

Early Years Long Term Curriculum Planner



Within our Foundation Stage, you will see children who are inquisitive, creative and growing in independence. Adults who nurture the children to be their very best, by fostering and inspiring children's love of learning. A calm, inviting and engaging environment where children can wonder, explore and investigate.



Each topic is meticulously planned out, to encompass a wide range of opportunities for all children to develop, progress and thrive. Children will be taught about the world around them and will be encouraged to develop into confident, curious and independent thinkers. The units of learning are planned 'loosely' to ensure adults are allowing children to develop their own interests and build upon knowledge taught. To supplement this long-term plan, staff will develop knowledge organisers that will provide detailed overviews for each half term relating to the knowledge, skills and experiences children will gain throughout the year. These knowledge organisers (along with the children's own keen interests) will feed into the team's weekly planning for directed teaching and provision. Our Foundation Stage checkpoints, skills progression documents and yearly maths plans support teachers with their knowledge of the expectations at each stage of the F1 and F2 year. This helps teachers to plan directed teaching and activities throughout the year that are suitable to the development of all learners.

FS1 – Curriculum Overview

Identity & Social Justice

How we grow, all about me, who am I, how have I changed since I was a baby

Seasonal changes, celebrations.

In this unit children will learn more about themselves and who they are as a unique individual.

They will celebrate themselves, their family and what is special about their life. They will also touch upon where they live, places they like to visit (or even where their family come from if not the UK).

Children will look at celebrations that are important to them and learn how and why they celebrate such events.

Power, Leadership, Invasion

Right & wrong, making the right choice, sharing

In this unit, children will be continuing to develop their turn taking, sharing and communication skills. Most children will have been in Nursery a term by this point and will be beginning to understand the world beyond themselves.

They will be growing their understanding of sharing the resources and provision in Nursery; how to negotiate and use manners with their peers and adults and managing their feelings when things don't always go how they want them to.

To help support this topic, children will be exploring various classical tales and texts that promote a range of social/moral stories. Children will look at the characters within the stories to help makes sense of their own world and learn how to negotiate different situations.

Sustainability & Impact on our World

Food & farming, animals, nature plants & habitats

In this unit children will develop their understanding of the world. They will be shown and explain the concepts of growth, change and decay with natural materials. Through the unit 'Food and Farming' children will explore where food comes from, such as fruit and vegetables growing in and above the ground and animal produce.

Children will:

- Plant seeds and bulbs so they can observe growth and decay over time
- Observe an apple core going brown and mouldy over time
- Help to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or eggs/chicks.

Teachers will plan and introduce new vocabulary related to the exploration. Children will be encouraged to use it within their discussions, as they care for living things. Children will learn to refer to books, wall displays and online resources to help build up their knowledge.

FS2 – Curriculum Overview

Identity & Social Justice

What is family/history, seasons, animals & habitats. Locality: shops, school, park & library

This unit builds upon early understanding of self, family and children's own home from Nursery.

Within this unit children will unpick and explore knowledge about the past, looking at which family members were born before them and which (if any) after them.

Children will learn about where they live. Looking at the types of homes in the village where they live and other buildings in the local area. They will start to build early knowledge of maps using pictures and labels to create aerial/birds eye view drawings of the area.

Children will look back on prior knowledge from Nursery where they learnt about celebrations that are important to them. They will build upon this by looking at other celebrations around the world and learn why different cultures celebrate different events.

Power, Leadership & Invasion

Why do we need rules, school & class rules.
People who help us. Right or wrong

In this unit, children will learn more about the Golden Rules of Carr Lodge Academy:

- Keep Everyone Included
- Keep Everyone Safe
- Keep Everyone Learning
- Keep Everyone's Property Safe
- Keep being Honest

They will learn why we have rules and why they are important for everyone to have a happy experience. They will learn 'rules' we have to keep us healthy in body and mind. They will delve deeper into different occupations and look at the people within our community that keep us safe such as: police officers, doctors, fire fighters and teachers.

Children will link back to their learning from Nursery where they explored various social and moral classical stories.

Sustainability & Impact on our World

Litter, waste, materials, nature, creatures

In this unit of learning, children will consider the environment in which they live, evolving into early conversations about sustainability from a composting to recycling perspective. Children will become keen litter pickers within their own outdoor environments, learning why it is so important to keep our planet clean and thinking of ways to promote this to the wider community.

Children will also build upon previous knowledge where they cared for living creatures in Nursery. They will look further about the types of animals living in our gardens - and what we can do to help protect them; looking at their environment and what conditions they need to survive.

Children will explore the seasons throughout the year building about some of their previous learning on growing and farming to consider what environment different things need to grow well.

