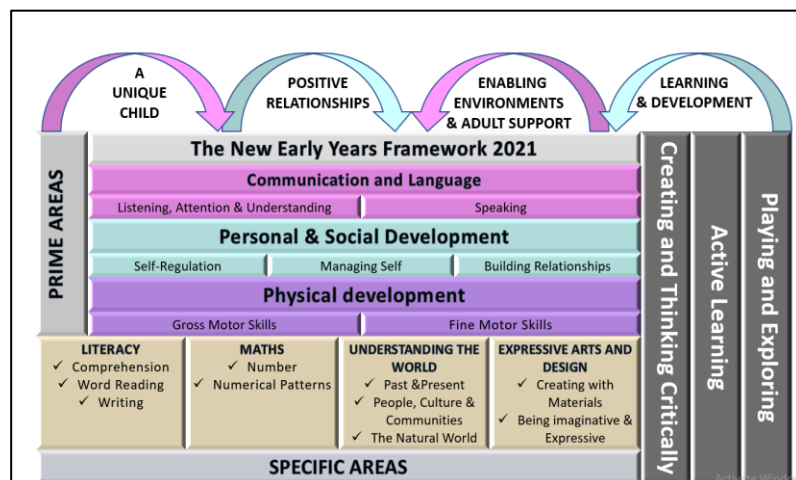


Nursery EYFS Long Term Overview 2025-2026

School: North Petherwin	
Completed by a School Leader/ Key Stage Leader: Becky Johns (Nursery Manager)	Name/ Signature/ Date: <i>R. Johns</i> 05/09/21 (updated 01/09/25)
Shared with Curriculum Leaders: Jonny Phillpotts/ Jodie Trevorah	Name/ Signature/ Date: <i>J. Phillpotts</i> 05/09/21
Monitored by Curriculum Leader: To ensure subject coverage and weighting.	Name/ Signature/ Date: <i>J. Trevorah</i> 01/09/24



Characteristics of Effective Teaching and Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Overarching Principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

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EYFS Curriculum - Intent, Implementation and Impact

Intent – Why do we teach what we teach?

At North Petherwin School we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges of school. Our aim in the EYFS is to build strong foundations rooted in academic success as well as moral and spiritual development, so that ultimately our pupils can be successful and go on to be active citizens of society and happy, curious life-long learners.

Our curriculum is therefore the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. They can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking. Our EYFS Curriculum has been designed to reflect the nature of our school environment, the seasons of the year and the nature around our school. It aims to teach the children how their environment compares to different places, cultures and nature in other parts of the world.

Our enabling environment and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration. As the pupils move into Reception, we invest time and energy into helping pupils set and reflect on their own goals by aiming high and developing a love of reading, writing and number. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through vibrant continuous provision, alongside trips, visits and regular Wild Tribe sessions.

Implementation-How do we teach what we teach?

Pupils learn through a range of child-initiated and adult-directed activities at an age-appropriate level. Our timetable is carefully structured so that children (when appropriate) have directed teaching time in Letters and Sounds and Maths every day as well as regular circle time sessions to focus on PSED. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them. Our small class size enables the teaching staff to support and nurture the children individually ensuring they all make good progress.

Children are provided with plenty of time to engage in play (busy learning) throughout the carefully planned environment which is designed to engage and challenge them in their continuous provision. The curriculum is planned for the inside and outside and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including understanding the world and expressive art and design as well as to promote sustained thinking, active learning and diversity.

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Reading is at the heart of our curriculum. Reception children follow the rigorous and highly successful Read, Write Inc program so that they meet good outcomes for reading. Both Nursery and Reception follow a half termly theme (which are adapted and evolve with the children's interests). From this, we have chosen multiple high-quality texts to create an integrated approach to learning from which pupils can experience the full curriculum ensuring that all children leaving the Foundation Stage are ready to start the KS1 curriculum. Each learning focus does not last a specific amount of time but is based on the children's learning at the time, and so can run from anything between two and seven weeks. All of the overarching themes have resources and activities ready to use in the enhanced provision. Specific concepts are introduced with a good quality storybook or age appropriate non – fiction text. Using books in this way teaches children that books and reading form the basis of all learning.

