

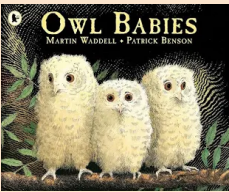
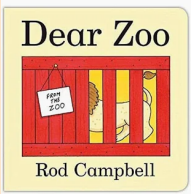
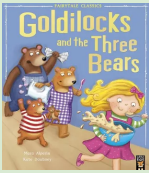
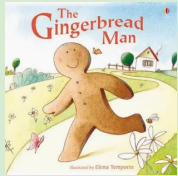
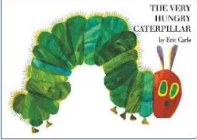
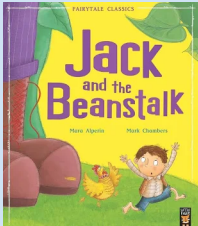
EYFS Long Term Overview – Nursery

In the EYFS planning will be adjusted according to the interests and needs of the children. Throughout all learning, we will ensure activities and interactions support the Characteristics of Learning:

Playing and exploring – Engagement: Finding out and exploring, Playing with what they know, Being willing to ‘have a go’

Active learning – Motivation: Being involved and concentrating, Keeping trying, Enjoying achieving what they set out to do

Creating and thinking critically – Thinking: Having their own ideas, Making links, Choosing ways to do things

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Events	Harvest assembly Black History Month	Remembrance day Other Faiths Week Anti-bullying day Christmas	Epiphany Shrove Tuesday Ash Wednesday Lent	World book day Easter Mothers day Science week	May, Month of Mary Pentecost World Earth Day	Fathers day Sports Day Teddy Bears picnic
Talk for writing texts	Owl Babies 	Dear Zoo or The Tiger Who Came To Tea  	We are going on a bear hunt or The Tiger Who Came To Tea  	Goldilocks and the 3 Bears or The Gingerbread Man  	The very hungry caterpillar 	Jack and the Beanstalk 
Experiences	Season Walk (Autumn) Exploring the school	Posting Letters to Santa Nativity Grandparents Tea and Carols	Season Walk (Winter) Making Bread Reading Morning	Season Walk (Spring) Porridge tasting or Making gingerbread people Hot Cross Bun Gathering Reading Morning	Living caterpillars Pentecost Party Reading Morning	Season Walk (Summer) Sports Day Teddy Bear's Picnic Reading Morning

Communication and Language	Communication and Language is developed throughout the year through; High quality interactions Daily group discussions Learning new vocabulary and its meaning Using new vocabulary in a range of contexts Using new vocabulary in conversations and discussions with teachers and peers Learning new rhymes, poems and songs and repeating these Speech and language interventions when needed					
Communication and Language Listening Skills	<u>Intent:</u> Beginning to listen to stories and nursery rhymes. Beginning to listen to instructions given. Beginning to listen during adult guided carpet sessions/activities. <u>Vocabulary:</u> Listen, reading, wait, turn, carpet time, join in, question, song rhyme, poem <u>Implementation:</u> Carpet time with verbal and visual reminders to listen to others. Daily and weekly songs, rhymes, music and stories shared.	<u>Intent:</u> Listens to simple stories. Listens to other people speaking. <u>Vocabulary:</u> Listen, reading, wait, turn, story, caret time, join in, hand up, song, rhyme, poem <u>Implementation:</u> Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared. Adults modelling listening to others speaking.	<u>Intent:</u> Listens to others speaking and continues the conversation following on from what has been said. <u>Vocabulary:</u> Listen, looking wait, turn, story, carpet time, join in, question. <u>Implementation:</u> Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared, Adults modelling listening to others speaking.	<u>Intent:</u> Enjoys listening to longer stories. Pays more attention to what is happening in the stories being read. <u>Vocabulary:</u> Listen, wait, turn, story <u>Implementation:</u> Daily story time and discussions around the stories read – what has happened, what might happen, what is happening in the pictures.	<u>Intent:</u> Listen more carefully. Knows why we should listen. <u>Vocabulary:</u> Listen, wait, turn, instruction, patient, patience, join in, why, safe. <u>Implementation:</u> Carpet time, group work, encouraging children to listen and explaining how to keep safe and why we should listen at different times	<u>Intent:</u> Listens attentively and responds to what they hear with relevant questions, comments, or actions. <u>Vocabulary:</u> Listen, wait, turn, instruction, patient, patience, join in, hand up, questions. <u>Implementation:</u> Carpet time, group work, assembly time, asking children questions and modelling questions.
Communication and Language Attention Skills	<u>Intent:</u> Focusing on an activity of my own choice for a short period of time. Beginning to show attention to the adults in my setting.	<u>Intent:</u> Focusing more attention on stories being told to them. Give attention to others who are speaking to me. <u>Vocabulary:</u>	<u>Intent:</u> Paying attention when listening to longer stories. Switches attention between listening to others and completing a task.	<u>Intent:</u> Focusing more attention on a chosen activity. Sits and listens during quieter or adult led activities when appropriate. <u>Vocabulary:</u>	<u>Intent:</u> Knows they sometimes have to wait their turn when speaking. <u>Vocabulary:</u> Sitting, listening, and joining in, turn	<u>Intent:</u> Maintain attention in whole class and small group contexts for a short time. <u>Vocabulary:</u>

