**` EYFS Curriculum Long Term Plan 2021 – 2022 Cycle A**

**Year Group: Nursery**

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|  | **ADVENT 1**  **(6.3 weeks)** | **ADVENT 2**  **(7 weeks)** | **LENT 1**  **(6 weeks)** | **LENT 2**  **(6 weeks)** | **PENTECOST 1**  **(6 weeks)** | **PENTECOST 2**  **(7.4 weeks)** |
| **Topic Title**  **(Main theme)** | **All about Me**  **Science/History** | **Let’s celebrate!**  **Geography** | **Traditional stories**  **Once upon a time…**  **DT/Art.** | **People who help us**  **Science/Geography** | **Favourite stories**  **Minibeasts**  **Science** | **How do things grow?**  **Science** |
| **Core books** | Week 1: What makes me a me (fiction)  Week 2: Along came Erik (fiction)  Week 3: My Body (non fiction)  Sight -  Week 4: touch -  Week 5: hearing – peace at last  Week 6: taste - harvest  Week 7: smell  My History  Senses series – Y1 | Week 1: Bonfire night (Poems)  Week 2: My Divali (non fiction) 3 days  Where the Poppies Now Grow 2 days  Week 3: Light and Dark – Shadows and torches  Week 4: Colour - The mixed up chameleon  Week 5: My Hannuka - Hannuka  Week 6: The Christmas story  Week 7: Stickman | Week 1: Goldilocks and the three bears  Week 2: Three little pigs  Week 3: Little Red Riding Hood  Week 4: Little red hen  Week 5: Gingerbread man  Week 6: Winnie and Wilbur at Chinese New Year | Week 1: At school – when I grow up  Week 2: Look after ourselves– Harold the doctor, dentist  Week 3: Vets – Zoo vet  Week 4: Emergency servies - Fireman Sam  Week 5: Superheros – Supertato  Week 6: Easter | Week 1: The very hungry caterpillar  Week 2: Superworm  Week 3: Cricket – Very quiet cricket  Week 4: Ladybirds – Very Lazy ladybird  Week 5: Spiders – Ah Spider, Spinderella  Week 6: Snail and the whale | Week 1: Oliver’s vegetables  Week 2: The tiny seed  Week 3: Jack and the Beanstalk  Week 4: Titch  Week 5: Tadpoles to Frogs  Week 6: Matching animals/babies  Week 7: Chickens – The odd egg  Week 8: Summer Seaside |
| **RE** | Myself  Welcome | Welcome  Birthdays | Celebrating  Gathering | Gathering  Growing | Good news  Friends | Friends  Our World |
| **Physical development**  **Gross motor**  **Fine motor** | PE- Introduction to PE 1  Balancing, riding (scooters, trikes and bikes) and ball skills  Use one-handed tools and equipment, for example, making snips in paper with scissors. | PE- Ball Skills 1  Go up steps and stairs, or climb up apparatus, using alternate feet  Use a comfortable grip with good control when holding pens and pencils. | PE- Dance Unit 1  Skip, hop, stand on one leg and hold a pose for a game.  Show a preference for a dominant hand. | PE- Gymnastic Unit 1  Use large-muscle movements to wave flags and streamers, paint and make marks.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. | PE- Games Unit 1  Start taking part in some group activities which they make up for themselves, or in teams.  Choose the right resources to carry out own plan | PE- Fundamentals Unit 1  Use and remember sequences and patterns of movements which are related to music and rhythm.  Choose the right resources to carry out own plan |
| **Communication and Language** | Using a wider range of vocabulary.  Understand question or instruction with two parts. | Sing a variety of songs and know rhymes.  Be able to talk about books a tell a long story. | Use longer sentences of four to six words.  Use talk to organise themselves and their play: | To express a point of view and to debate when they disagree with an adult or a friend.  Start a conversation with an adult or friend and continue it. | Develop communication but may still say things such as ‘runned’ instead of ‘ran’. | Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” |
| **PSED** | Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. | Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. | Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. | Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. | Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. | Understand gradually how others might be feeling  Develop their sense of responsibility and membership of a community. |