We follow the White Rose Maths scheme as well as supplementing materials using NCTEM with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. Nursery pupils begin to develop these key skills during short daily maths sessions where they explore sorting, quantities, shape, number and counting awareness. These early mathematical experiences are designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.

Our inclusive approach means that all children learn together but we do provide additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. This includes, for example, additional adult-led sessions, speech and language interventions and 'catch-up' provision in Maths. Staff also use 'pinny time' which is a quick, on the spot intervention focused on sight words, blending and number retention with target individuals. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.

Impact-How do we know what children have learnt and how well they have learnt it?

Our curriculum and its delivery ensure that children make good progress toward their age-related expectations before transitioning into Year One from their individual starting points. It is designed to meet the needs of all our children, including our disadvantaged pupils and those with SEND. We spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year groups and individuals. Every member of staff uses ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. We use the Development Matters checkpoints to establish whether children are on-track. We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively. During each assessment window, three times a year, teachers update the progress children have made onto ITrack which allows us to assess the impact of teaching and evaluate whether it has been enough. Evidence of children's learning including observations, photographs and contributions from parents are recorded using our online learning journey system 2simple and Class DoJo. Other evidence such as independent work samples and teacher annotations are recorded in the child's paper 'learning journey' which children use to reflect on their progress through pupil voice.

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Sunbeams Nursery Long Term Overview						
	Autumn		Spring		Summer	
Possible Themes/Interests/ Lines of Enquiry <i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	Super me!		Let's explore!		Isn't it amazing?	
	Who am I? How have I changed? Friendships & emotions Healthy Me (Healthy food choices/Oral Hygiene)	Seasonal changes Fireworks, Light and Dark World Nursery Rhyme Week, Birthdays and celebrations/Christmas	Transport Holiday's Chinese New Year Easter Mother's Day	Signs of Spring Down on the Farm At the Zoo Life-cycle (duck)	Down at the bottom of the garden (growing) Nature hunts Life-cycles (butterfly) Mini Beasts	What do we do at the seaside? Rockpools Holidays Father's Day
Key Texts Pie Corbett's Reading Spine Little Wandle Foundations for Reading Diversity Links Sustainability Links <i>For core book see Literacy section below</i>	'The Colour Monster' by Anna Llenas 'Owl Babies' by Martin Waddell 'Elmer' by David McKee 'Monster Clothes' by Daisy Hirst LW 'We're Going on a Bear Hunt' by Michael Rosen	'We're Going on a Pumpkin Hunt' by Goldie Hawk 'How to catch a star' by Oliver Jeffers 'You Choose' by Pippa Goodhart and Nick Sharratt 'Stickman' by Julia Donaldson	'The Train Ride' by June Crebbin 'Car, Car, Truck, Jeep' by Katrina Charman and Nick Sharratt LW 'Duck in the truck' by Jez Alborough 'All through the Night' by Polly Faber and Harriet Hobday LW	The three Little Pigs-traditional tale 'Brown Bear, Brown Bear' by Bill Martin Jnr and Eric Carle 'We're Going on a Lion Hunt' by David Axtell 'My First Animal Signs' by Anthony Lewis 'Dear Zoo' by Rod Campbell	'The Very busy Spider' by Eric Carle 'The crunching munching Caterpillar' by Sheridan Cain 'The Very Hungry Caterpillar' by Eric Carle The three Billy Goats Gruff-Traditional tale	'Tiddler' by Julia Donaldson 'Sharing a shell' by Julia Donaldson 'Shiver Me Timber's by Oakley Graham 'Ben's Adventure' by Elizabeth Gerlach 'Pirate Pete' by Andrea Pinnington 'The Undersea Cleaning Spree' by Twinkl Originals

