



Breage CE School
EYFS Curriculum overview
2024-2026

"Every child deserves the best possible start in life and support to reach their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up."

"Statutory Framework for the Early Years Foundation Stage - 31st March 2021"

At Breage, our philosophy "Learning for Life, Caring for All" is introduced right at the start of the school journey. We embed a shared vision for our pupils to work hard, enjoy learning and reach their goals. We believe in helping every child flourish, realising their full potential, and fostering a caring and nurturing community where every child is valued.

We have developed a carefully planned, sequential and challenging Early Years curriculum, which allows all our pupils to become independent and confident learners. We balance a child-initiated approach through our Continuous provision and discrete adult taught sessions to ensure that children learn the knowledge and skills needed in preparation for Key Stage 1 & 2.

Each half termly topic begins with an enquiry-based question, and we start by gathering the children's prior knowledge and initial thoughts for starting points.

We believe that children should be involved in making decisions about their own learning and so we bring their fascinations and interests into our planning, which promotes high levels of engagement and wellbeing.

Continuous Provision

Our Continuous Provision is carefully planned to ensure that we provide an environment that allows children time, space, and opportunity to practise and refine their learning. We use a high-quality core set of resources which are built up throughout the year as children develop their skills. We include enhancements for a hook into our current enquiry question for our new topics of learning.

EYFS Two-Year Rolling Programme (Based on The Aspire Small schools Curriculum)

This programme is structured by half term, covering both Nursery and Reception, and integrates enquiry-based learning from The Aspire Small Schools Curriculum. It includes thematic links to key texts, progression in Maths (via Master the Curriculum), Development Matters statements, writing and phonics foci, Characteristics of Effective Learning (CoEL), and enrichment opportunities.



Long Term Planning for Nursery and Reception

Cycle 2						
Autumn		Spring		Summer		
The Big Questions! KS1 Themes	Why is there a school in our village? Why do we need to keep healthy?	Was Grace Darling heroic? Seasonal changes (full inc Autumn) Why do seasons change? Note, seasonal changes discussed throughout the year and through CP	How are we connected to the sea? Seasonal Changes (Winter) Use of everyday Materials (Y2) Which material is best for...? (Depending of unit focus)	How have explorers changed our view of the world? How do seeds and bulbs grow into healthy plants?	How does the Kalahari Desert compare with where I live? How do we know something is alive?	What impact did these significant women have? Seasonal Changes (Summer) Sarf RSE for Science Nursery & Reception- How have I grown since I was a baby? Year 1 & Year 2- How has my body changed since I was a baby and how do I keep my body safe?
	All about me People who help us	Seasons and celebrations	The Sea Transport and Travel	Plants & Growing Minibeasts Farming	Hot & Cold places Africa Jungles and Savannahs	Superheroes Then & Now
Characteristics of effective teaching and learning (CoETL)	Playing and exploring: <i>Finding out and exploring, playing with what they know, being willing to 'have a go'.</i> ➤ First-hand experiences of changes in seasons i.e. to feel drizzle, the snowflakes falling, the wind and experience natural changes in light and temperature etc. ➤ Chances to explore natural materials, a range of textures, smells, sounds etc. through hands on real experiences. ➤ Rich, stimulating and irresistible environments with open ended resources. Active Learning: <i>Being involved and concentrating, keep on trying, enjoying achieving what they set out to do.</i> ➤ Stimulating, inventive, imaginative, varied, open-ended resources which are freely available and related to the children's interests. ➤ Encourage children to work together and learn from each other to create a 'learning community'. ➤ Use photographs of previous learning readily available to discuss with children. Creating and Thinking Critically: <i>Having their own ideas, making links, choosing ways to do things.</i> ➤ Use visual prompts for the routine so that children are able to accurately predict and make connections with previous experiences. ➤ Challenge children's thinking through providing new and inspiring resources and giving children opportunities to explore these freely and make connections. Ensure there are rich opportunities for children to engage in imaginative play.					
CoEL:	• Playing & Exploring: Familiarising with school and peers • Active Learning: Engaging in routine activities • Thinking	• Playing & Exploring: Small world sea rescue play • Active Learning: Reenacting stories • Thinking Critically:	• Playing & Exploring: Role play as divers, lifeguards • Active Learning: Deep interest in marine worlds • Thinking Critically:	• Playing & Exploring: Gardening tools and mud kitchens • Active Learning: Observing daily changes in plants	• Playing & Exploring: Small world desert play • Active Learning: Engaging in outdoor role play	• Playing & Exploring: Role playing inspirational figures • Active Learning: Sustaining attention in



