

# Alder Coppice Primary School

## Long Term Nursery Curriculum Overview

Our Long-term overview incorporates some themes and projects such as seasonal change, festivals and celebrations. It also allows for child-led themes based around their interests and is flexible.

	Autumn		Spring		Summer	
	A1	A2	SP1	SP2	Su1	Su2
Cycle 1	All About Me	Fireworks, Fun and Festivities	On the Farm	Growing and Changing On the Farm	Once upon a time	People Who help us
Cycle 2	All About Me	Fireworks, Fun and Festivities	Walk into winter Tell me a rhyme	Food and New life	Are you sitting comfortably	Out of this world

# Alder Coppice Primary School

## Long Term Nursery Curriculum Overview

### Key Learning across The Nursery Year



#### Prime Areas

#### Communication and Language

Enjoy listening to longer stories and can remember much of what happens.  
Use a wider range of vocabulary.  
Understand a question or instruction that has two parts.  
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"  
Sing a large repertoire of songs.  
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  
Develop their communication, but may continue to have problems with irregular tenses and plurals  
Use longer sentences of four to six words.  
Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  
Can start a conversation with an adult or a friend and continue it for many turns.  
Use talk to organise themselves and their play

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	Autumn	Spring	Summer
	<b>This area of learning underpins everything we do!</b>		
	Whole EYFS Focus - C and L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing and speech and language interventions.		
	Specific activities...  <ul style="list-style-type: none"> <li>- Establish rules for listening and an environment where children feel safe to ask questions, talk, share ideas</li> <li>- Sing a range of Nursery Rhymes</li> <li>- Role Play Areas and Enhancements</li> <li>- Story Rich Classroom</li> <li>- Visits from the Local Librarians</li> <li>- Engage in conversations</li> </ul>	  <ul style="list-style-type: none"> <li>- World Book Day</li> </ul>	  <ul style="list-style-type: none"> <li>- Transition visits</li> </ul>

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### Prime Areas

### Physical Development

Continue to develop their movement, balancing, riding and ball skills.  
Go up steps and stairs, or climb up apparatus, using alternate feet.  
Skip, hop, stand on one leg and hold a pose for a game like musical statues.  
Use large-muscle movements -wave flags, streamers, paint and make marks.  
Start taking part in some group activities which they make up for themselves, or in teams.  
Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.  
Match their developing physical skills to tasks and activities in the setting. *For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.*  
Choose the right resources to carry out their own plan. *For example, choosing a spade to enlarge a small hole they dug with a trowel.*  
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  
Use one-handed tools and equipment - making snips in paper with scissors.  
Use a comfortable grip with good control when holding pens and pencils.  
Start to eat independently and learning how to use a knife and fork.  
Show a preference for a dominant hand.  
Be increasingly independent as they get dressed and undressed - putting coats on and doing up zips.  
Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

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<p><b><u>Autumn 1</u></b></p> <p><b>Gross Motor</b> –Begin to kick, throw and catch balls. Run, walk, jump and climb independently. Use a scooter or a tricycle. Racing games to begin to develop control in moving in different ways.</p> <p><b>Fine Motor</b> –Begin to develop manipulation and control through activities such as play dough, tweezers, threading, pegs and boards, doing up zips and buttons</p> <p><b><u>Autumn 2</u></b></p> <p><b>Gross Motor</b> –Put on our coats independently and help to get dressed for wet play, putting on our wellies and waterproofs. Develop our skills in throwing, catching and kicking a ball. Develop listening skills to join in with PE games and races.</p>	<p><b><u>Spring 1</u></b></p> <p><b>Gross Motor</b>–Continue to develop their movement, balancing and ball skills. Team games and races.</p> <p><b>Fine Motor</b> –Continue to develop a correct pencil grip. Dough disco to develop strength in their fingers. Demonstrate increasing control when using mark making and using tools.</p> <p><b><u>Spring 2</u></b></p> <p><b>Gross Motor</b>–Collaborate with others to manage items. E.g.to move planks safely and carry blocks, tyres, bricks, crates. Begin to develop control when skipping, hopping and standing on one leg. Team games and races focussing on moving in different ways.</p> <p><b>Fine Motor</b> –Continue to develop a correct pencil grip.</p>	<p><b><u>Summer 1</u></b></p> <p><b>Gross Motor</b>–Show increasing control in skipping, hopping and standing on one leg to hold a pose. Move like farm animals. Develop skills in moving in different ways with increasing control and balance whilst playing team games such as football and basketball.</p> <p><b>Fine Motor</b> –Dough disco. Begin to use an effective grip with increasing control. Use one handed tools and equipment –scissors, trowel, spade, tweezers.</p> <p><b><u>Summer 2</u></b></p> <p><b>Gross Motor Skills/PE</b>-Make decisions about tasks and activities –deciding how to move along an obstacle course. Ball skills, basketball, football.</p> <p><b>Fine Motor</b> –Dough disco. Use an effective grip with increasing control. Use one handed tools and equipment with control –scissors, paintbrush, trowel, spade, tweezers.</p>