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Non-Fiction	World Atlas, The children's Bible, Magazines, Recipe Books , Osborne Question and Answer books, Topic specific books, signing books					
Communication and Language	We aim to become a ' Happy Chatter ' in everyday play and focussed sessions, showing the ability to follow instructions, concentrate, think through and extend ideas and real and imaginary thoughts with others.					
2-3 years <i>Listening, Attention, and Understanding Speaking</i>	Opportunities for singing, music and toys that make sounds Developing use of single words during play through adult interactions	Listens to and enjoys rhythmic patterns in rhymes and stories Developing ability to put 2/3 words together	Start to say how they are feeling, using words as well as actions (Begin to express themselves) Beginning to ask simple questions	Start to develop conversation, often jumping from topic to topic. Confidently put 2/3 words together. Identifies action words by following simple instructions e.g. who is jumping?	Begin to understand more complex sentences, e.g. put your toys away and sit on the carpet* Listen to simple stories and understand what is happening, with the help of the pictures.	Use language to share feelings, experiences and thoughts. Understanding of simple concepts, fast / slow good/bad Understanding the use of objects. - what do we use to cut
3-4+ years <i>Listening, Attention, and Understanding Speaking</i>	Listening to stories and begin to recall information Developing listening skills	Sing Songs and Talk about familiar stories	Developing vocabulary Asking and answering questions	Asking and answering questions Developing sentence length	Express a point of view Use talk to organise ideas and play	Confident in listening to others and responding Developing speaking audibly
Registration and Circle times	Develop speaking and listening skills, interactions, following instructions, explaining ideas, thoughts and feelings. The Poetry basket (learn a new poem each week) WellComms (activities planned daily)					
Daily routines	Practice using new vocabulary, develop social phrases, engage in communication with friends and adults, sing songs, sign, explain ideas and thoughts, engage in and talk about books, retell stories/poems and create their own.					
Busy Learning	Learn new vocabulary, engage in singing or talk about the world around them. Learn rhymes and songs. Engage in communication with friends and adults.					
	Possible enhancements					
	Home corner role play area	Party props for relating to real life experiences	Role Play train station	Dear Zoo story props	Butterfly growing kit	Role play ice-cream shop
PSED	We aim to become a ' Confident collaborator ' who happily greets and interacts with others, sharing thoughts and resources patiently; valuing self and others and willing to persist and not be daunted by failure.					
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year.					

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2-3 years <i>Self-Regulation Managing Self Building Relationships</i>	Finding ways of managing transitions, for example from their parent to their key person	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available	Experiments with what their body can do by setting themselves physical challenges	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front	Show empathy and concern for people who are special to them	Seeks out others to share experiences
	Interested in their own and others physical characteristics e.g. pointing to features	Beginning to express preferences and decisions.	Developing an understanding/interest in differences e.g. in gender, ethnicity and ability	Begin to use 'you, me and I' in talk	Knows their own name, their preferences and interests, becoming aware of unique abilities	Beginning to be able to cooperate in favourable situations
3-4+ years <i>Self-Regulation Managing Self Building Relationships</i>	Talk about feelings e.g. happy and sad	Develop a sense of community and responsibility	Developing ways to solve conflicts	Develop ways of being assertive	Develop play with others	Demonstrate developing confidence in new situations
	Identify feelings in others Select and use resources	Show increasing confidence in social situations	Shows understanding of rules and why they are important	Develop independence in managing own care needs	Show increasing confidence in social situations	Independent dressing and self-care making healthy choices
	PSHE Coram Education-SCARF: Safety, Caring, Achievement, Resilience, Friendship					
	Me & My Relationships	Valuing Difference	Keeping Safe	Rights & Respect	Being My Best	Growing & Changing
	Marvellous me! I am special People who are special to me	Me and my friends Friends and family Including everyone	People who help me and keep me safe Safety Indoors and Outdoors What's safe to go into my body	Looking after myself Looking after others Looking after my environment	What does my body need? I can keep trying I can do it!	Growing and changing in nature When I was a baby Girls, boys and families
Registration and Circle times	Develop speaking and listening skills, self-esteem, a sense of community, understanding of how their behaviour affects others, problem-solving, a sense of responsibility and improved relationships between children, and between children and their teacher.					
Daily routines	Self-registration, song and story-time, lunch choosing, book voting, tidy-up time, washing hands independently, change into wet weather gear, use toilets with support, snack time (free-flow during busy learning), lunchtimes, getting ready for home, follow the class rules/charter, to be ready, safe and respectful					
Busy learning	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others					
Physical Development	We aim to become a confident ' Risk Taker ' and develop body strength when climbing up, across and down various climbing equipment, cycling around the playground on a trike and digging and building with a variety of items.					