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	Critically: Asking questions about school life	Problem-solving – how would you rescue someone?	Investigating floating/sinking, recycling	Thinking Critically: Making predictions about plant growth	Thinking Critically: Comparing where we live to the desert	whole class and group activities Thinking Critically: Asking questions and making links between past and present
Focus Texts (subject to change)	The Colour Monster Goes to School, Mixed by Arree Chung, Martha Maps It Out, The Hundred Decker Bus	The Lighthouse Keeper's Lunch, The Legend of Black Rock, Grace Darling (NF), On the Way Home, Voices in the Park	Look What I Found at the Seaside, Dear Earth, The Way Back Home, Lost and Found, Beegu, The Train Ride	The Tiny Seed, Planting a Rainbow, Ten Seeds, Jasper's Beanstalk, The Extraordinary Gardener, The Runaway Pea	Meerkat Mail, The Journey Home, Handa's Surprise, Handa's Hen, A Walk in the Desert, One Day on Our Blue Planet: In the Savannah	Greta and the Giants, Izzy Gizmo, Counting on Katherine, Look Up!, The Friendship Bench, Great Women Who Changed the World (NF)
Nursery Rhymes	1, 2, 3, 4, 5 Once I Caught a Fish Alive Baa, Baa, Black Sheep Hey, Diddle, Diddle Humpty Dumpty Jack and Jill Miss Molly Had a Dolly Pat-a-cake	Round and Round the Garden The Grand Old Duke of York Twinkle, Twinkle, Little Star A Sailor Went to Sea Down at the Station Hickory, Dickory, Dock Incy Wincy Spider	Mary, Mary Quite Contrary One, Two, Buckle My Shoe Ring-a-ring-a-roses Row, Row, Row Your Boat The Wheels on the Bus Wind the Bobbin Up	1, 2, 3, 4, 5 Once I Caught a Fish Alive Baa, Baa, Black Sheep Hey, Diddle, Diddle Humpty Dumpty Jack and Jill Miss Molly Had a Dolly	Pat-a-cake Round and Round the Garden The Grand Old Duke of York Twinkle, Twinkle, Little Star A Sailor Went to Sea	Down at the Station Hickory, Dickory, Dock Incy Wincy Spider Mary, Mary Quite Contrary One, Two, Buckle My Shoe Ring-a-ring-a-roses Row, Row, Row Your Boat
Communication and Language	Starting to use talk with familiar adults and peers creating sentences in their play Following instructions Answering questions (what, who, where, when)	Use short sentences to explain Listen to stories and songs with interest and engagement Using a wide range of words appropriately and in context	Joining in with familiar stories and rhymes Using different vocabulary including scientific and linked to stories Starting to show understanding of 'why' questions	Respond appropriately when questioned Pose my own simple questions to find out more Develop vocabulary Join in and recall stories with repetition	Take turns to speak in a conversation Explore the use of conjunctions to connect ideas Use language to explain, retell, describe	Respond to a range of question types- particularly link to 'why' questions Express a point of view Develop a wide ranging vocabulary- scientific and descriptive
	Following instructions Turn Taking Share ideas and thoughts with adults and peers- using talk	Engage in story times Join in with songs and rhymes Listen to and talk about stories and rhymes	Give opinion and share ideas with confidence in different situations Explain what has happened	Respond and question Use full sentences	Discussion with others Predict what might happen Asking and answering questions	Use a full vocabulary including technical language Use conjunctions in sentences Use past, present and future forms



