

St Michael's Federation – Lydbury North C of E Primary School

EYFS Curriculum Overview - Nursery (Two-Year Rolling Plan)

We believe in the significant value of combining interesting new themes, the children's own interests and our knowledge of their current developmental needs to ensure their engagement, enjoyment and holistic growth. All of this is brought together to inform our medium-term and weekly planning, reflecting on our children and environments continuously to respond appropriately. Our two-year rolling plan takes into account that our setting provides for children from the age of two, ensuring they have the opportunity to engage with a wide range of topics throughout their time with us.

YEAR A (2020-21+)						
Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Fantastic Families <i>"Who is in my family?"</i>	Traditional Tales <i>Simple classics and repeated refrains</i>	Who Helps Us? <i>People Who Help Us, Our Community</i>		Bugs & Mud <i>"What lives in the garden?"</i>	
Experiences and Opportunities <i>Understanding the World links</i>	<ul style="list-style-type: none"> - September settling in sessions with parents - Share photos of our families and get to know different family units - Celebrate a 'birthday party' with our Nursery family - Meet baby siblings 	<ul style="list-style-type: none"> - 'Bear Hunt' nature walk in our local field, woods - Bear Hunt experience at the Discovery Centre - Make & eat porridge 	<ul style="list-style-type: none"> - Walk to the post box to support learning about how the postal system works; Meet a postal worker - Send postcards home in the post - Meet members of our local community & 'helpers' - Walking visit to the train crossing & signal box - Visit a local farm 		<ul style="list-style-type: none"> - Observe a real life cycle – Grow caterpillars into butterflies. Releasing and feeding the butterflies - Grow our own plants from seed (grass heads, sunflowers, vegetables) - Search for and observe real bugs and creatures; Create habitats to care for them 	
Communication & Language Literacy						
<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. <i>(EYFS Statutory Educational Programme)</i></p>						

C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions

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

Core texts	- <u>So Much!</u> By Trish Cooke - The Family Book by Todd Parr - Owl Babies by Martin Waddell - Our Class Is A Family by Shannon Olsen	- <u>Goldilocks & the Three Bears</u> - The Ghanaian Goldilocks by Tamara Pizzoli - We're Going on a Bear Hunt by Michael Rosen	- <u>Whose Tools Are These?</u> By Sharon Katz Cooper - A Superhero Like You by Dr Ranj - The Jolly Pocket Postman by Janet & Allan Ahlberg - <i>A range of non-fiction books to research information</i>	- <u>The Very Hungry Caterpillar</u> by Eric Carle - Aaargh Spider by Lydia Monks - Yucky Worms by Vivian French - Bee by Britta Teckentrup
Vocabulary	Family, parents, siblings, younger/ older, grandparents, different, relations	'Once Upon a Time', 'The End', 'Happily Ever After', small, medium, large	Community, emergency services, police officer, firefighter, paramedic, x-ray, helpful	Insect, caterpillar, habitat, chrysalis/ cocoon, proboscis

Personal, Social & Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and 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 and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life (EYFS Statutory Educational Programme)

These critical foundation skills are developed through play and interactions. We support their development in all that we do on a daily basis, picking opportunities in the moment to further understanding of these aspects.

Crucially, grown-ups will model desired behaviours through their own language and interactions with the children at all times.

PSED R.E	Myself: I am special What am I good at, my special things	Special Times Birthdays, weddings, parties and celebrations	My Special People Family and friends, People who help us	Important Places Home, school, places of worship, fav places	Special books and special stories Introducing idea of holy books; Fav books	Our World is Special Creation story, Noah's Ark, animals and nature
Nursery Values	Nursery Values – Show kindness	Nursery Values – Be thankful	Nursery Values – Keep on trying	Nursery Values – Respect for feelings	Nursery Values – Good friends	Nursery Values – Kind words
Other possible PSED themes and links, subject to change	- New routines and following boundaries - Building new relationships - Feelings – happy and sad	- Giving and kindness - What can we be thankful for?	- New beginnings and new life - Feelings – excited and scared	- Restorative routines – checking on feelings - Helping others	- Welcoming others - Feelings – worried and nervous	- Asking for help and supporting others - Transitions and moving up, big changes

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 and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and 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 and measures. It is important that children develop positive attitudes and interests in mathematics, look or patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes. *(EYFS Statutory Educational Programme)*

Maths	Daily routine Number rhymes Geometry - Sorting Geometry - Pattern	Measurement (Language of size) Number & Place Value (Counting principles; Comparing amounts of objects)	Number & Place Value (Understanding number 1, 2, 3)	Number & Place Value (Understanding number 4, 5, 6)	Shape and Space (Shapes) Measurement (My Day) Measurement (Length and height)	Measurement (Weight) Measurement (Capacity) Shape and Space (Positional Language)
--------------	--	--	---	---	---	---

Understanding the World

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

UW	<ul style="list-style-type: none"> • See EYFS UtW Progression Map • Children’s knowledge and understanding of the world is developed through play opportunities, discussion, sharing of quality texts and planned activities & experiences. These are planned with links to our current topics, as well as in response to interests shown by the children. Our planned annual essential experiences, seasonal events and topic-linked experiences all create a wealth of learning opportunities for developing knowledge and understanding of the world around us. 					
	- Forest School opportunities: Observe late summer > autumn seasonal changes; Develop understanding of main weather conditions and effects on our surroundings; Simple tool use – peelers for whittling	- Forest School opportunities: Observe autumn > winter seasonal changes; Develop understanding of weather conditions and effects; Explore hibernation and native animal habitats; Fire lighting	- Forest School opportunities: Explore deep winter effects on nature, winter weather phenomena – frost, ice, snow; Site management pruning and clearing; Early spring and signs of new life; Investigate nests and native birds	- Forest School opportunities: Observe spring > summer seasonal changes; Walking in the woods; Planting, gardening, grounds work; Simple tool use – hand drill for wood slice badges	- Forest School opportunities: Observe summer weather conditions and develop knowledge of cloud types; Natural artefacts to create transient artwork; Walks in local area > To the stream in the village for pond-dipping; Den and shelter-building	- Forest School opportunities: Leaf ID for familiar trees on our site; Identify native birds and insects on our site; Woodland adventures; Simple tool use – hand saw for pruning/ cutting lengths

