

EYFS Long Term Curriculum Plan

Nursery



Statement of intent for curriculum in EYFS

In the Early Years Foundation Stage at St Mary's Catholic Primary school and Nursery, we believe in providing a secure foundation for future learning and development for our pupils, giving them the best possible start to their education in which Christian values are fostered. We continuously encourage pupils to be independent, curious, creative and resilient learners who show respect for each other, their communities and the wider world. Through our personalised and skilled teaching and learning approach, we are able to offer children a platform to be expressive, to feel valued and to feel empowered. As well as following the children's interests, our creative thematic curriculum is specifically planned for our pupils with a careful balance of whole class teaching, group work and child-initiated play to support children to reach their full potential. By establishing effective, trustworthy and supportive relationships with our pupils, children enjoy their learning whilst achieving the Early Learning Goals. We are committed to providing our children with the knowledge and skills to make a positive difference and succeed in an ever-changing world.

EYFS Long Term Curriculum Plan – Topic Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle 1	Our heroes Autumn	The frozen world Christmas	Space	Farm Easter/growing	Minibeasts	Summer/the seaside
Cycle 2	Rainforests/Jungle	Into the woods Christmas	Transport	Dinosaurs Easter/growing	Once upon a time	Under the sea/pirates

NB – Festivals and Celebrations will be covered within the current topics where relevant and as part of whole school 'World Religions' themed days

NB – topics are not set, they are a possible starting point/line of enquiry and can change dependent on direction of learning within lessons and the children's interests and fascinations

Long Term Plan - Cycle 1 – NURSERY

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		Autumn 1 Topic: Our heroes	Autumn 2 Topic: The frozen world / Christmas	Spring 1 Topic: Space	Spring 2 Topic: Farm / Easter/growing	Summer 1 Topic: Minibeasts	Summer 2 Topic: Summer/the seaside
Hook/Memorable experience/ trip/visitor		Bacup Fire station visit PCSO Autumn Walk	Christmas nativity, Party and visit from Santa. School Pantomime trip	Space Day	Chicks/Tadpoles in class Life Caravan: looking after myself	Butterflies in class Bug hotel	EYFS Summer trip
English links – possible texts <i>*Nursery rhymes will be ongoing throughout the year</i>		Super Duck Super Worm Super Kid Ten Little Superheroes My Mum is Supermum! Superbat!	Stickman The Dinosaur that Pooped Christmas Gruffalo Gruffalo's child A Christmas Story	Aliens love underpants The Dinosaur That Pooped a planet Whatever Next!	The Easter Story The Chicken Book Rosie's walk Where's my egg? Tractors	Superworm The Very Hungry Caterpillar Snail and the Whale Yucky Worms!	Where's everybody going? Picnic Whimpy Shrimpy Oi! Get off our train! Hooray for fish!
Phonics	Letters & Sounds	Aspects 1-3 (environmental sounds, body percussion and instrumental sounds)		Aspect 4 (rhyme and rhythm)	Aspect 5 (alliteration)	Aspect 6 (voice sounds)	Aspect 7 (oral blending and segmenting)
	RWI	On completion of Letters and Sounds Phase 1, children who are ready will move onto RWI with lots of recapping of aspect 7 L&S.					
		Children will also begin to learn sight words, take part in shared reading and daily phonics sessions (Phase 1). The children will take home library books and games to help with their phase 1 development and begin to develop a love of reading. The children will begin to learn the concept of print.					
Mark-making		Mark making opportunities will be on-going throughout the year					
		Squiggle whilst you wiggle: Up and down	Squiggle whilst you wiggle: Side to side	Squiggle whilst you wiggle: Circles and spirals	Squiggle whilst you wiggle: Arches and waves	Squiggle whilst you wiggle: Zig zag	Squiggle whilst you wiggle: Let's combine
Maths <i>NB: This is our starting point for our curriculum, chn will be challenged when necessary</i> <i>NB: Comparisons, positional language, shape and pattern will be taught as stated but also where learning is relevant as part of topics/themes</i>		Rote counting 1-5 (forward and backward) Object counting 1-5 Finger number work 1-5 Real problem solving 1-5 Representing numbers with numicon 1-5 Cardinal principle 1-5 Orally say 1 number for each item 1-5 Comparing quantities 1-5 More/fewer 1-5		Reinforcement of Autumn term learning to embed: Rote counting 1-5 (forward and backward) Object counting 1-5 Finger number work 1-5 Real problem solving 1-5 Representing numbers with numicon 1-5 Cardinal principle 1-5 Orally say 1 number for each item 1-5 Comparing quantities 1-5 More/fewer 1-5 New learning this term: Rote counting 1-10 (forward and backward) Subitising 0-3 Matching digits to objects 1-5 Experimentation with marks and symbols 1-5		Reinforcement of Spring term learning to embed: Object counting 1-5 Finger number work 1-5 Real problem solving 1-5 Representing numbers with numicon 1-5 Cardinal principle 1-5 Orally say 1 number for each item 1-5 Comparing quantities 1-5 More/fewer 1-5 Rote counting 1-10 (forward and backward) New learning this term: Subitising 0-6 Counting actions (jumps, claps, steps etc) Digit recognition 1-10 Matching digits to objects 1-10 Experimentation with marks and symbols 1-10	
		Positional language Describe a familiar route/routines of the day and week Discuss routes and locations using positional language		2D and 3D shapes Properties of 2D and 3D shapes	Comparisons with: weight, size, length, capacity	Pattern around us Extend and create ABAB patterns Notice and correct an error in a repeated pattern	