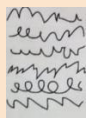
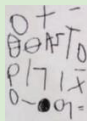
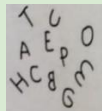
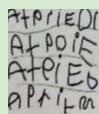
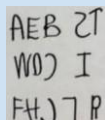
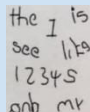
	<u>Vocabulary:</u> Choosing, playing, area, want, my turn, your turn, listening. <u>Implementation:</u> A range of activities for the children to choose from, adults conversing with children.	Listening, story, looking, friends, turn taking, my turn, your turn. <u>Implementation:</u> Daily story time and text sharing time. Adults modelling turn taking, adults supporting children to converse.	<u>Vocabulary:</u> Carpet, sitting, listening, joining in, stories, group. <u>Implementation:</u> Carpet time, daily story time, adults modelling completing tasks and conversing and listening and supporting children to do this.	Carpet, sitting, listening, joining in, hand up, group, listen. <u>Implementation:</u> Carpet time, assembly time, group work, playing in provision, visual and verbal reminders to sit and listen.	taking, my turn, your turn. <u>Implementation:</u> Adults reminding children to take turns and supporting them to do this. Group activities set up for children to access.	Carpet, sitting, listening, joining in, hand up, group. <u>Implementation:</u> Carpet time, assembly time, visual and verbal reminders to sit and listen.
Communication and Language Responding Skills	<u>Intent:</u> Points to objects upon request. Beginning to join in with adult guided activities with support from an adult. Follow one key word instructions. <u>Vocabulary</u> Listen, join in, come, instruction, sit, drink <u>Implementation</u> Story time, discussions with adults in nursery, adults giving children instructions with increasing complexity	<u>Intent:</u> Responds to adults when given a simple instruction. <u>Vocabulary</u> Chat, discuss, my turn, your turn, turn taking. <u>Implementation</u> Discussions with adults in nursery, adults given children instructions with increasing complexity	<u>Intent:</u> Answering 'who, what, where' questions. Follow a three key word sentence or instruction. Talks and responds to other children during play <u>Vocabulary</u> Questions, who, what, where, chat, discuss, my turn, your turn, turn taking. <u>Implementation</u> Discussions with adults in nursery, adults given children instructions with increasing complexity.	<u>Intent:</u> Responding during conversations and reasoning using the word 'because'. <u>Vocabulary</u> Reply, respond, because, conversation, talking, my turn, your turn, turn taking. <u>Implementation</u> Children conversing during group work and play times – adults to model and support. Children being asked the reason things and encouraged to use the word 'because'.	<u>Intent:</u> Responds to simple questions. <u>Vocabulary</u> Why, when, where, because, tell me, questions. <u>Implementation</u> Children conversing during group work and play times – adults to model and support. Children being asked the reason things and encouraged to use the word 'because'.	<u>Intent:</u> Engage in story times. Joins in with repeated refrains and anticipates key events and phases in stories or rhymes. Respond appropriately when asked e.g. 'smart sitting on the carpet'. <u>Vocabulary</u> Carpet, sitting, listening, joining in, hand up, story time, book, reading <u>Implementation</u> Story time, Carpet time, asking children to join in with stories, rhymes and making predictions about texts, verbal and pictorial reminders for sitting and listening
Communication and Language Understanding Skills	<u>Intent</u> Recognises and points to objects that are spoken to me. Understands 1	<u>Intent</u> Shows an understanding of text being read to them using the	<u>Intent</u> Recalling what happens in a story I have read. Understanding a	<u>Intent</u> Beginning to understand one step instructions and questions.	<u>Intent</u> Understanding prepositional language e.g. on, under. Asking why	<u>Intent</u> Follow 1 step instructions, Understand 'why' questions.

