



***"In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately"***  
 (Development Matters 2021).

We recognise that all children learn at different rates therefore we use our knowledge of the children's attainment to inform our planning. This means the planning will include various levels of challenges ranging from what a Foundation Stage 1 child would be expected to learn and beyond. We also recognise that for some children additional support will be needed to meet the expected level of a Foundation Stage 1 child. This long-term map outlines the progression of explicit teaching experiences we offer for the children. The continuous provision provides children with opportunities to rehearse and apply their learning throughout the year.

		<b>Advent 1</b>	<b>Advent 2</b>	<b>Lent 1</b>	<b>Lent 2</b>	<b>Pentecost 1</b>	<b>Pentecost 2</b>
<b>Topic</b>		<b>Ourselves</b>	<b>Day and Night</b>	<b>The History of Toys</b>	<b>Maps</b>	<b>Knights and Castles</b>	<b>World Cruise</b>
<b>Educational Curricular Activities</b>		Dental visitors  *Newborn baby to visit	*Nocturnal creature Visit  Christmas singing Performance	Grandparents day Invite Grandparents into school to share their childhood toy memories  Road safety walk (TBC)	Visit the Library (or Library visit us)	Sports Day	Family Picnic
<b>Class Texts</b>	***Children will have a wide variety of storybooks read to them throughout the year	Settling in texts Nursery rhymes  The Little Red Hen. - linked to Harvest Festival	Nursery Rhymes  Owl Babies  The Leaf Thief  Rama and Sita  The Christmas Story - Nativity	The Journey Home - Frann Preston-Gannon  Old Bear - Jane Hissey	Traditional Tales  Jack and the Beanstalk  The Gingerbread Man Goldilocks and three Bears	The Paper bag Princess  George and the Dragon  The Very Hungry Caterpillar	Polar Bear, Polar Bear  Rainbow Fish  Handa's surprise  Handa's Hen The Magic Sky

**Prime Areas**

Listening, Attention & Understanding

Children will be learning to sit quietly during whole class discussion times. They will be learning to listen and respond to their: name, sounds, stories, songs and as

<b>Communication and Language</b>			well as during conversations. They will be able to ask simple questions (who, what, where?) and begin to answer why and how questions. Children will develop their skills to recall stories, understand and follow instructions and understand humour. We will also work with the children to help them become more expressive so that they can share their ideas, understanding and experiences. They will also develop their ability to ask questions, explain themselves and use a wide and varied vocabulary.				
	<u>Speaking</u>						
	<u>History Past and Present</u> Discussion topics: My Family Diwali Harvest Festival	<u>History Past and Present</u> Discussion Topics Guy Fawkes  All Saints Day Remembrance Christmas Traditions at home	<u>History Past and Present</u> Discussion Topics Chinese New Year Saint Valentine's Day Hanukkah	<u>History Past and Present</u> Discussion Topics Saint Patrick's Day Saint Patrick's Day Saint David's Day Wales	<u>History Past and Present</u> Discussion Topics Saint George's Day Castles, Knights and Medieval small world.  Eid and Ramadan	<u>History Past and Present</u> Discussion Topics American Independence Day celebrations	
<b>Physical Development</b>	<u>Fine Motor Skills</u>		Children will be developing fine motor skills such as pencil grip, scissor control, using cutlery, manipulating small objects (eg. threading, jigsaws) developing hand strength using malleable materials and when using writing tools. The children will have continuous access to daily fine motor activities and they will also take part in dough disco, Squiggle whilst you Wriggle and Funky Fingers activities.				
	<u>Gross Motor Skills</u>	Children will develop their gross motor skills through outdoor play; running, climbing, balancing, crawling etc They will develop their ability to move safely too, developing core muscle strength, stability, coordination and balance. This will also involve negotiating obstacles, and using wheeled toys and climbing equipment.					
	Climbing the frame and descending the pole safely.	Riding wheeled vehicles safely and with control.	Ball skills - throwing, catching and kicking.	Balancing - on one foot, on different parts of our bodies and on equipment.	Moving in different ways - crawling through tunnels, rolling in different ways and jumping.	Moving in different ways - crawling through tunnels, rolling in different ways and jumping.	
	<u>Health and Self-Care</u>	Children will be taught how to become independent in their self-care skills. This includes toileting, hand washing, feeding and drinking appropriately as well as putting on and taking off their own coats and shoes. The children will also learn to understand why hygiene is important, to appreciate and value their body, its capabilities and uniqueness and to name some parts of their body.					
	<u>RSE</u>						