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<i>Gross Motor Skills</i>	 Develop movement skills- gross motor, body control and strength. Gross Motor Skills: • Climbing on various equipment • Crawl, walk, run, jump, matching skill to task • Use large muscle movements to wave flags and streamers • Kick, throw and catch a ball • Clap and stamp to music • Dance and hold a pose • Paint and make marks • To be able to begin to sit on a push-along wheeled toy (2-3 years) • Riding tricycles (3-4 years) • Going up and down stairs • Carrying heavy items • Washing windows and toys • Building with large construction
Physical Development	We aim to become a 'Funky Finger' enthusiast who builds up hand and whole-body strength through adventurous play, to be able to enjoy mark making readily and confidently with a good grip.
<i>Fine Motor Skills</i>	 Develop fine motor skills- scissor skills, cutlery, preference for a dominant hand Fine Motor Skills: • Use tools and equipment like spades, spoon and fork, water jugs, scissor scoops, tweezers, large pipettes • Funky finger activities • Play-dough (dough disco) • Tearing Paper • Scissors- sniping paper progressing to moving forwards • Mark making using a variety of tools and media • Use of Clips, Clasps, zips, buttons, screwing Jars and nuts and bolts • Finger Puppets
Literacy	We aim to become a 'Book Worm' enthusiast, readily accessing them for pleasure, turning pages individually, describing characters, scenes and outcomes in illustrations and recognising some symbols and letters of personal interest in their environment including digital material.

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	And a Phase 1 'Superhero Listener' with radar hearing, discerning, remembering, sequencing and creating dynamic sounds in everyday play, with awesome rhyme awareness and ability to segment and blend orally.					
2-3 years	Getting to know routines Little Wandle Foundations for a love of reading Squiggle While We Wiggle 					
<i>Word Reading</i>	Enjoys songs and rhymes tuning in and paying attention	Enjoys sharing books with an adult	Has favourite books and seeks them out, to share with an adult	Ask questions about the book. Makes comments and shares their own ideas	Develop play around favourite stories using props	Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone
<i>Writing</i>	Copy finger movements and other gestures	Enjoys rhythmic and musical activity with percussion, songs, clapping along with the beat	Repeat words and phrases from familiar stories	Join in with songs and rhymes, copying sounds, such as loud, quiet, fast, slow, using instruments	Beginning to join in with conversations about stories and learn new vocabulary	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)
<i>Comprehension</i>	Pay attention and responds to the pictures or the words in books	Enjoys listening or joining in with words of familiar songs and nursery rhymes	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Begin to engage in phase 1 phonic activities)	Sing songs and say rhymes independently, for example, singing whilst playing.		
	Enjoy making marks freely	Pay attention and responds to the pictures or the words in books	Enjoys mark making on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology	Add some marks to their drawings, which they give meaning to. For example: "That says mummy."		Sing songs and say rhymes independently, for example, singing whilst playing
		Enjoys making marks freely				Repeat words and phrases from familiar stories
						To begin to make marks independently.
3-4+ years	Little Wandle Foundations For a Love of Reading /Rhyme Time Squiggle While We Wiggle Little Wandle Foundations for Phonics 					
<i>Word Reading</i>	Enjoys making marks independently	Begin to develop phonological awareness.	Develop language of direction (up down, round, and back)	Talks about the different parts of a book	Develops Understanding of the five key concepts about print: - print has meaning	Joins with oral blending and segmenting games.