	key word instructions e.g. stop, drink. <u>Vocabulary</u> Instruction, telling, listen, follow, question, explain, because. <u>Implementation</u> Asking and encouraging children to answer questions either verbally or physically, giving children simple clear instructions, conversations with children	pictures. Understands simple concepts such as 'big/small'. <u>Vocabulary</u> Pictures, stories, listening, book, big, small, dark, light, open, shut. <u>Implementation</u> Asking and encouraging children to answer why questions, giving children clear instructions with two parts e.g. get your coat and then sit on the carpet'.	three key word sentence. <u>Vocabulary</u> Pictures, stories, listening, book, listening, understanding. <u>Implementation</u> Modeling conversations with children and staff, giving children opportunities to talk about stories that have been read and shared together	<u>Vocabulary</u> Instructions, listening, questions, get, move. <u>Implementation</u> Modeling, asking and answering questions, asking children questions in a variety of situations.	things are happening. <u>Vocabulary</u> On, under, in, inside, outside, forwards, backwards, why, explain, questions. <u>Implementation</u> Modeling the use of prepositional language, activities based around prepositional language, encouraging children to ask questions and answering the questions children have.	<u>Vocabulary</u> Instruction, telling, listen, follow, why, question, explain, because. <u>Implementation</u> Asking and encouraging children to answer 'why' questions, giving children simple clear instructions.
Communication and Language Speaking Skills	<u>Intent</u> Links words together when speaking. Developing more speech sounds and pronunciation of sounds. I can use words to begin to communicate my needs. <u>Vocabulary</u> Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get, want, needs. <u>Implementation</u> Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions,	<u>Intent</u> Using words to communicate what I want and make myself understood. Asking 'what' questions. Using the terms 'me, him, her'. <u>Vocabulary</u> Conversation, turn taking, why, because, and, what, me, him, her. <u>Implementation</u> Adults modelling conversations and supporting children to converse. Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of	<u>Intent</u> Answering 'who, what, where' questions. Can recite Nursery Rhyme from memory. I am beginning to speak simple sentences. I am beginning to link sentences with 'and'. <u>Vocabulary</u> Who, what, where, rhymes, speak, talk, sentence, and. <u>Implementation</u> Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, asking children questions and modelling and supporting children	<u>Intent</u> I can recite or retell a past event in my life to someone else. Asking 'where' and 'who' questions. <u>Vocabulary</u> Birthday, weekend, holidays, where, when. <u>Implementation</u> Adults modelling and supporting children to recount their weekends or special events in their life, adults asking children where and who questions and supporting children to ask these questions too.	<u>Intent</u> Using a wider range of vocabulary in my play. Singing some songs independently. <u>Vocabulary</u> Vocabulary related to topics children have learnt throughout the year. <u>Implementation</u> Adults planning in topic specific vocabulary across the year, children learning a range of songs.	<u>Intent</u> Use simple sentences. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Use talk to organise themselves and their play. <u>Vocabulary</u> Sentence, songs, joining in, rhymes, poems, Good morning, right, now, pass me, lets get. <u>Implementation</u> Giving children lots of opportunities to talk during carpet time, group tasks, playing, and general discussions, Observations of children, Daily and weekly songs and

	Observations of children, Daily and weekly songs and rhymes built up across the year, children playing in provision every day, encourage more reluctant children to talk	children, Daily and weekly songs and rhymes built up across the year, modelling the use of 'me, him, her'.	to ask questions and answering them. Daily rhymes.			rhymes built up across the year, children playing in provision every day.
PSHE (Life to the Full Plus)		EYFS, Module 1, Unit 1 Story Sessions: Handmade With Love	EYFS, Module 2, Unit 1 Session 1: Role Model	EYFS, Module 2, Unit 2 Session 1: Who's Who? Session 2: You've Got A Friend in Me Session 3: Forever Friends	EYFS, Module 2, Unit 3 Session 1: What is the Internet? Session 2: Playing Online EYFS, Module 2, Unit 4 Session 1: Safe Inside and Out Session 2: My Body, My Rules Session 3: Feeling Poorly Session 4: People Who Help Us	EYFS, Module 3, Unit 1 Session 1: God is Love Session 2: Loving God, Loving Others EYFS, Module 3, Unit 2 Session 1: Me, You, Us
Physical Development	Physical Development is developed throughout the year through; Supporting children to pick up heavier items with two hands and handling heavier objects carefully - or asking for support Balancing on one foot for short periods of time - still or hopping Learning to climb with care Learning to navigate simple obstacles e.g. walking across planks, jumping off small steps Learning how to co-ordinate a large ball e.g rolling, throwing, catching, playing games Learning to ride a balance bike by 'scotting' along and using feet as breaks					
Physical Development Gross Motor Skills	<u>Intent</u> Children putting on and taking off own coat and hanging it on the peg. Children taking off and putting on their own shoes/plimsolls/welly boots.	<u>Intent</u> Children putting on and taking off own coat and hanging it on the peg. Children taking off and putting on their own shoes/plimsolls/welly boots.	<u>Intent</u> Children putting on their own coat (needing support to do their coats up still), children putting on their own shoes etc. Going up and down stairs with	<u>Intent</u> Children can kick a large ball with some control. Children can throw a ball with some control. To begin to balance on one leg. To dance with control using different parts	<u>Intent</u> To use a balance bike more confidently. To run with more confidence and skill. To independently use a climbing frame or similar	<u>Intent</u> To make up own movements with their body. To begin to use their core muscle strength to achieve good posture when sitting on the floor or at

