

Egglescliffe C.E. Primary School - Nursery Long Term Overview

Nursery Cycle A			
	Autumn Term	Spring Term	Summer Term
Possible Themes/ Interests/Lines of Enquiry	‘If You Go Down To The Woods Today’ Bears, bear habitats, woodland creatures Autumn / Harvest / Christmas / Diwali / Birthdays	‘Yummy Scrummy’ Food, healthy eating, world food Spring / Easter / Chinese New Year / Shrove Tuesday / Birthdays	‘Growth’ Growing up, plants, minibeasts Summer / Eid / Transitions / Birthdays
Core Texts	Goldilocks and the three bears , The Gruffalo, We’re going on a bear hunt, Brown bear brown bear, Polar bear polar bear, My friend bear, Bumblebear, I want my hat back, Snow bears.	The gingerbread man , Tiger who came to tea, Oliver’s Fruit Salad/Vegetables, Kitchen disco, Supertato, Mr Wolfs Pancakes, The runaway chapatti, Handa’s surprise, The magic porridge pot, The runaway wok.	Jack and the beanstalk , The tiny seed, Jasper’s beanstalk, Titch, Once there were giants, The very hungry caterpillar, Superworm, The Very busy spider, Walter’s wonderful web.
<i>Although these texts will be used as core text and taught through Reading/Literacy sessions, other texts/stories will be shared with the children to aid vocabulary and knowledge, and also to develop children’s interests.</i>			
Highlights/Key experiences	Teddy bears picnic, Forest school, Nativity	Food tasting, making food, food workshop with Lias, design and make a party meal; invite parents in to eat (including visiting a shop to buy ingredients).	Butterfly world visit, caterpillars in the classroom, growing plants, RSPB Saltholme

Nursery Cycle B			
	Autumn Term	Spring Term	Summer Term
Possible Themes/ Interests/Lines of Enquiry	‘Our World’ Ourselves, families, people who help us, vehicles Autumn / Harvest / Christmas / Diwali / Birthdays	‘Amazing Animals’ Animals; jungle, safari, farm Spring / Easter / Chinese New Year / Shrove Tuesday / Birthdays	‘Splish, Splash, Splosh’ Water, Underwater worlds, Pirates, seaside Summer / Eid / Transitions / Birthdays
Core Texts	The 3 little pigs , Every house on every street, colour me happy, colour me sad, 10 little fingers and 10 little toes, You choose, Wow said the owl, Busy People book collection, We all go travelling by, Journey home from grandpas, Duck in the truck, The train ride, Don’t let the pigeon drive the bus.	Little red riding hood , Rumble in the Jungle, We All Went on Safari, We’re going on a lion hunt, The monkey with the bright blue bottom, Poo in the zoo, What the ladybird heard, Rosie’s walk, Old Mc Donald.	Little red riding hood , Rumble in the Jungle, We All Went on Safari, We’re going on a lion hunt, The monkey with the bright blue bottom, Poo in the zoo, What the ladybird heard, Rosie’s walk, Old Mc Donald.
<i>Although these texts will be used as core text and taught through Reading/Literacy sessions, other texts/stories will be shared with the children to aid vocabulary and knowledge, and also to develop children’s interests.</i>			
Highlights/Key experiences	Visit from emergency services, boat ride on River Tees? Nativity	Newham grange farm visit, hatching chicks in school	Seaside visit