Expressive Arts & Design

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

EAD	Provision includes a variety of resources for free choice, in addition to invitations that encourage children to develop skills both independently and with adult modelling/ support: Paint (poster paint, watercolour); Colour-mixing; Pastels; Chalks; Printing; Collage; Mixing medias; Observational drawing; Junk modelling; Musical instruments; Songs and rhymes; Movement to sound; Imaginative role play; Story retelling; Puppet role play; Small world play; Dressing-up and improvising costumes; Construction; Junk modelling; Messy & Sensory play; Exploring textures and malleable materials; Playdough and clay
------------	--

YEAR B (2021-22+)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me <i>Our busy bodies; We are all different</i>	My Home Your Home <i>Where we live, different types of homes; Constructions around the world</i>	What happens in Winter? <i>Ice and snow, cold places and animals that live there</i>	How Does Your Garden Grow? <i>Growing, Spring and new life, gardening</i>	Down in the Deep <i>What is under the water? Creatures of the deep, at the beach, Pirates & Mermaids</i>	
Experiences and Opportunities <i>Understanding the World links</i>	<ul style="list-style-type: none"> - September: Family Welcome Picnic - Meeting others from our community on local walks 	<ul style="list-style-type: none"> - Three Little Pigs visit at the Discovery Centre - Observing homes in our community - Making shelters outside 	<ul style="list-style-type: none"> - Cooking on the fire in cold weather - Exploring freezing and melting with ice/ snow play 	<ul style="list-style-type: none"> - Growing plants, flowers, vegetables from seed 	<ul style="list-style-type: none"> - Pond-dipping afternoon (with families)/ 'Beach' experience day at local river - Pirate day + water fight, walking the plank 	
Core texts	<ul style="list-style-type: none"> - <u>Bodies Are Cool</u> by Tyler Feder - The Colours of Us by Karen Katz - Same, Same But Different by Jenny Kosteck-Shaw 	<ul style="list-style-type: none"> - <u>Three Little Pigs</u> by Nick Sharratt - Three Little Wolves & Big Bad Pig by Eugene Trevivas - Oxfam's Home (Around the World) 	<ul style="list-style-type: none"> - <u>Once Upon a Northern Night</u> by Jean Pendziwol - One Snowy Night (Percy Parkkeeper) - Lost & Found by Oliver Jeffers - One Snowy Day by Ezra Keats 	<ul style="list-style-type: none"> - <u>The Tiny Seed</u> by Eric Carle - Jack & The Beanstalk - Jasper's Beanstalk by Nick Butterworth - Bee by Britta Tekkenrup 	<ul style="list-style-type: none"> - <u>Commotion in the Ocean</u> by Giles Andreae - Rainbow Fish - The Lighthouse Keeper's Lunch - The Snail & The Whale by Julia Donaldson - There's a Hole in the Bottom of the Sea - Portside Pirates by Barefoot Books 	

Vocabulary	Unique, different, skin, race, welcome, celebrate	Building, construction, bricks, solid,	Freeze, ice, melt, frost,	Seed, shoots, buds, growth, roots	Ocean, deep, beach, lighthouse, shipwreck, habitat, coral reef,
-------------------	---	--	---------------------------	-----------------------------------	---

Essential events and experiences (Nursery)

In addition to topic and learning-related experiences planned with links to our curriculum, we have also considered key experiences that we believe our children in particular should be able to participate in before they move on to Key Stage 1. The time spent in the EYFS forms such a significant part of the entire childhood, and as such we believe that this journey should be full of joyful and memorable experiences that stay with our children for a lifetime. It is our privilege to discover, learn and grow along with our children in these formative years, and to offer them experiences and memories that contribute to the development of the whole child.

Autumn	Spring	Summer
<ul style="list-style-type: none"> * Picking & baking with blackberries * Apple harvest; Sharing produce with our families * EYFS celebration of Harvest at the church * Make and eat soup; Make our own bread rolls * Visiting the community to sing doorstep Christmas songs * Visit the Church to share the Nativity scene * Autumn Community Café (Inviting members of our community into our settings to share, sing and have tea & biscuits) 	<ul style="list-style-type: none"> * Cooking snacks on the fire in cold weather * Walks in our community – to the Big Oak, around the village, to the woods through the season changes * Snow and Ice play experiences * Visit a local gallery, exhibition or museum * Travel by bus together * Spring Community Café 	<ul style="list-style-type: none"> * Growing, harvesting & eating fruit and vegetables * Paddling pool party and water play in warm weather * Spend a whole day in the woods * Road & Rail safety experience * Summer Community Café

Other events and experiences throughout the year:

- Regular visits to sing for elderly members of our community
- Making our own playdough
- Group baking
- Woodworking with independence
- Climbing and swinging from trees
- Meeting important members of our local community
- Making music with instruments
- Helping others through charity events (e.g food bank collections, sponsored walk)