FS1 – Themes and Texts

	Identity & Social Justice I wonder... What makes me wonderful?	Power, Leadership, Invasion I wonder... What adventure awaits?	Sustainability & Impact on our World I wonder... What I might find down on the farm?
General Themes	My favourite... colours, food, toys My family My home – Where do I Live? Who am I? How do I grow? Birthdays	Traditional Tales Exploring viewpoints linked to actions of story characters – right/wrong/why?	Exploring the great outdoors Plants & Flowers Weather Planting beans/seeds Caring for creatures Where is my food from / food tasting
High Quality Texts	Bonfire night Halloween Christmas		
Enrichments	You Choose The Colour Monster Ruby's Worry My Family your Family Once there were giants You live where? Home Owl Babies Pumpkin Soup Kippers Birthday Dear Santa Father Christmas needs a wee <i>Visit from a baby – how to care for a baby? How have I changed since then?</i> <i>Initial stay and play – Snuggles Birthday</i> <i>Forest Friday / Making & Baking</i>	Jack & the Beanstalk Red Riding Hood Goldilocks & the Three Bears Ginger Bread Man The Squirrels who Squabbled Your Turn My Turn The Tiger who came to tea <i>PJ/Story day</i> <i>Stay & Play – T4W performance</i> <i>Forest Friday / Making & Baking</i>	Where oh where is Rosies chick Jasper's Beanstalk Oliver's Vegetables Sam Plants a Sunflower Hungry Caterpillar Sam's Sandwich The Giant Jam Sandwich What the Ladybird Heard <i>Visit to a farm / farm into school</i> <i>Hatching eggs</i> <i>Growing our own cress</i> <i>Sports day</i> <i>Leaving event</i>

FS2 – Themes and Texts

	Identity & Social Justice I wonder... All about the wider world	Power, Leadership, Invasion I Wonder... Who can help us?	Sustainability & Impact on our World I wonder... What might we find at the bottom of the garden?
General Themes	My extended family What makes me individual How have I grown/ changed? Different types of families - diversity Exploring homes all over the world Exploring and creating own maps Celebrations around the world What do other cultures celebrate? Exploring Diwali	Looking at different professions Special people from the past The job of a principle at a school Who are the people that help to keep us safe? What could we do to help people? What profession might we want to go into? Why do we need to keep safe? How can we keep safe and happy? What things can we do to keep our minds happy?	Different habitats around the world Why must we keep our planet free of rubbish? How can we help get rid of rubbish? How can we care for creatures? Bug hunts Recycling Litter picking
High Quality Texts	Its ok to be different Mrs Wishy Washy 5 minutes peace The family tree Who's in my Family Peace at last Elmer Rosie's Walk- Map drawing skills A place called home Me on the map Diwali – Twinkl board book	Ness the Nurse Superhero Daisy Supertato Firefighter (Non Fiction) Captain Tom Moore I am an artist What if everybody did that? A Superhero like You Burglar Bill	Michael recycle Litter bug Doug Superworm Very busy spider Mad about mini beasts The Little Green Caterpillar (Poem)
Enrichments	Stick Man <i>The Nativity</i> <i>Initial stay and play – Xmas craft event</i>	<i>Visit from professionals</i> <i>Police</i> <i>Nurse</i> <i>Air ambulance</i> <i>Visit from the Principle</i>	<i>Sports Day</i> <i>Growing our own sunflower</i> <i>Foundation Graduation</i> <i>Austerfield Trip</i> <i>Bug Ball</i>

The Educational Programme for Personal Social Emotional Development

Children's personal, social & emotional development is crucial for children to lead healthy & happy lives, & is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm & supportive relationships with adults enable children to learn how to understand their own feelings & those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist & wait for what they want & direct attention as necessary. Through adult modelling & guidance, they will learn how to look after their bodies, including healthy eating, & manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate & resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school & in later life.

FS1 - PSED

	Autumn	Spring	Summer
Topic	I wonder... What makes me wonderful?	I wonder... What adventure awaits?	I Wonder...What I might find down at the farm?
Key Vocabulary	Share Wait Friend Yours My turn your turn	Right Wrong Feelings Emotions Team work Independent Confident	Change Grow Develop Care Respect
Managing Self Self Regulation Making Relationships	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Separate from parents and carers. • Develop relationships with staff and peers in the classroom. • Learn the school routines. • Learn the schools golden rules. • Begin to learn how to help and keep nursery tidy. • Respond to give me 5. • Show independence with choosing activities. • Adapt behavior to different situations – circle time, indoor time, outdoor time. • Begin managing conflicts and disagreements during play (with support and modelling). <p>Introduction of the Learning Characters</p>	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Develop a sense of what is right and wrong and begin to understand why. • Learn how to understand the view point of others. • Develop the ability to work in a small team. • Develop a sense of self responsibility and confidence. • Extend focus during carpet and circle time activities. • Show an awareness of others feelings. • Share and turn take with less adult support. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Nurture a strong sense of confidence in the setting. • Become more confident with new pupils and staff. • Show self confidence when resolving conflicts amicably. • Respect our world and community. • Show compassion for our friends and other living things such as plants and animals. • Explore the possibility for their future – ‘I can do anything’
<p>End of Nursery Goal:</p> <ul style="list-style-type: none"> • Can play alongside others within the environment. • Can express their feelings and consider the feelings of others. • Can understand and follow our class rules and whole school behaviour policy. 			