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Typical Developmental Stages	Autumn Term	Spring Term	Summer Term
Communication and Language	<ul style="list-style-type: none"> Understand and act on longer sentences like make teddy jump or find your coat. Understands and uses simple questions about 'who', 'what' and 'where' (but generally not 'why'). Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described. For example: 'Billy's coat', 'blue car', 'shiny apple'. Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Use a wider range of vocabulary. 	<ul style="list-style-type: none"> Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Learns lots of new words and use them in play 	<ul style="list-style-type: none"> Starts a conversation with adults and friends Enjoys listening to longer stories and can remember what happens in them. Understand a question with two parts like "Can you get your coat and wait by the door please?" Uses talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver" Focuses on a chosen activity for at least ten minutes Join in at group time by putting up hand and waiting their turn to talk Be able to talk about thoughts even when they disagree and can discuss this using words and actions Uses longer sentences of four to six words when talking Understands when asked questions like "Why do you want to wear your boots today?" and "How can we mop up the juice?" Sits quietly and listen for fifteen minutes Able to move away from distractions when concentrating
Personal, Social Emotional Development	<ul style="list-style-type: none"> Play with increasing confidence on their own and with other children- because they know their key person is nearby and available. Feels strong enough to express a range of emotions. Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. Is able to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front (starting to show effortful control – and be aware of rules/boundaries) Be increasingly able to talk about and manage their emotions Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children Safely explore emotions beyond their normal range through play and stories. 	<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. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Increasingly begin to follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling. 	<ul style="list-style-type: none"> To be able to play in a group with friends, and make up ideas of things to do and games to play To begin to manage feelings and talk about emotions To understand how others might be feeling To be responsible and be confident to be part of my community To be ready for new experiences like starting school To learn how to be assertive To be able to follow rules and know why they are important To begin to find solutions to quarrels and rivalries To be able to follow the rules without an adult reminding me

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Physical Development

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| <p>Physical Development</p> | <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Beginning to 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. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Uses large muscle movements to wave flags and streamers, paint and make marks. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • 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. | <ul style="list-style-type: none"> • With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Uses 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. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand • Begin to be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Begin to be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity. • Start taking part in some group activities which they make up for themselves, or in teams. | <ul style="list-style-type: none"> • Is independent in meeting my own care needs, such as brushing my teeth, using the toilet, and wiping my bottom washing and drying my own hands • Goes up steps and stairs, or climb up apparatus, using alternate feet • Uses large-muscle movements to wave flags and streamers, paint and make marks • Continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills • Able to eat independently and use a knife and fork • Uses a comfortable grip with good control when holding pens and pencils • Is independent and helps to get dressed and undressed • Makes healthy choices about food, drink, activity and tooth brushing • Developing 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 spoons. • To have an awareness of safety and manage own risks • Matches developing physical skills to tasks and activities. For example, to decide whether to crawl, walk or run across a plank, depending on its length and width. • Works with others to manage large items, like moving a long plank safely and carrying large hollow blocks. • Effectively uses one-handed tools and equipment, for example, uses screwdrivers and hammers cuts along a line • Beginning to write letters or marks that can be recognised |
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Literacy

- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)
 - Sing songs and say rhymes independently, for example, singing whilst playing.
 - Repeat words and phrases from familiar stories.
 - Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.
 - Make marks on their picture to stand for their name (recognise important prints to me)
 - Engage in extended conversations about stories, learning new vocabulary
 - Enjoy drawing freely.
 - Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
 - Make marks on their picture to stand for their name.
 - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Begin to 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
 - Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
 - Clap out syllables in a word
- Uses some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy
 - Says what the marks, shapes, letters and pictures that they make mean
 - Able to 'map' out a familiar story through drawing
 - Knows that stories have beginnings and endings and sometimes guess how the story will end
 - Has conversations about stories and learn new vocabulary
 - Hear and says the first sound in a word when you say the word and be able to sign the letter
 - Able to make up own stories, with characters, a beginning, middle and an end
 - Recognise words with the same initial sound orally
 - Writes some letter sounds accurately
 - To write some or all of my name
 - To write some letters accurately
 - To talk about the places and people in stories and the important things that are happening
 - To have an understanding of a word, to know that when writing and reading it is different letters all placed together that make up a word
 - To understand that different words and print have different purposes
 - Able to say lots of words that rhyme with a word like 'cat'
 - To be able to Orally segment and Blend CVC words
 - To use some of their letter sound knowledge in their early writing.