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		<b>Fine Motor</b> –Continue to develop manipulation and control through activities using scissors, play dough, tweezers, threading, pegs and boards, doing up zips and buttons.	Dough disco. Demonstrate increasing control when using mark making and using tools.	

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Key Learning across The Nursery Year		
<b>Prime Areas</b>	<b>Personal, Social and Emotional Development</b>	<p>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.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Do not always need an adult to remind them of a rule.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Begin to understand how others might be feeling.</p>

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Autumn	Spring	Summer
<p>We believe our children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> <p style="text-align: center;"><b>All Areas pf PSED permeate the ethos of our environment all day, every day. Adults model, encourage and were necessary, teach, all objectives all of the time.</b></p>		
<p><b><u>Autumn Term 1</u></b>            Friendships            Differences between myself and others            Naming Feelings and Emotions            Our Class Rules</p> <p><b><u>Autumn Term 2</u></b>            Friendships            Harvest: Foods that are healthy for us            Feelings and using words to describe them            Washing our hands and use the toilet independently            Continue to learn the class rules.</p>	<p><b><u>Spring Term 1</u></b>            Consider the feelings of others            Recognise how characters in stories and rhymes feel.</p> <p><b><u>Spring Term 2</u></b>            Express their feelings and consider the feelings of others            Be independent in their own care needs            Follow class rules and know why they are important</p>	<p><b><u>Summer Term 1</u></b>            Develop appropriate ways of being assertive            Talk to others to solve conflicts            Play with one or more other children elaborating play ideas.</p> <p><b><u>Summer Term 2</u></b>            Continue to play with one or more other children elaborating play ideas.            Become more confident in new social situations-transition.</p>

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<b>Specific Areas</b>	<b>Literacy</b>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"><li>- print has meaning</li><li>- print can have different purposes</li><li>- we read English text from left to right and from top to bottom</li><li>- the names of the different parts of a book</li><li>- page sequencing</li></ul> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"><li>- spot and suggest rhymes</li><li>- count or clap syllables in a word</li><li>- recognise words with the same initial sound, such as money and mother</li></ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>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; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>
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Autumn	Spring	Summer
<p><b>Autumn 1</b>  <b>Phonics</b>—Listen to sounds in the environment and say what they can hear. Listen to sounds that animals make and identify what animal it is.  <b>Reading</b>—Enjoy sharing books with an adult or independently.  Join in/say some of the words in the songs and rhymes that we sing.  <b>Writing</b>—Make marks with a range of writing tools or fingers on different surfaces.</p> <p><b>Autumn 2</b>  <b>Phonics</b>—Listen to sounds in the environment and say what they can hear. Listen to sounds that animals make and identify what animal it is.  <b>Reading</b>—Enjoy sharing books with an adult or independently.  Handle books carefully.  Join in/say some of the words in the songs and rhymes that we sing.  Recall some of the main events in the stories we read.  <b>Writing</b>—Make marks with a range of writing tools or fingers on different surfaces. Begin to give meaning to the marks they make.</p>	<p><b>Spring 1</b>  <b>Phonics</b>— Listen to instrumental sounds, identify and name instruments, Able to remember and repeat a rhythm. Describe sounds they hear.  make and identify what animal it is.  <b>Reading</b>—Enjoy sharing books with an adult or independently.  Join in/say some words in the songs and rhymes that we sing.  Name the different parts of a book.  Retell some of the stories we have read using puppets.  <b>Writing</b>—Give meaning to the marks they make.  Begin to develop an effective grip.</p> <p><b>Spring 2</b>  <b>Phonics</b>—Use body percussion sounds to copy pattern, produce contrast in rhyme speed &amp; loudness  Rhyming- Recognise that words rhyme  <b>Reading</b>—Enjoy sharing books with an adult or independently.  Names different parts of the book and begin to understands different parts of a book.  Join in/say some of the words in the songs and rhymes that we sing.  Recall some of the main events in the stories we read.</p>	<p><b>Summer 1</b>  <b>Phonics</b>—Use body percussion sounds to copy pattern, produce contrast in rhyme speed &amp; loudness  Rhyming- Recognise that words rhyme  <b>Reading</b>—Enjoy sharing books with an adult or independently.  Names different parts of the book and begin to understands different parts of a book.  Join in/say some of the words in the songs and rhymes that we sing.  Recall some of the main events in the stories we read.  <b>Writing</b>—Make marks with a range of writing tools or fingers on using different media.  Begin to give meaning to the marks they make  Begin to write some letters in their name.</p> <p><b>Summer 2</b>  <b>Phonics</b>— Initial sounds, oral blending, Show an awareness in rhyme  <b>Reading</b>—Enjoy sharing books with an adult or independently.  Names different parts of the book and begin to understands different parts of a book.  Engage in extended conversation about stories, learning new vocabulary  <b>Writing</b>—Make marks with a range of writing tools or fingers on using different media.  Begin to give meaning to the marks they make. Early writing –Mark making for a purpose in role play area e.g. police/ fire</p>