FS2 - PSED

	Autumn	Spring	Summer
Topic	I wonder... About the wider world	I wonder... Who can help us?	I Wonder...What we might find at the bottom of the garden?
Key Vocabulary	Tolerate Independent Instruction Feelings	Confident Listen Interested Respect	Healthy Dental Care Support Empathy
Managing Self Self Regulation Making Relationships	<p>Children will learn to:</p> <ul style="list-style-type: none"> Share independently in provision with their peers. Will listen in small groups. Begin to listen and have focused attention when on the carpet. Follow simple instructions from an adult. Be independent in managing own self – washing hands, clearing up classroom, getting own resources. Become increasingly aware of their own feelings. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> Listen to their friends ideas during carpet times with interest. Share toys independently and willingly. To tell others how they are feeling and why. To listen attentively, showing respect to staff and peers. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> Make decisions about being healthy and looking after their body and brain. Learn how to keep their teeth clean. Recognise the emotions of others and know how to support them. Be able to stay calm when frustrated and speak openly about their emotions. Understand and talk about the needs for rules inside and outside of school.
<p>ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or ctions. <p>ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs 			

The Educational Programme for Communication and Language

The development of children's spoken language underpins all seven areas of learning & development. Children's back-and-forth interactions from an early age form the foundations for language & cognitive development. The number & quality of the conversations they have with adults & peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, & echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, & engaging them actively in stories, non-fiction, rhymes & poems, & then providing them with extensive opportunities to use & embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling & role play, where children share their ideas with support & modelling from their teacher, & sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary & language structures.

FS1 – C&L

	Autumn	Spring	Summer
Topic	I wonder... What makes me special	I wonder... What adventure awaits?	I Wonder...What I might find down at the farm?
Key Vocabulary	Give me 5 Listening ears Eyes looking Taking time	Explain Because And	Instruction Why Where Who How When Expand Discuss
Listening, Attention & Understanding	Children will learn to: <ul style="list-style-type: none"> Learn a handful of simple rhymes and songs. Understand how to show adults we are listening. Answer simple questions about what they have heard. Talk about familiar people and routines. Beginning to listen to other people when interested. Engage in talk routines e.g. answer the register or say good morning. 	Children will learn to: <ul style="list-style-type: none"> Listen to and respond to stories. Develop language through books and stories. Retell familiar stories with props. Explain their thoughts and opinions. Develop the uses of tenses when speaking to staff and peers. 	Children will learn to: <ul style="list-style-type: none"> Know a wide range of traditional rhymes and songs. Follow longer instructions. Recount a simple event. Use words such as 'and' and 'because' to extend sentences.
Speaking	<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, stories, singing, speech & language interventions. daily story time using high quality texts</p> <p>End of Nursery Goal:</p> <ul style="list-style-type: none"> Can speak in full sentences of 4-6 words. Using some past/future tense. Can understand why who what when questions. Use a wide range of vocab influenced by what they have been exposed to and taught. 		
	<p>SALT referral will be complete at this stage for children who needs this service.</p>		

FS2 – C&L

	Autumn	Spring	Summer
Topic	I wonder... About the wider world	I wonder... Who can help us?	I Wonder...What we might find at the bottom of the garden?
Key Vocabulary	Expectations Eye contact Why How Who What When	Connect Understand Clarify	Discussion Attentive Predict
Listening, Attention & Understanding Speaking Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, stories, singing, speech & language interventions. daily story time using high quality texts	<p>Children will learn to:</p> <ul style="list-style-type: none"> Learn more words all the time. Answer a range of questions including why? & how? Develop two-channelled attention. Can listen & do & beginning to maintain attention for longer periods. Understand & carry out instructions with 2 or more parts. Use talk to organise themselves & their play & enjoy make believe play. Have mostly clear speech & be easily understood by others. (May have difficulty with a few sounds at this stage) <p>SALT referral will be complete at this stage for children who needs this service.</p>	<p>Children will learn to:</p> <ul style="list-style-type: none"> Understand stories without pictures. Understands instructions with 3 parts. Talk about things that have already happened or will happen in the future with a good understanding of time. Use longer sentences with more detail. Communicate with friends & adults & be understood easily. Take turns in conversations & stay on the same topic. Maintain attention & stay at an activity without reminders. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> Use sentences that are well formed Put longer sentences together. Describe the meaning of words & ask what words mean. Re-tell short stories they have heard & use language to make up their own stories. Correctly use most speech sounds. (May have difficulties with multisyllabic words) Ask relevant questions or make relevant comments. Understand words that describe sequences such as first/next & longer list of instructions. Use talk to take on different roles in imaginative play, to interact and negotiate with people.
	<p>ELG:</p> <ul style="list-style-type: none"> Listen attentively & respond to what they hear with relevant questions, comments & actions when being read to & during whole class discussions & small group interactions. Make comments about what they have heard & ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher & peers. Express their ideas & feelings about their experiences using full sentences, including use of past, present & future tenses & making use of conjunctions, with modelling & support from their teacher. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes & poems when appropriate; Participate in small group, class & one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 		

The Educational Programme for Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy & active lives. Gross & fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations & the development of a child's strength, co-ordination & positional awareness through tummy time, crawling & play movement with both objects & adults. By creating games & providing opportunities for play both indoors & outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination & agility. Gross motor skills provide the foundation for developing healthy bodies & social & emotional well-being. Fine motor control & precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated & varied opportunities to explore & play with small world activities, puzzles, arts & crafts & the practice of using small tools, with feedback & support from adults, allow children to develop proficiency, control & confidence.

