
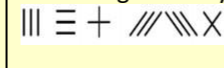
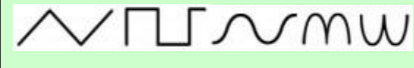



Long Term Curriculum Overview Year Nursery

	Autumn		Spring		Summer	
Handwriting	Can use large threading equipment with support.		Copies over circle and spirals with increasing accuracy. 	Copies over lines and diagonals with increasing accuracy. 	Copies over wobbly (jellies) and zig-zag lines. 	Copies over loopies and wavy lines.  Five finger grasps used.
Writing	Preliterate Stage Scribbles but might start at any point on the page. Enjoys drawing freely.	Makes marks on their picture to stand for their name (or something specific). Adds some marks to their drawings, which they give meaning to.	Scribbles but makes marks moving from left to right on the page. Tells an adult about what they have drawn or painted. Audio storytelling Tells an adult simple facts about a story		Emergent Stage Writes some of their name correctly. Writes some letters correctly Says an appropriate word to complete a sentence that is said aloud	Writes all of their name correctly. Use some of their print and letter knowledge in their early writing. Says a clause to complete a sentence that is said aloud
Reading	Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Identifies environmental sounds and can copy/repeat some. Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo.	Pays attention and responds to the pictures or the words. Fills in missing words from well-known rhymes. Identifies instrumental sounds and can copy/repeat some. Says some of the words in songs and rhymes.	Understands the names of the different parts of a book, Understands that print has meaning Explores different ways of making sounds with their bodies and repeats patterns. Sings songs and says rhymes independently	Understands that print can have different purposes. Notices some print, such as the first letter(s) of their name, door number or a logo. Recognises their first name. Identifies and suggests rhymes. Uses alliteration phrases in their play Copies alliteration tongue twisters	Understands that we read English text from left to right and from top to bottom. Is beginning to identify the main character and a key event in a story that they know well (with support). Recognises their full name. Creates or copies voice sounds, Count or clap syllables in a word.	Makes simple suggestions about what might happen next in a story. Engages in extended conversation about stories, learning new vocabulary. Orally segments and blends words. Recognises words with the same initial sound, such as mum, mouse and money.
Maths - number	Displays counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Reacts to changes of amount in a group of up to three items. Points in sequence to a number of objects.	Recites some number names in sequence (not necessarily understanding at this stage). Mark make and ascribe some concept of number to the marks (attempts at digits from the environment, making dots, lines etc). Explores using a range of their own marks and signs to which they ascribe mathematical meanings. Explores placing objects in different groups and combining these groups. Starts to use some number names and starts to ascribe names to objects in a rhythmical way.	Brings one or two objects when an adult requests. Can identify 1 and 2 objects	Beginning to recognise that each counting number is one more than the one before. Shows 'finger numbers' up to 5. Subitises one, two and three objects (without counting). Says when two small groups have the same number of objects. Subitises and count to 3.	Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle). Solves real-world mathematical problems with numbers up to 5. Counts up to five starting to understand cardinal principle.	Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. Beginning to use understanding of number to solve practical problems in play and meaningful activities. Fast recognition of up to three objects, without having to count them individually ('subitising'). Recognises numerals to five and starts to link them to amounts up to five and maybe beyond. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Uses number in play. Can identify numerals to 5.
Maths – numerical patterns	Counts in everyday contexts, sometimes skipping numbers. Compares amounts Completes inset puzzles.	Takes part in finger rhymes with numbers. Compares amounts using words, e.g., "lots" or "same". Notices patterns and arranges things in patterns.	May enjoy counting verbally as far as they can go. Sorts objects using one simple criteria	Uses some number names and number language within play, and may show fascination with large numbers. Recites numbers past 5. Says one number for each item in order: 1, 2, 3, 4, 5. Shows an understanding of simple comparisons like 'more'. Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.	Links numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Compares quantities using language: "more than". Explores and adds to simple linear patterns of two or three repeating items, e.g., stick, leaf (AB) or stick, leaf, stone (ABC).	Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5. Begins to recognise numerals 0 to 10. Compares two small groups of up to five objects, saying when there are the same number of objects in each group Creates their own spatial patterns showing some organisation or regularity. Notices and corrects an error in a repeating pattern.