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Personal, Social and Emotional Development	Rules and responsibilities Healthy lifestyles (inc teeth, food, exercise)	Friendships Working together and building play Developing sense of community	Building independence Select and use resources Confidence in new social situations	Feelings Managing hygiene in terms of hand washing, toileting etc.	Develop understanding of others feelings Understand and follow rules	Maintaining relationships Developing ways to solve conflicts and rivalries
	Class Rules and responsibilities Healthy lifestyles	Maintaining relationships Friendships	Keeping safe- online safety Building independence	Feelings Healthy lifestyles (mental health focus)	Growing and changing (SRE) Develop understanding of others feelings	Maintaining relationships Healthy lifestyles and relationships
Physical Development	Revise and use fundamental movement skills e.g. run, jump hop Use core muscle strength to achieve good posture (start to develop handwriting posture)	Develop dominant hand for pencil control	Negotiate space and obstacles safely Use different movement styles to match situations e.g. crawling through tunnels etc. Use a range of tools effectively including pencils and scissors	Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc.	Demonstrate different ways of moving Use of large scale movements and balancing Using one handed tools and equipment	Use a range of small tools effectively- drawing with accuracy Develop the skills needed to get through the school day e.g. lining up Developing a comfortable pencil grip
	PE lesson – space and movement travelling Develop the skills needed to get through the school day e.g. lining up Revise and use fundamental movement skills	PE lesson – ball skills Use core muscle strength to achieve good posture (start to develop handwriting posture)	PE lesson- gym Negotiate space and obstacles safely Use a range of tools effectively including pencils and scissors	PE lesson – dance Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc.	PE lesson – multi-skills Demonstrate different ways of moving	PE lesson athletics Use a range of small tools effectively- drawing with accuracy
Literacy	Phase 1 Phonics Developing mark making skills through gross motor movements Join in with stories, rhymes and songs	Phase 1 Phonics Developing play linked to stories and retelling Sequencing and retelling stories Developing print knowledge	Phase 1 Phonics Development of fine motor skills Starting to show interest in letters of their name and familiar others e.g. m for mum	Phase 1 Phonics Using story vocabulary in play Writing letters from name (not all) Fine Motor Skills linked to mark making	Phase 1- strong focus on segmenting and blending orally Initial sounds Rhyming Developing emergent writing Acquiring and using new vocabulary	Phase 1- strong focus on segmenting and blending orally Initial sounds Rhyming Developing emergent writing- write own name Sequence and retell events and stories
	Revisit phase 1 skills Listening Discrimination of sounds Initial sounds	Phase 2 phonics Letter formation	Phase 2/ 3 phonics Letter formation	Phase 3 phonics Labels and captions	Phase 3/ 4 phonics Captions and sentences	Phase 4 phonics Sentences- finger spaces, caps letter, full stops