FS1 – PD

	Autumn	Spring	Summer
Topic	I wonder... What makes me special	I wonder... What adventure awaits?	I Wonder...What I might find down at the farm?
Key Vocabulary	Pencil Pen Hold Pinchy Balance Move	Scissor Skills Weave Pinchy Construct Build	Combine Punch Thread Race
Gross Motor	Children will learn to: <ul style="list-style-type: none"> Develop movement linked to large scale marks. Use both arms together when learning to balance. Begin to kick and throw a ball with increasing control. Develop core strength. Draw a self portrait, learning the connection between movement and marks. Sort small items (buttons, bears). Master pouring and scooping using large resources and tools. Begin to copy lines and circles. Dough Disco	Children will learn to: <ul style="list-style-type: none"> Use 3 fingers for holding pencils. Develop scissor skills through mask making and box modelling. Create large scale houses and traps for fictional characters e.g. the Gingerbread Man to further develop core strength. Weave baskets for Little Red Riding Hood to promote fine motor control. Dough Disco	Children will learn to: <ul style="list-style-type: none"> Draw using more details – hands, feet, hair. Participate in Fitness Fortnight. Participate in Sports Day. Move with rhythm. Show control when climbing equipment. Mostly uses a more controlled tripod grip when drawing and writing. Dough Disco
Fine Motor			
End of Nursery Goal: <ul style="list-style-type: none"> Dry for the majority of the day. Becoming independent with putting on own shoes, socks and coats. Develop movement- Ride a trike, balance well, climb over apparatus. Use scissors confidently and safely. Hold and manipulates a pencil well - using a tripod grip. 			

FS2 – PD

	Autumn	Spring	Summer
Topic	I wonder... About the wider world	I wonder... Who can help us?	I Wonder...What we might find at the bottom of the garden?
Key Vocabulary	Ride Copy Control Form	Skill Move Throw Catch Copy	Jump Balance Race Scissor
Gross Motor	Children will learn to: <ul style="list-style-type: none"> Ride a range of trikes using pedals. Hits a ball with a bat Draws recognisable pictures with a good level of detail. Copy's patterns. Cuts around simple shapes with scissors. Forms some letters correctly (taught sounds). 	Children will learn to: <ul style="list-style-type: none"> Show skillful movement when avoiding obstacles. Catch and bounce a large ball. Moves and created movement to music. Forms most letters correctly now (taught sounds). Can carefully copy still life pictures using detail. 	Children will learn to: <ul style="list-style-type: none"> Skip, hop and jump with good balance. Balance independently along a narrow line. Uses a dynamic tripod grip. Can cut along wavy lines with scissors. Participate in Sports Day. Participate in Fitness Fortnight. Do own buttons and clips on clothing.
Fine Motor	Funky Fingers Provision	Funky Fingers Provision	Funky Fingers Provision
<p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. 			

The Educational Programme for Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension & word reading. Language comprehension (necessary for both reading & writing) starts from birth. It only develops when adults talk with children about the world around them & the books (stories & non-fiction) they read with them, & enjoy rhymes, poems & songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) & the speedy recognition of familiar printed words. Writing involves transcription (spelling & handwriting) & composition (articulating ideas & structuring them in speech, before writing).

FS1 – Literacy

	Autumn	Spring	Summer
Topic	I wonder... What makes me special	I wonder... What adventure awaits?	I Wonder...What I might find down at the farm?
Key Vocabulary	Sound Listen Hear Copy Me Fast Slow Same Different Copy Trace Pinchy Fingers	Sound Listen Hear Blend Write Repeat	Segment Blend Grapheme Phoneme Write Name
Word Reading Writing Comprehension	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Draw freely, experimenting with the marks they make. • Engage in the sensory experience of making a mark. • Draw simple shapes such as circle, lines and dots. • Beginning to ascribe meaning to some marks made e.g. this is mummy. • Beginning to show interest when listening to a story. <p>Foundations for Phonics Scheme - Tuning into Sound Musical, environmental, voice sounds, alliteration.</p>	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Know where to find the blurb on a book. • Be able to copy simple patterns. • Beginning to write the first letter of name. • Writes emergently for meaning – a wanted poster for the wolf. • Begin to sequence a simple well known story using pictures. <p>Foundations for Phonics Scheme - Tuning into Sound - Alliteration & initial sounds - Oral Blending</p>	<p>Children will learn to:</p> <ul style="list-style-type: none"> • Know what the title is (name of the book). • Know what the author and illustrator do. • Copy write most letters of name. • Write some initial sounds. • Can listen to a story attentively and recount events. <p>Foundations for Phonics Scheme - Tuning into Sound - Oral Blending - Oral Segmenting - Learning grapheme phoneme correspondence</p>
<p>End of Nursery Goal:</p> <ul style="list-style-type: none"> • Can write the majority of their first name and form some letters correctly. • Sequence a story that they know well and join in with retelling the story. • Recognise words with the same initial sound. • Begin to orally blend and segment cvc words. • Begin to access the teaching of phonics and recognise some taught graphemes. 			

FS2 – Literacy

	Autumn	Spring	Summer
Topic	I wonder... About the wider world	I wonder... Who can help us?	I Wonder...What we might find at the bottom of the garden?
Key Vocabulary	Blend Segment Phoneme Sing	Poem Rhyme Finger Spaces	Punctuation Full stop Capital Expression
Word Reading	Children will learn to:	Children will learn to:	Children will learn to:
Writing	<ul style="list-style-type: none"> Name and discuss all features of a book: title, author, blurb, page numbers. Read some individual letters by saying the sound for them. Orally blend simple words. Word read simple CVC words. Read some common exception words. Independently write name Beginning to write CVC words. Discuss in detail what has been read. 	<ul style="list-style-type: none"> Read and write 3 or 4 sound words. Read and write simple phrases or captions. Retell a range of stories in the correct sequence. Say how they feel about stories, poems and rhymes. Independently access features of non-fiction texts. 	<ul style="list-style-type: none"> Read tricky words expected of them (using LW). Read and write simple sentences using the sounds they have been taught. Show evidence of key word application. Begin to write with finger spaces and capital letters. Use digraphs when spelling words. Compose own ideas when writing in a range of different contexts e.g. story writing, lists, labelling.
Comprehension	<p>Little Wandle – See full scheme for FS2</p>	<p>Little Wandle – See full scheme for FS2</p>	<p>Little Wandle – See full scheme for FS2</p>
<p>ELG:</p> <p>Comprehension</p> <ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate – where appropriate – key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others. 			