RE Following the Come & See Scheme of work		Domestic Church: Myself Baptism/Confirmation: Welcome	Advent/Christmas: Birthday	Local Church: Celebrating	Eucharist: Gathering Lent/Easter: Growing	Pentecost: Serving Reconciliation: Friends	Universal Church: Our World	
PSHE/RSE		Theme 1: Created and Loved by God		Theme 2: Created to Love Others		Theme 3: Created to Live in Community		
Understanding of the World	Geography	Where do I live? What country do I live in? Local study	What animals live in the polar regions? Where are the polar regions?	Where is the moon?	Where do food and animals come from?	Where do they come from? Where do they live and what do they eat?	Holidays around the world Transport Comparing other beaches to British beaches Study a country abroad and compare to the UK Identifies simple features on a map	
	History	Local study – what did my town used to look like? Who are the people who help me?	Remembrance Day Bonfire Night – Guy Fawkes	Space landings			Past and present – British seaside	
	Science	Planting vegetables and plants in the garden	Winter clothing Melting / ice investigations Floating/Sinking Seasonal changes 5 senses Sorting materials	Earth and other planets Can we breathe in space? How do we get to space? Who works in space? Day/night Forces – push and pull Magnets	Job of a farmer Farm animals/animal coverings Life cycles Use of senses Plant & animal growth Understanding the difference between plants and animals	Naming and classification Different ways of moving Habitats Life cycle of a butterfly	Shadows What animals live at the seaside? Seasonal changes Comparing the weather in different countries	
	Technology Internet safety week will launch how to stay safe online and then will be referred to throughout the year	Learning the basic on/off on ICT equipment Basic mouse skills Daily software games to develop operational skills on the IWB and the desktop computer		Take photos and videos on a camera		Programmable toys and remote control toys		
	Music *Listening to, learning to sing nursery rhymes and action songs, on-going all year	Explores instruments and can begin to name them (drum, tambourine, maraca, triangle...) Begins to talk about how music makes them feel		Name a variety of instruments (including chime bars, glockenspiels and xylophones) Plays a given instrument to a simple beat Enjoys and responds to music		Knows how to play a wide variety of instruments Begins to compose their own simple tunes, beats Begins to create sound effects and choose specific instruments to achieve that		
Physical Development Lessons based on the LCC EYFS Scheme of work during weekly dedicated PE session	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility							