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	Mark Making and name writing Fine motor- pencil control Listen to stories and retell	Writing initial sounds and basic CVC labels Retell stories through small world and role play Describe events in familiar stories and predict events (join in)	Initial sounds and CVC labels (extend to captions) Sequence and retell stories	Short sentences- finger spaces, full stops and capital letters Draw vocabulary and knowledge from non fiction and use throughout the day in different contexts	Use and understand new vocabulary from stories, poems and non fiction Discuss what they know/ have found out	Use and understand new vocabulary from songs and stories Sequence and retell stories Adapt narratives
Maths	Subitise up to 2 Recite numbers past 5 Make comparisons between objects- size, length, weight and capacity Use shapes for building thinking about their properties e.g. flat sides for stacking Spot patterns and talk about them e.g. stripes on a scarf	Experiment with their own symbols and marks Link numerals and amounts to 3 Count to 3 Use shapes for building thinking about their properties e.g. flat sides for stacking Describe familiar routes Discuss routes and locations- positional language	Make comparisons between objects related to size, height and length Capacity Make comparisons between quantities Say one number name for each item See 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting	Patterns- use patterned story The Train Ride- easy retelling Patterns Create and extend ABAB patterns Combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc. Show 'finger' numbers to 5	Count, order, recognise and use numbers to 5 Subitise up to 3 objects (recognise up to 3 objects quickly without counting) Comparisons between objects- 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)	Solve real world problems More and fewer Experiment with own symbols and marks Identify, explain, continue and create patterns Sequence events using time language e.g. first, next, then
	Matching and comparing amounts Representing, comparing and composition of numbers to 3 including subitising Circles and triangles Compare mass, length and capacity Exploring pattern	Representation of numbers to 5 Look closely at the composition of numbers to 5 (including subitising) Squares and rectangles Positional language	Numbers 6, 7, ,8 Comparing numbers to 5- 10 Combining two groups Numbers 9 and 10 Finding pairs Compare mass and capacity Length and height	Number bonds to 10 Starting to count beyond 10 Patterns and number relationships 3D shapes Time	Building numbers beyond 10 Adding more and taking away Doubling and sharing Even and odd Spatial Awareness	Deepening understanding Patterns and relationships Spatial awareness Consolidation
	Seasonal Change					
	Understanding of community, cultures and people through diverse books and stories					
	Begin to make sense of their own life story	Continue to develop positive attitudes about the differences between people	Know that there are different countries in the world and talk about	Explore how things work Talk about what they see using a wide vocabulary	Understand the key features of the life cycle of an animal	Talk about what they see using a wide vocabulary



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Understanding the World Science History Geography	Show interest in different occupations	Talk about what they see using a wide vocabulary Use all their senses in hands on exploration of natural materials	photos or their experiences Begin to understand the need to respect and care for the natural environment and all living things Use all their senses in hands on exploration of natural materials		Use all their senses in hands on exploration of natural materials	Continue to develop positive attitudes about the differences between people Know that there are different countries in the world and talk about photos or their experiences
	Discussion about themselves and their similarities and differences- highlight diversity between people Talk about familiar and special people Describe the local environment, using all their senses to explore the natural and urban world	Christmas- changes linked to toys. Comment on images of Christmas in the past Look at maps linked to fairy tale places- link to stories such as Goldilocks and Red Riding Hood	Antarctica- animals and their habitats linked to climate and landscape Know some similarities and differences between the world around them and contrasting environments Describe other environments Changing states of matter- melting and freezing Explorers- develop understanding of characters from the past	Space Travel- Moon Landings linked to Neil Armstrong Look at Helen Sharman- astronaut Use as a way of developing understanding of significant events in the past. Getting around- using cars, planes, boats, rockets- cultural differences Looking at natural and man made materials and cause and effect	Make observations of plants and animals - Explore the natural world around them and make observations and draw pictures Understand some of the processes in the natural world- life cycles	Compare the local environment and the seaside Describe other environments Use and understand simple maps Look at life in the past e.g. grandparents holidays- photos, books, etc.
Expressive Arts and Design Art and Design based Skills	Explore the use of colour and design Explore tools and their uses	Make use of props and materials in the role play area to re-create well known stories	Invent and adapt stories through their role play and small world play Perform songs and stories	Develop own designs and select materials Create and adapt designs	Perform poems, songs and stories Invent and adapt stories through their role play and small world play	Explore the use of a range of tools Have preferences for forms of expression and explain my use of materials and design
	Explore the use of colour and design Explore tools and their uses	Invent and adapt stories through their role play and small world play	Make use of props and materials in the role play area to re create well known stories Perform songs and stories	Develop own designs and select materials Create and adapt designs	Perform poems, songs and stories Invent and adapt stories through their role play and small world play	Explore the use of a range of tools Have preferences for forms of expression and explain my use of materials and design
	Colour identification Colour mixing	Drawing with accuracy Selecting tools for a purpose	Primary colours Colour mixing with intent	Joining materials together	Exploring the use of textures	Consolidation and depth