The Educational Programme for Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them & the patterns within those numbers. By providing frequent & varied opportunities to build & apply this understanding - such as using manipulatives, including small pebbles & tens frames for organising counting - children will develop a secure base of knowledge & vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space & measures. It is important that children develop positive attitudes & interests in mathematics, look for patterns & relationships, spot connections, 'have a go', talk to adults & peers about what they notice & not be afraid to make mistakes.

FS1 – Maths See FS1 Yearly Overview - MTC

	Autumn	Spring	Summer
Topic	I wonder... What makes me special	I wonder... What adventure awaits?	I Wonder...What I might find down at the farm?
Key Vocabulary	Colour Sort Match Count	Counting Subitise Order Capacity Length Height Short Small Tall Long Thin	Less More 3D 2D Day Night Time
Number Numerical Pattern	<p>Children will learn to: Number Songs / Colours / Matching / Sorting / Pattern / Number 0, 1, 2</p> <ul style="list-style-type: none"> Recognise, name, match & sort by colour. Sort by other attributes e.g. size. Rote count through songs & rhymes. Develop everyday maths vocabulary. Subitise to 2. 	<p>Children will learn to: Number 3, 4, 5, 6 / Length Height Mass / Capacity</p> <ul style="list-style-type: none"> Rote counting to 10. Develop 1-1 correspondence to 5. Use numeral & formation rhymes. Subitise to 3. Represent 4 on 5 frame, on fingers etc. Order numerals 1 – 5. 	<p>Children will learn to: More / Fewer / One more / One Less / 2D shape 3D shape / Number composition / Night Day / Positional Language</p> <ul style="list-style-type: none"> Number 0-5 more & less. Find 5 objects & position on number line. Represent 5 on 5 frame. Recognise 2D shape. Use numeral & formation rhyme to 5. Represent 5 - marks, pictures, fingers. Match numerals & quantities. Understand the composition of 5. My Day / Capacity / Positional Language. Order daily events. Understand and apply Long Short Tall. Understand and apply Light and heavy – comparing. Understand and apply Full/half-full/empty and comparing. Use language relating to position and direction.
<p>End of Nursery Goal:</p> <ul style="list-style-type: none"> Children are able to subitise to 3. Children are able to name & recognise some numbers up to 5. Children are able to represent numbers 0-5 in various different ways. Children are to know & be able to discuss properties of some 2D & 3D shape using informal language. Children are able to use specific shape for purpose (use triangle for roof). Children are able to copy & continue a simple ABAB pattern. 			

Nursery MTP Overview

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Starters: Number songs	Colours • Red • Blue • Yellow	Colours • Green • Purple • Mix of colours	Match • Buttons and colours • Matching towers • Matching shoes	Match • Match number shapes • Match shapes • Pattern handprints – big and small	Sort • Colour • Size • Shape	Sort • What do you notice? • Guess the rule • Guess the rule	Number 1 • Subitising • Counting • Numeral	Number 2 Subitising-dice pattern Subitising-random pattern Subitising – different sizes	Number 2 • Counting • Numeral • Numeral	Pattern • Extend AB Colour patterns • Extend AB Outdoor Patterns • AB Movement Patterns	• Fix my Pattern • Extend ABC Colour patterns • Extend ABC Outdoor Patterns	Consolidation Activities - Winter activity week
Spring Starters: Number songs	Number 3 Subitising Subitising Subitising	Number 3 3 Little pigs 1:1 counting Numerals/Triangles	Number 4 1:1 counting Numerals Squares/rectangles	Number 4 Composition of 4 Composition of 4 Composition of 4	Number 5 1:1 counting Numerals Pentagon	Number 5 Composition of 5 Composition of 5 Composition of 5	Consolidate 1 - 5	Number 6 Introduce 10 frame	Height & Length • Tall and short • Long and short • Tall/long and short	Mass Relate to books 3 little pigs goldilocks	Capacity	Consolidation
Summer Starters – subitising and revision	Sequencing	Positional Language	More than/fewer than	Shape – 2D Revisit pattern from Autumn	Shape – 3D Revisit pattern from Autumn	Consolidation: More than/fewer one more and one less	Number composition 1 – 5 Revision	What comes after?	What comes before?	Numbers to 5	Consolidation / Activity weeks SUMMER	Consolidation / Activity weeks