| **Literacy-** | Print has meaning  Print can have different purposes• | We read English text from left to right and from top to bottom.  The names of the different parts of a book | Engage in extended conversations about stories, learning new vocabulary. | Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. | Write some or all of their name.  Write some letters accurately. | Spot and suggest rhymes  Count or clap syllables in a word  Recognise words with the same initial sound, such as money and mother. |
| **Mathematics** | Subitising to 3  Counting past 5  Comparing size  Identifying patterns | 1 – 1 counting to 5  Counting a set of objects  Explore 2d shape  Comparing length | Show finger numbers to 5  Understanding position  Describing a familiar route  Positional language  Repeting pattern | Link numerals and amounts to 5  Experimenting with own symbols and numerals  Comparing capacity  Comparing weight | Problem solving to 5  3D shape  Selecting shapes for a purpose  Combining shapes to make new shapes | Comparing quantities  Describing sequence of events  Problem solving to 5  Comparing length  Comparing capacity  Comparing weight |
| **Understanding the World** | **Linked to History, children are taught the following skills:**  What do babies need?  Who lives in your house?  **Linked to Geography, children are taught the following skills:**  Where do I live?  What do you want to be when you are older?  **Linked to Science, children are taught the following skills:**  What happens in Autumn?  Are all pumpkins orange? | **Linked to History, children are taught the following skills:**  Why is a poppy?  What happens at Bonfire Night?  **Linked to Science, children are taught the following skills:**  What will we see in winter?  What is a light source?  **Linked to Geography, children are taught the following skills:**  What different celebrations do you know about? | **Linked to Geography, children are taught the following skills:**  Where do the three bears live?  **Linked to Science, children are taught the following skills:**  Which is the comfiest bed for Goldilocks? Hard/soft  What do you eat for breakfast?  **Linked to ICT,children are taught the following skills**  Can you paint Grandma’s house? | **Linked to History, children are taught the following skills:**  What different jobs to you know?  **Linked to Science, children are taught the following skills:**  What would a fire person need to do their job?  What happens in Spring?  What does a vet do?  **Linked to ICT,children are taught the following skills:**  Can you use the walkie talkie to help your friend find you? | **Linked to Science, children are taught the following skills:**  How do animals grow?  How do caterpillars turn into butterflies?  **Linked to ICT,children are taught the following skills:**  Can you take a photo on the iPad? | **Linked to Science, children are taught the following skills:**  What do plants need to grow?  What happens in summer to the plants around us?  What do I need to do to keep safe in the sun?  **Linked to ICT,children are taught the following skills:**  Can you programme the beebots? |
| **Expressive Art and Design** | **Painting**  **Box modelling**  **Joining**  **Colour mixing**  **Performing** | **Painting**  **Colour mixing**  **Materials**  **Technique**  **Moulding**  **Folding paper**  **Sewing**  **Performing** | **Materials - collage**  **Painting**  **Materials**  **Musical instruments** | **Drawing**  **Techniques**  **Materials**  **Performing**  **Music** | **Materials**  **Performing**  **Drawing**  **Creating songs** | **Drawing**  **Materials**  **Performing**  **Moving in time to music** |
| **Enrichment** | Parents -stay and play activities  Drop everything and read  Workshops – phonics, play and writing  Being me bags – launch  Optional talent show - landing | Parents -stay and play activities  Drop everything and read  Parents invited to Nativity  Bonfire Party  Diwali Party  Pantomime (Dec) | Parents -stay and play activities  Drop everything and read  Traditional tales at Pelethorpe  Chinese New Year Party | Parents invited in for World Book Day  Parents invited in for Easter Bonnet Parade  Aspirations day  World Book Day  Visits from different occupations | Parents invited to forest schools  Dress as a minibeast- Minibeast ball  Trip to Wheelgate and tropical butterfly house – family engagement day | Parents invited to plant seeds.  Parents invited to end of year graduation  Sherwood pines  Farmers market – show homemade produce |