

**Nursery- Curriculum Long Term Overview 2023-2024-** *This long term plan will adapt and change across the year dependent on children's progress, interests and our developing understanding and use of the new EYFS framework and non-statutory guidance materials.*



	<b>Autumn 1</b> Weds 6 <sup>th</sup> Sept – Thurs 19 <sup>th</sup> Oct	<b>Autumn 2</b> Tues 31 <sup>st</sup> Oct – Tues 19 <sup>th</sup> Dec	<b>Spring 1</b> Thurs 4 <sup>th</sup> Jan – Fri 16 <sup>th</sup> Feb	<b>Spring 2</b> Mon 26 <sup>th</sup> Feb – Thur 28 <sup>th</sup> Mar	<b>Summer 1</b> Mon 15 <sup>th</sup> April–Thur 24 <sup>th</sup> May	<b>Summer 2</b> Mon 3 <sup>rd</sup> June – Fri 19 <sup>th</sup> July
<b>Talk For Writing Text</b>	Dear Zoo	Brown Bear Brown Bear	<b>The Gingerbread Man</b>	Jasper's Beanstalk	The Very Hungry Caterpillar	<b>Goldilocks and the Three Bears</b>
<b>Topic Based Text</b>	The Tiger Who Came to Tea	Whatever Next	Animal Train	We're Going on a Bear Hunt	<b>The 3 Little Pigs</b>	Handa's Surprise
<b>Poetry Basket</b>	Poetry Basket – Learn at least 2 Autumn Term Poems with actions	Poetry Basket – Learn at least 2 Autumn Term Poems with actions	Poetry Basket – Learn at least 2 Spring Term Poems with actions	Poetry Basket – Learn at least 2 Spring Term Poems with actions	Poetry Basket – Learn at least 2 Summer Term Poems with actions	Poetry Basket – Learn at least 2 Summer Term Poems with actions
<b>Nursery Rhymes and Songs</b>						
<b>Celebrations/Special Occasions</b> <i>(Dates to be updated yearly)</i>	Autumn – 23rd September Harvest Festival Black History Month – October	Black History Month – October Bonfire Night- 5 <sup>th</sup> November Diwali – 12 <sup>th</sup> November Advent and Christmas Winter- 21 <sup>st</sup> December	Ramadan – Approx. 10 <sup>th</sup> March to 9 <sup>th</sup> April (Approx.)	Shrove Tues (Pancakes) – 13 <sup>th</sup> Feb World Book Day – 7 <sup>th</sup> March Spring – 20 <sup>th</sup> March Mother's Day – 10 <sup>th</sup> March Ramadan – Approx. 10 <sup>th</sup> March to 9 <sup>th</sup> April (Approx.) Easter -29 <sup>th</sup> – 31 <sup>st</sup> March Eid Al Fitr – 9 <sup>th</sup> April (Approx.)		Father's Day – 16 <sup>th</sup> June Eid Al Adha- 16 <sup>th</sup> June (Approx.) Summer -21 <sup>st</sup> June
<b>Experiences, events, visits or visitors</b>	-Stay and Play Sessions -Phased Start -Story times with key adults in school e.g. EYFS Lead, Head Teacher -Posting a letter in the local post box	-Autumn Walks – introduction to environmental area -Christmas Play -Christmas Party -Visit from Father Christmas	-Winter Walks -Making Gingerbread Men -Visit from a Mechanic	-Spring walks -Sensory Bear Hunt -Mothers and babies visiting -Planting –cress, beans, and sunflowers.	-Farm Trip -Making Butterfly cakes	-Summer Walk -Sports Day -Teddy Bears Picnic -Move Up/Transition times
<b>Role Play Opportunities/Ideas</b> <i>These are just ideas and may be changed due to children's interests. (Key for language development and PSED)</i>	Home corner – children should have access to role play areas/resources that link to home at all times. This may be a home corner set up or access to resources such as a cooker, plates and cups in the playdough area. It is vital that children are always able to role play what they know best.					