FS2 – Maths – See more detailed LTP Mastery & WRM

	Autumn	Spring	Summer
Topic	I wonder... About the wider world	I wonder... Who can help us?	I Wonder...What we might find at the bottom of the garden?
Key Vocabulary	Whole, part, altogether, how many...?, the same as, equal to, more than, equals, one then, fewer than, count, subitise, one more, one less, numeral, faces, shape, 2D, 3D	2D, 3D, sides, corners, Double, more than, fewer than, equal to, part, whole, now, before, later, soon, after, then, next, yesterday, today, more, zero, none, smaller, greater, fewer, one more, first, second, third, before, after	Part, whole, more than, less than, double, equal, altogether, total, makes, Same, different, repeating patterns, direction, position, count, count back, subitise, float, sink
Number Numerical Pattern	<p>Children will learn to:</p> <p>Number Match and sort Compare amounts</p> <p>Shape, Measure and Spatial Thinking Compare size, mass and capacity Exploring Pattern Representing 1, 2 & 3 Comparing 1, 2, & 3 Composition of 1, 2 & 3</p> <p>Shape, Measure and Spatial Thinking Circles and triangles Positional language</p> <p>Number Representing 5 One more and less.</p> <p>Shape, Measure and Spatial Thinking Shapes with 4 sides Time</p>	<p>Children will learn to:</p> <p>Number Introducing zero Comparing numbers to 5 Composition of 4 & 5</p> <p>Shape, Measure and Spatial Thinking Compare mass Compare capacity</p> <p>Number 6, 7 & 8 Making pairs Combining 2 groups</p> <p>Shape, Measure and Spatial Thinking Length & height Time</p>	<p>Children will learn to:</p> <p>Number Adding more Taking away</p> <p>Shape, Measure ... Spatial reasoning Compare and decompose</p> <p>Number Doubling Sharing & grouping Even and odd</p> <p>Shape, Measure ... Spatial reasoning Visualise and build</p>
	<p>Early Learning Goals:</p> <ul style="list-style-type: none"> •Have a deep understanding of number to 10, including the composition of each number. •Subitise (recognise quantities without counting) up to 5. •Automatically recall (without reference to rhymes, counting or other aids). Number bonds up to 5 (including subtraction facts) & some number bonds to 10, including doubles •Verbally count beyond 20, recognising the pattern of the counting system. •Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. •Explore & represent patterns within numbers up to 10, including evens & odds, double facts & how quantities can be distributed equally. 		



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting To Know You		Match, sort and compare		Talk about measure and patterns		It's me 1,2,3 COMING SOON		Circles and triangles COMING SOON	1,2,3,4,5 COMING SOON		Shapes with 4 slides COMING SOON
Spring	Alive in 5 COMING SOON		Mass and capacity COMING SOON	Growing 6,7,8 COMING SOON		Length, height and time COMING SOON		Building 9 and 10 COMING SOON			Explore 3-D shapes COMING SOON	
Summer	To 20 and beyond COMING SOON		How many now? COMING SOON	Manipulate, compose and decompose COMING SOON		Sharing and grouping COMING SOON		Visualise, build and map COMING SOON			Make connections COMING SOON	Consolidation COMING SOON

The Educational Programme for UTW

Understanding the world involves guiding children to make sense of their physical world & their community. The frequency & range of children's personal experiences increases their knowledge & sense of the world around them – from visiting parks, libraries & museums to meeting important members of society such as police officers, nurses & firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes & poems will foster their understanding of our culturally, socially, technologically & ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching & widening children's vocabulary will support later reading comprehension.

FS1 – UTW

	Autumn	Spring	Summer
Topic	I wonder... What makes me special	I wonder... What adventure awaits?	I Wonder...What I might find down at the farm?
Key Vocabulary	Like Dislike Family Baby Toddler Child Adult Elderly Friends	Right Wrong Job Choice Happy Sad	Care Farm Animals Plants Seeds Food Eat Grow
Past & Present People, Culture & Communities The Natural World	<p>Children will learn to:</p> <ul style="list-style-type: none"> Use their senses to explore & will develop vocabulary linked to their experiences. Learn about personal attributes & identify features (eyes, hair, skin). Learn about personal likes & dislikes (colours, food, clothing, toys). Continue developing positive attitudes about the differences between people. <p>HISTORY LINKS:</p> <ul style="list-style-type: none"> Make sense of their own lives and their family history. Show interest in different occupations. <p>GEOGRAPHY LINKS:</p> <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (Celebrate the different ethnicities in the class and relationship make ups in the class). Know that nursery is part of a bigger school in CLA. To understand the map of the school. Know that objects go on a journey. (Children to bring items from home to school – photos, transitional objects) <p>RE LINKS:</p> <ul style="list-style-type: none"> Learn about a range of celebrations – Birthdays, Halloween, Christmas. <p>SCIENCE LINKS:</p> <ul style="list-style-type: none"> Begin to explore their natural environment and natural phenomena through Forest school sessions. Talk about changes they notice - Ice, meting, frost. Explore collections of materials with similar and/or different properties. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> Discuss and explore choices made by story characters in e.g. Jack stealing from the Giant & vice-versa. What is 'right', 'wrong' and why? through stories, about different occupation, ways of life, homes etc. – Woodcutter, wolf, Grandma. <p>GEOGRAPHY LINKS</p> <ul style="list-style-type: none"> Children will learn how to create a simple map to Grannies house and be able to talk about the journey they would take. <p>SCIENCE LINKS:</p> <ul style="list-style-type: none"> Children will look at the properties of the 3 pigs houses. Explore how different things work e.g. the IWB. Explore and talk about different forces they can feel (introduce magnets and look at how they work). 	<p>Children will learn to:</p> <p>GEOGRAPHY & SCIENCE LINKS</p> <ul style="list-style-type: none"> Begin to understand the need to respect and care for the natural environment and all living things. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Show interest in different occupations- farmer, food production. Explore and respond to different natural phenomena in their setting and on trips (farm visit/trip). <p>(Hatch our own chicks)</p>
	<p>End of Nursery Goals:</p> <ul style="list-style-type: none"> Children will explore & talk about different forces they can feel Children will talk about changes they notice Children will understand the need to respect & care for the environment & living things Children will talk about what they see, hear & feel, using a wide vocabulary 		