Maths – Shape, space & measure	Builds with a range of resources. Compares sizes, weights etc. using gesture and language, e.g., bigger, little, smaller, high, low, tall, heavy.	Talks about what they build and what they have used. Investigates different measures and notices differences.	Shows awareness of shape similarities and differences between objects. Can sort using simple criteria.	Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. Selects shapes appropriately: flat surfaces for building a triangular prism for a roof etc.	Attempts to create arches and enclosures when building, using trial and improvement to select blocks. Makes comparisons between objects relating to size, length, weight and capacity.	Chooses items based on their shape which are appropriate for the child's purposes. Responds to both informal language and common shape names. In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items

				Begins to describe a sequence of events, real or fictional, using words such as "first", "then...". Starts to identify simple patterns.		Recalls a sequence of events in everyday life and stories. Starts to use simple shape names.
Personal, Social & Emotional Development – Self Regulation	Knows there are boundaries in school. Becoming more aware of themselves as an individual Becomes aware of other people around them (provision) Explores new toys and environments but 'checks in' regularly with a familiar adult as and when needed. (provision) Beginning to be aware of the range of activities and exploring those available. (provision)	Follows a simple instruction. Demonstrates a sense of self as an individual May flit between several different play activities without staying at one for any length of time. Seeks comfort from familiar adults, when needed.	Follows the routine of the setting with some support. Finds ways to calm themselves, through being calmed and comforted by a familiar adult. Selects and uses resources with support. Joins in a range of activities that interest them for a longer period of time.	Follows the routine of the setting with little support. Recognises emotional outbursts although cannot yet fully control them. Laughs with other pupils. Selects and uses activities and resources, with help when needed. Will talk to other pupils when playing together.	Able to show a small amount of control Will ask adults for help. Notices when another child is upset. Selects and uses activities and Resources independently Confident to talk to other pupils when playing together and will communicate freely about what they are doing.	Identifies problems and seek assistance from familiar adult although not always articulate in their request. Talks about their feelings using words like 'happy', 'sad'. Understands when a child is hurt or upset, Selects and uses activities and resources. This helps them to achieve a goal they have chosen, or one that is suggested to them. Develops their sense of responsibility for their own things.
Personal, Social & Emotional Development – Managing Self	Separates from their main carer with support and encouragement from a familiar adult. (provision) Uses a familiar toy or object to seek comfort. (Provision) Be aware that there are rules in the classroom.	Distracted by familiar adults when upset. Begins to follow the rules of a classroom but with reminders from adults.	Will ask adults for help. Distracted by their peers when upset. Has a simple understanding why we have rules, e.g., only three people are allowed in the role-play corner. Selects and uses activities and resources, with help when needed.	Shows confidence in social situations. Follows the rules of the setting with occasional reminders from adults.	Usually adapts behaviour to different events, social situations and changes in routine. Have a growing ability to distract oneself when upset Does not always need an adult to remind them of a rule. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.	Is more outgoing towards unfamiliar people and more confident in new social situations. Is able to comfort oneself when upset. Increasingly follows rules, understanding why they are important. This helps them to achieve a goal they have chosen, or one which is suggested to them.
Personal, Social & Emotional Development – Building Relationships	Uses a familiar adult as a secure base from which to explore independently in new environments, (provision) Will sometimes parallel play alongside others (perhaps with support from a familiar adult). Can explore their emotions beyond their normal range through play and stories. Is becoming aware of the surrounding environment. Identifies a familiar adult to respond to.	Plays with a familiar adult, e.g., rolling a ball back and forth. Plays alongside others. Shows affection and concern for people who are special to me. Knows to go to a familiar adult when they feel emotions for reassurance. Is beginning to be aware of emotions displayed by an adult, e.g., change of voice tone and non-verbal cues	Plays with others with a familiar adult present. Interested in others' play and starts to join in, play might be repetitive with basic language. May form a special friendship with another child. Becomes aware of simple emotions following the process below: Adult recognises the emotion. Adult names the emotion for the child. Adult provides some comfort. Adult offers solution. Is able to respond to the emotions of adults in the setting.	Play may be led by others, e.g., going to an activity with more pupils rather than one of interest. Plays with one other child. Starts to engage in pretend play with toys. Will seek out others to share experiences. Starts to be able to identify their own emotions. Is aware of other pupils in the setting.	Will initiate play, offering cues to peers to join in. Plays with one or more other pupils, extending and elaborating play ideas. Keeps play going offering cues to peers to join in. Is aware of how to display friendly/positive behaviour. Is aware of the emotions of other pupils in the setting.	Play is kept going by responding to what others are saying or doing. Plays in a group, extending and elaborating play ideas Demonstrates friendly behaviour, Initiating conversations and forming relationships with peers and other familiar adults. Is starting to listen to and respond to adults.