Long Term Planning for Nursery and Reception

Cycle 1 (2025-2026)	Autumn		Spring		Summer	
The Big Questions ! KS1 Themes	Who am I and where do I come from? Have toys changed since our grandparents were young and how do we know? <i>Why do seasons change? Note, seasonal changes discussed throughout the year and through CP</i>	What is the geography of where I live? <i>How can we group animals?</i>	Who was to blame and who helped in the Great Fire of London? <i>Why do we use different materials for different things?</i>	What impact has Trengrouse, Davy, Trevithick, Stephenson and Bell had on life today? Seasonal Changes (Spring) Living things and habitats (minibeasts) <i>How are living things adapted to their habitat?</i>	What makes up the UK? <i>How can we identify different plants and trees?</i>	How does weather affect our lives? (hot and cold places) What is the difference between weather and climate? Scarf RSE for Science Nursery & Reception- <i>How have I grown since I was a baby?</i> Year 1 & Year 2- <i>How has my body changed since I was a baby and how do I keep my body safe?</i> Suggested half-termly units (coramlifeeducation.org.uk)
Themes	All about me Healthy Me Homes and houses Families	Seasonal Change Christmas Bonfire Night	Traditional Tales Old and New Materials	Transport Vehicles Machines	Sowing and Growing Minibeasts Plants	Seaside Weather Growing and changing
Focus Texts (subject to change)	<u>EYFS – All About Me</u> The Colour Monster Goodnight Moon Through the Eyes of Me The Proudest Blue Who are you? (NF)	<u>EYFS Town Mouse and Country Mouse</u> Rosie's Walk Town Mouse and Country Mouse My Encyclopedia of Very Important Animals (NF)	<u>EYFS – People who help us</u> Owl Babies Going to the dentist Going to the doctor Supertato Ten Little Superheroes A Awesome Ambulances (NF) Real life Superheroes (NF) Great Fire of London (NF)	<u>EYFS - Minibeasts</u> Argggh Spider! Jump Frog Jump Twist and Hop Minibeast bop The Very Hungry Caterpillar The Big Book of Bugs (NF) Bug Hotel (NF)	<u>EYFS - Inventors</u> The Book with No Pictures Amazing Aeroplanes Bee's Wonderful World of Things that Go (NF) KS1 A Street Through Time The Storm Whale Morag The Big Book of Coming to England (NF)	<u>EYFS -Water</u> Spot Goes to the Beach The Rhythm of the Rain Pirates Below my Toes (NF) KS1: Handa's Surprise Walk in the Woods Sunshine If Winter comes, tell it I'm not here Meet the National Animals (NF)



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				The Story of Inventions (NF)		
Communic ation and Language	Starting to use talk with familiar adults and peers creating sentences in their play Following instructions Answering questions (what, who, where, when)	Use short sentences to explain Listen to stories and songs with interest and engagement Using a wide range of words appropriately and in context	Joining in with familiar stories and rhymes Using different vocabulary including scientific and linked to stories Starting to show understanding of 'why' questions	Respond appropriately when questioned Pose my own simple questions to find out more Develop vocabulary Join in and recall stories with repetition	Take turns to speak in a conversation Explore the use of conjunctions to connect ideas Use language to explain, retell, describe	Respond to a range of question types- particularly link to 'why' questions Express a point of view Develop a wide ranging vocabulary- scientific and descriptive
	Following instructions Turn Taking Share ideas and thoughts with adults and peers- using talk	Engage in storytimes Join in with songs and rhymes Listen to and talk about stories and rhymes	Give opinion and share ideas with confidence in different situations Explain what has happened	Respond and question Use full sentences	Discussion with others Predict what might happen	Use a full vocabulary including technical language Use conjunctions in sentences Use past, present and future forms
Personal, Social and Emotional Developme nt	Rules and responsibilities linked to feelings Healthy lifestyles (inc teeth, food, exercise)	Friendships Working together and building play Developing sense of community	Building independence Select and use resources Showing more confidence in new social situations	Feelings Managing hygiene in terms of hand washing, toileting etc.	Develop understanding of others feelings Understand and follow rules	Maintaining relationships Developing ways to solve conflicts and rivalries
	Class Rules and responsibilities linked to feelings Building independence	Creating & maintaining relationships Friendships	Keeping safe Online safety	Feelings Healthy lifestyles (mental health focus)	Growing and changing (SRE)	Maintaining relationships Healthy lifestyles and relationships