	-Home corner	-Whatever Next set up with resources such as boxes, colanders, boots to retell the story -Colour room -Santa's Grotto	-Old Woman's Kitchen -Garage -Train Station	-Bears Cave / Dark Den -Garden Centre	-Fruit and Veg Shop/Green Grocers -Home corner	-3 Bears Cottage -Gym -African instruments
<b>Communication and Language</b>  <i>(Underpinned across all areas of learning and apart of all day to day teaching and learning)</i>  <i>See Talk for writing below for further links to Language Development.</i>	<p>The development of children's spoken language will underpin the learning across all curriculum areas. Adults will constantly be modelling language for children through stories, songs, role play, conversations, questions and discussions. During play adults will comment on what children are doing, provide a commentary of what is happening and sensitively ask questions that allow them to elaborate. During conversations adults will echo back what children say to them, adding in new vocabulary and sensitively remodelling any grammar or words that may have been misused through recasting. We will use the statements and supporting examples in Development Matters as a guide, particularly when a member of staff feels a child is not developing at the appropriate rate so that we can tailor the support they need.</p> <p><b>In order to develop children's C&amp;L skills, in line with the Statutory Educational Programs and the Development Matters supporting materials, children will be provided with opportunities to:</b></p> <ul style="list-style-type: none"> <li>-Take part in regular, fun, engaging story sessions. Listening to a range of stories across the year.</li> <li>-Have access to familiar books and unfamiliar books in their environment to promote language through retelling and creating their own stories.</li> <li>-Have access to role play areas and small world resources linked to familiar experiences, familiar stories or children's interests to promote talk and new vocabulary.</li> <li>-Learn new vocabulary ALL the time. Within story sessions, snack time, whole class carpet times, free choice play, small group tasks, role play... With adults modelling new words being key!</li> <li>-Take part in singing regularly and be exposed to a range of songs, rhymes and poems.</li> <li>-Take part in performances that include singing and speaking.</li> <li>-Take part in Early Phonics sessions that help children to discriminate between different sounds and develop their own use of sounds.</li> </ul>					

	<div>-Share their thoughts, ideas, interests and opinions through whole class discussions, show and tell, sharing of home learning observations, questions linked to stories etc. -Talk, talk, talk, talk, talk!</div>					
<div><div>Personal, Social and Emotional Development</div><div>(Including C&amp;L and UTW links)</div></div>	<div>PSED learning will be supported by all adults, across the year throughout each and every day. Adults will naturally model and teach PSED skills through play, language and carpet sessions. We will use the statements and supporting examples in Development Matters as a guide, particularly when a member of staff feels a child is not developing at the appropriate rate so that we can tailor the support they need.</div> <div>In order to develop children’s PSED skills, in line with the Statutory Educational Programs and the Development Matters supporting materials, children will be provided with opportunities to:</div> <div><div>-Access a wide range of resources independently within their classroom and outdoor environment.</div><div>-Play with or alongside adults who can model appropriate skills and behaviours.</div><div>-Get to know their wider school community through visits to the main building, story time with key people etc.</div><div>-Take on roles and responsibilities in class e.g. giving out the book bags, pouring the milk at snack time.</div><div>-Meet new people, to in turn build up their confidence around people they may not know.</div><div>-Take part in events such as sports days, school trips, performances that build their confidence in new social situations.</div><div>-Build friendships, playing with one or more other children.</div><div>-Learn to be Ready, Respectful and Safe in line with our Thorpe Motto.</div><div>-Share their feelings in a comfortable, safe and secure environment that encourages them to be open to how they feel and learn about the feelings of others.</div><div>-Learn new vocabulary about feelings through discussions, stories and experiences.</div></div>					
	<div>PSED Key Half Termly Focuses</div>					