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Writing Comprehension	Joins in with a range of Nursery Rhymes, jingles and songs	Begin to count or clap syllables	Can access a wide range of mark making materials in class and in the outdoor provision	Discriminates between different sounds (animal)	-Page sequencing - 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	Begins to blend and segment CVC words
	To be able to enjoy stories with adults, sometimes in a small group	Develop use of some story language	Makes marks using a range of materials	Recognises rhyming words in games, stories and poems.	Makes predictions about stories	Joins in with shared writing experiences and contributes ideas
	To begin to develop play around favourite stories using props	Learns new vocabulary from texts and topics	Imitate writing in play situations e.g. shopping lists, parking tickets	Recognises familiar logos and labels in the environment To know that text has meaning.	Can re-tell familiar stories using a story map	Recognises rhymes and alliteration
	Discriminates between different sounds. (Environmental and instrumental sounds)	Develop understanding of concepts e.g. same/different		Builds an understanding that text is read from left to right	Talks about different parts of a story. (Beginning, middle, end)	Recognises initial sounds in words
	Talks about pictures in books	Join in with Dough Disco sessions			Demonstrates an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Joins in with weekly Little Wandle phonic sessions introducing 3 phonemes each week
					Recognises name	Write some or all of my name
					Demonstrates an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Write some letters accurately
					Begin to recognise Name	
Core Books Little Wandle suggested texts Diversity Text Sustainability Text	Amazing by Steve Antony LW	Kindness makes us Stronger by Sophie Beer LW	Where's Lenny? By Ken Wilson-Max LW	Would you rather? By John Burningham LW	Jaspers Beanstalk by Nick Butterworth T4W	Lulu loves the Library by Anna McQuinn LW
Little Wandle Rhyme Time	Miss Polly had a Dolly Humpty, Dumpty	Pat-a-Cake Twinkle, Twinkle, Little Star	Down at the Station The Wheels on the Bus Row, Row, Row your Boat	Incy, Wicny Spider Baa, Baa, Black, Sheep Hey, Diddle, Diddle	Round and Round The Garden	12345, once I caught a fish alive A Sailor Went to Sea

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	Ring-a-Ring-a-Roses The Grand Old Duke of York	Hickory, Dickory, Dock			Mary, Mary, Quite Contrary One, Two, Buckle my Shoe	Jack and Jill Wind the Bobbin Up
Maths	We aim to become ' Curious Mathematicians ' who use their embedded mathematical knowledge and language naturally in everyday play. Subitising, counting and representing numbers to at least 5 and matching, measuring and comparing all sorts.					
	NB: These statements have been split for extra focus but will be revisited throughout the year in maths rich continuous provision and progression will be determined by assessment					
2-3 years <i>Number</i> <i>Numerical Pattern</i> <i>Shape and Space</i>	Maths: Noticing number React to changes of amount in a group of up to three items Say some number names randomly Take part in finger rhymes/counting rhymes	Maths: Comparing and combing objects Compare saying lots, more, the same Combine objects like stacking blocks and cups. Put objects inside others and take them out again Beginning to recite some number names in sequence Build with a range of resources	Maths: Counting skills and categorising Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Recites some number names in sequence Beginning to categorise objects according to properties such as shape or size	Maths: Developing understanding of language Compare saying bigger, smaller, high, low, tall, heavy Developing understanding of positional language Recites numbers in sequence 1-5	Maths: Counting skills Say one number for each item in order: 1,2,3 (maybe more) Recites numbers past five sometimes in sequence Recognise some numerals of personal significance Selects a small number of objects from a group when asked	Maths: Shape exploration, measure & pattern Counting to 5/10 Make simple comparisons between objects relating to size, length, weight and capacity Exploring shapes in play Complete an inset puzzle Notices simple patterns and arrange things in patterns
3-4+ years <i>Number</i> <i>Numerical Pattern</i> <i>Shape and Space</i>	Maths: Colour and Shape Explore colour and colour mixing Make comparisons between objects relating to size Compare sizes using gestures and language: 'big/little/small' Talk about and explore 2D shapes using informal	Maths: Counting skills, subitising and patterns Counting to 5/10 Subitising objects to 3 Counting out objects 1-1 Knows last number reached is the total (cardinal principle) Showing numbers on fingers	Maths: Composition and number recognition Say one number for each item in order: 1,2,3,4,5. Introduce that numbers are made up of smaller numbers (composition) 1-5 Knows last number reached is the total (cardinal principle) Number recognition.	Maths: Number and Measure Recite numbers past 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Number recognition. Link numbers to amounts Ordering	Maths: Sequencing and position Compare saying 'more than', 'fewer than' Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Understand position through words alone for	Maths: Composition, more and less, consolidation Realises that not just objects can be counted Finds one more or less with objects Say a number one more than the given number to 5