Long Term Plan - Cycle 2 – NURSERY

Long Term Plan - Cycle 2 – NURSERY						
	Autumn 1 Topic: Rainforests/Jungle	Autumn 2 Topic: Into the woods/Christmas	Spring 1 Topic: Transport	Spring 2 Topic: Dinosaurs Easter/growing	Summer 1 Topic: Once upon a time	Summer 2 Topic: pirates/under the sea
Hook/Memorable experience/ trip/visitor	Zoolab visit	Christmas nativity, party and visit from Santa	Plane Spotting	Chicks/Tadpoles in class	Butterflies in class	EYFS end of year farm trip
English links – possible texts * Mark making opportunities will be on-going throughout the year *Nursery rhymes will be ongoing throughout the year	Walk through the Jungle Elmer Tiger who came for tea Dear zoo	Traditional Tales/ The Dinosaur that Pooped Christmas Gruffalo/Gruffalo’s child	Mr Gumpys Motor Car Duck in the Truck The Train ride Cars and Trucks and things that go Cars!	The Dinosaur that pooped series Cave Baby Harry & The Dinosaurs The Easter Story	Not now Bernard Fairy Tales Otto Bear Cinderella The Three Little Pigs	Where’s everybody going? Picnic Whimpy Shrimpy Oi! Get off our train! The rainbow fish
Squiggle whilst you wiggle	Up and down	Side to side	Circles and spirals	Arches and waves	Zig zag	Let’s combine
Phonics	Children will also begin to learn sight words, take part in shared reading and daily phonics sessions (Phase 1). The children will take home library books and games to help with their phase 1 development and begin to develop a love of reading. The children will begin to learn the concept of print.					
	Letters & Sounds	Aspects 1-3 (environmental sounds, body percussion and instrumental sounds)	Aspect 4 (rhyme and rhythm)	Aspect 5 (alliteration)	Aspect 6 (voice sounds)	Aspect 7 (oral blending and segmenting)
	Phonics RWI	On completion of Letters and Sounds Phase 1, children who are ready will move onto RWI with lots of recapping of aspect 7 L&S.				
Mark-making * Mark making opportunities will be on-going throughout the year	Mark making opportunities will be on-going throughout the year					
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<i>language, shape and pattern will be taught as stated but also where learning is relevant as part of topics/themes</i>						Experimentation with marks and symbols 1-10	
		Positional language Describe a familiar route/routines of the day and week Discuss routes and locations using positional language		2D and 3D shapes Properties of 2D and 3D shapes	Comparisons with: weight, size, length, capacity	Pattern around us Extend and create ABAB patterns Notice and correct an error in a repeated pattern	
RE Following the Come & See Scheme of work		Domestic Church: Myself Baptism/Confirmation: Welcome	Advent/Christmas: BirthDay	Local Church: Celebrating	Eucharist: Gathering Lent/Easter: Growing	Pentecost: Serving Reconciliation: Friends	Universal Church: Our World
PSHE/RSE		Theme 1: Created and Loved by God		Theme 2: Created to Love Others		Theme 3: Created to Live in Community	
Understanding of the World	Geography	Which animals live in the rainforest? Comparing British wildlife to rainforest animals Country comparison – study of the amazon tribes and community	Seasonal changes Local environments	Exploring transport Travelling across the sea/air/land Basic map reading	Where does animal food come from? Where do animals live?	Where are castles located? Are there any castles near me?	Comparing a country to the UK that you can travel to via a boat
	History		Remembrance Day Bonfire Night – Guy Fawkes	First car/plane	Growing plants over time History of dinosaurs Learning what extinction is volcanoes and fossils	What were castles used for? Who lives in them?	Who are pirates? How did they travel? Seasonal changes
	Science	Planting vegetables and plants in the garden	Winter clothing Seasonal changes 5 senses Sorting materials	Moving vehicles – materials Floating and sinking Designing a boat fit for purpose	Life-cycles Plant & animal growth Understanding the difference between plants and animals	On-going observations and care for our plants, animals and vegetables Life cycles	Shadows What sea creatures live in the sea? What do they eat? Food chain
	Technology Internet safety week will launch how to stay safe online and then will be referred to throughout the year	Learning the basic on/off on ICT equipment Basic mouse skills Daily software games to develop operational skills on the IWB and the desktop computer		Take photos and videos on a camera		Programmable toys and remote control toys	
Music *Listening to, learning to sing nursery rhymes and action songs, on-going all year	Explores instruments and can begin to name them (drum, tambourine, maraca, triangle...) Begins to talk about how music makes them feel		Name a variety of instruments (including chime bars, glockenspiels and xylophones) Plays a given instrument to a simple beat Enjoys and responds to music		Knows how to play a wide variety of instruments Begins to compose their own simple tunes, beats Begins to create sound effects and choose specific instruments to achieve that		
Physical Development Lessons based on the LCC EYFS Scheme of work during weekly dedicated PE session		Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility					