spot and suggest rhymes.

Writing
*Use some of their print and letter knowledge in their early writing.
*Write some or all of their name.

Suggested Outcomes
*Write a list of what to pack to go to the moon.
*Write labels for family members of the owl family.
*Draw a map to follow to the moon.
*Draw a picture of a monkey including body parts and begin to label the different parts.
*Rhyming games to link to day and night time.

MATHEMATICS

Number
*Know that the last number reached when counting a small set of objects tells you how many there are in total.
*Show finger numbers up to 5.

Shape, Space and Measure
*Begin to describe a sequence of events, real or fictional, using words such as first, then …'
*Select shapes appropriately: flat surfaces for building, a triangular prism for roof ect.

Suggested Outcomes
*Count the owls sitting in the tree.
*Record daily routines using pictures
*Record instructions of how to brush teeth.
*Build a rocket to fly to the moon.

UNDERSTANDING THE WORLD

Past & Present
Comment on images of familiar situations in the past.

The Natural World
*Explore and talk about different forces they can feel.

School Specific Knowledge:
*Know the difference between day & night
*Know that there are shadows and that they relate to light.
*Know that events can be ordered and placed in a sequence.

Suggested Outcomes
*Create shadows outside and draw round them using chalk.
*Create a daily timetable / diary ordering events using pictures.
*Explore forces by experimenting trying to make their rockets fly.

EXPRESSIVE ARTS & DESIGN

Creating with Materials
* Create closed shapes with continues lines and begin to use these shapes to represent objects.
*Draw with increasingly complexity and detail such as representing a face with a circle and including detail.

Being Imaginative & Expressive
* Make imaginative and complex small worlds with blocks and construction kits.

School Specific Knowledge:
*Explore how to use line and shape to draw a figure.
*Join line and shape to connect body parts.

Suggested Outcomes
*Draw pictures of monkeys trying to include all the body parts.

WEEKLY THEMES

Week 1 – Daily Routines
Week 2 – Light and Dark
Week 3 & 4 - Nocturnal Animals
Week 5 & 6 – Space

HOME LEARNING PROJECTS

- Bed time routine diary
- Create a dark den
- Star Gazing, create own telescope

ENVIRONMENT ENHANCEMENTS / RESOURCES

*Upside down Pyjama Day e.g. do night time things in the day and day time things at night.
*Light science resources in investigation area.
*Space role play / reading area.
*Nocturnal animals small world area.
*Dark den / nooks
*Den building outside
*Moon sand
*Space Station

Unit title: MINIBEASTS
NURSERY
Duration: **7 WEEKS**
SUMMER 1

COMMUNITY LINKS & OUTDOOR LEARNING

*Visit a garden centre and purchase plants
*Trip to Smith Hills Farm
*Visit to local park / field to look for minibeasts
*Release Butterflies onto the field
*Plant flowers and plants
*Grow own fruit and veg
*Painted rock crafts

CORE TEXTS

*The Very Hungry Caterpillar
*What the Ladybird Heard

AREAS OF LEARNING

COMMUNICATION & LANGUAGE

*Understand 'why' questions like 'Why do you think the caterpillar got so fat?'
*Can start a conversation with an adult or friend and continue it for many turns.
*Sing a large repertoire of songs.

Suggested Outcomes
* Circle time – Discuss why questions about the observations of the caterpillars.
*Learn farm songs.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

*Play with one or more children, extending and elaborating play ideas.
*Talk with others to solve conflicts.

School Specific Knowledge:
*Know that animals, plants and people have a life cycle.
*Know that stages of a life cycle (Frog, seed or butterfly)
*Know that things grow and change.

Suggested Outcomes
*Link to the Very Hungry Caterpillar and the class caterpillars.

PHYSICAL DEVELOPMENT

*Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
*Choose their developing physical skills to takes and activities in the setting.
*Show a preference for a dominant hand.
*Make healthy choices about food, drink, activity and toothbrushing.

Suggested Outcomes
*Sort the hungry caterpillars food choices into healthy and unhealthy snacks.
*Compose and learn a 'Hungry Caterpillar Dance' in time to music.

LITERACY

Reading
*Understand that print has page sequencing.
*Recognise words with the same initial sound.

Writing
*Use some of their print and letter knowledge in their early writing.
*Write some or all of their name.

Suggested Outcomes
*Sequence the story of the hungry caterpillar.
*Draw a label food items to feed the caterpillar.
*Draw and write a wanted poster for the 'baddies' in What the Ladybird Heard.'
*Match animals to labels.
*Create caterpillar name cards.

MATHEMATICS

Number
*Link numerals and amounts showing the right number of objects to match the numeral up to 5.
*Experiments with their own symbols and marks as well as numerals.

Shape, Space and Measure
* Describe a familiar route.
*Discuss routes and locations, using words like 'in front of' and behind'
*Talk about and identifies the patterns around them.

Suggested Outcomes
*Numbers to 5 – link to Hungry Caterpillar story.
*Recognise and recreate minibeast patterns.
* Draw maps of the school grounds for a lost minibeast.

UNDERSTANDING THE WORLD

The Natural World
*Understand the key features of the life cycle of a plant and an animal.
*Begin to understand the need to respect and care for the natural environment and all living things.

School Specific Knowledge:
*Know and name a range of minibeasts.

Suggested Outcomes
*Observe Caterpillars changing into butterflies.
* Minibeast hunt on the field and around school.
*Build a wormery / bug hotel / ant hill.
*Plant flowers to attract minibeast.

