

NURSERY: Long Term Plan 2024-25 (Curriculum Overview)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Colours		Once Upon a Time		Journeys	
Communication and Language	Communication and language underpins ALL learning in the EYFS. Adults model high quality spoken English and model full sentences to children. Daily opportunities and experiences are offered to children to develop their communication and language skills. Opportunities for talk and listening skills to be developed through experiences in and out of school. Daily opportunities to talk and listen through stories, songs, rhymes and adult directed activities. Children have opportunities to speak to whole class on their birthday about their celebrations. Children take part in sharing assemblies, Christmas performances, each having the opportunity to speak to a larger audience including adults. Vocabulary acquisition available daily through high quality interactions with adults. New vocabulary explicitly taught in adult led learning. Adults model taught vocabulary in interactions with children.					
	Opportunities for Communication and Language are available throughout the setting on a daily basis through whole class/small group teaching and through a creative and enabling learning environment.					
Physical Development	Expectations during P.E. Walking PE Curriculum	Gymnastics- High, low, under, over	Ball skills- feet	Ball skills- hands	Dance-Nursery Rhymes	Sports Day activities. Games for understanding
	Further opportunities are available for physical development daily through outdoor physical opportunities such as a climbing wall, climbing frame, physical activities trolley etc. Fine motor opportunities such as scissor skills, a variety of mark making tools and materials, plus construction toys available daily. Each week a focus fine motor activity will be put out on the Fine Motor Table for the children to access.					
Personal, Social and Emotional Development	TEAM	HEALTHY	RESPONSIBLE	INNOVATIVE	VALUED	EMPATHETIC
	PSED is integral to Early Years practice. PSED is taught through weekly circle times with a THRIVE theme, teaching and sharing class expectations. Summer Term focus on Transition.					
Literacy	Nursery Rhymes		Nursery Rhymes		Nursery Rhymes	
	Owl Babies Mixed! Brown Bear Brown Bear Handa’s Surprise The Leaf Thief		Goldilocks Tiger Who Came to Tea Great Race Cleversticks Mr Wolf’s Pancakes		Jack & the Beanstalk Jasper’s Beanstalk	Very Hungry Caterpillar
Phonics	Monster Phonics Term 1 Phase 1 Focus on activities from Aspects 1,2,3 & 6 (- Environmental Sounds, Instrumental Sounds, Body Percussion, Voice Sounds.) Introduce activities from Aspects 4 and 5 (Rhythm & Rhyme and Alliteration) during second half term.		Monster Phonics Term 2 Phase 1- continue with activities from Aspects 1- 6 and introduce activities from Aspect 7 (Oral blending and segmenting)		Monster Phonics Term 3 Activities from Aspects 1-7 as appropriate for cohort. Introduce Pre Phase 2 sessions-(8 weeks) Introducing s a t p l n m d	

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Maths	<p>Colours, matching and sorting.</p> <p>Matching number patterns, 2D shapes and sizes (big and small, tall and short)</p> <p>Counting, subitising (dice patterns) – focusing on numerals 1 and 2.</p> <p>AB patterns, extending ABC patterns. (movement, colour and outdoor environment)</p>	<p>Describing routes.</p> <p>Focus on numerals 3, 4 and 5.</p> <p>Subitising, counting with 1:1 correspondence, cardinal principle, naming and describing 2D shapes, positional language.</p> <p>Weight and height.</p>	<p>Introduce 0.</p> <p>Sequencing language, more than and fewer than, revisit 2D shapes and introduce 3D shapes to build.</p> <p>Solving problems with numerals 1-5.</p> <p>Recording numerals.</p> <p>Describing routes.</p> <p>Capacity.</p>
<p>UW</p> <p>Past and Present</p> <p>People and communities</p> <p>The Natural World</p>	<p>Discovery RE:</p> <p>Special People – What makes people special?</p> <p>Christianity Judaism</p> <p>Christmas- What is Christmas? Christianity</p> <p>Half termly trips to Woodlands, observing signs of change. Using senses to discover what is around. What can you hear? See? Smell? How does it make you feel?</p> <p>Celebrate festivals- Harvest, Guy Fawkes (5th November) Remembrance Day (11th November) Diwali, (12th November) St Andrew's Day (30th November) Christmas,</p>	<p>Discovery RE:</p> <p>Celebrations – How do people celebrate?</p> <p>Hinduism</p> <p>Easter – What is Easter? Christianity</p> <p>Weekly trips to Woodlands, observing signs of change. Outdoor activities.</p> <p>Celebrate Festivals- Chinese New Year, (29th January) St David's Day (1st March) Shrove Tuesday (4th March), Ramadan (28th February- 30th March) St Patrick's Day (17th March) Mother's Day (30th March) Eid (30th/31st March) Easter(20th April 2025)</p>	<p>Discovery RE:</p> <p>Story Time- What can we learn from stories?</p> <p>Christianity Islam Hinduism Sikhism</p> <p>Special Places- What makes places special?</p> <p>Christianity Islam Judaism</p> <p>Maps and mapping skills. Travel.</p> <p>Weekly trips to Woodlands, observing signs of change. Outdoor activities. Lifecycles of plants and animals- observing caterpillars change into butterflies and seeds growing roots and shoots.</p> <p>Celebrate Festival –St George's Day (23rd April)</p>
Creative Development (Expressive Art and Design)	<p>Harvest songs, Christmas songs.</p> <p>Clapping/ tapping a regular beat.</p> <p>Colour mixing, painting- matching colours and shapes, printing/ collage and playdough.</p> <p>Artist- Mondrian</p>	<p>Easter/Spring songs</p> <p>Clapping syllables in words & simple rhythms.</p> <p>Wax rubbings, blow painting, junk modelling (techniques for joining materials)</p> <p>Artist- Andy Goldsworthy</p>	<p>Songs. Selecting & using sounds to create effects and accompany stories.</p> <p>Making models for a purpose models with a moving part.</p> <p>Collage with different textures.</p> <p>Artist- Van Gogh</p>
	<p>Daily opportunities available for EAD through a creative and enabling environment. This includes a creative area and music and dance opportunities both indoors and outdoors. Songs and rhymes sung daily.</p> <p>Daily opportunities for role-play and small world play both inside and outdoors.</p>		
Trips & Visitors			Trip to Stockwood Park

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

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- Develop social phrases.
 - Engage in story times.
 - Listen to and talk about stories to build familiarity and understanding.
 - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
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- Use new vocabulary in different contexts.
 - Listen carefully to rhymes and songs, paying attention to how they sound.
 - Learn rhymes, poems and songs.
 - Engage in non-fiction books.
 - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.