Communication and Language - Speaking	Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture Questions why things happen and gives explanations. Asks e.g. who, what, when, how Beginning to use a range of tenses (e.g. play, playing, will play, played)		Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle Uses talk to explain what is happening and anticipate what might happen next Able to use language in recalling past experiences Can retell a simple past event in correct order (e.g. went down slide, hurt finger)		Beginning to use more complex sentences to link thoughts (e.g. using and, because) Uses intonation, rhythm and phrasing to make the meaning clear to others Talks more extensively about things that are of particular importance to them Builds up vocabulary that reflects the breadth of their experiences	
Communication and Language - Understanding	Understands simple questions with 1 or 2 information carrying words, e.g., 'Where is teddy?' Responds to very simple requests especially when shown first by an adult. Matches objects to names and will bring a favourite toy when asked.	Joins in with rhymes and songs by making sounds and by moving body. Responds to adults making sounds or moving their bodies, e.g., clapping to stop activities. Understands and acts on longer sentences like 'make teddy jump' or 'find your coat'.	Understands very simple questions about 'who', 'what' and 'where' (but generally not 'why'). Will respond to name and will change activity when encouraged by adults.	In simple terms, is beginning to use characters and actions from stories and rhymes in their play Understands questions that may be more abstract. E.g., 'Where is the bear going?' Responds to two requests with space in between them.	Can join in with familiar rhymes and stories. Has increased vocabulary to match their language-rich environment.	Understands 'why' questions, like: "Why do you think the caterpillar got so big?" Understands a question or instruction that has two parts, such as: "Get your coat and wait at the door" but may need help carrying out the instruction.

Communication and Language – Listening & Attention	Listens to other people with interest, but can easily be distracted by other things. Watches someone’s face as they talk. Listens to simple stories with the help of picture clues. Listens to simple stories and understands what is happening, with the help of the pictures. Generally focuses on an activity of their own choice and finds it difficult to be directed by an adult.	Concentrates for a longer period of time, e.g., 3 minutes. Listens to simple stories and understands what is happening, with the help of the pictures. Can find it difficult to pay attention to more than one thing at a time. Listens and responds to a simple instruction.	Focuses on the person who is talking in a calm environment, e.g., small group activity.	Focuses on adults as they read or sing, responding with sounds and movements. Switches attention when given a clear prompt, e.g., stops and listens. Concentrates for a longer period of time, e.g., 6 minutes.	Listens to and follows simple directions. Can follow a story with props and pictures.	Is able to turn their head and focus on adults and friends as they speak and play, responding to comments. Shows an interest in others and events. Enjoys listening to longer stories and can remember much of what happens.
Physical Development – Gross motor skills	Matches their developing physical skills to tasks and activities in the setting. Developing hand–eye coordination by starting to show a preference for a dominant hand when eating and can accurately aim for the mouth. Shows some balance and control on a secure tool, for example on a tricycle.	Can stop confidently when moving around the environment. Developing hand–eye coordination by, for example, kicking a large ball into an open space. Chooses and uses the right resources to carry out their own plan. For example, choosing a spade when digging.	Begins to use large-muscle movements in their play, e.g., waving a flag. Beginning to understand how directions like “over” and “under” affect their movement. Uses hand–eye coordination to be increasingly independent in meeting their own needs, e.g. putting on their own coat. Shows balance and control on two feet and when controlling the body, for example, understands how to walk upstairs or downstairs.	Understands how to jump up and down and move in different ways. Increasing balance and control by, for example, squatting on two feet and holding a pose when playing games. Collaborates with others to manage large items, such as moving a long plank safely.	Understands how to adjust speed or direction when playing games. Shows increasing balance and control by, for example, climbing up apparatus, using alternate feet.	Can run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. Developing hand–eye coordination by beginning to use one-handed tools, e.g. making snips in paper.
Physical Development – Fine motor skills	Picks up resources using whole hand grasp. Understands that wrist movement is needed when using crayons, brushes, or chalks. <u>Cylindrical Grasp</u> Pupils understand that a grasp is needed to hold resources. Shows a preference for a dominant hand.	Applies marks to large pieces of paper. This might be lines or circular movements from left to right, up and down. Begins to understand how to manipulate objects by rolling or squeezing them. For example, using playdough. Can manipulate a range of materials or textures.	Begins to apply meaning to marks they make with prompts from adults.  <u>Digital Grasp</u> Pupils begin to use a digital grasp when making marks. This might involve using all five fingers. Can manipulate, roll and change materials– using playdough.	Begins to use directional and symbolic mark marking when drawing. Be increasing independent when getting themselves dressed.	Puts coat on and does up zips with some help. Usually manages to wash and dry hands. Starts to eat independently and learning how to use a knife and fork.	 Understands that equipment and tools must be used safely. Uses a comfortable grip with control when using resources.