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			<p><b>Writing</b>—Make marks with a range of writing tools or fingers on using different media. Begin to give meaning to the marks they make</p>	<p>stations, doctors. Begin to write some letters in their name.</p>	
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### Key Learning across The Nursery Year

Specific Areas

Mathematics

Fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5.

Say one number for each item in order: 1,2,3,4,5.

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Show 'finger numbers' up to 5.

Link numerals and amounts: showing the right number of objects to match the numeral, up to 5.

Experiment with their own symbols and marks as well as numerals.

Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'.

Talk about and explore 2D and 3D shapes (circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Understand position through words alone – "The bag is under the table," – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like 'in front of' and 'behind'.

Make comparisons between objects relating to size, length, weight and capacity.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

Combine shapes to make new ones – an arch, a bigger triangle etc.

Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.

Extend and create ABAB patterns – stick, leaf, stick, leaf.

Notice and correct an error in a repeating pattern.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...

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Autumn	Spring	Summer
<p><b><u>Autumn 1</u></b></p> <p>Week 1-3 Getting to know you counting rhymes, daily routines.</p> <p>Week 4 Subitize to 3</p> <p>Week 5 Matching</p> <p>Week 6 Sorting</p> <p><b><u>Autumn 2</u></b></p> <p>Week 1 Sorting</p> <p>Week 2 Comparing amounts</p> <p>Week 3 Pattern</p> <p>Week 4 Comparing Height and Length</p> <p>Week 5 2D shape</p> <p>Week 6 Pattern</p> <p>Week 7 Comparing Capacity</p>	<p><b><u>Spring 1</u></b></p> <p>Week 1 Representing 1</p> <p>Week 2 Representing 2</p> <p>Week 3 Representing 3</p> <p>Week 4 Sorting 1 2 3</p> <p>Week 5 Matching 1 2 3</p> <p><b><u>Spring 2</u></b></p> <p>Week 1 Matching 1 2 3</p> <p>Week 2 Matching amounts</p> <p>Week 3 2D shape</p> <p>Week 4 Positional Language</p> <p>Week 5 Pattern</p>	<p><b><u>Summer 1</u></b></p> <p>Week 1 Representing 4</p> <p>Week 2 Representing 5</p> <p>Week 3 Sorting 4 and 5</p> <p>Week 4 Composition of 4</p> <p>Week 5 Composition of 5</p> <p>Week 6 Composition of 4 and 5</p> <p><b><u>Summer 2</u></b></p> <p>Week 1 More than</p> <p>Week 2 Less than</p> <p>Week 3 One More/One less</p> <p>Week 4 3D Shape</p> <p>Week 5 and 6 Numbers 1-5 Numbers 1-5 Recognition Cardinal principle, subitise</p>

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### Key Learning across The Nursery Year

#### Specific Areas

#### Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
  - Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