	<p><u>RSE</u> <u>Relationship and Sex Education</u></p>	<p>To learn that we are part of the nursery group. To learn the names of our friends and the rules of the nursery.</p>	<p>To learn what is, and how to be, a good friend.  To learn that families can be different and that families love and care for each other.</p>	<p>Know that animals (including humans) grow and have babies. (Spring lifecycle topics)</p>	<p>Understand that they have changed since starting nursery and can say some of the things they can do now that they couldn't</p>	
<p><b>Personal Social and Emotional Development</b></p>	<p><u>Managing self</u></p>	<p>We will be helping the children to become more confident, to express themselves, to explore the different resources and interact with others. We will also help the children to share, take turns and play cooperatively. Children will be encouraged to be resilient and to develop a "can do" attitude to help them on their learning journey.</p>				
	<p><u>Self-Regulation</u></p>	<p>We will introduce the classroom rules to the children and set high expectations of behaviour. We will help the children develop strategies to develop their feelings and behaviours and how to handle their emotions. Children will take part in regular mindfulness activities within the setting.</p>				
	<p><u>Building relationships</u></p>	<p>We will support the children to make friends, think about what a good friend is and to develop friendships. We will also help children to recognise other people's feelings and interests. We encourage children to show an interest in others and to embrace their similarities and differences.</p>				
	<p><u>PSHE Themes</u></p>	<p>Life to the Full Module 1 Created and Loved by God  1 Religious understanding 2 Me My body my health 3 Emotional well-being 4 Lifecycles</p>	<p>Anti Bullying week</p>	<p>Life to the Full Module 2 Created to love others  1 Religious understanding 2 Personal relationships 3 Keeping Safe</p>	<p>NSPCC</p>	<p>Life to the Full Module 3 Created to live in the community.  1 Religious understanding 2 Living in the wider world.</p>
<p><b><u>Specific Areas</u></b></p>						
	<p><u>Comprehension and Word Reading</u></p>	<p>Children will be listening to a range of stories during story time and will also look at a range of texts (fiction and non-fiction) during our topics. Story times are planned to ensure the children are introduced to the skills of comprehension. The children will have access to a book corner in the nursery and visits to the school library (when it is up and running) to encourage them to develop a love of books and reading! We will work with the children to help them recognise print in the environment. We will begin to retell stories through role play and small-world play and begin to think about how stories are structured. We will take part in Phase 1 Letters and Sounds, embedding</p>				

Literacy	the early phonic learning skills in all children and for those children that are ready we will move on to Sounds-Write.						
	<b>Environmental sounds</b>	<b>Instrumental sounds</b>	<b>Body percussion</b>	<b>Rhythm, rhyme &amp; alliteration</b>	<b>Voice sounds</b>	<b>Oral segmenting &amp; blending</b>	
	<ul style="list-style-type: none"> <li>• Listen to and identify environmental sounds</li> <li>• Use the voice to sing at different volumes</li> </ul> Guess and make animal noises	<ul style="list-style-type: none"> <li>• Listen to and identify instrumental sounds</li> <li>• Remember and repeat rhythms</li> </ul> Copy loud and quiet sounds	<ul style="list-style-type: none"> <li>• Perform songs with actions</li> <li>• Identify body sounds</li> <li>• Use the voice to make sounds</li> </ul> Move the body in response to an instrument	<ul style="list-style-type: none"> <li>• Join in with story phrases and perform actions</li> <li>• Move in time to a beat</li> <li>• Continue a rhyming string</li> <li>• Recognise some initial sounds, e.g. box /b/</li> </ul> Identify people or objects beginning with a given sound	<ul style="list-style-type: none"> <li>• Make sounds with the voice and practise robot talk, e.g. c-a-t</li> <li>• Describe voice sounds, e.g. loud, quiet, high, low</li> </ul> Use the voice to add sounds to a story Introduce Sounds-Write	<ul style="list-style-type: none"> <li>• Understand 'sound talk' words that are segmented, e.g. c-o-a-t</li> <li>• Sound out and clap CVC words</li> <li>• Count phonemes in a word, e.g. b-i-g (1, 2, 3)</li> </ul> Identify objects with 3 phonemes, e.g. f-i-sh  Sounds write	
<u>Writing</u>	We will encourage the children to explore different ways of mark-making using a variety of resources. We will help the children to learn and develop their pencil control and gain confidence in mark-making. We shall also provide opportunities for mark-making with a purpose, to write their name, to form letters, numbers, shapes and other pictures. Children will be encouraged to use their writing skills in their play.						
<u>Writing and reading</u>	Retell the story of The Little Red Hen (Talk for Writing approach).  Give meaning to marks they make as	Sequence the story of Owl Babies and The Leaf Thief using picture  Write a word to describe	Draw favourite Environmental Print	List of what we see on the way to the library	Labelling	I can..  Writing about how we have changed Use photos	