	Walk and crawl confidently. Climb using two feet at a time. Knowing how to scoop and pour e.g. sand. To run around the setting with some control and direction. Clapping and stamping music. <u>Vocabulary</u> Walk, crawl, skill, carefully, safe, safely, scoop, use, pour, dig, tools, sand, mud, water, run, careful, clapping, stamping. <u>Implementation</u> Children to take off/put on own coat and shoes/plimsolls/welly boots and are shown how to do this step by step. Children playing games that involved walking and crawling, adults modelling good posture when walking and crawling. Children supported on a climbing frame physically and verbally, children having access to mud sand, water. Children involved in dancing and clapping during a guided singing time.	Begin to move slowly on a balance bike. Begin to use a climbing frame with support from an adult. Being able to use a swing with some independence. <u>Vocabulary</u> Balance, careful, bike, safe, safely, climb, high, feet, watch, hands, help, swing, kick, move, jump. <u>Implementation</u> Children to take off/put on own coat and shoes/plimsolls/welly boots and are shown how to do this step by step. Children using balance bikes with guidance from adults in the provision, children having access to a climbing frame and supported to use them.	control and balance. <u>Vocabulary</u> Coat, shoes, independently, by yourself, help, ask, shoes, up, down, watch, careful, safely, control, balance <u>Implementation</u> Children going up and down the stairs to develop confidence and independence to do so.	of their body. To use the available equipment to create an obstacle course to navigate. <u>Vocabulary</u> Kick, large, ball, hands, feet, fast, slow, watch, control, balance, leg, hop, jump, still, dancing, obstacle, move, jump <u>Implementation</u> Children having a range of different sized balls to play with independently. Children supported to balance on one leg and playing games were they balance on one leg. Children provided with music to dance to and adults to model dances for children to follow.	resources. To begin to show good posture when sitting on the carpet. <u>Vocabulary</u> Balance, bike, look, watch, careful, skill, navigate, independently, climb, frame, safe, straight, cross legs, sitting <u>Implementation</u> Children having access to balance bikes to use independently. Children have access to climbing frame and obstacle like equipment. Children given time to sit and listen on the carpet and supported to sit during this time.	the table. To be able to climb safely on climbing frames, stairs or other similar equipment. Children choosing the right way to move equipment safely. <u>Vocabulary</u> Dance, move, sit, sit up, straight, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, cone. <u>Implementation</u> Children having music to dance to and move to. Children sitting at tables. Children having access to a range of tools and equipment such as pens, pencils, scissors, sellotape, balls, rackets, cones.
Physical Development	<u>Intent</u> Children using a	<u>Intent</u> Children mark make	<u>Intent</u> Beginning to use a 4	<u>Intent</u> Children make more	<u>Intent</u> Children begin to	<u>Intent</u> Children use pencils

