

## Long Term Curriculum Overview 2023-2024

EYFS Nursery	Autumn	Spring	Summer
<p><b><i>Personal, Social and Emotional Development</i></b></p>	<p>Begin to understand the rules and take part in routines of the day, sometimes with support.</p> <p>To begin to build positive relationships with new adults and peers.</p> <p>To begin to feel confident in asking an adult for help when needed.</p> <p>Select and use resources independently to achieve a goal they have chosen.</p>	<p>Play with one or more children, extending and elaborating play.</p> <p>To develop their sense of belonging to the school community.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Show increasing confidence when faced with a new experience.</p> <p>Begin to show sensitivity towards how others are feeling. Describe how characters might be feeling in stories.</p>	<p>To have established a group of one or more children they like to play with repeatedly.</p> <p>Talk with others to solve conflicts and be able to take turns in their play saying 'my turn please' and waiting patiently when others respond with 'yes, in five minutes'.</p> <p>Talk about their feelings, describing when they are happy, sad, worried, angry etc and begin to regulate their feelings knowing when they may need support to manage them.</p> <p>To know that we have class and school rules which need to be followed and to understand why they are important in our school community.</p> <p>Show more confidence in new social situations.</p>
<p><b>Communication and Language</b></p>	<p>To know some rhymes, begin to talk about familiar books.</p> <p>Enjoy listening to longer stories and remember some of what happened.</p> <p>Sing a larger repertoire of Nursery Rhymes and Songs.</p>	<p>Use longer sentences of 4 to 6 words.</p> <p>Use talk to organise themselves and their play eg. 'let's go on the bus, I'll be the driver.</p> <p>To know many rhymes, be able to talk about familiar books and tell a longer story. (See Pie Corbett Literacy)</p>	<p>Be able to express points of view and debate when they disagree with an adult or a friend using words as well actions.</p> <p>To be able to sit, listen and respond appropriately for a period of time appropriate for their age.</p>

	<p>To use a wide range of vocabulary linked to interests, the world around them and quality texts.</p> <p>Understand a two part question or instruction.</p> <p>Understand Why questions.</p>	<p>To begin to pay attention to more than one thing at a time.</p>	<p>To begin to use tenses in the correct context.</p> <p>Begin to pronounce more difficult sounds correctly (r,j,th,ch,sh).</p>
<p><b>Physical Development</b></p>	<p>To begin to independently use large outdoor equipment including bikes, scooters and climbing equipment with increasing control to support their gross motor skills.</p> <p>Gain confidence when going up and down stairs using alternate feet and when climbing on outdoor equipment and apparatus.</p> <p>Use large-muscle movements when painting, chalking or making marks with water on vertical surfaces to stimulate large shoulder movements.</p> <p>Use a range of one-handed tools and equipment with increasing control to do what they set out to do e.g. using tweezers to move objects, using hammers and nails during forest school activities and using scissors to make snips in paper.</p> <p>Match their developing physical skills to become more confident, competent and adaptive movers when choosing how to travel across and over balancing and climbing equipment.</p>	<p>To begin to transfer physical skills learnt in one context to another such as using scissors to snip paper then using them to cut herbs from the garden when preparing food.</p> <p>Begin to recognise and talk about healthy food and drink choices.</p> <p>Use a range of tools for different purposes in order to carry out their own plan e.g. Choosing a large spade to create a bigger hole, a wheelbarrow to transport resources safely, using scissors to cut and adapt resources.</p> <p>Begin to develop more control over a pencil, changing from palmer grasp to four finger grip when drawing lines and circles.</p> <p>Begin to eat independently learning how to use a knife and fork.</p> <p>Know the importance of brushing our teeth every morning and night and limiting the amount of sugar they eat and drink, making healthier choices.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>During music and movement sessions with Mrs Naylor children will be increasingly able to imitate, remember and initiate rhythmic sequences and patterns of movement.</p> <p>Collaborate with others to manage large items, moving them safely and sensibly and negotiating space to avoid obstacles.</p> <p>Begin to use a tripod grip to hold a pencil with good control to make more detailed drawings and when beginning to write recognisable letters from their name.</p> <p>Show a preference for a dominant hand.</p> <p>Understand and talk about why we need to wash our hands throughout the day, including after going to the toilet and before snack and lunch.</p>

	Be increasingly independent in meeting their own care needs when going to the toilet and washing their hands.		
<b>Literacy-Reading</b>	<p>Independently select favourite books demonstrating positive reading behaviours including holding the book the correct way up, turning the pages one at a time and talking about the illustrations.</p> <p>Begin to understand that print carries meaning, noticing and commenting on print in the environment and in books.</p> <p>Begin to develop phonological awareness by spotting and suggesting rhyme in stories, songs and when playing rhyming games.</p> <p>Recognise and distinguish between environmental sounds.</p>	<p>Name the different parts of a book including title, front cover and content page.</p> <p>Know that print can have different purposes and enjoy giving their own meaning to print, using diagrams and illustrations as a guide.</p> <p>Know that stories have sequence and use language including first, next, then and finally to describe what has happened in our story focus.</p> <p>Hear and say the initial sound in their name.</p> <p>Know that stories have a title and can predict the title using illustrations as a guide.</p>	<p>Count and clap syllables in names when singing hello to each other every day.</p> <p>Recognise words with the same initial sound during games such as 'I Spy' or on sound hunts.</p> <p>Begin to hear and say the initial, final and then middle sound in cvc words.</p> <p>Know the difference between a letter and word and follow print to 'read' the title of a familiar story.</p> <p>Engage in extended conversations about stories, learning new vocabulary and using it when retelling the story.</p> <p>Know that the author is the person who write a story and the illustrator draws the pictures.</p> <p>Begin to identify letters of the alphabet.</p>
<b>Literacy - Writing</b>	<p>Notice and talk about print in their environment such as their name, well known logos and labels with photographs such as on those on resources.</p> <p>Add some marks to their drawing which they give meaning to e.g. that says mummy.</p> <p>Explore mark making on a large scale both indoors and outdoors, developing control over one handed tools.</p>	<p>Begin to know that sounds in words are represented by a letter.</p> <p>Show interest in letters and sounds during phonic games.</p> <p>Make marks on their pictures which stand for their name.</p> <p>Use a pencil with increasing control to draw lines and circles.</p>	<p>Children to use a tripod grip when using a pencil with increasing control.</p> <p>Recognise and identify some letters of the alphabet in the environment and in stories, non-fiction texts etc.</p> <p>Children to be able to write their name and some letters accurately.</p>