EXPRESSIVE ARTS & DESIGN

Creating with Materials
*Join different materials and explore different textures.
*Listen with increased attention to sounds.

Being Imaginative & Expressive
*Remember and sing entire songs.
*Sing the pitch of a tone sung by another person.
*Sing the melodic shape of familiar songs.

School Specific Knowledge:
*know what weaving is.
*Know how to weave (in and out).

Suggested Outcomes
*Use weaving techniques to create minibeasts.
*Cress Caterpillar egg boxes
*Playdough minibeasts
*Sing Old Macdonald Had a farm.
*Identify farm animals by sounds they can hear on a farm.

WEEKLY THEMES

Week 1 & 2 – Caterpillars
Week 3 – Worms
Week 4 - Habitats
Week 5 – Outdoor Explorers
Week 6 & 7 – Farm

HOME LEARNING PROJECTS

- Minibeast Hunt
- Minibeast Baking
- Bubble Print Butterflies

ENVIRONMENT ENHANCEMENTS / RESOURCES

*Oder caterpillars and resources
*Planting opportunities inside & outside
*Observe chicks in school
*Minibeast small world area
* Farm small world link to trip and what the ladybird heard.
* Digging area
* Minibeast hunt resources in investigation area
*Wormery
*Ant hill observations
*Minibeast sensory trays
*Garden centre role play

Unit title: COUNTRIES
NURSERY
Duration: **7 WEEKS**
SUMMER 2

COMMUNITY LINKS & OUTDOOR LEARNING

*Transport spotting walk in the community
*Plane spotting
*Build large outdoor plane role play
*Fruit carrying from Hinda's Surprise.
*Paper Plane Flying
*Car wash for bikes
*Car racing using pipes
*Cardboard vehicle construction

CORE TEXTS

* Handa's Surprise
*Masie Goes on a Plane

AREAS OF LEARNING

COMMUNICATION & LANGUAGE

*Understand a question or instruction that has two parts.
*Be able to express a point of view and to debate when they disagree with an adult or a friend.
*Use talk to organise themselves and their play.

Suggested Outcomes
*Role play visiting different countries.
*Debate how you would get to different places e.g. would you get on a plane to visit Oldham?

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

*Talk about their feelings using words like happy, sad, angry or worried.
*Help to find solutions to conflicts and rivalries.

School Specific Knowledge:
*Know how to stay safe outside by wearing appropriate clothing for the weather, washing our hands and staying to the path.
*Know we need to stay safe in wet weather, cold weather and hot weather.

Suggested Outcomes
*Discuss what Masie would need to pack in her suitcase if she visited different countries with different weather.

PHYSICAL DEVELOPMENT

*Choose the right resources to carry out their own plan.
*Use one handed tools and equipment.
*Use a comfortable grip with good control when holding pens and pencils.

Suggested Outcomes
*Ball games during PE lessons, rolling and throwing.

LITERACY

Reading
*Understand we read English text from left to right and top to bottom.
*Recognise words with the same initial sound.

Writing
*Use some of their print and letter knowledge in their early writing.
*Write some letters correctly.

Suggested Outcomes
*Drawing with cars
*Pack a suitcase and label items.
*Match transport pictures to labels.
*Label fruit.
*Match the correct animal to the fruit they have eaten.

MATHEMATICS

Number
*Link numerals and amounts showing the right number of objects to match the numeral up to 5.
*Experiments with their own symbols and marks as well as numerals.

Shape, Space & Measure
*Combines shapes to make new ones.
*Extend and create ABAB patterns.
*Notice and correct an error in a repeating pattern.

Suggested Outcomes
*Fruit patterns
*Fruit shop, purchasing items using correct Numicon piece.
*Find out their friends favourite fruit and count which one if the favourite (up to 5)

UNDERSTANDING THE WORLD

People, Culture & Communities
*Talk about the differences between materials and changes they notice.
*Continue to develop positive attitudes about the differences between people.
*Know that there are different countries in the world and talk about the differences they have experienced or seen in photo's.

The Natural World
*Explore how things work.

School Specific Knowledge:
*Know that there are a wide range of foods eaten in different cultures and explore them using their senses.

Suggested Outcomes
*Explore different foods from around the world.
*Explore the places where Maisie visits on a plane, exploring the different cultures.

EXPRESSIVE ARTS & DESIGN

Creating with Materials
*Use drawings to represent to represent ideas like movement.

Being Imaginative & Expressive
* Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
*Play instruments with increasing control to express their feelings and ideas.
*Respond to what they have heard expressing their thoughts and feelings.

School Specific Knowledge:
*Understand that objects move.

Suggested Outcomes
*Explore how planes, trains, cars, boats all move and why. Children to use pretend objects to replicate movement.
*Draw observational drawings of the fruit bowl out of Handa's surprise using real fruits.
*Learn an African dance or song to perform using instruments.

WEEKLY THEMES

Week 1 – England
Week 2 – Journey in a car to Scotland
Week 3 – Journey on a train to France
Week 4 – Journey on a boat to Ireland
Week 5 & 6 – Journey on a Plane to Africa

HOME LEARNING PROJECTS

-Bring in Holiday photographs to share
-Transport Diary
-Create transport themed snacks
-Trying new food from another culture

ENVIRONMENT ENHANCEMENTS / RESOURCES

***Pirate Day**
*Boat Role play in Water Area
*Train / car role play in construction
*Airport Role play area
*Suitcases and holiday resources in home corner.
*Foods from different countries in playdough area.
*Beach play in sand area
*Africa culture represented in environment.