Fine Motor Skills	palm grip when using mark making tools. Children use appropriate cutlery to feed themselves. Children begin to use scissors to make snips in paper with adult support. <u>Vocabulary</u> Pencils, pens, scissors, fork, safely, hand, snips <u>Implementation</u> Pens, pencils, crayons, scissors and paintbrushes available for children at all times.	by scribbling and colouring. Children to explore a wide range of fine motor activities and implements. <u>Vocabulary</u> Pencils, pens, scissors, paintbrush, finger, playdough, drawing, colouring in <u>Implementation</u> Fine motor activities available in the classroom with support from adults. Mark making materials available at all times	finger grip to use mark making tools. Using construction equipment correctly to build e.g. duplo. To use scissors weekly during adult guided activities. <u>Vocabulary</u> Pencil, grip, hand, fingers, scissors, control, build, join, together <u>Implementation</u> Adult to support children to develop their pencil grip and scissor hold.	controlled marks when drawing and mark making. Children manipulating playdough through rolling, squeezing and patting. <u>Vocabulary</u> Mark making, pencils, pens, colours, playdough, squeezing, patting, rolling, squeezing <u>Implementation</u> Children have access to mark making materials to use independently. Playdough available every day. Adults modeling how to use and manipulate the dough and how to draw with skill.	use a finger and a thumb grip. I am beginning to draw and paint clearer shapes when drawing and painting. <u>Vocabulary</u> Thumb and finger, pencil grip, pencil, draw, shape, drawing, paint, painting, colours, paintbrush, paper <u>Implementation</u> Adults to continue to support children to develop pencil grip - verbally and showing. Adult support when drawing a person. Children to write their name on their work	and other equipment comfortably for them. Children can cut paper confidently and round shapes. Children turning pages in a book one at a time. Children forming letters of their name independently showing good control and pressure. <u>Vocabulary</u> Pens, pencils, scissors, equipment, hand, letters, cutting, shapes, lines <u>Implementation</u> Children to use mark making tools and scissors to create own models and pictures. Children to write their name on their work.
Emergent Writing Development / Mark Making	Develop an interest in making marks. Beginning to distinguish between marks and pictures/drawings. Adults provide children with writing equipment in provision for children to access independently at any time.	Beginning to draw marks that are not always distinguishable. Adults provide children with writing equipment in provision for children to access independently at any time.	Adds some marks to drawings. Adds marks that symbolises their name. Adults provide children with writing equipment in provision for children to access independently at any time. Adults provide children with access to their written name.	Beginning to give meaning to the marks they make. Adults provide children with writing equipment in provision for children to access independently at any time. Adults provide children with access to their written name.	Beginning to understand that written word conveys meaning. Becoming more confident in name writing - writing some or all of the letters. Adults provide children with writing equipment in provision for children to access independently at any time.	Gives meaning to the marks made. Can pretend to write in a range of contexts. Writing many of the letters in name independently. Adults provide children with writing equipment in provision for children to access independently at any time. Adults provide

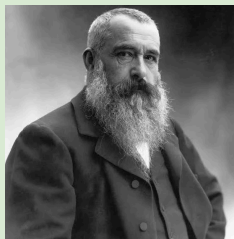
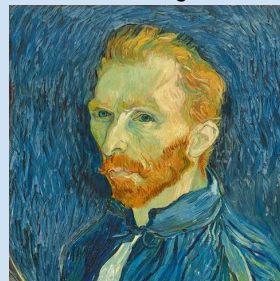
					Adults provide children with access to their written name.	children with access to their written name.	
Handwriting Development	Can write a few letters from their name. Can make controlled marks using tools or their fingers in sand, paint	Can make some controlled marks e.g. dots, circles, scribbles. Attempts to draw shapes.	Makes smaller controlled lines. Beginning to use a two finger thumb grip when writing. Beginning to show preference for a preferred hand.	Hold a pencil or tool with a preferred hand. Drawings are beginning to become more distinguished.	Beginning to use a two finger and thumb grip when using pencils. Learning how to form the letters in their name with adult support.	Are using three finger pencil grip on the majority of occasions. Using pencils and writing tools more confidently to write letters in their name.	
<u>Early Steps</u> Typical writing development from Nursery to the Reception year	1. Pre Writing (Nursery)		2. Letter strings (Nursery and Reception)			3. Early Developmental spelling (Nursery and Reception)	
	I explore making marks, but I do not communicate meaning. Random scribbling 	I draw pictures. I use lines to look like writing. Scribble writing. I begin to assign meaning.  	I write symbols and shapes that look like writing. I assign meaning to the marks. I attempt to write my name. 	I write random letters with no connection between letters and sounds. I can talk about my writing. I attempt to write my name. 	I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing. I can write some of the letters in my name. 	I write letters with spaces between them to resemble the idea of words. 	I copy words that I see in the environment around me. I often do not know what the words say. 
Catholic Social Teaching (Interwoven throughout the curriculum)	Care of Creation	Option for the Poor	Solidarity and Peace	Community and Participation		Dignity of Workers	Human Dignity
Religious Education	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden		To the ends of the Earth	Dialogue and Encounter