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	and mathematical language sides, corners, straight, flat Select shapes appropriately e.g. flat surfaces for building, a triangular prism for a roof etc.	Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and possibly numerals. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round.	Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper, using informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.. Make comparisons between objects relating to size, length, weight and capacity.	example, “The bag is under the table,” with no pointing. Exploring measures Starting to describe shape Using prepositions in their play and games Talk about routes and locations	Can count irregular arrangements to 10 Notices & corrects an error e.g. on a number line
Key Maths Texts Link to Master the Curriculum	Red-A crayons story-Michael Hill Big, Yellow Digger-Julia Jarman The Rainbow Fish-Marcus Pfister Elmer-David Mckee Mix it Up-Herve Tullet Simon Sock-Sue Hendra Exactly the Opposite-Tana Hoban Sort it out-Barbara Mariconda 1,2,3 to The Zoo-Eric Carle Beep, Beep, Vroom, Vroom-Stuart J Murphy Pattern Fish-Trudy Murphy	The Three Little Pigs The Three Billy Goats Gruff It’s not easy being number three-Drew Deravich Pete the Cat and his 4 Groovy buttons-James Dean Spots and Dots by Helen Baugh and Marion Douchars Anno’s Counting book-Mitsumasa Anno Six Dinner Sid-Inga Moore Jasper’s Beanstalk-Nick Butterworth How Much Does a Ladybird Weigh?-Alison Limentani	Over Bear-Under where? Julie Hedlund Rosie’s Walk-Pat Hutchins Anno’s Counting Book -Mitsumasa Anno My Granny went to the Markey-Stella Blackstone Shapes with Little Fish-Lusy Cousins Bear in a Square-Stell Blackstone Nibbles Numbers-Emma Yarlett Nursery rhyme books-to make sequence cards			
Nursery Rhymes Link to Master the Curriculum	1,2,3,4,5 Once I caught a fish alive 1 potato, 2 potato, 3 potato 4 5 little speckled frogs 5 Little Ducks went swimming one day 5 Current buns 5 Fat sausages 1 Finger, 1 Thumb 1,2 Buckle my shoe 2 Little Dickie Birds Head. Shoulders, Knees and Toes Zoom. Zoom. Zoom	Three Blind Mice Three Little Kittens 5 Snowmen 4 Teddy Bears 5 Fingers Alice the Camel Sing a song of Sixpence I’m a Little Bean 5 Cheeky Monkeys swinging in the trees When Goldilocks went to the House of the Bears	5 Little Men in a Flying Saucer Humpty Dumpty Sat on a Wall One Elephant Went Out to Play Ring-a Roses London Bridge is Falling Down One Big Hippo Sleeping Bunnies 5 Cheeky Monkeys jumping on the bed 5 Little Apples			

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2-3 years <i>People, culture, and Communities</i> <i>Past and Present</i> <i>The Natural World</i> Links to sustainability	Shows interests in photographs of themselves and other familiar people and objects	Demonstrates curiosity about people and shows interest in stories about people, animals or objects.	Notice differences between people. (culture, family days/ photos)	Can talk about their immediate family, relations and pets	Remembers a special event and shows interest in the lives of people who are special to them	Make connections between the features of their family and other families
	Learns they have similarities and differences which connect them to and distinguish them from others Repeat actions that have an effect (exploring how things work) Beginning to explore natural materials, indoors and outside. (curiosity, loose parts natural thinkers)	Explore and respond to different natural phenomena e.g. standing in the rain with wellies and umbrellas, crunching in frost, searching for bug etc.	Enjoys playing with small world reconstructions building on their own experiences e.g. visiting farms, train track, beach, park etc. Talk about their own experiences	Talks about some of the things they've observed such as plants, animals, natural and found objects Explore collections of materials with similar and/or different properties.	Beginning to use all their senses in hands-on exploration of natural materials (curious to explore and make own choices) Beginning to make comments about plants, seeds and caring for growing plants.	Notice differences between people Notices detailed features of objects in their environment Explore and respond to different natural phenomena in their setting and on trips
3-4+ years <i>People, culture, and Communities</i> <i>Past and Present</i> <i>The Natural World</i> Links to sustainability	Begin to make sense of their own life story	Begin to make sense of their own life-story and family's history	Talk about why things happen and how things work using a wide vocabulary	Begin to understand the need to respect and care for the natural environment and all living things	Continue developing positive attitudes about the differences between people	Understand that their friends might do things differently to them e.g. eating different foods at home or celebrating events with their families at different times
	Notices differences and connections in people and families Show interest in different occupations Explore materials with different properties	Develop positive attitudes to people and their differences In pretend play imitates events from own family or cultural background Talk about the differences between	Explore collections of materials, talk about their observations Knows there are different places and countries in the world Explore and talk about different forces	Use all their senses in hands on exploration Know that animals live in different parts of the world	Understand the need to care for and respect the environment for example, plant seeds and care for plants Understand the key features of the life cycle of a plant and animal	Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos

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		materials and changes they notice. (Snow, Ice melting)			Begins to notice changes in things e.g. when bananas turn black when they stay in the bowl for too long or the shoots growing from a seed	Talk about different environments and the animals and plants which live and grow there
Technology 2-3 years	Toys with buttons, flaps and simple mechanisms, beginning to learn to operate them.		Mechanical toys, e.g., turns the knob on a wind-up toy or pulls back on a friction car.		Plays with water to investigate 'low technology' such as washing and cleaning. Uses pipes, funnels and other tools to carry and transport water from one place to another	
Technology 3-4+ years	Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support		Toys with knobs or pulleys, or real objects such as cameras or mobile phones. To be able to begin to acquire basic skills in turning on and operating some ICT equipment		Age-appropriate apps on the Interactive WB and iPad.	
Expressive Arts and Design	We aim to become a 'Creativity Expresser' who develops their ideas, imagination, singing and dancing; using embedded skills, techniques and knowledge of experiences. And a 'Crafty Constructor' who builds models with multilayers, purposefully positioned pieces and spaces between.					
2-3 years Creating with materials Being Imaginative	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools	Notices and becomes interested in the transformative effect of their actions on materials and resources	Manipulate and play with different materials using various tools like scissors, cutters, hammers.	Make simple models which express their ideas. Makes marks intentionally. (in flour, sand, pens, crayons, paint etc.)	Explore different materials, using all their senses to investigate them. Build simple models or structures	Start to develop pretend play Enjoys and responds to playing with colour in a variety of ways
3-4+ years Creating with materials Being Imaginative	Colour awareness and mixing Make simple models which express their ideas	Listen to sounds with increasing attention Join different materials and explore different textures Develop pretend play	Develop small world imaginative play Create closed shapes with continuous lines, and begin to use these shapes to represent objects	Develop stories using small world equipment like animal sets, dolls and dolls houses etc Develop pretend play with others	Begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Develop pencil and tool control to create complex and detailed pictures. Safely use and explore lots of different tools such as hammers,

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				Use available resources as props	Explore colour and how colour can be changed	scissors, hole punches and saws Makes up stories when playing Draws for a purpose
Music	We aim to become a "Music Mover and Grover" who can discern a few instruments, attempt to play them loudly, softly, fast and slowly whilst developing an ear for rhythm.					
2-3 years	Explore their voices and enjoy making sounds. Move and dance to music	Show attention to sounds and music (when you play different cultural/genre/tempo music etc.)	Explore their voices and enjoy making sounds. (loud, quiet, fast, slow)	Join in with songs and rhymes, making some sounds.	Explore a range of sound-makers and instruments and play them in different ways.	Make rhythmical and repetitive sounds. Enjoy and take part in action songs
3-4+ years	Creates sounds by rubbing, shaking, tapping, striking or blowing	Experiments with ways of playing sound makers e.g. fast/slow, loud/quiet	Remember and sing entire songs Pitch match songs To know and identify percussion instruments e.g., drums, woodblocks, triangles, bells.	Plays instruments with increasing control to express feelings and ideas Move in a range of ways	Create their own songs and rhythms Join in with simple songs from around the world.	Sings familiar songs e.g. pop songs, TV shows, rhymes, songs from home
Enrichment opportunities: Sustainability Links	Wild Tribe Breaking bread	Wild Tribe Nurse/Midwife visit	Wild Tribe Video Link with Pen-Pal in Dubai	Wild Tribe Pet visit	Wild Tribe Planting seeds Growing and releasing Butterflies	Wild Tribe Pop-Up Role Play Village
Important to note:	Children join our setting at various times of the year and at different ages. Children will always be assessed when they start and their learning and development journey will be individual to them. This curriculum enables us to sequence and structure activities across the year to ensure adequate coverage across all 7 areas of learning and development. Although some statements have been split for extra focus, they will all apply on an ongoing basis/be revisited throughout the year.					
References	Development Matters (2021) Department for Education Birth to 5 Matters (2021) Early Years Coalition					

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