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	Healthy lifestyles					
Physical Development	Revise and use fundamental movement skills e.g. run, jump hop Use core muscle strength to achieve good posture (start to develop handwriting posture)	Develop dominant hand for pencil control	Negotiate space and obstacles safely Use different movement styles to match situations e.g. crawling through tunnels etc. Use a range of tools effectively including pencils and scissors	Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc.	Demonstrate different ways of moving Use of large scale movements and balancing Using one handed tools and equipment	Use a range of small tools effectively- drawing with accuracy Develop the skills needed to get through the school day e.g. lining up Developing a comfortable pencil grip
	Develop the skills needed to get through the school day e.g. lining up Revise and use fundamental movement skills	Use core muscle strength to achieve good posture (start to develop handwriting posture)	Negotiate space and obstacles safely Use a range of tools effectively including pencils and scissors	Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc. Use a range of tools effectively including pencils and scissors	Demonstrate different ways of moving	Use a range of small tools effectively- drawing with accuracy
Literacy	Phase 1 Phonics Developing mark making skills through gross motor movements Join in with stories, rhymes and songs	Phase 1 Phonics Developing play linked to stories and retelling Sequencing and retelling stories Developing print knowledge	Phase 1 Phonics Development of fine motor skills Starting to show interest in letters of their name and familiar others e.g. m for mum	Phase 1 Phonics Using story vocabulary in play Writing letters from name (not all) Fine Motor Skills linked to mark making	Phase 1- strong focus on segmenting and blending orally Initial sounds Rhyming Developing emergent writing Acquiring and using new vocabulary	Phase 1- strong focus on segmenting and blending orally Initial sounds Rhyming Developing emergent writing Sequence and retell events and stories Write own name
	Revisit phase 1 skills Listening Discrimination of sounds Initial sounds	Phase 2 phonics Letter formation Writing initial sounds and basic CVC labels	Phase 2/ 3 phonics Letter formation Initial sounds and CVC labels (extend to captions)	Phase 3 phonics Labels and captions Short sentences- finger spaces, full	Phase 3/ 4 phonics Captions and sentences Use and understand new vocabulary from stories, poems and non fiction	Phase 4 phonics Sentences- finger spaces, caps letter, full stops Use and understand new vocabulary from songs and stories



