

Long Term Curriculum Plan (Foundation Stage)
Overview of Early Years Outcomes
Year: Nursery

Term	Personal social and emotional development RE/PSHE	Communication and Language	Physical Development PE	English	Maths	Understanding of the World History/Geography/Science	Expressive Art and Design Art/DT/Music
Autumn 1 <small>All About Me</small>	<p><u>Making Relationships</u> Keeps play going by responding to what others are saying or doing</p> <p><u>Self Confidence & Self Awareness</u> Accessing and exploring areas of provision independently Confident to talk to others when playing, building friendships</p> <p><u>Managing Feelings and Behaviour</u> Awareness of the boundaries set and behavioural expectations in class and around school Introducing 'Bee' rules Looking after resources, Tidying up - Shared responsibility Jigsaw- Being me</p>	<p><u>Listening and Attention</u> Listens with interest to the noises adults make when they read stories. Join in with Nursery Rhymes</p> <p><u>Understanding</u> Understands more complex sentences</p> <p><u>Speaking</u> Uses a variety of questions Speaking in a larger group - contributing ideas etc.</p>	<p><u>Moving and Handling</u> Moves freely with pleasure and confidence in a range of ways, such as, walking, running, jumping Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p><u>Health and Self Care</u> Able to tell adults when they are hungry or tired Observe the effects activity has on their body Beginning to be independent in self-care, sometimes needing adult support</p>	<p><u>Reading</u> Enjoys rhyming and rhythmic activities Looks at books independently Handles books carefully Fills in the missing words in rhymes</p> <p><u>Writing</u> Distinguishes between the different marks they make Sometimes gives meanings to marks as they draw and paint</p>	<p><u>Numbers</u> Recite numbers in order to 10 Uses some number names accurately in play Uses some language of quantities such as 'more' or a 'lot' <u>Shape, Space and Measure</u> Uses the language of size Uses positional language</p>	<p><u>People and Communities</u> Shows interest in lives of people who are familiar to them Beginning to have their own friends</p> <p><u>The World</u> Comments and asks questions about aspects pf their familiar world such as the place where they live</p> <p><u>Technology</u> Shows an interest with technological toys with knobs or pulleys, or real objects such as cameras or mobile phones</p>	<p><u>Exploring and Using Media and Materials</u> Learn and join in with Nursery songs Beginning to move rhythmically, initiating the movements in response to music Shows an interest in the way musical instruments sound Use pastels to do self portraits</p> <p><u>Being Imaginative</u> Play as part of a group Role play in house (home corner)</p>
Autumn 2 <small>Celebrations - How do we celebrate?</small>	<p><u>Making Relationships</u> Keeps play going by responding to what others are saying or doing</p> <p><u>Self Confidence & Self Awareness</u> Confidence in Christmas performance, becoming confident in social situations</p> <p><u>Managing Feelings and Behaviour</u> Aware of the boundaries set and behavioural expectations in class and around school Sharing, being part of a class and listening to the views and ideas of others Jigsaw- Celebrating Differences</p>	<p><u>Listening and Attention</u> Listens to stories with increasing attention and recall</p> <p><u>Understanding</u> Developed understanding concept of simple concepts (big, little)</p> <p><u>Speaking</u> Can retell a simple past event in the correct order, (went down, hurt finger) Questions why things happen and gives explanations (who, what, when, how)</p>	<p><u>Moving and Handling</u> (As before)</p> <p><u>Health and Self Care</u> (As before)</p>	<p><u>Reading</u> (As before)</p> <p><u>Writing</u> (As before)</p>	<p><u>Numbers</u> (As before)</p> <p><u>Shape, Space and Measure</u> Uses the language of size Uses positional language Identifying 2d shapes</p>	<p><u>People and Communities</u> (As before)</p> <p>Talk about family members, important people and things Joins in with customs and routines Divali / Christmas</p> <p><u>The World</u> (As before)</p> <p>Shows care and concern for living things in the environment</p> <p><u>Technology</u> (As before)</p>	<p><u>Exploring and Using Media and Materials</u> Learn and join in with Christmas songs for Nativity Uses various construction materials in the creative area provision Make diva lamps using clay</p> <p><u>Being Imaginative</u> Role play in Christmas House / Grotto Sings to self and makes up simple rhymes Engages in own role play in the grotto from own experiences</p>