Phonics (Little Wandle - Phonemic Awareness)	Body Percussion/ Rhythm/ Listening Games/ Listening Walks	Progression of sounds: s,a,t,p,i,n,m Play these games: - What's in the box? - Play with sounds - Bertha the bus - Name play	Progression of sounds: d,g,o,c,k,e Play these games: - What's in the box? - Play with sounds - Bertha the bus - Name play	Progression of sounds: u,r,h,b,f,l Play these games: - What's in the box - Play with sounds - Bertha the bus - Name play	Progression of sounds: j,v,w,y,z,qu,ch Play these games: - What's in the box? - Play with sounds - Bertha the bus - Name Play	Progression of sounds: ck,x,sh,th,ng,nk Play these games: - What's in the box? - Play with sounds - Bertha the bus - Name play
Phonics (Little Wandle - Oral Blending)	Body Percussion/ Rhythm/ Listening Games/ Listening Walks	Teach children to blend CVC words using oral blending and objects Play these games: - Can you touch your...? - What's that noise? - Can you do the actions? - Blend from the box, with objects that start with different sounds	Teach children to blend a wider range of CVC words using oral blending Play these games: - Can you touch your...? - What's that noise? - Can you do the actions? - Blend from the box, with objects that start with different sounds	Teach children to blend a wider range of words using oral blending Play these games: - Can you touch your...? - What's that noise? - Can you do the actions? - Blend from the box, with objects that start with different sounds	Teach children to blend a wider range of words using oral blending Play these games: - Can you touch your...? - What's that noise? - Can you do the actions? - Blend from the box, with objects that start with different sounds	Teach children to blend a wide range of words using oral blending when playing Play these games: - Can you touch your...? - What's that noise? - Can you do the actions? - Blend from the box, with objects that start with different sound
Literacy Reading	<u>Intent</u> Beginning to join in with familiar rhymes and stories. Singing some parts or certain Nursery Rhymes. Hears new vocabulary from stories, rhymes, poems and books. Have a favourite book and seeking it/	<u>Intent</u> To understand that we should turn one page at a time in a book. To begin to understand that print has meaning. To talk about the pictures in a book with support. <u>Implementation</u>	<u>Intent</u> To enjoy singing a range of rhymes and songs. To enjoy listening to longer stories. To join in with some simple repeated refrains in well known stories/ rhymes. <u>Implementation</u>	<u>Intent</u> To begin to understand that we read from left to right and top to bottom. TO begin to name parts of the book e.g. front cover, title, author. <u>Implementation</u> Stories shared daily,	<u>Intent</u> To enjoy listening to longer stories and remember much of what happens. To talk about a story, turning one page at a time. To answer simple questions about stories. Beginning to predict what might happen	<u>Intent</u> To engage in extended conversations about stories. To know and say how the story might end. To tell a longer story. To listen to and enjoy sharing a variety of books and discuss the new vocabulary

	them out to share with an adult or look at alone. <u>Implementation</u> Children to have access all the time to a variety of texts	Reading together, exploring a wide range of books and discussing them together. Beginning to ask questions about books and modelling to the children how to talk about the pictures.	Daily songs and story times, increasingly longer stories being told, stories with repeating refrains shared with them	adults to model reading the story using their fingers along the words to read. Adults to tell children parts of the book and book title and author when sharing stories with the class	in a story. <u>Implementation</u> Children have daily stories with increasingly longer stories being told. Adults ask questions about what happens in the story or what they think might happen next in the story.	learnt. <u>Implementation</u> Adults prompting children to discuss the stories they have read, children making predictions, a variety of books on offer in nursery.
Literacy Word Reading Development	<u>Intent</u> Hear different environment sounds around me. Begin to recognise some environmental prints such as supermarkets logos. <u>Implementation</u> Support and modeling of listening to environmental sounds. Logos in the classroom environment e.g. role play	<u>Intent</u> Discriminate between different instrument sounds. To sing and perform actions to a familiar nursery rhyme. Say the rhyming <u>Implementation</u> Children listening to instruments as well as having access to musical instruments too. Children learning new nursery rhymes and accompanying actions. Children being prompted to say the missing words in known nursery rhymes.	<u>Intent</u> To begin to recognise my own name with resources. Recognise rhythm in spoken words by clapping syllables. <u>Implementation</u> Children clapping out the syllables in their name as supported by the adult e.g. clapping out their name to go and play	<u>Intent</u> To identify signs and symbols in the environment and recall what they mean. Spot or suggest rhymes. <u>Implementation</u> Adults provide a variety of print around the nursery e.g. fire exit, logos, labels for items and areas. Children singing songs and rhymes, playing rhyming games verbally.	<u>Intent</u> To begin to recognise some words that start with the same initial sound. To begin to recognise some individual letter sounds with support. <u>Implementation</u> Children having access to text in the environment and in books. Letters and sounds around the nursery for children to have access to and see/speak to adults about.	<u>Intent</u> To recognise my own name independently. To begin to recognise some individual letter sounds with support. Recognise some words with the same initial sound e.g. m for mummy and milk <u>Implementation</u> Children see their name written in a variety of places e.g. peg, drawer, bottle, lunch box, clothing. Letters in the environment, discussions with adults about words with similar sounds. Adults supporting children to orally blend words.
Mathematics	<u>Master the Curriculum</u> Colours Matching Sorting	<u>Master the Curriculum</u> Number 1 Number 2 Subitising 2 Pattern	<u>Master the Curriculum</u> Number 3 Number 4 Subitising 3 Subitising 4 Number 5	<u>Master the Curriculum</u> Height and Length Mass Capacity	<u>Master the Curriculum</u> Sequencing Positional Language More Than/Fewer 2D Shapes 3D Shapes	<u>Master the Curriculum</u> What comes after? What comes before? Numbers to 5