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	Mark Making Name writing Fine motor-pencil control Listen to stories and retell	Retell stories through small world and role play Describe events in familiar stories and predict events (join in)	Sequence and retell stories	stops and capital letters Draw vocabulary and knowledge from non fiction and use throughout the day in different contexts Draw vocabulary and knowledge from non fiction books and stories	Discuss what they know/ have found out	Sequence and retell stories Adapt narratives
Maths	Subitise up to 2 Recite numbers past 5 Make comparisons between objects- size, length, weight and capacity Use shapes for building thinking about their properties e.g. flat sides for stacking Spot patterns and talk about them e.g. stripes on a scarf	Experiment with their own symbols and marks Link numerals and amounts to 3 Count to 3 Use shapes for building thinking about their properties e.g. flat sides for stacking Describe familiar routes Discuss routes and locations- positional language	Make comparisons between objects related to size, height and length Capacity Make comparisons between quantities Say one number name for each item See 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting	Patterns- use patterned story The Train Ride- easy retelling Patterns Create and extend ABAB patterns Combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc. Show 'finger' numbers to 5	Count, order, recognise and use numbers to 5 Subitise up to 3 objects (recognise up to 3 objects quickly without counting) Comparisons between objects- 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)	Solve real world problems More and fewer Experiment with own symbols and marks Identify, explain, continue and create patterns Sequence events using time language e.g. first, next, then
	Matching and comparing amounts Representing, comparing and composition of numbers to 3	Representation of numbers to 5 Look closely at the composition of numbers to 5 (including subitising) Squares and rectangles Positional language	Numbers 6, 7, ,8 Comparing numbers to 5- 10 Combining two groups Numbers 9 and 10 Finding pairs	Number bonds to 10 Starting to count beyond 10 Patterns and number relationships	Building numbers beyond 10 Adding more and taking away Doubling and sharing Even and odd Spatial Awareness	Deepening understanding Patterns and relationships Spatial awareness Consolidation



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	including subitising Circles and triangles Compare mass, length and capacity Exploring pattern		Compare mass and capacity Length and height	3D shapes Time		
Understanding the World Science History Geography	Seasonal Change Understanding of community, cultures and people through diverse books and stories					
	Begin to make sense of their own life story Show interest in different occupations Talk about what they see using a wide vocabulary	Continue to develop positive attitudes about the differences between people	Begin to understand the need to respect and care for the natural environment and all living things Know that there are different countries in and talk about photos or their experiences	Understand the key features of the life cycle of an animal Use all their senses in hands on exploration of natural materials	Plant seeds and care for growing plants Understand the key features of the life cycle of a plant Use all their senses in hands on exploration of natural materials	Use all their senses in hands on exploration of natural materials Explore how things work
	Discussion about families and their similarities and differences- link to books about families from the past e.g. Peepo, etc. Materials and their properties Describe and explore local environment - link to maps of the local area	How Christmas is different around the world Christmas- changes linked to toys Know some similarities and differences between religious and cultural communities- look at different celebrations e.g. Christmas, Bonfire Night, Diwali, etc.	Africa- animals and their habitats linked to climate and landscape Know some similarities and differences between the world around them and contrasting environments by describing them Make observations of plants and animals	Explorers- develop understanding of characters from the past Living things- plants and animals (bones, fossils, etc.)	Make observations of plants and animals and explore the natural world Describe the local environment and wildlife Contrasting environments	Compare the local environment and the seaside Link to work on Africa and sea sides in other countries Contrasting environments Look at life in the past e.g. grandparents holidays- photos, books, etc.



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Expressive Arts and Design	Explore the use of colour and design Explore tools and their uses	Invent and adapt stories through their role play and small world play Remember and sing entire songs	Make use of props and materials in the role play area to re-create well known stories Perform songs and stories	Develop own designs and select materials Create and adapt designs	Perform and create poems, songs and stories and play instruments Invent, adapt stories- imaginative play	Explore the use of a range of tools Develop pencil and tool control to create complex and detailed picture
	Explore the use of colour and design Explore tools and their uses	Invent and adapt stories through their role play and small world play	Make use of props and materials in the role play area to re-create well known stories Perform songs and stories	Develop own designs and select materials Create and adapt designs	Perform and create poems, songs and stories and play instruments Invent and adapt stories through their role play and small world play	Explore the use of a range of tools Have preferences for forms of expression and explain my use of materials and design
Art and Design based Skills	Colour identification Colour mixing	Primary colours Colour mixing with intent	Drawing with accuracy Selecting tools for a purpose	Joining materials together	Exploring the use of textures	Consolidation and depth