		<p>Begin to form some letters in their name.</p> <p>Be able to follow and copy patterns to support letter formation.</p>	<p>Use some of their print and letter knowledge in their early writing e.g. writing a shopping list that starts at the stop of the page and write 'M' for mummy.</p> <p>To be able to break down a sentence into words and keep it in their head, asking an adult to record their ideas and beginning to read their own sentence back.</p>
<p><b>Maths</b></p>	<p>Recite numbers beyond 5 in the correct sequence.</p> <p>Show finger numbers up to 3 through number rhymes and songs.</p> <p>Begin to count objects and actions up to 3 using one to one correspondence, knowing that the last number reached tell you how many are in the set and beginning to match numerals to quantity.</p> <p>Begin to show an understanding of numerals and their meaning such as knowing that they are 3.</p> <p>Talk about and begin to comment on 2D and 3D shapes they use through their play, using mathematical language such as 'round'</p> <p>Understand positional language through words e.g 'The ball in under the chair'.</p> <p>Begin to describe a sequence of events, real or fictional, using words first, next, then, before etc.</p>	<p>Begin to recognise sets of up to 3 objects on sight without having to count them individually.</p> <p>To experiment with their own symbols and marks as well as numerals during play and outdoor games.</p> <p>To know the names and properties of 2D shapes including circle, triangles, squares and rectangles and to use them in everyday context and in their drawings.</p> <p>To talk and identify patterns in the environment using language to describe them.</p> <p>To describe a familiar route, using positional language..</p> <p>To make comparisons relating to size, length, weight and capacity.</p>	<p>Count reliably objects and actions up to 5 using one to one correspondence and matching the numeral to the quantity.</p> <p>Solve real world mathematical problems with numbers up to 5 through daily routines and activities.</p> <p>To compare quantities using language 'more than' and 'fewer or less than'.</p> <p>To begin to identify and talk about properties of 3D shapes when building and constructing during their play.</p> <p>Extend and create ABAB patterns and noticing and correcting errors .</p> <p>Discuss routes and locations within their environment and immediate locality, exploring maps and discussing familiar landmarks.</p>

<b>Understanding the World</b>  <b>Investigation &amp; Exploration</b>	Use descriptive terms, such as 'fast', 'slow', 'hot' and 'cold'	Understand light and dark. Begin to know that the sun gives us light in the day and we get light from the stars and reflective light from the moon in the night.	Talk about the differences between the materials and changes the notice.
	Talk about and begin to describe what they can see in their environment. Noticing how their environment changes through the seasons.  Explore how things work, investigating and talking about various light sources including lights, fire, torches etc	Plant seeds and care for growing plants.  Under the key features of a growing plant.  Begin to understand the need to respect and care for the natural environment and all living things.  Understand the key features of the life cycle of a plant – seed, shoot, flower	Exploring collections of materials and talking about their properties during a range of play situations.  Exploring and talking about changes in ingredients when mixing together and cooking.
<b>People, culture and communities</b>	Recognise, name and notice they have similarities and differences that connect them and distinguish them from others e.g. colour of eyes, hair skin.  Know where they live.  Know who they live with.	Explore different occupations and different ways of life.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  Begin to explore maps within books and real-life experiences.
	<b>Time</b>  Begin to make sense of their own life story and family photographs.  Understand language of today, tomorrow and yesterday.  Days of the week song.	Speak about an event which has happened in the past and discuss a future event.	Order a sequence of up to 3 events.
<b>Expressive Arts and Design</b>	Listen to sounds with increased attention, expressing their thoughts and ideas.  Use objects and natural materials as props to support imaginative play, using it to represent something else.	Remember and sing a variety of songs and rhymes.  Explore different instruments, using them to express their feelings and ideas. - Music with Mrs Naylor  Match the pitch of a tone sung by another person.	Create their own songs or change parts of songs they know.  Move melodically when singing familiar songs.  Begin to combine construction materials, blocks and other chosen media to make imaginative and

	<p>Explore and use different materials freely to express new ideas.</p> <p>Join different materials and explore different textures.</p> <p>Draw closed shapes with continuous lines and begin to use these lines to represent objects.</p>	<p>Use small world equipment to develop complex stories.</p> <p>Use drawings to represent ideas, giving meaning to what they have drawn.</p> <p>Explore colour mixing, making predictions about what two primary colours will make a secondary colour and experimenting to find out.</p>	<p>complex small worlds, using props to support play.</p> <p>Begin to draw with increasing complexity and detail such as representing a face with a circle and including features.</p> <p>Begin to show different emotions in their drawings and painting, talking about happiness, sadness, fear etc.</p>
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