FS2 – UTW

	Autumn	Spring	Summer
Topic	I wonder... About the wider world	I wonder... Who can help us?	I Wonder...What we might find at the bottom of the garden?
Key Vocabulary	Same Different Map House Home Touch Feel Smell Family History	Occupation Job Nurse Police Fire Fighter Map Draw Label Nature Natural	Hygiene Town City Place Senses Materials Recycle
Past & Present People, Culture & Communities The Natural World	<p>Children will learn to:</p> <ul style="list-style-type: none"> Identify similarities & differences between themselves & their peers <p>GEOGRAPHY LINKS:</p> <ul style="list-style-type: none"> Children will know about their school & village & how they travel to school. Know the concept of a map based on story mapping - Rosie's Walk, Gruffalo,. Know the concept of a map is a drawing of a place. Know that a map from above and this is called a bird's eye view Build a map of the journey from home to school – Photos of the journey - home, park, school. To begin to look at ariel photos of Carr Lodge and start to see that on a map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. <p>HISTORY LINKS:</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community Know who was born before and after them Name and describe people who are familiar to them Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past. <p>RE LINKS:</p> <ul style="list-style-type: none"> Learn about a range of celebrations – and how they are celebrated around the world. learn about Diwali. <p>SCIENCE LINKS:</p> <ul style="list-style-type: none"> Children will be given the freedom to touch, smell and hear the natural world around them during hands-on experiences. Recognise some environments that are different from the one in which they live. The different seasons within the year and can recall some of the seasonal changes. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> Identify people who help us & their role in society and understand the need for rules in different contexts. Be able to identify the role of police/ fire station/ doctors/nurses. <p>SCIENCE LINKS:</p> <ul style="list-style-type: none"> Observe and interact with natural processes, such as sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> How to keep their teeth clean and healthy – looking at the occupation of a dentist. A variety of healthy and unhealthy foods. <p>GEOGRAPHY LINKS</p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Recognise some environments that are different from the one in which they live. Explore the natural world around them. <p>SCIENCE LINKS</p> <ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. Explore the natural world around them with freedom and wonder. After close observation, draw pictures of the natural world, including animals and plants. Understand the effect of changing seasons on the natural world around them. Understand the properties of a range of materials (metal, wood, plastic, glass) and how we can sort them for recycling.

Early Learning Goals:

- Talk about the lives of the people around them & their roles in society. Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class.




Understand the past through settings, characters & events encountered in books read in class & storytelling.

	Term 1 Identity and Social Justice	Term 2 Power, Leadership and Invasion EYFS	Term 3 Sustainability and the Impact on our World
Unit Title/Enquiry	Computer systems and networks	Programming	Creating media
Future Links to this Unit	Year 1 1A: Computing systems and networks – Technology around us	Year 1 2A: Programming A – Moving a robot Year 1 3B: Programming B - Programming animations	Year 1 2B: Creating media – Digital painting Year 1 3A: Creating media – Digital writing
New Knowledge	<p>Pupils know the different parts of a computer, including keyboard, screen and mouse/trackpad.</p> <p>Pupils know examples of technology in their home and school, including tablets, automatic doors and photocopiers.</p> <p>Pupils know how to control a cursor using a mouse.</p>	<p>Pupils know that things can be grouped, comparing and spotting similarities and differences, beginning to work out rules.</p> <p>Pupils know that objects can be labelled.</p> <p>Pupils know how to order and sequence, including for stories.</p> <p>Pupils know that problems can be broken down in to steps.</p> 	<p>Pupils know some letters on a keyboard.</p> <p>Pupils know to make simple marks on a device, using a painting tool.</p> <p>Pupils know how to take photographs using a device.</p> <p>Pupils know how to record sounds and speech using a microphone and device.</p>

The Educational Programme for Expressive Arts and Design

The development of children's artistic & cultural awareness supports their imagination & creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore & play with a wide range of media & materials. The quality & variety of what children see, hear & participate in is crucial for developing their understanding, self-expression, vocabulary & ability to communicate through the arts. The frequency, repetition & depth of their experiences are fundamental to their progress in interpreting & appreciating what they hear, respond to & observe.