			Subitising 5			
Curiosity Cube (Subject to change due to children's interests)	Dinosaur Egg	Autumn / Nativity	3 Kings	Easter	Living Caterpillars	Plant / Seasonal
Understanding the World	Understanding the World (UW) is one of the four specific areas of learning in the Early Years Foundation Stage (EYFS). It guides children to make sense of their physical world and community through hands-on exploration, sensory experiences, and firsthand observation. The curriculum is divided into three core aspects: Past and Present, People, Culture and Communities, and The Natural World					
Understanding the World Possible Celebrations and Experiences	Starting Nursery Caring for our environment - Litter picking Autumn walk to observe changes Harvest time	Halloween Bonfire Night Diwali Nativity Christmas	New Year Chinese New Year Making Bread Winter walk to observe changes	Spring walk to observe changes Planting Cress seeds Mother's Day Hot Cross bun gathering Easter	Living caterpillars Making an easter garden	Planting runner beans Growing Observing changes outside
Understanding The World Development of Past and Present	<u>Intent</u> Children using words 'now' and 'next'. Children talk about them who they live with and any pets. <u>Implementation</u> Discussions where children take it in turns to talk about their family. Adults to promote children to talk about their home and home life.	<u>Intent</u> Children talk about their past life experiences e.g. birthdays. Children to begin using the words 'then' and 'before'. <u>Implementation</u> Adults to model these terms correctly and rephrase children's words so they are too using them correctly. Discussions about their past experiences.	<u>Intent</u> Children understand the terms 'old' and 'new' and recognise old and new objects e.g. shops, cars, photos <u>Implementation</u> Children to look at their family and baby photos. Discussions with adults about these photos,	<u>Intent</u> Children commenting on their own past experiences e.g. Christmas. <u>Implementation</u> Adults to promote conversation about how they celebrate and what they do.	<u>Intent</u> Children confidently talk about who they are and who they live with. Children ask questions about the family member. <u>Implementation</u> Children discuss with adults during activities who they live with and the adults who are important to them.	<u>Intent</u> Children begin to understand how to sequence two events. <u>Implementation</u> Children are shown how to 'sequence' using two familiar events - either in the present day or from across the year.
Understanding	<u>Intent</u>	<u>Intent</u>	<u>Intent</u>	<u>Intent</u>	<u>Intent</u>	<u>Intent</u>

The World Development of People, Culture and Communities	Children talk about their families, who is special to them and why. Children can name members of their family. <u>Implementation</u> Adults prompt children to talk about their families and homes.	Children talk about how we look after our friends and families. Children can talk about their homes and what they have inside their homes. Children can talk about the celebrations of Christmas. <u>Implementation</u> Adults encourage children to look after their friends and family e.g getting someone a tissue if they are unwell. Children exploring a range of celebrations at nursery including Christmas.	Children are beginning to recognise signs and shops familiar to them. Children can talk about transports that they use. <u>Implementation</u> Adults promote a celebration of a range of festivals around the world.	Children begin to speak positively about differences between people and ways of life. They show an interest in people with a range of occupations. <u>Implementation</u> Adults talk about and read stories about different occupations. Children listen to and begin to understand that we celebrate diversity and equality and are encouraged and supported to do so by nursery adults.	Children begin to develop an idea of 'belonging'. Children begin to understand what the 'wider world' is and how they can play a part and get along with one another. <u>Implementation</u> Adults introduce the idea of British values through various activities, discussions and stories. Children given the opportunity (support by adults) to discuss patience and tolerance.	Children start to use the correct vocabulary to name different features of their community. Children know there are countries other than England and that they might look different to ours. <u>Implementation</u> Children learn about other countries through texts and online stories
Understanding The World Development of the Natural World	<u>Intent</u> Children begin to show respect and care for their environment. They start to talk about their home and school environment. Children explore their world and environment through their senses. <u>Implementation</u> Adults to model respect and care for the natural world and encouraging children to do this	<u>Intent</u> Children explore the changing weather and seasons and continue to explore using their senses. <u>Implementation</u> Stories, discussions and activities based on the weather and seasons, discussions on the world and children's interests.	<u>Intent</u> Children start to understand how and why we respect and care for animals. Children explore a range of materials and natural objects. <u>Implementation</u> Adults teach children about nature, the world and animals and how and why we care for them.	<u>Intent</u> Children explore the changing weather and seasons and learn about new life and plants based around spring time. <u>Implementation</u> Stories and discussions based on the weather and seasons as well as stories and activities based on new life (flowers and animals).	<u>Intent</u> Children help to grow plants from seeds and help care for them while watching the changes over time. We observe the life cycle of a butterfly. <u>Implementation</u> Adults support children to plant their own seeds and grow them. Children observe their plants to see how they've grown.	<u>Intent</u> Children explore the changing weather and seasons. <u>Implementation</u> Stories and discussions based on weather and seasons.
Expressive Arts and Design	Expressive arts and design encourages children to take part in a variety of activities such as music, art, role-play, singing and dancing. This helps children to develop imagination and creativity.					