Spring 1 <small>Chinese New Year - How are traditions different?</small>	<p><u>Making Relationships</u> Play in group, building on role play ideas with other children</p> <p><u>Self Confidence & Self Awareness</u> Self-confident in asking adults for help Expresses own preference and interests Expressing Emotions</p> <p><u>Managing Feelings and Behaviour</u> Aware of the boundaries set and behavioural expectations in class and around school. Inhibit own behaviours, stop themselves from doing something they shouldn't do Jigsaw- Dreams and Goals</p>	<p><u>Listening and Attention</u> Listen to stories with increasing attention and recall Beginning to explore rhyme</p> <p><u>Understanding</u> Responds to simple instructions (get out or put away)</p> <p><u>Speaking</u> Uses a range of tenses, (play, played, will play) Builds up vocabulary that reflects the breadth of their experiences.</p>	<p><u>Moving and Handling</u> (As before)</p> <p>Uses one hand tools such as scissors to cut snips in paper Can catch a large ball Draws lines and circles using gross motor movements</p> <p><u>Health and Self Care</u> (As before)</p> <p>Understands that equipment and tools have to be used safely Can usually manage washing and drying hands</p>	<p><u>Reading</u> (As before)</p> <p>Shows awareness of rhyme and alliteration Holds books the correct way up and turns the pages</p> <p><u>Writing</u> As before Name writing</p>	<p><u>Numbers</u> (As before)</p> <p>Knows that numbers identify how many objects are in a set Beginning to represent numbers using fingers, marks on paper or pictures Sometimes matches numeral and quantity together</p> <p><u>Shape, Space and Measure</u> (As before)</p> <p>Shows awareness of shapes and similarities in the environment Shows interest in making arrangements with shapes</p>	<p><u>People and Communities</u> (As before)</p> <p>Joins in with customs and routines - Chinese New Year</p> <p><u>The World</u> (As before)</p> <p><u>Technology</u> Knows that information can be retrieved from a computer</p>	<p><u>Exploring and Using Media and Materials</u> Begin to move rhythmically - Dragon Dance & Chinese music Still life - flowers Planning and building for a purpose</p> <p><u>Being Imaginative</u> Creates movement in response to music - Dragon Dance Role play in Chinese restaurant Uses available resources to create role play</p>

<p style="text-align: center;">Spring 2</p> <p style="text-align: center;">Who's been eating my porridge?</p>	<p><u>Making Relationships</u> Play in group, building on role play ideas with other children</p> <p><u>Self Confidence & Self Awareness</u> Accessing areas or provision independently Enjoys responsibility of carrying out small tasks</p> <p><u>Managing Feelings and Behaviour</u> Aware of the boundaries set and behavioural expectations in class and around school Begin to tolerate when needs are not immediately met, understanding wishes are not always met Jigsaw- Healthy me</p>	<p><u>Listening and Attention</u> As above Joins in with repeated refrains and anticipates key events or phrases in rhymes and stories</p> <p><u>Understanding</u> Beginning to understand how and why questions</p> <p><u>Speaking</u> Uses vocabulary focused on objects and people that are of particular importance to them Builds up vocabulary that reflects the breadth of their experiences.</p>	<p><u>Moving and Handling</u> (As before)</p> <p><u>Health and Self Care</u> (As before) Jigsaw- Healthy me</p>	<p><u>Reading</u> (As before) Beginning to be aware of the way stories are structured Suggest how the story might end Describe the main story, setting and characters Retell stories Knows that print carries meaning and is structured left to right</p> <p><u>Writing</u> (As before) Name writing</p>	<p><u>Numbers</u> (As before)</p> <p><u>Shape, Space and Measure</u> (As before) Shows interest in shape by sustained construction activity or by talking about shapes or arrangements Beginning to talk about the shapes of everyday objects such as 'round' or 'tall'</p>	<p><u>People and Communities</u> Joins in with customs and routines Easter</p> <p><u>The World</u> Can talk about some of the things they have observed such as growing of plants, animals, ourselves</p> <p><u>Technology</u> Develop ICT skills such as mouse control</p>	<p><u>Exploring and Using Media and Materials</u> Learn and join in with Nursery songs Use various construction materials Beginning to show interest in different textures when creating a craft</p> <p><u>Being Imaginative</u> Create own dance moves Act out known stories - Goldilocks, Jack and the Beanstalk Use available resources to create props and support role play</p>