FS1 – EAD

	Autumn	Spring	Summer
Topic	I wonder... What makes me special	I wonder... What adventure awaits?	I Wonder...What I might find down at the farm?
Key Vocabulary	Pen Pencil Paint Draw Sing Move Dance Colour Pattern	Rehearse Perform Detail Combine Construct Create	Scissor Join Connect
Creating with Materials Being Imaginative & Expressive	<p>Drawing Children will know that they can draw and mark make with a range of tools. Children will begin to learn how to hold a pencil and how to make simple shapes and lines. Children will begin to give meaning to the marks they have made and add simple detail such as 2 dots for eyes. Children will begin to talk about the marks they have made to teachers and friends.</p> <p>Colour / Painting Children will know that paint and colours can be used to put onto different materials (paper, boxes etc). Children will know that they can transfer the paint to paper by using a paint brush. They will know how to hold the paintbrush and add water when needed.</p> <p>Pattern Children will look at experimenting with patterns and know how to continue or make a simple pattern of their own, using a range of coloured materials (using lines, dots, circles etc).</p> <p>Forming Children will learn how to connect materials using resources such as glue. Children will learn how to hold and use scissors safety.</p> <p>Texture Children will learn how to make collages and combine materials with different textures. Collage Xmas lists, houses etc.</p> <p>Expressive Arts Begin to join in with some Nursery Rhymes. Move to music. Engage in simple small world imaginative play.</p>	<p>Forming Children will combine a range of media and materials together glue and tape. Children will know they can combine materials together to make a new effect. Children will design and make their own fairy tale castles. Children will learn new ways in which they can model and mould their playdough. Looking at making simple 3D characters with their hands.</p> <p>Drawing Children will now be holding their pencils with a more controlled grip, which means they can add more details to the pictures they draw.</p> <p>Colour / Painting Children will also begin to experiment what happens when mixing different colours when creating their own fairy tale character.</p> <p>Expressive Arts Sing and rehearse a range of nursery rhymes and familiar songs. Beginning to make believe my pretending and props to support play.</p>	<p>Textures Children will explore a variety of textures that they will use to rub. Children will be able to discuss and describe their rubbings to their peers. Children will participate in muddy painting, using lots of natural resources outside to make their own artwork by hand.</p> <p>Printing Children will use different resources to print, learning that they can transfer colour from one place to another (using printing tools). Children will use these tools to create simple repeating patterns.</p> <p>Drawing Children will now be drawing real life images of things they have seen e.g. chicks or farm animals. Children will be encouraged to add details and look closely at their pictures and what is it they have drawn (to look for similarities).</p> <p>Expressive Arts Know 5 Nursery rhymes off by heart. Talk about my art work and the processes taken.</p>
	 <p>Henry Matisse – Collaging materials</p>	 <p>Subodh Gupta – Large scale sculpture (using recycling)</p>	 <p>Eric Carle – Animal pictures</p>
	<p>End of Nursery Goals:</p> <ul style="list-style-type: none"> • Safely use tools like scissors, tape and playdough cutters. • Sing a range of nursery rhymes and songs by heart. • Draw with increasing complexity such as using a circle for a face and drawing features within it. 		

FS2 – EAD

Pablo Picasso – colouring with emotion



	Autumn	Spring	Summer
Topic	I wonder... About the wider world	I wonder... Who can help us?	I Wonder...What we might find at the bottom of the garden?
Key Vocabulary	Draw Write Paint Mark Make Sing Dance Move	Wonder / Imagine Role Play / Act Observe	Perform Describe Construct / Combine
Creating with Materials	<p>Expressive Arts Begin to become confident when sharing dances/songs/rhymes with the class. Begin to use role play props to act out scenarios.</p> <p>Drawing Children will know that they can draw and mark make with a range of tools. Children will be more confident with holding a pencil with good control and can effectively create shapes and drawings which can be distinguished by others. Children will begin to talk about the marks they have made to teachers and friends, and explain how they created their artwork.</p> <p>Colour / Painting Children will develop confidence in the painting process, and how to use paint effectively. They will experiment with printing with a variety of objects to create different effects. Children will begin to use colour for a purpose, and link colours to emotions.</p> <p>Pattern Children will naturally create patterns within artwork and make artwork symmetrical where appropriate.</p> <p>Forming Children will practise scissor safety, and new tools such as hole punches will be introduced. Children will problem solve when joining materials, and will explore which materials work best for each project. Children will learn skills for malleable materials such as rolling, pinching and kneading.</p> <p>Texture Children will use collaging skills where appropriate. They will use a range of materials to make their artwork more effective.</p>	<p>Expressive Arts Role play the different occupations they have seen through their topic using expressive language. Be confident in singing a wide range of songs and rhymes related to the occupations topic.</p> <p>Texture Children will use a range of materials, including natural materials. Children will begin to notice the difference in effect when using different materials, and will use rubbings from outdoors.</p> <p>Forming Children will become confident with using scissors, and will be able to control cutting along a variety of different shapes and lines.</p> <p>Colour / Painting Children will be confident with the painting process (use of a brush, pick up the paint, wash the brush between colours). Children will begin to explore mixing paint colours to achieve the desired shade.</p>	<p>Expressive Arts Be confident to perform in front of a large group. Know the names of various different common instruments. Create their own narrative within play situations.</p> <p>Forming Children will create sculptures using a wide range of materials, including recycled materials. They will specifically choose materials which are best suited for their sculpture and use prior knowledge and new investigation skills to decide which materials are the most appropriate for use.</p> <p>Texture Children will use materials effectively for purpose. They will purposely select particular materials and tools based on the project and desired goal.</p> <p>Pattern Children will begin to explore animal patterns and find ways in which to create those patterns using a variety of materials.</p> <p>Drawing Children will begin to create a plan of their desired outcome by drawing sculpture designs before creating.</p>
	<p>ELG:</p> <ul style="list-style-type: none"> • Safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function. • Share their creations, explaining the process they have used. • Make use of props & materials when role playing characters in narratives & stories. • Invent, adapt & recount narratives & stories with peers & their teacher. • Sing a range of well-known nursery rhymes & songs. • Perform songs, rhymes, poems & stories with others. When appropriate try to move in time with music. 		

Andy Goldsworthy – using natural materials



Edouard Martinet – animal sculptures