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Autumn	Spring	Summer
<p>Name different parts of our bodies. Develop an understanding for how we use them. Begin to observe the changes in weather as we move into Autumn. Songs about body parts</p> <p>Learn the name of their Nursery group and where things are in the classroom and the outdoor environment. Learn about who works in our school and how they help us.</p> <p>Talk about who is in our families and identify who is older/younger than the other.</p> <p>Who is in my family?</p> <p>Discuss how people celebrate different festivals and celebrations as a family. Share experiences of when you experienced them in the past.</p>	<p>Talk about what they see, using a wide vocabulary</p> <p>Talk about the differences between materials and changes they see. Ice, bread making, making pancakes</p> <p>Continue to develop positive attitudes about the difference in people-</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Plant seeds and take care of the growing plants.</p> <p>Understand key features of the life cycle of a plant and animal.</p> <p>Begin to show some understanding the need to respect and care for the naturel environment and all living things</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Talk about the difference in materials- building houses</p> <p>Plant seeds and take care of the growing plants.</p> <p>Understand key features of the life cycle of a plant.</p> <p>Explore how things work- give reasons how for the changes I notice making porridge</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore different forces that we can feel- push, pull</p> <p>I am learning about the different people who help us their role and responsibilities.</p> <ul style="list-style-type: none"> <li>❖ People who help us at home.</li> <li>❖ People who help at school.</li> <li>❖ People who help us to keep safe Police</li> <li>❖ People who help us to keep safe</li> <li>❖ Fire Fighters</li> <li>❖ People who keep us healthy</li> </ul> <p>Doctors</p>

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### Specific Areas

### Expressive Art and Design

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear

Explore colour and colour-mixing.

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up of familiar songs).

Create their own songs, or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

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Autumn	Spring	Summer
<p><b>Music</b>–Sing Up Units Let’s Be Friends</p> <p>Painting –explore a range of mark making tools to make marks on different surfaces using paint. Use brushes of different thicknesses.</p> <p>Drawing –Explore and make marks using a range of writing tools.</p> <p>Explore a range of materials and textures.</p> <p>Play imaginatively with different small world toys and in the home corner role play area.</p> <p>Drawing –Explore and make marks using a range of writing tools.</p> <p>Explore a range of materials and textures.</p> <p>Play imaginatively with different small world toys and in the home corner role play area.</p>	<p>Drawing –Explore, make marks, use simple shapes in my drawings , use a range of writing tools.</p> <p>Role Play-Play imaginatively with different small world toys and in the home corner role play area.</p> <p>Painting –colour mixing: using primary colours to make secondary colours. Use particular colours for a purpose</p> <p>Play some percussion instruments with some control coordination</p> <p>Drawing –Explore make marks, use simple shapes in my drawings, draw some details such a representing a face</p> <p>Role Play-Play imaginatively with different small world toys and in the home corner role-play area. Begin to develop complex small world stories</p> <p>Painting – Use a variety of tools to paint with. Use particular colours for a purpose</p>	<p>Music–Respond to music I hear express my thoughts and feelings. Play some percussion instruments with some control coordination and rhythm</p> <p>Role Play-Make up stories and act them out using small world toys</p> <p>Drawing – Draw with increasing complexity and details Explore make marks, use simple shapes in my drawings, DT -Explore materials freely to develop their ideas about how to use them</p> <p>Role Play-Play imaginatively with different small world toys and in the home corner role-play area. Begin to develop complex small world stories</p> <p>Painting – Use a variety of tools to paint with. Use particular colours for a purpose, Explore colour mixing with primary colours</p>

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The characteristics of effective learning that will help us on our way ...

<p><b>Playing and exploring:</b> - 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</p>	<ul style="list-style-type: none"> <li>- Realise that their actions have an effect on the world, so they want to keep repeating them.</li> <li>- Reach for and accept objects.</li> <li>- Make choices and explore different resources and materials.</li> <li>- Plan and think ahead about how they will explore or play with objects.</li> <li>- Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."</li> <li>- Make independent choices.</li> <li>- Do things independently that they have been previously taught.</li> <li>- Bring their own interests and fascinations into early years settings. This helps them to develop their learning. • Respond to new experiences that you bring to their attention</li> </ul>
<p><b>Active learning:</b> - 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</p>	<ul style="list-style-type: none"> <li>- Participate in routines,</li> <li>- Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.</li> <li>- Show goal-directed behaviour. For example, turn a storage box upside down so they can stand on it and reach up for an object.</li> <li>- Use a range of strategies to reach a goal they have set themselves.</li> <li>- Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</li> <li>- Keep on trying when things are difficult</li> </ul>
<p><b>Creating and thinking critically:</b> - 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.</p>	<ul style="list-style-type: none"> <li>- Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.</li> <li>- Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.</li> <li>- Review their progress as they try to achieve a goal. Check how well they are doing.</li> <li>- Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</li> <li>- Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."</li> <li>- Know more, so feel confident about coming up with their own ideas.</li> <li>- Make more links between those ideas.</li> </ul>

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|  | <ul style="list-style-type: none"><li>- Concentrate on achieving something that is important to them. They are increasingly able to control their attention and ignore distractions</li></ul> |
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**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.

**Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others.