

CURRICULUM INTENT - EYFS

Intention one: To provide a coherent, structured, interconnected curriculum that will engage children to strengthen and stretch learning.

Intention two: To provide experiences that motivate learning through exploration, play and creative thinking.

Intention three: To provide learning experiences that develop personal growth and socially responsible citizens.

LONG TERM PLAN - NURSERY

ONGOING

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Us <i>(Diversity)</i>	Celebrations and Festivals <i>(Values and Perception)</i>	Friendship and Fairness <i>(Social Justice)</i>	Caring for our Environment <i>(Sustainable development)</i>	People who Help Us <i>(Interdependence)</i>	Changes <i>(Aspirations)</i>
Lead Question	What makes me special?	What are special times for myself and my family?	What makes a good friend?	What is the Environment?	Who helps us at home and in our school?	Do I notice how things have changed?
EI Value	Respectful	Understanding	Compassionate	Responsible	Patient	Positive
Lead EI	<p>Myself: Do I respect myself through my words and actions?</p> <p>Others: Do I show respect for others through my words and actions?</p> <p>As a Learner: Do I respect mine and others' learning by always trying my best?</p>	<p>Myself: Do I understand my emotions?</p> <p>Others: Do I recognise and understand the emotions of others?</p> <p>As a Learner: Do I have strategies if I do not understand what I am learning?</p>	<p>Myself: Do I have an accurate self perception?</p> <p>Others: Do I recognise how my words and actions impact others?</p> <p>As a Learner: Do I assist others effectively?</p>	<p>Myself: Do I adapt my behaviour according to the setting?</p> <p>Others: Do my words and actions help others make responsible choices?</p> <p>As a Learner: Do I complete tasks?</p>	<p>Myself: Do I display patience when it's difficult to do so?</p> <p>Others: Am I able to adapt in order for others to achieve?</p> <p>As a learner: Do I dedicate myself to learning?</p>	<p>Myself: Do I recognise what I have done well and what my strengths are?</p> <p>Others: Do I say polite and caring things to others?</p> <p>As a Learner: Do I recognise where I want to get to?</p>
Com and Lang	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... !'ll be the driver." 					

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<p>Phys Dev</p>	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
<p>PSED</p>	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Increasingly follow rules, understanding why they are important. • Play with one or more other children, extending and elaborating play ideas. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
<p>Maths</p>	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc.
<p>Literacy</p>	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> -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 • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother. • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.
<p>Understanding the World</p>	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Talk about what they see, using a wide vocabulary. • Explore how things work • Continue to develop positive attitudes about the differences between people. • Begin to understand the need to respect and care for the natural environment and all living things.

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Expressive arts and design	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Remember and sing entire songs. • Listen with increased attention to sounds. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
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FOCUS POINTS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Us <i>(Diversity)</i>	Celebrations and Festivals <i>(Values and Perception)</i>	Friendship and Fairness <i>(Social Justice)</i>	Caring for our Environment <i>(Sustainable development)</i>	People who Help Us <i>(Interdependence)</i>	Changes <i>(Aspirations)</i>
Lead Question	What makes me special?	What are special times for myself and my family?	What makes a good friend?	What is the Environment?	Who helps us at home and in our school?	Do I notice how things have changed?
EI Value	Respectful	Understanding	Compassionate	Responsible	Patient	Positive
Lead EI	<p>Myself: Do I respect myself through my words and actions?</p> <p>Others: Do I show respect for others through my words and actions?</p> <p>As a Learner: Do I respect mine and others' learning by always trying my best?</p>	<p>Myself: Do I understand my emotions?</p> <p>Others: Do I recognise and understand the emotions of others?</p> <p>As a Learner: Do I have strategies if I do not understand what I am learning?</p>	<p>Myself: Do I have an accurate self perception?</p> <p>Others: Do I recognise how my words and actions impact others?</p> <p>As a Learner: Do I assist others effectively?</p>	<p>Myself: Do I adapt my behaviour according to the setting?</p> <p>Others: Do my words and actions help others make responsible choices?</p> <p>As a Learner: Do I complete tasks?</p>	<p>Myself: Do I display patience when it's difficult to do so?</p> <p>Others: Am I able to adapt in order for others to achieve?</p> <p>As a learner: Do I dedicate myself to learning?</p>	<p>Myself: Do I recognise what I have done well and what my strengths are?</p> <p>Others: Do I say polite and caring things to others?</p> <p>As a Learner: Do I recognise where I want to get to?</p>
EI	<p>Self Daily hygiene</p> <p>Others Taking turns</p> <p>As a learner Focus during teaching time</p>	<p>Self Naming basic emotions</p> <p>Others Naming basic emotions in others</p> <p>As a learner</p>	<p>Self Words to describe me</p> <p>Others Saying kind words</p> <p>As a learner Helping others</p>	<p>Self Indoor and outdoor behaviour</p> <p>Others Ignoring unwanted behaviour</p>	<p>Self Waiting my turn</p> <p>Others Helping others - providing equipment</p> <p>As a learner</p>	<p>Self One thing that I have done well</p> <p>Others Using my manners</p> <p>As a learner</p>