	<div>-Settling in</div> <div>-Building relationships with key adults</div> <div>-Learning the rules and routines of Nursery</div> <div>-Learning to play alongside and with other children</div> <div>-Learning to access and use areas and resources appropriately</div> <div>- Manners -saying please and thank you</div> <div>-Meeting new people/visitors</div> <div>-Following instructions to keep them safe on a walk</div>	<div>-Making friends</div> <div>-Understanding that everyone has similarities and differences (links to celebrations)</div> <div>-Respecting others (links to celebrations)</div> <div>-Confidence when performing for an audience</div> <div>-Meeting new people/visitors</div>	<div>-Supporting new children joining our Nursery</div> <div>-Being role models to others and showing empathy when they are upset</div>	<div>-Feeling words- knowing how others are feeling</div> <div>-Sharing and playing co-operatively</div> <div>-Knowing expectations of having visitors in Nursery</div> <div>-Following rules (Easter Egg Hunt)</div>	<div>-Supporting new children joining our Nursery</div> <div>-Being role models to others and showing empathy when they are upset</div> <div>--Showing care and concern for animals</div> <div>-Staying safe outside of school when on a trip and new rules that accompany this</div> <div>-Seat belt safety – links to using the coach</div>	<div>-Coping with changes linked to transition</div> <div>-Building new relationships – new teachers</div> <div>-Performing for an audience – sports day</div> <div>-Coping with winning and losing – sports day</div> <div>-Ways to calm down if angry</div> <div>-Healthy routines- tooth brushing</div>
<div><div>Physical Development</div><div>(Also supported through Pre-writing sessions)</div></div>	<div>Children have daily access to a large outdoor area that provides a wide range of opportunities to develop their gross and fine motor skills. In this area children can practise skills over and over to improve their accuracy. Adults model skills such as throwing and catching during play and join in games with children, allowing them to give tips and support on how the children can improve. The children also have access at times to the climbing equipment in the play park. Within the classroom resources such as playdough, malleable materials, scissors, mark making materials etc. are always available for the children to use. Children are supported to be independent in their self-care.</div> <div>In order to develop children’s PD skills, in line with the Statutory Educational Programs and the Development Matters supporting materials, children will be provided with opportunities to:</div> <div><div>-Access the outdoor area every day.</div><div>-Ride bikes, scooters, balance bikes, cars.</div><div>-Use balls, bats, hoops, bean bags....</div><div>-Access age appropriate climbing equipment.</div><div>-Move at speed, in a range of ways in a safe environment.</div><div>-Use a range of tools such as spades, rakes, sieves, buckets, watering cans....</div><div>-Build/construct on a large and small scale</div><div>-Collaborate with others to move large items e.g. tyres, wooden blocks, crates</div><div>-Access ribbon sticks, pompoms, streamers...</div><div>-Dance to music and learn new movements, following different rhythms</div><div>-Use scissors to snip and cut paper and have access to resources they can use to attach things together e.g. Sellotape, glue and spreaders, paper clips...</div><div>-Access playdough and appropriate tools each day</div><div>-Develop their pencil grip, control and pre-writing skills in a range of ways</div><div>-Dress and undress- including putting on and off their own coat, as well as wearing dressing up clothes or putting clothes on dolls.</div><div>-Use the toilet and wash their hands independently. With support, guidance and parent partnerships formed for those children who are not yet able to do this themselves.</div><div>-Have access to a range of healthy snacks, milk and water each day and make choices about which snack to choose. Those having lunch also have a chance to develop cutlery skills and eat a range of healthy food items.</div></div>					

	-Talk about keeping our teeth healthy and clean- how are we going to promote this in line with the statutory framework					
<b>Literacy: Reading &amp; Phonics – Read, Write Inc. and Letters and Sounds: Phase 1</b> <i>(Including C&amp;L, Literacy and PD links)</i> <i>See RWI Nursery handbook for further information on RWI elements weaved in through the year through Literacy, story times, singing sessions etc.</i>	<b>Developing a love of books and reading:</b> Children will listen to stories in school regularly as part of shared reading. Stories will be used to engage children in extended conversations and learn new vocabulary. They will have constant access to books in their environment. Children will take home story books each week to share at home with their family. Children will learn about the 5 key concepts of print during play and story time: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing.					
	<b>Phase One:</b> Story times, songs and rhymes	<b>Phase One:</b> Activities can be planned using the below aspects of Letters and Sounds as a guide. <b>Aspect 1 – Environmental Sounds</b> – Developing listening skills and identifying different environmental sounds <b>Aspect 2 – Instrumental Sounds</b> – Developing an awareness of sounds made with instruments and noise makers. <b>Aspect 3 – Body Percussion</b> – Developing awareness of sounds and rhythms. <i>Other aspects can be dipped into as appropriate.</i>	<b>Phase One:</b> Activities can be planned using the below aspects as a guide. <b>Aspect 4 – Rhythm and Rhyme</b> – Developing an awareness of rhyme. <b>Aspect 6 – Voice Sounds</b> - Exploring speech sounds. <i>Other aspects can be dipped into as appropriate.</i>	<b>Phase One:</b> Activities can be planned using the below aspect as a guide. <b>Aspect 5 – Alliteration</b> – Learning to hear and say initial sounds in words. <b>Aspect 7 – Oral blending and segmenting</b> - Learning to orally blend and segment the sounds in simple words. <i>Other aspects can be dipped into as appropriate.</i>  <b><u>RWI Set 1 Speed Sounds Lessons</u></b> Sessions delivered as a small group, <b>only</b> for those children we believe are ready for this and have a secure pre-phonics base and secure listening and attention skills		
<b>Literacy - Pre-writing and early Letter Formation</b> <i>(Links to PD, particularly fine motor, and Literacy)</i>  <i>Focuses may be adapted and changed due to cohort needs, interest etc.</i>	Children will have continuous access to resources that promote fine and gross motor movement and coordination e.g. scissors, tweezers, playdough and tools, chalk, paint brushes, drawing materials, malleable play etc. Children will be encouraged to use large gross motor movements to make marks outdoors and to adapt the size of these movements when using paper indoors. During the year children will have access to play park equipment, bikes, parachutes, tunnels, climbing frames etc. to ensure their muscles are well developed. <b>Progress tracking – Pencil grip to be observed and recorded at least every half term and children targeted depending on their needs.</b>					
	<b>Daily gross motor dance warm ups-</b> children copying an adult’s large body movements and crossing the mid line to music.  Children introduced to the wide range of writing and fine motor resources on offer to them. Adults to observe starting skills, interest in mark making, early coordination etc.	<b>Squiggle While You Wiggle-</b> 5 minute whole class daily session: -Lines up and down -Lines side to side -Circles -Arches/humps/rainbows -Wiggles -Spirals/snail shells  Focus on gross motor, continuous movements. 2 days of dancing, 3 days of writing on large paper. Children to be given 2 pens, but they can drop one naturally if they wish to.	<b>Dough Disco</b> – Daily 5 minute whole class session to develop hand strength and muscles  <b>Handwriting patterns:</b> Targeted small group sessions working on the same movements covered in squiggle, bringing them to a smaller scale. Working on consistent sizing, page placement, going from left to right.	<b>Squiggle Dance Moves-</b> 5 minute whole class daily session: Using large movements combine squiggle movements to a sound track. Add in points of crossing the midline.  <i>Those identified with excellent pencil control and early mark making can be worked with in a smaller group at the same time. Working on squiggle patterns on a smaller scale and bringing in continuous movements.</i>	<b>Dough Disco</b> – Daily 5 minute whole class session to develop hand strength and muscles  <b>Handwriting patterns:</b> Targeted small group sessions working on the same movements covered in squiggle, bringing them to a smaller scale. Working on consistent sizing, page placement, going from left to right.  <b>Letter formation</b> – Some targeted letter formation groups for those who are ready for the RWI phonics sessions. Lots of malleable work first e.g. letters in the sand, flour or using brushes and water.	
<b>Literacy – Emergent/Early writing</b> <i>(Links to PD, particularly fine motor, Literacy and EAD)</i>	Children should be motivated to write through careful resourcing that inspires them to want to make marks. Children will have constant access to materials including pencils, pens, crayons, chalks, paint brushes, clipboards, note books, interesting shaped paper, blank cards, home-made books, coloured paper etc. Adults will model writing regularly, talking out loud about what they are doing, showing there is meaning to their marks. Children will be praised for all mark making, with adults showing a genuine interest in what their marks represent and mean.					
	-Drawing a picture of an animal to post home  -Drawing a picture of their family	-Name writing in Diwali and Christmas cards	-Name writing in Mother’s Day Cards  -Drawing a picture of their Mum	-Name writing in Eid Cards	-Drawing a picture from our trip to the farm	-Name writing in Father’s Day cards and Eid Cards  -Drawing a picture of their Dad
<b>Talk for writing</b> <i>(Links to Comprehension, Communication and Language and Writing)</i>	<b>Dear Zoo-</b> Children encouraged to join in with repeated words and phrases  <b>Recorded work:</b> - <i>Progress Tracking</i> – ‘Can you tell me a story?’ assessment	<b>Brown Bear, Brown Bear-</b> Simple retelling of the story learnt together as a class with children retelling the story along with the adult as the book is shared.  <b>Recorded work:</b> - Video recording of the class telling the story together.	<b>The Gingerbread Man-</b> Simple retelling of the story learnt together as a class with children joining in with repeated refrains.  <b>Recorded work:</b> - Children to order pictures from the story. Can they talk simply about key events?	<b>Jasper’s Beanstalk-</b> Simple retelling of the story learnt together as a class using a story map.  <b>Recorded work:</b> -Zig zag books – adults to annotate what the children say as they retell their story using	<b>The 3 Little Pigs-</b> Simple retelling of the story learnt together as a class using a story map.  <b>Recorded work:</b> -Record of the child’s retelling made by adult transcription	<b>Goldilocks and the 3 Bears-</b> Simple retelling of the story learnt together as a class using a story map.  <b>Recorded work:</b> -Children draw a picture of their favourite part of the story. Adult to scribe what the child has said

		-Individual retelling videos when children are caught doing this independently in provision ( <b>not expected for all</b> )	- <i>Progress Tracking</i> – ‘Can you tell me a story?’ assessment	their zig zag book		about their picture.  - <i>Progress Tracking</i> – ‘Can you tell me a story?’ assessment
<b>Name writing</b> <i>(Links to PD and Literacy)</i>	-Follow information in the Name Writing Progress overview for Thorpe with Name writing progression at the speed of the child. -Name writing registers used on a daily basis -Self-registration daily – first with photo, then photo removed but familiar clue e.g. coloured background and then just name <i>-Progress Tracking -Write their name for the first time on their name writing progress grid in their first few weeks of school and 3 other times throughout the year.</i>					
<b>Maths-</b> <i>See Long Term Nursery Maths Plan for detail</i>	<i>No direct Maths focus initially due to settling, baselining and priority on Prime Areas.</i>  Using the language of size	Positional language  Recognising, naming and matching colours  Recite numbers past 5	Understanding Number 1  Understanding Number 2  Understanding Number 3  <i>(Including 2d shapes)</i>	Positional and Directional Language  Understanding Number 4  Understanding Number 5  <i>(Including 2d shapes)</i>	Comparing quantities  Subitising  Length and Height	Ordering, sequencing and talking about events  Pattern  Weight and Capacity
<b>Understanding the World Experiences</b>  <i>These experiences are starting points and may adapt and change based on interests and fascinations.</i>	Children will have daily access to the outdoor area, in almost all weathers. The outdoor area includes a range of plants, which in turn attracts wildlife. Adults will ask questions of the children or make ‘I wonder if...’ statements to develop their curiosity and explorative skills. Natural materials will be included within the environment e.g. shells in the maths, wooden sticks in construction... at various points to open up children talking about the items, where they have seen them before etc. Conversations will take place throughout the year about families, home life and experiences and parents will be encouraged to share photos with us through Seesaw.					
	Who is in my family?  What is special about me?  Who looks after me in school?  What do I know about animals?  How does post get to my house?	What are the signs of Autumn?  What do you celebrate?  What happens when it’s dark?  <b>Technology – using ipads to play simple games</b>	What are the signs of winter?  What happens when water gets cold?  Where do gingerbread men come from?  <b>Technology – remote control cars</b>	What are the signs of spring?  What do you celebrate?  What happens chocolate melts?  What makes your Mum special?  Where do plants come from?  Can I use my sense to explore?  <b>Technology – learning to control Beebots</b>	What did I learn at the farm?  What is the life cycle of a caterpillar?  <b>Technology – Using ipads to take photos</b>	What are the signs of summer?  Where does Handa live?  What is your favourite fruit?  What makes your Dad special?  How can we make porridge that is just right?
<b>Expressive Arts and Design Experiences</b> (Links with C&L, Literacy, PD and UTW)  <i>These experiences are starting points and may adapt and change based on interests and fascinations.</i>	Children will have the opportunity to explore painting, drawing, dancing, singing, music, role play, small world, construction, cut and stick, modelling etc. throughout the continuous provision choices indoors and outdoors. Self-expression will be encouraged and admired, supported by children having access to a range of open-ended resources. Adults will model new skills and techniques for children to then explore in their free play. Children will sing as a class regularly, learning a range of new songs.					
	<i>Progress tracking</i> -Self portraits-painting	-Colours and colour mixing: linked to Brown Bear.  -Cards: Christmas and Diwali  -Calendars  -Printing: wrapping paper  -Music – using bells	<i>Progress tracking</i> -Self portraits-painting  - Music – wooden sticks, train clickety clack	-Cards: Easter, Eid and Mothers Day	-Paintings of farm animals  -Butterflies-symmetrical patterns	<i>Progress tracking</i> -Self portraits  -African drumming – Handa’s surprise link  -Cards: Eid and Fathers Day