		they paint and draw. Name writing - focus on one letter at a time.	the characters (create list together)					
Maths	<u>Number and number patterns</u>	Children will be developing their number understanding and skills in a variety of ways, both through discrete teaching and practical activities. We will enjoy number songs and stories and provide opportunities in their play. The continuous provision allows for children to explore number and create and solve their own mathematical problems.						
		Rote counting	Touch counting	Number recognition	Link numerals and amounts	1 more and 1 less	Simple addition	
	<u>Shape, Space and Measure</u>	Children will take part in lots of practical activities involving shape and measure in all areas of the nursery (eg sand pit, water tray, construction area) This will help them to develop the language and understanding of size and shape. We will encourage the children to make comparisons between different objects.						
		2D shapes - shape hunt - what shapes can you find in the Nursery?	Prepositions - Where is Mavis?	Repeating Patterns - can you create a repeating pattern with the farm animals?	3D shapes - what shapes can we use to create models of beanstalks, Gingerbread men...	Compare size - which castle is the tallest/shortest? Which watering can is the heaviest/lightest?	Sequence events - describe the sequence of making the jam sandwich using words such as first and then.	
	Children will be; Talking about themselves, their families and their interests. Sharing thoughts and experiences about families and developing an understanding that families can have similarities and differences. Sharing knowledge about different people in the community and thinking about people who help us. Talking about those that are important to them and why. Learning and sharing experiences of different festivals and how they are celebrated.							
	<u>Past and Present</u>	My Family  Sharing photos  Diwali Harvest Festival	Guy Fawkes  All Saints Day Remembrance  Christmas Traditions at home	Chinese New Year  Saint Valentine's Day  Hanukkah	Saint Patrick's Day  Saint Patrick's Day  Saint David's Day Wales	Knights and Castles  St. George's Day Castles, Knights and Medieval small world.  Eid and Ramadan	American Independence Day celebrations	

<p><b>Understanding of the world</b></p>	<p><u>People and Communities and Cultures</u></p>	<p>Explore our classroom and school to become familiar with the school grounds and find their way around.</p>	<p>Our School Grounds and Local Area</p>		<p>Maps</p> <p>Link to the journey of the characters in traditional tales.</p>		<p>World Cruise Arctic Europe Asia</p> <p>North America South America Africa Australia</p>
	<p><b>Myself</b> Similarities and Differences</p> <p><b>Welcome</b> Topic - Baptism</p>	<p>Continue <b>Welcome</b> Topic - Baptism</p> <p>Other Faiths Rama and Sita</p> <p><b>Birthdays</b> Topic - The Christmas Story</p>	<p>Children's Rights wholeschool topic work</p> <p><b>Gathering</b> Topic</p>	<p><b>Gathering</b> topic continued - gathering as a Parish family</p> <p><b>Growing</b> Topic - the Easter Story - growing to love Jesus more each day - promises Shrove Tuesday Ash Wednesday Easter</p>	<p>Good News Topic The World</p>	<p><b>Our World</b> Friends</p>	
	<p><u>The natural world</u></p>	<p>The children will be provided with lots of opportunities to; learn and recognise signs of the changing seasons, explore using their senses, notice changes in the weather and their local environment. They will learn about the growth and life cycles of plants and mini-beasts and also learn about habitats. They will think about their local environment and observe local buildings and signs on the road safety walk. They will learn about different animals and think about their similarities and differences.</p>					
	<p>Discover and explore the Nursery environment</p>	<p>Nocturnal animals Day and Night</p>	<p>Bare foot walk ....Feel those textures on your toes!</p>	<p>Planting and Growing</p>	<p>Plants, animals and patterns. Life cycles Growing - how</p>	<p>Respect and care for the natural environment -</p>	



Foundation Stage 1

Yearly Overview

2022 - 2023

		t. My Body Comparing babies, children (myself) and older adults.  Naming body parts.	animals & their habitats and seasonal changes	Water, ice and melting.(3 weeks)  Floating and sinking (3 weeks)	Shadow play -  Living Egg company - chicks	to grow and care for plants. Looking after the Nursery garden. The lifecycle of a bean. Habitats Insects Butterfly net and caterpillars	what do we need to do on our picnic? Taking litter home, don't pick the flowers. Weather and Seasons Hot and Cold
	<u>Technology</u>	Children will explore with technological toys, torches, and remote control vehicles. They will have the opportunity to record their voices using sound boxes. Learn how to use the IWB and class computers and iPad					
Expressive Arts and Design	<u>Creating with Materials</u>	We will help the children to explore a range of different materials and encourage children to think about their texture and colour. We will teach children how to use different craft materials, tools and techniques to create pictures and models. We will also develop children's understanding of colour and learn how it can be mixed to create different effects. The children will have continuous access to a making area with a wide range of open-ended resources to practice and hone their creative skills.					
		Self Portraits  <u>Let's get crafty</u> Use of scissors and tape (masking and sellotape) Bake Bread (Little Red Hen)	Christmas crafts  Cards  Owls	<u>Structures - boats</u>  Chinese New year  Chinese food tasting.	Seasonal Craft Mothering Sunday cards Gingerbread Men Puppets linked to Traditional Tales Easter baskets	Discuss animal habitats and make a box model habitat for insects.	Father's Day Cards
	<u>Being Imaginative and Expressive</u>	We will help children to develop their ability to explore different ways of expression through singing, dancing and imaginative play. We will also provide open-end resources so that the children have the opportunity to use and develop their imagination. The children will have constant access to a role-play area which will be changed regularly to reflect children's interests and topics. We will have lots of fun exploring musical instruments and learning how to change their sound.					
	<u>Role Play area</u>	Home Corner  Santa's workshop		Toy Room	Explore's Den	Three bears House	Home corner - from a different country (TBC)