

LONG TERM CURRICULUM PLANNING OVERVIEW IN NURSERY 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED (Personal, Social and emotional development)	All year we will focus on developing strong, warm, supportive relationships with the children. All staff will support children to understand their own feelings and those of others, by supporting the children to manage their own emotions and develop a positive sense of self. We will encourage the children to set themselves simple goals, have confidence and persist with activities. We will focus on healthy eating and managing personal needs. In addition, we will also support the children to make good friendships, co-operate and resolve conflicts peaceably. + TEETH CLEANING. + TOILET TRAINING.					
C&L (Communication and Language)	The children will experience a number of good quality conversations with adults in a language rich environment, every session in nursery. Adults will comment on what they see the children are interest in and doing, echoing back what they say with new vocabulary added. Children will experience daily reading and actively engage in stories, non-fiction texts, poems and rhymes, providing them with extensive opportunities to use and embed new words in a range of contexts. New vocabulary for each week will be planned and shared with the parents and carers. Staff will model and support conversations, story telling and role play to enable children to become comfortable using a rich range of vocabulary and language structures.					
PD (Physical development)	Opportunities will be provided all year for children to play both indoors and outdoors, with adults supporting developing each child's gross motor skills, core strength, stability, balance, spatial awareness, co-ordination and agility. Opportunities to develop each child's fine motor skills, precision, hand- eye co-ordination will be available all year e.g. using mark making tools, scissors, small tools etc to develop each child's proficiency, control and confidence from their initial starting point in nursery. In Nursery we also use the Lancashire Primary PE passport app which breaks down the fundamental movement skills into units of work, these skills are covered outside with a focus each week based on the learning objective for each fundamental movement skill. PHYSICAL DEVELOPMENT CHECKLISTS.					
Overarching topic	All about me		Community and people who help.		Change and Growth/Animals Traditional tales.	
Predictable interests	Myself My family Where I live My body- body parts My feelings		Oral hygiene Dentist Visits to post a picture home, local shop, local park, allotments, school grounds, woods, retirement home etc. Visitors- police, fire, dentist, doctor, ambulance etc.		Butterflies life cycle Chicks Frogs Animals- wild, sea, farm, jungle, mini beasts etc. Traditional tales.	
Dates and festivals +Polish festivals (Zofia)	Autumn	Hallowe'en Bonfire Night Christmas St Andrew's Day in Poland. Remembrance day- poppies.	World Book Day Valentine's Day Winter- weather/ seasons. Pancake day Grandma's Day in Poland Fat Thursday	Mother's Day Spring. Easter St George's day Marzanna	Growth/Change Weather/seasons- summer. Father's day	Traditional tales. Goldilocks 3 little pigs Gingerbread man Jack and beanstalk. Preparing for transition to school. (for those who are moving up to school)
Possible texts	Non fiction books and fiction books- ourselves. BOX of books sorted in cupboard.		Non fiction books and fiction books- people who help us. BOX of books sorted in cupboard.		Non fiction books and fiction books- change and growth. Traditional stories. BOX of books sorted in cupboard.	

Literacy	Books are read to the children every day. 2 books (1 non-fiction, 1 fiction) are chosen for a full week and shared with the families on evidence me at the beginning of a week. Words are selected to be the focus for the week. Parents are asked to practice using these words at home as well. Beginning of week- the book focus is on listening to the book, joining in any repeated refrains etc. End of the week- focus is on language comprehension- answering questions about the text and predicting what might happen next. Writing- Drawing skills and copying pre-writing shapes, then copying and writing their own name when ready. These skills are taught individually depending on each child's initial starting point in nursery.		
Phonics	FOCUS- Phase 1 aspects 1,2,3,6 and LEARNING NUSRERY RHYMES. Carpet time 1 and 3 focus every other week will be phonics- teaching and learning at least 10 nursery rhymes off by heart. New songs learnt each week- embedded into rhyme time the following week at end of carpet 2 and 4.	Phase 1 of letters and sounds- aspects 4,5, and 7 are started for the children who are ready. Carpet time focus 1 and 3 every other week- phonics- alliteration, rhyme and oral blending and segmenting. Opposite week- embedding the newly learnt phonics skills into CP. Carpet time 2 and 4- these skills practised.	SUMMER TERM 2023- All children starting school in September 2023, will begin phase 2 of Red Rose Letters and Sounds phonics programme. Using plans provided and supplemented by Jolly Phonics songs.
Maths	Rote counting, counting items, sense of number, ordinal numbers, graphics, vocabulary. Each individual child's baseline knowledge is assessed on entry to nursery. Individual next steps are set for each child, depending on their starting points and learning opportunities are planned to meet each child's targets in these mathematical areas. See also EYFS Learning and Progression Steps for Mathematics.		
	FOCUS- Numbers 1-10. Focus on a number a week- every other week at carpet time. TEACH- Subitising the number, counting the number of objects, counting out, recognising and naming the number, drawing the number, recognising the number on a dice, making the number on the rekenrek, displaying the number on the ten frame. Develop a deep understanding of each number. Opposite week- embedding the number in CP.	FOCUS- Shape, space, measure and mathematical concepts. Learn 2D shapes names and properties. Mathematical concepts- more/less/same. Comparatives and superlatives. Opposite week- embedding the shape/ concept in CP.	FOCUS- Numbers 1-10 Embed- autumn term learning and.... Relationships between the numbers, patterns within the numbers. Opposite week- embedding the number in CP. +ACTION PLAN FROM NURSERY-RECEPTION. GETTING READY FOR THE MATHS PROGRAMME IN RECEPTION.
UW	Knowledge and sense of family. Stories, non fiction books and texts to foster the children's cultural, social, technological and ecological diverse world.	Knowledge and sense of the world around them- visiting parks, local community and school grounds. Visitors in nursery such as police officers, nurses, fire fighters etc. DENTIST and doctor visit. Stories, non fiction books and texts to widen and enrich children's vocabulary.	Life cycles. Understanding and knowledge of making sense of the physical world.
	As children's fascinations are evident and when children are naturally inspired by events e.g. birthdays, changes in season, weather, mini beasts found, festivals/celebrations, new apps on the whiteboard etc, these will be explored and developed with the children linking to all aspects of understanding of the world.		
EAD	All year- development of children's artistic and cultural awareness to support their imagination and creativity. Looking at, watching and listening to music, art, role play by staff, visitors to school and watching clips on the internet to develop their understanding, self-expression, vocabulary and ability to communicate through the arts. Opportunities are provided for art and designing and making. Individual next steps are produced to accelerate the progress in each child's		

	learning. Music and being imaginative are covered all year. Also various enhanced role play opportunities are incorporated into the environment throughout the year based on children's own first hand experiences and interests shown.		
EAD focus	Art- Portrait drawings and representations and still life drawings. Focus- colours – learning all colour names and colour mixing.	Role play- e.g. set up a shop after visit to local shop and post box after walk to post box.	Music and movement- learn names of all different instruments. Listen to instruments. Dance and yoga movements. Drama- acting out traditional stories.