<p style="text-align: center;">Summer 1</p> <p style="text-align: center;">Growing. How do things grow?</p>	<p><u>Making Relationships</u> Begin to form a special friendship with another child</p> <p><u>Self Confidence & Self Awareness</u> Likes and dislikes Confident to say when do or do not need help</p> <p><u>Managing Feelings and Behaviour</u> Aware of the boundaries set and behavioural expectations in class and school Can seek a friend to share an experience Jigsaw- Relationships</p>	<p><u>Listening and Attention</u> As above Focusing attention to one of in small groups, when conversation interests</p> <p><u>Understanding</u> Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture</p> <p><u>Speaking</u> Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences Uses talk in pretending that objects stand for something else in play, eg: 'This box is my castle'</p>	<p><u>Moving and Handling</u> (As before) Holds pencil between thumb and two fingers, no longer using whole hand grasp Can copy some letters from their name</p> <p><u>Health and Self Care</u> (As before) Dresses with help, eg: puts arms into open fronted coat or shirt, pulls up own trousers and pulls up zipper</p>	<p><u>Reading</u> (As before) Recognising letters of the alphabet (significant letters to the them)</p> <p><u>Writing</u> (As before) Name writing</p>	<p><u>Numbers</u> (As before) Shows curiosity about numbers by offering comments or asking questions</p> <p><u>Shape, Space and Measure</u> (As before)</p>	<p><u>People and Communities</u> Shows an interest in ways of life, different occupations (when I grow up)</p> <p><u>The World</u> Ask questions about how we grow including plants and animals Talks about why things happen and how they work Shows care and concern for animals and the environment (chicks)</p> <p><u>Technology</u> Developed skills in operating ICT equipment</p>	<p><u>Exploring and Using Media and Materials</u> Learn and join in with music to match topic Growing sunflowers Constructing using blocks and props to create a farm</p> <p><u>Being Imaginative</u> Choose colour for a purpose Build stories around toys such as a farm Use available resources to create props and support role play</p>
<p style="text-align: center;">Summer 2</p> <p style="text-align: center;">Around the world... What is different to where we live?</p>	<p><u>Making Relationships</u> Transition - meeting new adults</p> <p><u>Self Confidence & Self Awareness</u> Talking about achievements and celebrating success over the year</p> <p><u>Managing Feelings and Behaviour</u> Confidently taking change in their stride. Jigsaw- Changing me</p>	<p><u>Listening and Attention</u> Listen to one another in small groups Listen to stories with increasing attention Join in with Nursery Rhymes</p> <p><u>Understanding</u> Begin to follow a story without pictures or props</p> <p><u>Speaking</u> Use language to imagine and recreate roles and experiences in play Speaking in a larger group - contributing ideas etc.</p>	<p><u>Moving and Handling</u> (As before) Holds pencil near point between first two fingers and thumb using good control</p> <p><u>Health and Self Care</u> As before</p>	<p><u>Reading</u> (As before)</p> <p><u>Writing</u> (As before) Name writing</p>	<p><u>Numbers</u> As before - consolidate</p> <p><u>Shape, Space and Measure</u> As before - consolidate</p>	<p><u>People and Communities</u> Around the world - How are things different to where we live? Shows interest in different ways of life</p> <p><u>The World</u> Food, weather, beaches, planes - what are the differences?</p> <p><u>Technology</u> (As before)</p>	<p><u>Exploring and Using Media and Materials</u> Explore body percussion and instruments Use/name simple instruments to explore how sounds can be changed. Explore colour mixing Plan and build for a purpose Creates simple representations of events and people Making own passports</p> <p><u>Being Imaginative</u> Taking on roles/developing own narratives - Travel agents</p>