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Mathematics

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| <ul style="list-style-type: none"> • Recites numbers in order to 10. • Counts up to three or four objects by saying one number name for each item. • Recognise some numerals of personal significance. • 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. • Matches the right number to a group of things from 1 to 5 to begin with, and then from 1 to 10 • Selects a particular named shape. • 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. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Begin to use words like "round" and "straight" when talking about the shapes. • Chooses the right shape for a task like flat surfaces for building, a triangular prism for a roof etc • Able to combine shapes to make new ones – an arch, or a bigger triangle etc. • Recognises and names all common 2d and 3d shapes (sphere, cube, cone, cylinder, pyramid) | <ul style="list-style-type: none"> • Recognises numerals 1 to 5. • Counts out up to six objects from a larger group. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Show 'finger numbers' up to 5. • Fast recognition of up to 5 objects, without having to count them individually ('subitising'). • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Touches one thing and say the number name at the same time and in order to help me count how many things there are • Uses positional language. • Understand and use words/signs such as, in, under, behind, in front, beside, next to and use them in my play • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Able to tell you a familiar route I know • Discuss routes and locations, using words like 'in front of' and 'behind'. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Able to follow and make own patterns like stick, leaf, stick, leaf. | <ul style="list-style-type: none"> • Able to say numbers in order from 1 to 10 or higher. • Knows that the last number counted tells me how many there are in total • Uses counting to help solve problems that are important to them, like splitting a sandwich in half to share with my friend • Able to subitise, look at a group of objects and know how many there are • Number bonds to 3 • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Compares two groups of objects, saying when they have the same number. • Compare quantities using language: 'more than', 'fewer than' • Able to tell you which thing is "heavy" and which thing is "light" when given two things and say what is 'full' and 'empty' when filling containers • Make comparisons between objects relating to size, length, weight and capacity • Selects a particular named shape.. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Begin to use words like "round" and "straight" when talking about the shapes. • Recognises and names all common 2d and 3d shapes (sphere, cube, cone, cylinder, pyramid) |
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Understand the World	<ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people. • Explore and respond to different natural phenomena in their setting and on trips. • Begin to make sense of their own life-story and family's history • Explore how things work. • Plant seeds and care for growing plants. 	<ul style="list-style-type: none"> • Begin to understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Begin to talk about the differences between materials and changes they notice. • Continue to develop positive attitudes about the differences between people. • Shows an interest in different occupations 	<ul style="list-style-type: none"> • Uses all of their senses to explore natural materials. • Knows that we have to be careful with animals and plants and remember not to pick the flowers or to stroke animals gently • Talks about plants and animals that interest them, like next door's dog that barks and the really tall tree in the park • Talks about people and times that are special to them and their family and friends, like "remember the party when we had fireworks and big bangs • Joins in with routines, like going shopping, and times that are special to them and their family like birthdays • Understands the key features of the life cycle of a plant and an animal. • Begins to notice changes in things, when bananas turn black when they stay in the bowl for too long or the shoots growing from a seed • Begin to make sense of their own life-story and my family's history • Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos • Knows that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year
Expressive Arts and Design	<ul style="list-style-type: none"> • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Listen with increased attention to sounds. 	<ul style="list-style-type: none"> • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	<ul style="list-style-type: none"> • Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Plays instruments with increasing control to express feelings and ideas. • Remember and sing whole songs. • Mix paints together to make new colours, name the colours and begin to talk about the different shades such as light and dark • Safely uses and explores lots of different tools such as hammers, scissors and saws • Makes up stories when playing, like superheroes rescuing people from a building • Chooses the things they want to use to make something. If their ideas don't work, they can choose something else or change the way they do something. • Can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together. • Draws for a purpose using detail such as a drawing a circle for a face and making marks for facial features • Beginning to show different emotions in their drawings and paintings, like happiness, sadness, fear etc

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Over arching principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

PLAY: At Eggescliffe C.E. Primary, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.