Physical Development – Health & Self Care	Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important Can wash and can dry hands effectively and understands why this is important Can tell adults when hungry, full up or tired or when they want to rest, sleep or play	Willing to try a range of different textures and tastes and expresses a preference Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely Can name and identify different parts of the body	Observes and can describe in words or actions the effects of physical activity on their bodies. Observes and controls breath, able to take deep breaths, scrunching and releasing the breath Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls			
Understanding the World – Past & Present	History: Chronology & sequencing Beginning to make sense of their own life-story and family’s history. Shows curiosity about people. Shows interest in stories about themselves and their family. Enjoys pictures and stories about themselves, family and other people. Historical Enquiry Takes an interest in unknown objects, exploring their; textures, mass, moving parts etc. Similarities & Differences Takes an interest in the different roles of people who support their community and makes observations of their role, uniforms, transport.	History: Chronology & sequencing Talks about their immediate family. Shows interest in the lives of people who are familiar to them. Enjoys joining in with family customs and routines. Remembers and talks about significant events in their own experience. Similarities & Differences Makes connections between the features of their family and other families. Historical Enquiry Can recognise pictures in non-fiction books applying new knowledge and vocabulary.	History: Chronology & sequencing Starting to use the vocabulary; today, tomorrow, and yesterday in the correct context. Talks about members of their immediate family and community. Names and describes people who are familiar to them. Historical Enquiry Comments on images of familiar situations in the past Similarities & Differences Compares and contrasts characters from stories, including figures from the past			
Understanding the World – People, Culture and Communities	RE: What makes people special? & What is Christmas? Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Shows interest in different occupations and ways of life indoors and outdoors. Geography: Locational Talks about their home and the places they go to in their immediate environment. Recalls where objects belong.	RE: How do people celebrate? & What is Easter? Recognises and describes special times or events for family or friends. Recognises that people have different beliefs and celebrate special times in different ways Understands that not everyone celebrates the same festival. Geography: Locational Draws own plans/maps of immediate environment. Draws information from a simple map	RE: What makes places special? What can we learn from stories? Understands that some places are special to members of their community. Geography: Locational Knows some landmark buildings (including places of worship) in their local environment and discusses their importance. Geography: Geographical knowledge Begins to recognise different types of buildings, foods, weather, animals and landscape.			

	<p>Geography: Geographical knowledge Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Geography: Similarities/Differences Show interest in different occupations. Notices differences and similarities between people.</p>	<p>Geography: Geographical knowledge Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos.</p> <p>Geography: Similarities/Differences Looks closely at similarities, differences, patterns and change.</p>	<p>Can use key vocabulary; trees, rivers, beaches etc in the correct context.</p> <p>Geography: Similarities/Differences Uses knowledge or experiences to compare buildings, foods, weather, animals and landscape.</p>
<p>Understanding the World – The Natural World</p>	<p>Working Scientifically Shows curiosity in the environment Uses all their senses in hands-on exploration of natural materials.</p> <p>Similarities & Differences/Changes Explores collections of materials with similar and/or different properties Talks about what they see, using a wide vocabulary. Explores and talks about different forces they can feel. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Working Scientifically Explores how things work Plants seeds and cares for growing plants. Understands the key features of the life cycle of a plant and an animal.</p> <p>Similarities & Differences/Changes Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. Understands that some animals have similar features.</p>	<p>Working Scientifically Selects equipment to help them follow their own enquiry of interest. Begins to understand the need to respect and care for the natural environment and all living things.</p> <p>Similarities & Differences/Changes Begins to understand the effect their behaviour can have on the environment. Recognises some environments that are different to the one in which they live. Listens to and talks about non-fiction books, applying new knowledge and vocabulary. Says what they can hear, see, and feel whilst outside.</p>