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		Using my AFL tools		As a learner Complete before moving on	Choosing tasks that will help me learn	One thing I would like to be able to do soon
Com and Lang	<p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Sing a large repertoire of songs.</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p>	<p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Use a wider range of vocabulary.</p>	<p>Start a conversation with an adult or a friend and continue it for many turns.</p>
Phys Dev	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Skip, hop, and hold a pose for a game like musical statues.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p>

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<p>PSED</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Increasingly follow rules understanding why they are important.</p>	<p>Develop their sense of responsibility and membership of a community.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Remember rules without needing an adult to remind them.</p>	<p>Develop appropriate ways of being assertive.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p>	<p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Talk with others to solve conflicts.</p>	<p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Show more confidence in new social situations.</p>
<p>Mathematics</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5 Show 'finger numbers' up to 5.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually</p>	<p>Recite numbers past 5</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'...</p> <p>Experiment with their own symbols and marks as well as numerals</p> <p>Solve real world mathematical problems with numbers up to 5.</p>	<p>Compare quantities using language: 'more than'. 'fewer than'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually</p> <p>Describe a familiar route</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc</p> <p>Combine shapes to make new ones - e.g. an arch, a bigger triangle etc</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than'. 'fewer than'.</p> <p>Talk about and identify the patterns around them. For</p>	<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'...</p> <p>Make comparisons between objects relating to size, length, weight and capacity. Understand position through words alone – for example, "The bag is under the table," – with no pointing</p> <p>Describe a familiar route</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p>

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		<p>Talk about and explore 3D shapes (for example cubes and cuboids) using informal and mathematical language: corners, flat, edges, faces</p> <p>Talk about and explore 2D shapes (for example circles, rectangles and triangles) using informal and mathematical language: sides, straight, round</p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5</p> <p>Show ‘finger numbers’ up to 5.</p>	<p>Notice and correct an error in a repeating pattern</p>	<p>example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf</p>	<p>Talk about and explore 2D and 3D shapes (for example circles, rectangles, triangles, cubes and cuboids) using informal and mathematical language: sides, straight, round, face, edges, flat, corners</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Recite numbers past 5 each day.</p>
Literacy	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Understand the five key concepts about print: -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</p>	<p>Write some or all of their name</p> <p>Understand the five key concepts about print: -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</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Write some letters accurately.</p> <p>Understand the five key concepts about print: -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</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Write some letters accurately.</p> <p>Understand the five key concepts about print: -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</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Write some letters accurately.</p> <p>Understand the five key concepts about print: -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</p> <p>Engage in extended conversations about stories,</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</p> <p>Understand the five key concepts about print: -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</p>

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		<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> -spot and suggest rhymes -recognise words with the same initial sound, such as money and mother. 	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>		<p>learning new vocabulary.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p>
Understanding the World	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Explore how things work</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Talk about the differences between materials and changes they notice</p> <p>Continue developing positive attitudes about the differences between people.</p>	<p>Explore and talk about different forces they can feel.</p> <p>Explore how things work.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Plant seeds and care for growing plants.</p>	<p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.-</p>
Expressive arts and design	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Listen with increased</p>	<p>Explore colour and colour-mixing</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects</p> <p>Draw with increasing complexity and detail, such as representing a face with a</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>

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	attention to sounds.	circle and including details. Remember and sing entire songs. Listen with increased attention to sounds. Play instruments with increasing control to express their feelings and ideas.	Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	familiar songs.		
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