



"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.

N1: Children who attend from Jan 2023 and September 2023. N2: Children who attend from January or April 2024

		Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Topic		This is Me!	Our School Winter Recycling - the environment	Emergency Vehicles (Now and Then) Winter/Spring Bird Watch	Maps Spring Bird watch continued Planting and Growing	Farming (Now and Then) Spring/Summer	Into the Woods Summer
Educational Curricular Activities		Dental visitors *Newborn Baby to visit	Christmas singing Performance Santa Grotto or Christmas Nativity (TBC)	Road Safety Talk (TBC) Emergency Vehicles - Visit School (TBC)		Matlock Farm Family Day - Library, Picnic and Church Visit.	Conkers Sports Day
Class Texts	***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 Various Books that	Nursery Rhymes Recycling Why Should I Recycle - Jen Green The Adventures of a Plastic Bottle - Alison Inches	The Little Book of woodland bird song Awesome Engines Emergency Margaret May Cops and Robber and Burglar Bill - Alan Ahlberg Jobs People Do - Felicity Brooks	Little Red Riding Hood The Enormous Turnip The Three Billy Goats Gruff	Farmer Duck On the Farm Let's Go to the Farm	The Foggy Foggy Forest Tales from Acorn Wood - Fox's Socks, Rabbits Nap. One Mole Digging a Hole Fiona Watt - That's not my (fox, owl,

	explore our topic.	Don't Throw That Away - Lara Bergen The Christmas Story Rama and Sita The Christmas Story - Nativity	Police Officers on Patrol - Kersten Hamilton			hedgehog, squirrel)
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Prime Areas

Communication and Language	<u>Listening, Attention & Understanding</u>	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 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 David's Day Wales	<u>History Past and Present</u> Discussions linked to Topic Eid and Ramadan	<u>History Past and Present</u> Discussions linked to Topic	<u>History Past and Present</u> Discussion Topics American Independence Day celebrations
	<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,					

Nursery (Foundation Stage 1)

Yearly Overview

2023 - 2024

Physical Development		stability, coordination and balance. This will also involve negotiating obstacles and using wheeled toys and climbing equipment.					
		Introduction to the Trim Trail	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.					
	RSE	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.					
	RSE	To learn that we are part of the nursery group. To learn the names of our friends and the rules of the nursery.		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.		Know that animals (including humans) grow and have babies. (Spring lifecycle topics)	
	<u>Relationship and Sex Education</u>	Understand that they have changed since starting nursery and can say some of the things they can do now that they couldn't					
Personal Social and Emotional Development	<u>Managing self</u>	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.					
	<u>Self-Regulation</u>	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.					
	<u>Building relationships</u>	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.					
	<u>PSHE Themes</u>	Life to the Full Module 1 Created and Loved by God 1 Religious understanding 2 Me My	Anti Bullying week	Life to the Full Module 2 Created to love others 1 Religious understanding 2 Personal relationships 3 Keeping Safe	NSPCC	Life to the Full Module 3 Created to live in the community. 1 Religious understanding 2 Living in the wider world.	

body my health
3 Emotional well-being 4
Lifecycles

Specific Areas

Comprehension and Word Reading

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 the early phonic learning skills in all children and for those children that are ready we will move on to Sounds-Write.

Literacy

Environmental sounds

- Listen to and identify environmental sounds
 - Use the voice to sing at different volumes
- Guess and make animal noises

Instrumental sounds

- Listen to and identify instrumental sounds
 - Remember and repeat rhythms
- Copy loud and quiet sounds

Body percussion

- Perform songs with actions
 - Identify body sounds
 - Use the voice to make sounds
- Move the body in response to an instrument

Rhythm, rhyme & alliteration

- Join in with story phrases and perform actions
 - Move in time to a beat
 - Continue a rhyming string
 - Recognise some initial sounds, e.g. box /b/
- Identify people or objects beginning with a given sound