<p>Expressive Arts – Being Imaginative & Expressive</p>	<p>Imagination & Creativity Imaginative play is based around toys that closely represent the real item. Imaginative play is based on familiar scenarios,</p> <p>Music: Hearing & listening Shows an interest in the way musical instruments sound.</p> <p>Music: Singing Sings to and with toys, props, resources. Repeats phrases of songs. Sings and chants with and to others.</p> <p>Music: moving & dancing Moves in response to rhythms heard played on instruments, e.g., a drum. This could be small movements, e.g., moving fingers or large movements such as jumping.</p> <p>Music: exploring & playing Knows that we interact with an instrument to create sounds (cause and effect) by banging, shaking, tapping, or blowing.</p>	<p>Imagination & Creativity Takes part in simple pretend play, using an object to represent something else Imaginative play is based and driven by objects. Beginning to develop stories using small-world equipment like animal sets and dolls' houses. Imitates peers' imaginative play. Play is based on associate play (not much interaction between children but activity similar to that of others)</p> <p>Music: Hearing & listening Listens with increased attention to sounds. Describes the sound of instruments, for example, scratchy sound, soft sound, loud sound. Responds to what they have heard, expressing their thoughts and feelings.</p> <p>Music: Singing Remembers and sings an entire song or nursery rhyme from school or home. Has strong preferences for songs he or she likes to sing and/or listen to.</p> <p>Music: moving & dancing Moves body rhythmically. Imitates movements in response to music</p> <p>Music: exploring & playing Experiments with ways of playing instruments, e.g., loud/quiet, fast/slow Explores and is beginning to understand that adjusting our movements adjusts the sounds we produce with instruments.</p>	<p>Imagination & Creativity Develops preference for forms of expression. Creates movement in response to music. Sings to themselves and makes up own songs. Engages in imaginative role-play based on own first-hand experiences that includes roles and a simple narrative, for example, having dinner together, going to the shops,</p> <p>Music: Hearing & listening Identifies and matches an instrumental sound, for example, hears a shaker and indicates that they understand it is a shaker.</p> <p>Music: Singing Sings a few familiar songs. Creates sounds in vocal sound games.</p> <p>Music: moving & dancing Knows that we interact with an instrument to create sounds (cause and effect) by banging, shaking, tapping, or blowing.</p> <p>Music: exploring & playing Plays instruments with control to play loud/quiet (dynamics), fast/slow (tempo). Shows control to hold and play instruments to produce musical sound, e.g., holding a triangle in the air by the string with one hand and playing it with a beater with the other.</p>
<p>Expressive Arts – Creating with Materials</p>	<p>Art Drawing Begins to enter the pre-schematic stage of drawing, gaining control over the marks being made. Develops a bank of motions to produce marks. Uses the arm, wrist, and finger muscles.</p> <p>Painting Experiments with blocks of colours and marks. Paints the entire page to cover the background.</p> <p>Colour Has an interest in objects that are their favourite colour</p> <p>Multimedia Explores how objects feel.</p> <p>DT Make: Building blocks Stage 2: Stacking, Rows and Towers or Repetition Lines up blocks. Stacks blocks one on top of the other for a vertical tower. Lays them on the floor in rows. Repetitions in their "building" determines the next step in block play. Makes snips in paper while moving the scissors forward across the paper (about 6 inches long).</p> <p>Technical knowledge:</p>	<p>Art Drawing Begins to use representation to communicate, e.g., Drawing a line and saying, "That's me" and the meaning remains consistent when asked. Drawings are symbolic and created with purpose and intent. Restricts the use of a page to produce "an image".</p> <p>Painting Experiments with applying paint with a brush using different movements, e.g., dabs, splodges, sweeps.</p> <p>Colour Beginning to name and collect objects by colour. The use of colour is more emotional than logical.</p> <p>Multimedia Enjoys experiencing different textures and sensory activities. Shows interest in and describes (simple vocabulary) the texture of objects.</p> <p>DT Make: Building blocks Stage 3: Bridges and Passageways Experiments with creating bridges, with two blocks supporting. Experiments how to balance blocks. Uses imagination in construction, for example, props such as cars and trucks turn blocks in roads.</p>	<p>Art Drawing Understands that they can use lines to enclose a space and begins to use these shapes to represent objects. Drawings show what the child perceives as most important about the subject. Gives meaning to marks they make. Marks recognisably represent an object for example people with head, arms and legs. Drawings include squares, rectangles and circles.</p> <p>Painting Uses large and medium brushes to add colour to add lines in sweeping movements to make simple representations.</p> <p>Colour Explores colour and how colours can be changed. Distinguishes between colours and names them.</p> <p>Multimedia Explores texture and describes orally Imitates marks and textures in clay/dough</p> <p>DT Design: Creates items of personal interest. Uses the environment/images to support the decision of what to create</p> <p>Make: Building blocks Stage 4: Enclosures</p>

	<p>Imitates how an adult uses tools. Engages and explores using a range of tools in the environment with the support of an adult.</p>	<p>Bilateral coordination means that a “helping hand” holds the paper whilst cutting, enabling them to begin cutting in straight lines. Technical knowledge: Relates tools to a specific purpose.</p>	<p>Closes spaces and creates enclosures Expands building to take up large areas of space due to improved spatial awareness. Enclosures and bridges become the scenery for imaginative play with props like dolls, animals and toy cars. Beginning to cut a curved line Technical knowledge: Knows how to and can join construction pieces together to build and balance. Evaluate: Plays with their creations.</p>
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