	There are two aspects involved in Expressive Arts and Design: Exploring and using media and materials: children singing songs, make music and dance. They safely use and explore a variety of materials, tools and techniques, experiments with colour, design, texture, form and function. Being imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings, through design and technology, art, music, dance, role-play and stories.		
Expressive Arts and Design	Yoyoi Kusama - Japanese 	Claude Monet - French 	Vincent Van Gogh - Dutch 
EAD Creating with Materials	<u>Intent</u> Recognises colours and begins to use choose them for a purpose. Uses thick pens and paint brushes. Uses a glue stick to join materials together. Uses playdough tools to roll, cut, ball, sausage. Builds towers with construction equipment. Starts to create independent pictures using available materials. <u>Implementation</u> Children paint and colour using brushes, sponges, crayons, pencils all being a variety of thicknesses. Children have daily access to a malleable area with dough and tools to use. Children having glue sticks and sellotape modelled to them by the adults. Glue and sellotape available for children at all times.	<u>Intent</u> Becoming more confident when drawing e.g. potato people. Beginning to talk about what they have drawn and starting to draw from memory. Adds materials to their creations e.g. pom pom, glitter. Using correct scissor grip and practising cutting paper. <u>Implementation</u> Children have free access to paper with and pencils to draw with, adults to model drawing while sitting at a table. Adults to ask children about their artwork. Children begin to have scissor based activities to develop scissor skills with adults modelling how to hold them correctly as well as scissor safety.	<u>Intent</u> Use smaller construction kits correctly. Uses a range of painting and printing materials to explore form and function. Experiments with colour mixing. Children cutting with confidence and independently completing cutting activities. Children building for a purpose using a range of construction equipment. Children using a range of 'sticking' tools to join their artwork such as sellotape, masking tape, PVA glue. <u>Implementation</u> Children to have a range of construction kits available starting large in Autumn and getting smaller by summer. Children have a range of joining materials to use and put away independently/
EAD Being imaginative and Expressive	<u>Intent</u> Children dance to music and enjoy exploring moving to music in a variety of ways. Children show interest in small world and roleplay areas, children roleplaying their first-hand experiences. Children develop storylines in their play	<u>Intent</u> Children include their own experiences in roleplay. Children talk about music (including favourite songs or songs they do not like) and listen to songs from different cultures. Children explore a range of musical instruments and use them to make music either separately or together. Children linking	<u>Intent</u> Children join in with actions to songs and engage in role play in and out of the role play area whilst becoming more immersed in their play. Children make up their own stories verbally while playing.

	and use familiar props. Children sing familiar songs and nursery rhymes. <u>Implementation</u> Whole class listening to music and songs together, learning new nursery rhymes, adults modelling dancing to music, small world areas set up for children based on their interests.	real life stories into their small world and role play. <u>Implementation</u> Adults support children during role play if needed. Children explore a range of musical instruments during carpet sessions with an adult and independently during play.	<u>Implementation</u> Daily singing of a range of songs and encouraged to join in and follow the actions. Adults to encourage singing and performing in front of each other to a small group.
EAD Nursery Activities	- Wake and shake every morning - Explore musical instruments and make music - Daily singing - Self portraits - Remembrance Day Poppy - Painting and mark making linked to T4W text Owl Babies - Painting and mark making linked to T4W text Dear Zoo or The Tiger who came to tea - Christmas Cards - Christmas Door (O'Christmas Tree) - Firework Pictures - Kusama art	- Wake and shake every morning - Explore musical instruments and make music - Daily singing - Daffodil paintings - Mother's Day Card - Easter Cards - Painting and mark making linked to T4W text We're Going on a Bear Hunt or The Tiger who came to tea - Painting and mark making linked to T4W text Goldilocks or The Gingerbread Man - Monet Water Lillies -	- Wake and shake every morning - Explore musical instruments and make music - Daily singing - Painting and mark making linked to T4W text The Very Hungry Caterpillar - Painting and mark making linked to T4W text Jack and the Beanstalk - Life Cycle of Butterfly Paintings - Fathers Day Card - Van Gogh Sunflowers