Voice sounds

- Make sounds with the voice and practice robot talk, e.g. c-a-t
 - Describe voice sounds, e.g. loud, quiet, high, low
- Use the voice to add sounds to a story

Oral segmenting & blending

- Understand 'sound talk' words that are segmented, e.g. c-o-a-t
 - Sound out and clap CVC words
 - Count phonemes in a word, e.g. b-i-g (1, 2, 3)
- Identify objects with 3 phonemes, e.g. f-i-sh
- Sounds write

						Introduce 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 they paint and draw. Name recognition	Control mark making an, distinguish between marks.	Draw favourite emergency vehicle Environmental Print Use a range of media for mark making	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; write 'm' for mummy.	<p>Composition Know how to tell an adult what I have drawn or painted.</p> <p>Grammar, Punctuation Know to recognise a capital letter at the start of my name.</p> <p>Spelling Know to identify sounds from my own name in other words. Know to ascribe meaning to other marks, like on signage. Know to start to write identifiable shapes and letters.</p> <p>Handwriting Know to draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. Know to use tools for mark making with control. Know to grip using five fingers or preferably two fingers and thumb for control. Know to use pincers, tweezers and threading equipment with increasing control and confidence. Know to copy shapes, letter and pictures.</p>		
	<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.						

Maths		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 - "in," "under," "behind" and "next to."	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 is tallest/shortest? Which watering can is the heaviest/lightest?	Sequence events eg: describe the sequence of making the jam sandwich using words such as first and then.
Understanding of the world (Including RE)	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	Topic linked Eid and Ramadan	American Independence Day celebrations
	<u>People and Communities and Cultures</u>	Explore our classroom and school to become familiar with the school grounds and find their way around.	Our School Grounds and Local Area		Maps Link to the journey of the characters in traditional tales.		World Cruise Arctic Europe Asia North America South America Africa

Nursery (Foundation Stage 1)

Yearly Overview

2023 - 2024

							Australasia
	<p>Myself Similarities and Differences</p> <p>EYFS Religious Education Directory (RED) To Know You more clearly Branch 1: Creation & Covenant</p>	<p>EYFS (RED) To Know You more clearly Branch 2: Prophecy & Promise</p>	<p>Children's Rights wholeschool topic work</p> <p>EYFS (RED) To Know You more clearly Branch 3: Galilee to Jerusalem</p>	<p>EYFS (RED) To Know You more clearly Branch 4: Desert to garden</p>	<p>EYFS (RED) To Know You more clearly Branch 5: To the ends of the Earth</p>	<p>EYFS (RED) To Know You more clearly Branch 6: Dialogue and encounter</p>	
	<u>The natural world</u>	<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>My Body Comparing babies, children (myself) and older adults.</p>	<p>Seasonal changes</p> <p>Recycling - protecting our environment</p>	<p>Barefoot walkFeel those textures on your toes!</p> <p>Water, ice and melting.(3 weeks)</p> <p>Floating and sinking (3 weeks)</p>	<p>Planting and Growing</p> <p>Shadow play -</p>	<p>Plants, animals and patterns. Life cycles Growing - how to grow and care for plants. Looking after the Nursery garden. The lifecycle of a bean. Habitats</p>	<p>Respect and care for the natural environment - what do we need to do on our picnic? Taking care of environment. Life cycle of a tree.</p>	

		Naming body parts.				Insects Butterfly net and caterpillars	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>Painting and Mixed Media:</u> <u>Paint my world.</u>	Seasonal Projects Christmas Sliding Santa Chimney (adapted) <u>Seasonal Projects</u>	<u>Seasonal crafts</u> <u>Salt Dough</u> Chinese New year Chinese food tasting.	Seasonal Craft Mothering Sunday cards Easter baskets <u>Cooking and Nutrition</u> L1,4,5 - combined	<u>Drawing: Marvellous Marks</u>	Father's Day Cards Structures Junk Modelling Introduction: Exploring Junk Modelling and Cutting and Scissor skills
	<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 - will be adapted when needed throughout the year to fit topics, and events throughout the year.					